

# Student Assessment

Read the [Student Self Assessment: The Key to Stronger Student Motivation and Higher Achievement](#) by James H. McMillan and Jessica Hearn.

## Strategies and Resources

### *Early Career Interest Inventory (recommended in middle school)*

- [Career One Stop Interest Assessment](#)

### *Student Self Inventory Assessments*

- [Self Inventory - Essential Skills](#)
- [Self Inventory - Illinois Worknet PDF](#)
- [Self Inventory - Problem Solving Document](#)

### *Literacy Self Inventory*

- [Self Inventory - Multiple Intelligence Website](#)

### *Reflection*

- [Bloom's Student Reflection](#) (used when doing a certain training station or event)
- [Essential Skills- Working with Others- Student Activity Reflection](#)
- [Essential Skills - The Thought Process - Student Activity Reflection](#)
- [Essential Skills - Self Regulation - Student Activity Reflection \(CHANGE\)](#)

### *MetaCognition*

- [WBL - Think Pair Share](#)
- [WBL - Goal Setting - Force Field Push and Pull Worksheet](#)

### *Mind Mapping*

- [Make a Mind Map of the Current Situation](#)

## Student Portfolio

### Intention of the Portfolio

There are a whole host of reasons why students benefit from portfolios, especially when completed in conjunction with a Work-Based Learning experience. Students display growth in proficiency of the Technical Competencies and Essential skills. They show advanced understanding of tasks in work settings, technical writing, safety and industry specific vocabulary growth. They reveal evidence of such growth as the artifacts that students place in their portfolio. This evidence is often used as a tool to communicate to parents, community organizations and employers that the student is ready for the next steps of their career path.

Whether the next steps in their journey takes them to a college classroom or a work setting, the students often gain an appreciation of the work they set out to do through compilation and review of a summative portfolio. Some of the most important components of the portfolio reveal that the students have set goals for themselves and have created planning procedures to either achieve or fall a little short and make needed adjustments. In most cases, even when the students fall short of their expectations, they do so under the guidance and supervision of someone who taught them that it is possible to fall short of reaching your goals while still growing, developing, and achieving at a high level. That person assisting them, most commonly their coordinator/teacher, often observes that the student learns a lot more than the student initially thought they would.

The intention of using a portfolio is to teach the student the lesson of life and to focus on the growth and development that has occurred. Students must understand that not everyone is successful all the time and that working hard can be the difference between success and failure. Finally, completing a portfolio reveals some gaps that the student can work on post high school, to better hone their skills and build on the resources that they have already achieved.

### Stakeholder Agreements

When completing a WBL experience, it is important to have stakeholder agreements, with or without a portfolio requirement. These agreements hold all parties involved to be active and accountable in the educational process, and promotes open and active communication between the student, parents, school and community members. These

stakeholder agreements often have direct information that discuss student goals and/or expectations of the student. When using a portfolio to display the growth of a student, it is important to share these documents as a placeholder to what the student signed up for, and to display where they began their work experience process.

At a minimum, WBL programs should have a teacher, student and parent stakeholder agreement for any WBL activities that are classified as Workplace Experience or Workplace Experience Courses including student led enterprises, school based enterprises, supervised agricultural experiences, clinical experiences, internships, and apprenticeship programs.

<b>Workplace Experience and Workplace Experience Courses</b>	Student Led Enterprises
	School Based Enterprises
	Supervised Agricultural Experiences (SAE)
	Clinical Experiences
	Internships
	Apprenticeship Programs

This document shows the requirements of both the student and parents, and how parents will be held accountable for certain responsibilities and requirements of the program. Below is one example of what an agreement could look like. Each school and WBL program will have different requirements, so be sure to utilize this form as an example, not a governing document.

#### [Work-Based Learning Student, Parent, Coordinator Agreement Sample Agreement](#)

WBL programs should also have a student, employer, coordinator agreement that outlines responsibilities and requirements. These agreements may also include details outlining the mutually beneficial components that the WBL experience and how it impacts both students and employers. This document must also include the requirements that the employer must abide by as established by your WBL program. These documents are important as they reveal the expectations and goals of the employer, often monitored to some degree by the employer, teacher/facilitator and/or student. Including these documents in a portfolio shows the beginning phases of the WBL workplace experience.

Although not all WBL activities will come with compensation for students, it is important to ensure that compensation is outlined for students who are participating in WBL as part of a workplace experience course that spans an entire semester or school year; this will help avoid confusion and potential issues after work begins. It is the responsibility of the WBL

coordinator to ensure that this component is added to agreements when applicable to a student WBL placement.

#### [Work-Based Learning Student, Employer, Coordinator Sample Agreement](#)

### **Possible Portfolio Components**

- Introductory letter written by the student describing the work to be presented and how the samples were selected
  - Table of Contents of student work items contained within the portfolio
  - Career Development Materials
    - Career and educational development plan
    - Resume
    - Application for college
    - Application for employment
    - Letters of recommendation
  - Documentation of Progress
    - List of responsibilities undertaken throughout the experiences
    - Periodic journal entries reflecting on tasks and activities
  - Work Samples (3-4)
    - Examples of materials developed throughout the experience linked to standards and learning plan
  - Writing/Research
    - Sample to demonstrate in-depth knowledge about a career area, describing skill needs and future trends in the industry; use of multiple sources (interviews, literature review and internet search) with proper citations, to demonstrate research/learning how to learn, information literacy, and written communication skills.
    - Focusing on industry specific skills of writing, ensuring that students can display industry knowledge, knowledge of formats and styling in the industry, citation styles for the industry and written responsibilities of the career
- \*NOTE- some industries do not focus on writing skills, and instead focus on

graphics, mapping, or other technical skills that can be supplementary to this work

- Presentation
  - Focusing on industry style requirements and expectations
- Assessments
  - Student Self-Assessment
  - Supervisor evaluation and observations
  - WBL coordinator evaluations and observations
  - Training Plan and Hour Log Sheet

### **The Training Plan**

From a community partner perspective, one of the key areas they want to see growth in is through technical skill development. One might ask why these skills are so important from their perspective? It is no surprise that employers want to see if the student has the required skills to be a prospective employee. It is no mistake that WBL workplace experiences are geared towards these types of opportunities for two reasons. First, not all students will attend college. By ensuring that the students have learned the technical skills in their Pathway, community partners understand that the technical skills at the high school establishes a baseline of skills that students learned, making them more ready for entering the workplace. For students who attend college, they benefit by being provided WBL workplace opportunities and exposure of the technical skills, which will make them better prepared to transition into college courses that expect more hands-on activities and critical thinking skills to approach problem solving.

Establishing clear training plans can be difficult, which is why it is imperative that the teacher coordinator has the communication skills to work with employers to develop these plans. In this section, an example of one variation of a training plan is offered to you as a resource document that you can use or modify. Working with employers to modify, add, or subtract technical skills that fit employment in their career field or job setting is crucial to the employer relationship. It is also important that these skills be married to the industry standards and communicate that idea to the employer. [Click here to access sample training plans](#), part of which can be seen below. Feel free to use these training plans, modify them and create your own based on the needs of your WBL program. This is a simplistic version of what a training plan may look like; be sure to create a plan that meets the needs for your employer partners and students in your program.

### Work-Based Learning Training Plan - Sales Position

STUDENT \_\_\_\_\_ Training Period \_\_\_\_\_ to \_\_\_\_\_  
Complete the Training use the following codes, by placing a check mark in the corresponding box.

#### Evaluation Codes

1. Needs Improvement      2. Improving      3. Accomplishing      4. Mastering

Operations	Training Evaluation				
	Notes	1	2	3	4
Cash Register					
Making Change					
Handling Checks					
Writing Sales Tickets					
Handling Credit Cards/receipts					
Open/Close procedures					
Wrapping and bagging products					
Loss Prevention					
Store Policies					
Other					

### Student Reflection Activities

Portfolios have little value if they do not show the growing progression of a student. Often that progression can be measured in quantitative and qualitative ways. Your quantitative data can be found in the assessments that measure numerical productivity and performance of the student. However, their social emotional growth is as valuable, if not more valuable at times, when we commit to the fact that WBL programs are meant to mold a young person into a fully functioning citizen for society. In order to meet that goal, we need to measure their social emotional growth to ensure that, as they enter adulthood, they can handle the mental and emotional challenges that careers often present both in our profession and in our personal lives. Offering student reflection is a perfect way to promote that type of growth. And it is a wonderful asset to student portfolios when employers, teachers, parents and students can view the challenges and emotional connections young people make in their professional adventures.

Using student reflection is a necessary component in a portfolio because of the added value it creates in the story of an individual student's progression. Module 6.5 shared examples of student reflection. Teacher coordinators are encouraged to utilize these reflection strategies and modify, change, and add to them in an effort to share the students progression. These reflections can be included in various checkpoints in the WBL workplace experience..

For example, some schools integrate reflection components in classes that are saved in their WBL portfolios. These could include 10 year plans, weekly reflection prompts that focus on different components of a students WBL experience, or attending an event or a digital portfolio already built in their introduction to their Pathway to name a few. In any of these cases, the reflection can provide an opportunity to ensure the WBL experience is aligned with the student goals identified through career exploration and individual student plans.. Having students save these documents on the front end, and reviewing them through the course of their WBL experiences provides them the opportunity to reflect not only on skill development, but also on their journey through their pathway. Successful examples of past reflection data can be some of the following:

- Establishing digital Google Sites where students can track their progress through their WBL pathway in an online Portfolio (has a page for yearly or semester wide reflection)
- Students writing letters to themselves Freshman year to review during their WBL workplace experience.
- Students having a program that follows their progression through their Pathway that their parents and they can access into their WBL program.
- Data or documentation of past certifications (creating a reflection in their WBL workplace experience to reflect on how that has impacted their skill development).

These are just a few examples of the many that could occur in the school pathway that would enhance and encourage the use of reflection in CTE courses, and those that want to focus on writing skills to connect to CTE objectives. Speaking to your English teachers on ways they are using reflection in their classroom can strengthen the goals they work on in their courses. Such discussion brings to light the need for alignment with professionals outside of CTE to complement instructional practices. In either case, the reflection component of WBL should not be undervalued.

## Reflection

- [Bloom's Student Reflection](#) (used when doing a certain training station or event)
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## Career Planning Components

Planning for the future is a skill that can be “scary” for young people, and in some circumstances, non-existent. It is hard to see what is going to happen tomorrow when you are hungry, worried about your personal safety, worried about loved ones, going through medical emergencies, experiencing trauma and a host of other factors. Having a reliable place where students can store their documents on career planning is a best practice for any WBL experience. Whether it is a part of an overall WBL monitoring process, an in-house excel spreadsheet, or other means, ensuring that students and parents have access to some sort of past planning document is important to WBL.

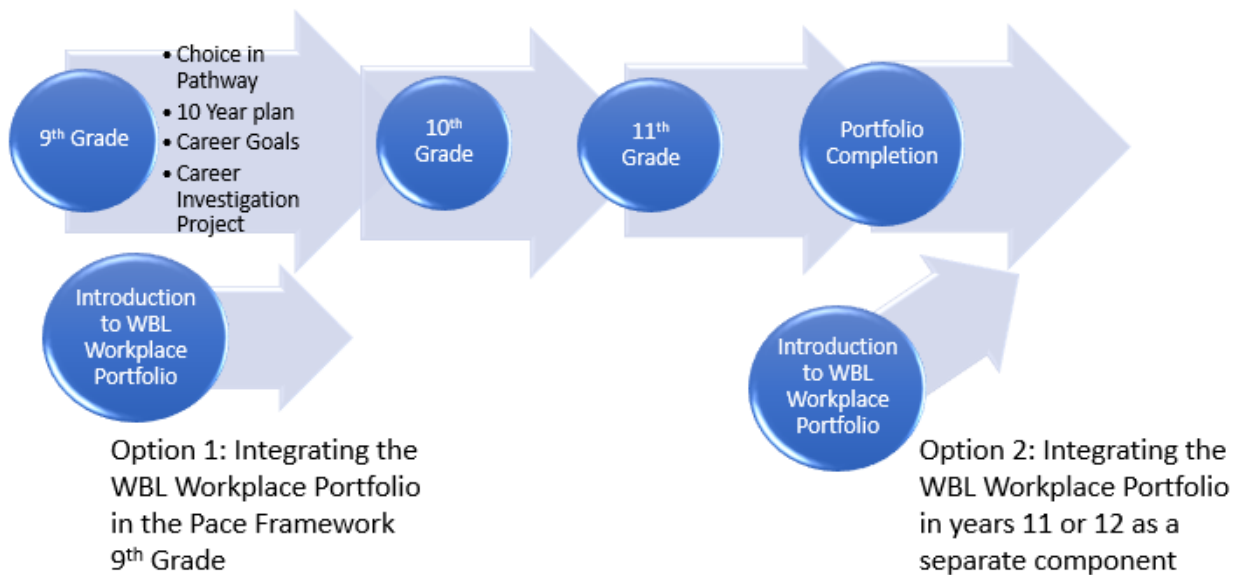
Keeping track of student decisions isn't easy and this information can get lost with changes to programs. Working with administrators on what works best for your school/district is definitely a conversation worth having in the future. However, this portion of the portfolio is more geared towards what you are doing in your Workplace Experience. There are a few paths you can take in this work, and even more options provided. Talking this over with your WBL Advisory would be a worthy conversation in the future.

Career Planning artifacts could be some of the following examples:

- Option 1: Completed prior to Workplace Experience in PaCE Framework
  - Career Investigation Project
    - Interviews
    - Reading
    - Statistics and Governmental reports
    - College and Career options
  - 7th, 8th or 9th Grade Career assessment
    - Self Assessment
    - Interests Assessment



- Skills Assessment
- 10 Year Plan
  - SMART goals
  - Decide on a Career Pathway
  - Combine with conversations from parents, teachers and counselors
  - Career goals worksheet
  - SMART goals
  - Etc.
- Option 2: Completed in conjunction with Workplace Experience
  - 11-12th Grade - Career Assessment(s)
  - Career Investigation Project
  - 10 Year Plan



### Alternative Text

No matter what option you choose, it is important to ensure Career Planning artifacts are included in the portfolio to show the linear growth of students to parents, community members and stakeholders.

## Assessment Documentation

Once you have the Career Planning components included in your portfolio process, it is important to show the growth of the student as they move through the WBL Workplace Experience. The growth measures can be established from a host of different types of assessment data that can play a role as an artifact of the portfolio. These could include experiences or activities that are from past PaCE Framework experiences, to things that take place in the WBL Workplace experience itself. Working with your advisory to identify key documents that should be included in the portfolio makes for a conversation that gives community members a stake in the success of the student. Also, creating a placeholder for optional assessments gives the students voice and choice in the portfolio creation process, making it more meaningful for them at the end of the WBL Workplace Experience. Formative and Summative Assessments make up the two categories of assessments that you would pull your student data from for the portfolio requirement. Some of the following assessments could be used in the development of your portfolio experience.

### Formative assessments

- Formative Assessment from Site Visits
- Goal Statements, Reflection, and Progress Analysis
- Essential skill monitoring
- Technical skill monitoring
- Worksheets
- Information collection
- Team Activities
- Presentations
- Team-Based Challenges participation results
- Reflections
- College Summary

### Summative Assessment (not always written Tests)

- Career Research projects
  - Written
  - Video

- Presentation
- Reflections
- Essential Skills Assessments - tracked quarterly or at semester completion
- Technical Skills Assessments - tracked quarterly or at semester completion
- Team Summative Activities
- CTSO activities and/or activities
- Competitions
- Team-Based Challenge Reflection
- Internship Summative Reflections
- Job-Shadow Summative Reflection