

Work-Based Learning (WBL) Student Skills Assessment Rubric

The following rubric may be used by employers to evaluate a student's mastery of [WBL: Career Practicum](#) standards-based skills. It may also be used as a tool for a WBL student's performance evaluations and shared with the WBL Coordinator as a summative assessment.

Transferrable Skills	Level 1: Novice	Level 2: Approaching Proficient	Level 3: Proficient	Level 4: Approaching Expert	Score
Career Navigation	Seldom asks questions about workplace practices or career pathways.	Occasionally asks questions about other workplace practices, education, and career opportunities.	Routinely asks about workplace practices and safety issues, follows safety procedures, and seeks information about education and career opportunities.	Goes beyond following and seeking information about workplace practices and career opportunities. Seeks to clarify and share information with peers.	
Creativity and Innovation	Approaches tasks in familiar ways, tends to get stuck repeating familiar ways even when they are not productive.	Occasionally offers ideas about different ways to do something. May try a different approach when things do not turn out as expected.	Regularly looks for ways to be more efficient or productive in assigned tasks, as well as ways to improve products or services.	Inspires and encourages others to look for ways to be more efficient or productive in assigned tasks and ways to improve products and services.	
Critical Thinking	Accepts information given without questioning sources, relies on previous experience in problem-solving situations.	Occasionally considers sources or reasoning behind a claim. Uses reasoning and evidence in problem-solving situations.	Consistently seeks to evaluate the quality of sources. Uses evidence and reason in all problem-solving situations.	Explains and demonstrates how to evaluate the quality of sources from evidence in all problem-solving situations.	
Speaking and Listening	Speaks in familiar vernacular irrespective of audience or purpose. Assumes understanding when listening.	Learning to adjust speech based on audience, setting, and the purpose of communication. Sometimes asks questions in conversation.	Routinely adjusts speech based on both audience and purpose. Checks for understanding by asking questions and paraphrasing.	Helps others attend to differences in audience, purpose, and setting, to create opportunities to improve communication effectiveness.	
Collaboration	Comfortable working only with friends or like-minded individuals from similar backgrounds. Has difficult time negotiating conflicts.	Works well as a team member when roles and goals are clearly defined. Occasionally capable of resolving conflicts.	Works well with others. Recognizes and builds on different strengths of team members. Can usually manage conflict.	Models behaviors and personality differences that promote collaboration. Works productively as a team member.	

Transferrable Skills	Level 1: Novice	Level 2: Approaching Proficient	Level 3: Proficient	Level 4: Approaching Expert	Score
Information Literacy	Able to access information from familiar sources. Has difficulty organizing or evaluating information accessed.	Shows interest in learning how to access information from unfamiliar sources. Sometimes uses criteria to evaluate and organize information.	Usually locates, understands, organizes, and evaluates information from all sources using criteria most relevant to the task and setting.	Explains concepts and assists others in locating, understanding, organizing, or evaluating the quality and relevance of information.	
Technology Literacy	Uses familiar technologies in familiar ways. Little interest in learning new uses of familiar or new technologies.	Sometimes willing and able to learn new uses of familiar and new technologies. Shows interest in learning how to determine what is most appropriate.	Routinely uses and learns new technologies. Usually able to determine the most appropriate technology without issue.	Teaches others how to use technology. Explains to others the criteria for judging the appropriate use of technology.	
Initiative and Self-Direction	Completes assigned tasks with normal supervision but requires constant supervision to complete unfamiliar tasks.	Will sometimes ask questions as needed to complete assigned tasks. May self-monitor progress without supervision.	Routinely exhibits initiative and self-direction, asking questions as needed. Routinely informs supervisors of progress.	Uses knowledge of self-motivation and self-regulation skills to motivate others and lead by example.	
Professionalism and Ethics	Dresses and acts appropriately. May not take responsibility for mistakes or misconduct.	Makes visible efforts to follow professional etiquette and standards. Takes responsibility for mistakes or misconduct.	Demonstrates professionalism in dress and behavior. Shows concern for professional ethics. Takes personal responsibility for mistakes and misconduct.	Articulates and models all aspects of professionalism. Assumes total responsibility and motivates others to do the same.	
Adaptability and Flexibility	Comfortable switching among familiar behaviors or roles. Uncomfortable with unfamiliar change in the environment.	Attempts to adapt to unfamiliar change in the environment and/or tries to be flexible with encouragement.	Usually adapts to changes in the environment. Shows flexibility in assuming different roles and responsibilities.	Notifies changes in the environment that require adaptation or flexibility. Helps others explore ways to adapt or be flexible.	
Productivity and Accountability	Completes familiar tasks when there are no unexpected obstacles. Struggles to accept constructive criticism.	Demonstrates awareness of managing time and persisting in the face of obstacles. Accepts constructive criticism.	Routinely uses time-management skills to overcome obstacles and complete assigned tasks. Regularly solicits feedback.	Helps co-workers manage time and overcome obstacles. Helps create a shared culture across the organization.	