

## Work-Based Learning Plan and Evaluation

The Earn & Learn partners developed this Work-Based Learning planning and assessment tool for use in Earn & Learn Work Experiences, Internships and other appropriate Work-Based Learning activities. The tool has four components:

1. **Data Sheet**  
The who, what, where and when of the experience—student/learner information, employer sponsor information, experience description and details, school, college or organization information, Earn & Learn connector contact information, and other details.
2. **Academic Enrichment and Career Development Learning Objectives**  
A set of key learning objectives centered on academics and personal growth and development. Developed with the Earn & Learn connector and/or teacher/faculty and shared with the worksite supervisor. Assessed by the connector or teacher/faculty with the student/learner.
3. **Assessment of the Earn & Learn Work-Readiness Competencies**  
An assessment of the work-readiness and job-specific skills demonstrated through the experience. Assessed by the worksite supervisor at the midpoint and at completion of the experience.

### Work Readiness Competencies

- |                                   |   |
|-----------------------------------|---|
| 1. Attendance                     | 8. Collaboration and Teamwork                   |
| 2. Timeliness                     | 9. Comfort with Diversity                       |
| 3. Workplace Appearance           | 10. Critical Thinking/ Problem Solving          |
| 4. Initiative and Self-Management | 11. Workplace Culture, Policy and Safety        |
| 5. Quality of Work                | 12. Career and Occupational Learning Objectives |
| 6. Communication Skills           |   |
| 7. Response to Supervision        |   |

A set of key additional skill-development learning objectives centered on expanding career knowledge and occupational skills development specific to the experience are developed with the student/learner, worksite supervisor and connector and included on the assessment tool. Assessed by the worksite supervisor.

## Data Sheet

This Work-Based Learning plan and evaluation combines skill development learning objectives, academic enhancements and personal development goals with an assessment of the student/learner's work readiness skills demonstrated through the experience. The assessment gauges a youth's progress towards readiness for a successful transition into the world of work. It reflects important skills, attitudes, and values that are essential for success in the workplace. Enter information about the participating student/learner, the referring Earn & Learn connector, the worksite supervisor, and details about the Work-Based Learning experience.

### Student/Learner

Name \_\_\_\_\_ Age \_\_\_\_\_  
 Phone \_\_\_\_\_ Email \_\_\_\_\_  
 School/Organization \_\_\_\_\_ Grade Level \_\_\_\_\_ Pathway \_\_\_\_\_  
 School/Org Contact \_\_\_\_\_ Phone \_\_\_\_\_ Email \_\_\_\_\_

### Work-Based Learning Connector/Referring Teacher or Faculty member

Name \_\_\_\_\_ Title \_\_\_\_\_  
 Organization/School \_\_\_\_\_  
 Address \_\_\_\_\_ City, State ZIP \_\_\_\_\_  
 Phone \_\_\_\_\_ Email \_\_\_\_\_

### Worksite Supervisor

Name \_\_\_\_\_ Title \_\_\_\_\_  
 Organization/Company \_\_\_\_\_ Industry Sector \_\_\_\_\_  
 Address \_\_\_\_\_ City, State ZIP \_\_\_\_\_  
 Phone \_\_\_\_\_ Email \_\_\_\_\_ Preferred Form of Contact \_\_\_\_\_

Job/Internship \_\_\_\_\_ Type \_\_\_\_\_  
 Title \_\_\_\_\_ Schedule \_\_\_\_\_  
 Start Date \_\_\_\_\_ End Date \_\_\_\_\_ Compensation \_\_\_\_\_

Duties:

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Comments/Notes:

## Learning Objectives

Student/Learner \_\_\_\_\_ Date(s) Established \_\_\_\_\_ Date(s) Evaluated \_\_\_\_\_  
 Develop learning objectives that are specific to the particular job or Internship. Work together to identify reasonable and measurable learning objectives based on academic enrichment or career development potential through the job or Internship, as well as personal development objectives tied to youth development principles.

| Academic Enrichment and Career Development Learning Objectives  |                   |                      |
|---|-------------------|----------------------|
| These objectives are related to workplace opportunities that enhance academic learning as well as the student/learner's career interests. The student/learner, teachers and connector determine what learning opportunities are available and appropriate and set learning objectives together. |                   |                      |
| Technical/Academic Skills Learning Objectives   | Related Job Tasks | Evidence or Outcomes |
|   |                   |                      |
|   |                   |                      |
|   |                   |                      |
|   |                   |                      |
| Comments:   |                   |                      |

| Personal/Youth Development Learning Objectives  |                   |                      |
|---|-------------------|----------------------|
| These objectives are related to workplace or program opportunities to address personal and youth development learning objectives. The student/learner, worksite supervisor, and connector determine what learning opportunities are available and appropriate and set learning objectives together. |                   |                      |
| Personal or Developmental Skills Objectives   | Related Job Tasks | Evidence or Outcomes |
|   |                   |                      |
|   |                   |                      |
|   |                   |                      |
|   |                   |                      |
| Comments  |                   |                      |



## Worksite Supervisor Evaluation

Midpoint Evaluation

Final Evaluation

Establish specific skills that may be developed and demonstrated during the experience and enter below. The worksite supervisor completes the evaluation at the midpoint and completion of the experience.

Student/Learner \_\_\_\_\_ Supervisor \_\_\_\_\_

| WORK-READY SKILL                      | PERFORMANCE EXPECTATIONS   | Not Exposed              | Training Level           | Improving Towards Entry Level | At Entry Level           | Exceeds Entry Level      |
|---------------------------------------|--|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|
| ATTENDANCE                            | Understands work expectations for attendance and adheres to them. Notifies the supervisor in advance in case of absence.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/> |
| TIMELINESS                            | Understands work expectations for punctuality. Arrives on time, takes and returns from breaks on time. Informs supervisor prior to being late.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/> |
| WORKPLACE APPEARANCE                  | Dresses appropriately for position and duties. Wears safety gear when necessary. Practices personal hygiene appropriate for position and duties.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/> |
| INITIATIVE AND SELF-MANAGEMENT        | Takes initiative and participates fully. Asks supervisor for next task upon completion of previous one. Identifies problems and proposes improvement strategies.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/> |
| QUALITY OF WORK                       | Gives best effort, evaluates own work, and utilizes feedback to improve work performance. Pays attention to detail and meets accepted quality standards.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/> |
| COMMUNICATION SKILLS                  | Communicates effectively, verbally and in writing. Listens attentively and responds appropriately. Uses language appropriate to the work environment. Asks questions.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/> |
| RESPONSE TO SUPERVISION               | Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance. Completes tasks as asked.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/> |
| COLLABORATION AND TEAMWORK            | Relates positively with co-workers. Works productively with individuals and with teams. Asks for and offers assistance   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/> |
| COMFORT WITH DIVERSITY                | Is comfortable with different types of people. Respects diversity in race, gender and culture. Avoids the use of language that stereotypes or demeans others.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/> |
| CRITICAL THINKING AND PROBLEM-SOLVING | Exercises sound reasoning and analytical thinking. Uses knowledge and information from job to solve workplace problems.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/> |
| WORKPLACE CULTURE, POLICY AND SAFETY  | Demonstrates understanding of workplace culture and policy. Complies with health and safety rules and reports emergencies. Shows integrity, honesty, dedication to work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/> |
| SPECIFIC SKILLS                       | PERFORMANCE EXPECTATIONS   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/> |
|                                       |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/> |
|                                       |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/> |
|                                       |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/> | <input type="checkbox"/> |

Number of Work-Ready Skills Assessed at or Above Entry Level \_\_\_\_\_

Comments on Student/Learner's Talents and Abilities

\_\_\_\_\_

Time Frame: From \_\_\_\_\_ To \_\_\_\_\_ Total Hours \_\_\_\_\_

Worksite Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Student/Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

WBL Connector/Teacher/Faculty/Signature \_\_\_\_\_ Date \_\_\_\_\_

Next Step Recommendations:

## Evaluation Legend

**Not Exposed:** Intern was not provided the opportunity to achieve this objective or demonstrate the skill.

**Training Level:** Preparing to become work ready, but has difficulty completing tasks without prompting and repeated help. Does not readily request help. Does not attempt task before asking for or receiving assistance.

**Improving Towards Entry Level:** More work ready. Has difficulty completing some tasks. May attempt task before asking for help. Needs prompting or assistance.

**Entry Level:** Meets and demonstrates the skills at a level equal to what is expected of any employee in a similar position. Completes tasks and work projects with and without help. Improves work using team or supervisor feedback. Meets quality standards.

**Exceeds Entry Level:** Demonstrates mastery of skills at a level above what is expected of any employee in a similar position. Uses information generated personally and by others to improve work quality. Identifies problems before they arise and makes adjustments accordingly. Exceeds work expectations for quality and attends to detail in the development of projects and assignments.

### Sample Learning Objective Topics

Academic, Career and Personal Development  
Learning objective sample topics

#### Academic/Technical Topics

- ✓ Written communications
- ✓ Reading for knowledge
- ✓ Applying math and analyzing data
- ✓ Specific computer skills
- ✓ Specific occupational skills
- ✓ Technical knowledge

#### Career Development Topics

- ✓ Knowledge and awareness of potential careers
- ✓ Industry sector history and projections
- ✓ Education requirements

#### Personal Development Learning Objective Topics

- ✓ Leadership/Self-awareness
- ✓ Creative thinking/innovation
- ✓ Comfort with others/diversity
- ✓ Self-management/Time management

### Specific Skills (on the Worksite Supervisor Evaluation)

Specific skills that may be learned and demonstrated through the experience can be included in the evaluation. These may include some of the following skills:

#### Occupation/Technical Skills

- ✓ Occupation-specific skills
- ✓ Industry-sector skills
- ✓ Industry-wide skills
- ✓ Tools and systems operation
- ✓ Safety

#### General Business Skills

- ✓ Customer service skills
- ✓ Telephone skills
- ✓ Planning and organizing
- ✓ Scheduling and coordinating
- ✓ Selecting and using computer applications