



## Work-Based Learning Quality Rubric

**Audience:** WBL coordinators, CTE leaders, counselors, or any staff who supports the design and implementation of work-based learning (WBL) experiences for students.

**Purpose:** This rubric is designed to self-assess the quality of WBL programs for continuous improvement.

### **Work-based Learning Definition:**

- A sustained, applied educational experience
- Prepares students for work by applying core competencies and enhancing employability skills through real-world application
- Expands students' knowledge and exposure to career pathways
- Designed around authentic real-world work environments
- Can be credit bearing

This can include, but is not limited to, experiences such as internships, work placement, jobs, or through mechanisms such as an extended learning opportunity, Learn Everywhere, or apprenticeship.

**How to Use this Rubric:** Collect and examine data on WBL programs and experiences at your school, preferably in teams. Discuss the evidence and self-assess WBL programs using this rubric. Determine which areas could be improved and develop an action plan on how to continuously improve WBL programs.

For each element, there are three performance levels, what are the rubric ratings. These include:

1. The WBL program is in the initial stages of developing policies, practices, relationships, and structures or students are participating in a low quality WBL program.
2. The program has established some policies and structures, and students are participating in WBL programs that have an appropriate level of quality.
3. The program is of high quality.



NH Department of Education  
**Bureau of  
 Career Development**  
 WBL Program Quality Rubric

Element	3	2	1
Competencies	Clearly states what a student must know and be able to do and provides ongoing opportunities of knowledge and skills a student learner must demonstrate including application, development, and assessment of technical and employability skills.	States what a student must know and be able to do and provides some ongoing opportunities of knowledge and skills a student learner must demonstrate including application, development, and assessment of technical and employability skills.	States in general terms what a student must know and be able to do and provides exposure to technical and employability skills but does not provide opportunity for application, development and assessment of technical and employability skills.
Applied	Provides multiple and varied opportunities to connect academic content in a real-world setting, give hands-on experience, and to apply knowledge and skills through real-world application	Provides hands-on experience and opportunities to apply knowledge and skills through real-world application	Does not provide opportunities for hands-on experience or applying knowledge and skills
Sustained	Occurs over a sustained period of time and builds on other career exploration activities (e.g., job shadows, job fairs) aligned to student learner interests	Occurs over a sustained period of time (e.g., multi-weeks)	Occurs once or a one-time experience
Work Environments	Occurs in a real-world work environment or job site and provides student learners opportunities to adapt to workplace norms and receive regular feedback from an employer mentor	Designed around authentic, real-world work environments and provides opportunities for student learners to receive feedback from a mentor	Designed around one or two elements of an authentic, real-world work environment
Credit bearing	Offers credit for WBL by submitting documentation of feedback or assessment of student learner skills and knowledge (e.g., employer feedback, portfolio)	Offers credit to student learners but without a process to assess student learning or feedback	Does not offer credit to students for completing WBL.