

Hartford WBL Summative Evaluation Rubric

To assess participating WBL students' state of readiness to meet these standards in a post-secondary environment, WBLN endorses the following summative evaluation rubric tool. This rubric is a guide. Intended to be used to expand decision-making around evaluative decisions. It is understood that each WBL project may have tasks that do not match specifically with each item.

WBLN Summative Evaluation Rubric

Competency		Score			
		1	2	3	4
1. Academic	a.	The student tests 3 or more grade levels below standard.	The student tests 1-2 grade levels below standard.	The student tests on grade level.	The student tests above grade level.
	b.				
	c.				
	d.				
2. Technology/Digital Literacy	a.	The student has difficulty navigating the keyboard and finished products have many mistakes.	The student is slow on the keyboard and finished products have some mistakes.	The student can keyboard and finishes tasks in the time allotted.	The student can keyboard quickly and finishes tasks with accuracy.
	b.	The student can navigate one or no Microsoft Office platforms.	The student can navigate one or two Microsoft Office platforms, but is not adept in them.	The student is able to navigate Microsoft Office including Word, Excel, and PowerPoint.	The student can produce accurate products using multiple tools across all three formats.
	c.	The student has difficulty collecting information from the internet.	The student can be distracted while using the internet for basic research, and has trouble compiling information.	The student is able to use the internet for basic research.	The student can conduct a wide range of research and distinguish between sources for accuracy.
	d.	The student is easily distracted by social media and uses it for personal reasons not connected to the work experience.	The student's use of social media is mostly connected to the work experience, with occasional distraction.	The student is adept at the responsible use of social media.	The student can use social media to communicate in a highly professional manner and promote business.

Competency	Score
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		1	2	3	4
3. Interpersonal (Collaboration and Teamwork)	a. b. c. d. e.	The student is rarely friendly, self-controlled, patient, courteous, or empathetic.	The student is sometimes not friendly, self-controlled, patient, courteous, and empathetic.	The student often shows character traits such as friendliness, self-control, patience, courteousness, and empathy.	The student is always friendly, self-controlled, patient, courteous, and empathetic.
	f.	The student causes dissention on the team.	The student participates on a team, but is sometimes disengaged.	The student can work in a team with or without supervision.	The student takes the initiative to facilitate teamwork
	g.	The student does not get along well with others.	The student sometimes has trouble relating with others in the group.	The student cooperates well in a group.	The student thrives in a group setting, bringing others together as one cohesive unit.
	h.	The student is not open to feedback.	The student sometimes questions with disrespect.	The student can accept feedback from supervisors.	The student seeks and acts upon feedback.
4. Communication	a.	The student is not able to express feelings and thoughts through writing or speaking.	The student is limited to express feelings and thoughts through writing and speaking.	The student is able to express feelings and thoughts through writing and speaking.	The student is able to elaborate through writing and speaking.
	b.	The student is not able to remain focused during a conversation.	The student can sometimes be distracted during a conversation.	The student is able to listen and participate in a conversation with eye contact.	The student adds value to a conversation.
	c.	The student is disengaged.	The student listens without speaking.	The student can build upon the ideas of others.	The student inspires new ideas in others.
	d.	The student is unaware of moods or inflections.	The student is not always cognizant of moods and inflections.	The student is cognizant of voice inflection, mood, and non-verbal ques.	The student is able to react and respond to various moods and inflections.
Competency		Score			
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5. Critical Thinking/ Problem Solving	a.	The student avoids opportunities to problem solve.	The student is sometimes unsure how to solve a work-related problem.	When presented with a work-related problem or challenge the student is able to utilize strategies to overcome it.	The student seeks to solve work related problems and is confident in strategies to overcome them.

b.	The student is not able to read and synthesize manuals related to the work environment.	The student is sometimes unsure of the information related to work manuals.	The student can read and synthesize manuals related to the work environment.	The student is able to read, synthesize, and expand upon manuals related to the work environment.
c.	The student is rarely able to interpret information, ask questions, think creatively, and be resourceful.	The student is sometimes unable to interpret information, ask questions, think creatively, and be resourceful.	The student is able to interpret information, ask questions, think creatively, and be resourceful.	The student is always able to interpret information, ask questions, think creatively, and be resourceful.
d.		The student rarely takes ownership of a problem in the work environment.	The student is sometimes unable to take ownership of a problem in the work environment.	The student is able to take ownership of a problem in the work environment.
e.			The student seeks additional opportunities to take ownership of a problem in the work environment.	
f.				
g.				

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6. General Professional	a.	The student often uses words such as, "I cant", or "I wont".	The student sometimes "cuts corners" or can be discouraged in a work environment.	The student understands what it means to have a "can do" attitude and to be a "self- starter".	The student seeks opportunities to complete extra work or spend extra time in the work environment.
	b.	The student is not hard working or self motivated.	The student sometimes works at a slow pace.	The student is hard working and self-motivated.	The student is extremely hard working and self-motivated.
	c.	The student is rarely on time, has many absences, and is not dependable.	The student is sometimes late and has a few unexcused absences, with questionable dependability.	The student is punctual, has good attendance, and demonstrates dependability.	The student is often early, has perfect attendance, and is very dependable.
	d.	The student does not maintain cleanliness and does not dress appropriately for work.	The student sometimes does not maintain a clean and neat appearance, and is not always dressed adequately for work.	The student understands what it means to maintain a clean and neat appearance, and can follow a dress code if necessary.	The student always maintains a clean and neat appearance, and is in dress code or dressed adequately for work.
	e.	The student is unable to manage	A cell phone sometimes distracts the student.	The student can manage the	The student can manage cell phone use in perfect compliance.

		the use of a smart phone.		appropriate use of a smart phone.	
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Competency	Score				
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7. Time-/Self-Management	a.	The student does not prioritize, and has difficulty accomplishing projects.	The student prioritizes tasks, works on one project at a time, but sometimes wastes time.	The student prioritizes tasks, can work on multiple projects, and uses time wisely.	The student accomplishes more than expected in the time allotted.
	b.	The student does not deliver work on time, or meet deadlines.	The student sometimes delivers work late.	The student delivers work on time, and meets deadlines.	The student delivers work ahead of time.
8. Adaptability/Continuous Learning	a.	The student does not embrace work related change or new ideas.	The student is sometimes reluctant to embrace work related change or new ideas.	The student has the ability to embrace work related change and is open to new ideas.	The student seeks to embrace work related change and inspires new ideas.
	b.	The student does not accept constructive criticism and is not open to growth opportunities	The student avoids constructive criticism and is reluctant to pursue growth opportunities.	The student can accept and learn from constructive criticism and is open to growth opportunities	The student seeks additional constructive criticism and personal and professional growth opportunities.
9. Customer Service	a.	The student does not give accurate or timely information.	The student is sometimes not accurate and is late in providing information.	The student provides accurate and timely information.	The student always provides accurate and timely information.
	b.	The student does not deliver services.	The student is sometimes not able to deliver services.	The student is able to deliver services.	The student is able to deliver high quality services.
	c.	The student is not able to deal with conflict.	The student is sometimes unable to deal with conflict.	The student is able to deal well with conflict.	The student is highly capable in dealing with conflict.
	d.	The student is not able to engage customers.	The student sometimes does not engage customers.	The student is able to engage customers.	The student is able to highly engage customers.

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10. Employment Management (Job Seeking)

a.	The student is not able to prepare a cover letter and resume without significant help.	The student's cover letter and resume have gaps.	The student is able to prepare a cover letter and resume.	The student's cover letter and resume are of top quality.
b.	The student is not able to collect letters of reference without significant help.	The student is not able to collect the requested number of letters of reference.	The student is able to collect letters of reference.	The student is able to collect more letters of reference than requested.
c.	The student is not able to complete a job application without significant help.	The student's job application has gaps.	The student is able to complete a basic job application.	The student is highly competent in the completion of a job application.
d.	The student is not currently able to interview for a position.	The student needs help preparing for an interview.	The student is able to interview for a position.	The student is highly capable to interview for a position.
e.	The student is not interested in networking opportunities.	The student sometimes avoids networking opportunities.	The student is able to network as necessary.	The student seeks to expand upon an already established network.
f.	The student demonstrates no experience in, or pre knowledge of work-based experiences.	The student demonstrates experience in, or pre knowledge of work-based experiences.	The student demonstrates educational alignment with work-based experiences.	The student seeks additional opportunities to align education and work-based experiences.

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11. Financial Literacy	a.	The student cannot write a check or monitor money flow.	The student needs help to write a check and monitor money flow.	The student can write a check and monitor money flow.	The student can manage multiple accounts.
	b.	The student does not understand the concept of credit.	With help the student can understand the concept of credit.	The student understands the concept of credit.	The student understands concept of credit and can predict credit scores.
	c.	The student does not understand the concept of interest.	With help the student can understand the concept of interest.	The student understands the concept of interest.	The student can calculate interest and is familiar with differing interest rates.

	d.	The student does not understand the concept of budgeting (balancing income and expenses).	With help the student can understand the concept of budgeting (balancing income and expenses).	The student understands the concept of budgeting (balancing income and expenses).	The student understands the concept of budgeting, and can make financial decisions and predictions
	e.	The student is not able to calculate basic monetary transactions.	With help the student can calculate basic monetary transactions.	The student is able to calculate basic monetary transactions.	The student is able to calculate complex monetary transactions.
	f.	The student is not able to calculate taxes on goods and services.	With help the student is able to calculate taxes on goods and services.	The student is able to calculate taxes on goods and services.	The student is able to calculate taxes on goods and services and is familiar with differing tax rates.

12. Integrity/Ethical Decision-Making	a.	The student is unable to collect and evaluate basic information.	With help the student can collect and evaluate basic information.	The student can collect and evaluate essential information.	The student collects and evaluates essential information to make informed recommendations.
	b.	The student is unable to develop sound alternatives.	With help the student can develop sound alternatives.	The student can develop sound alternatives.	The student develops sound alternatives and acts on them effectively.
	c.	The student cannot foresee potential consequences and risks.	With help the student can foresee potential consequences and risks.	The student can foresee potential consequences and risks.	The student foresees potential consequences and risks and responds effectively.
	d.	The student is unable to foresee implications of a course of action consistent with good citizenship.	With help student can foresee implications of a course of action consistent with good citizenship.	The student foresees implications of a course of action consistent with good citizenship.	The student foresees implications of a course of action consistent with good citizenship and responds effectively.