

New Legacy Charter School

Workforce Readiness Rubric



Purpose:

This tool was developed by New Legacy Charter School in collaboration with the Colorado Charter Schools Institute and A-GAME and can be used as a student self-evaluation, advisor observation, and a worksite evaluation tool. As a workforce readiness evaluation tool, the rubric can evaluate how students feel about their preparedness for the workforce, as well as how teachers/advisors of workforce preparation courses determine whether students are prepared to enter a work experience opportunity (e.g., job shadow, internship, apprenticeship, or work for credit opportunities). In addition, mentors and students' supervisors in the students' workforce experiences can use this tool to evaluate students' performance in each area as it pertains to the specific career opportunity.

Instructions:

Using the rubric on pages two and three, students, advisors, and mentors/supervisors should enter whether the student meets or needs improvement in each of the 10 areas, based on the description provided in the far-left column of the rubric. If one or more area was not observed, that can be indicated by making a note under N/A. Below are the recommended evaluation schedules and additional instructions for each type of evaluator.

Students

Students should complete this evaluation as a self-reflection, indicating where they believe they are with respect to workforce readiness, at least once prior to beginning their work experience (typically in the last few weeks of their workforce development, or similar, course) and once following the completion of their work experience. Students should provide their completed self-evaluations to the advisor or the teacher of their workforce development course.

Advisors/Workforce development teachers

Prior to a student entering a credit bearing workforce experience, advisors/teachers should complete at least one evaluation of each students' readiness to enter a work experience in the final weeks of the course. Use the Student Readiness to Enter the Workforce Score to determine whether each student is eligible to begin a work experience, as detailed below.

During each students' work experience, advisors should make at least three 30-minute observations and complete the rubric following each observation. Collect an evaluation from each student's mentor or supervisor every quarter. Share all evaluations with the Workforce Coordinator for data collection and tracking.

Mentor/Supervisor

Students participating in an internship or work study program should receive at least one evaluation per term, with one evaluation occurring in the final week of the term, or the final week of the student's engagement (whichever is most applicable). Evaluations should be turned into the student's advisor each term to monitor student growth and progress as well as provide feedback for the advisor to use in coaching the student.

Readiness Score:

Students' scores on the rubric can be used to determine their readiness to participate in a workforce experience opportunity according to the following guidelines:

- **Ready for entering work experience** = student self-assesses themselves accurately (perhaps more critical on themselves), the advisor evaluates as "meets expectations" on 6 out of 8 in the final weeks of the classroom experience, and the student has a grade of A or B in the advisory/work preparation course. Students scoring at this level will be cleared to enter a work experience of their choosing (job shadow, internship, apprenticeship, or work for credit).
- **Almost ready for entering work experience** = student self-assessment is partially accurate but does not reflect that they take full responsibility for their actions, the advisor evaluates as "meets expectations" for at least 5 of the 8 competencies on each of the assessments in the last weeks of the classroom study experience, and the student has a grade of C or higher in the advisory/work preparation course. Students scoring at this level may be cleared for a job shadowing experience or may opt to repeat the work preparation course.
- **Not ready for entering work experience** = student self-assessment is inaccurate or accurately reflects that they are not ready, the advisor evaluates as "needs improvement" on 3 or more of the competencies in the final weeks of the classroom study experience, and/or student has a grade of D or F in the advisory/work preparation course. Students scoring at this level will not be cleared to participate in an internship, job shadow, work for credit, or apprenticeship but will repeat training and classroom work until meeting expectations to enter an internship.

Student Progress:

Student progress can be monitored by reviewing the number of competencies a student is reported to meet expectations on over time, as well as the number of competencies on which teachers and mentors or supervisors remark that the student has shown a lot of growth in since the beginning of the term and/or work engagement.

Workforce Readiness Evaluation Rubric

Workforce Competency Area			
<p>1. Attendance — The student meets the expectation when they attend as scheduled, arrive on time, return from breaks or lunch on time, and communicate in advance with the supervisor if they will be absent or late.</p>	Meets Expectations	Needs Improvement	N/A
	<i>Add any additional comments or notes</i>		
<p>2. Workplace Dress — The student meets expectations when they arrive at work wearing the proper uniform or clothing, footwear, and any necessary safety gear. If required, the student covers body art and covers or removes piercings.</p>	Meets Expectations	Needs Improvement	N/A
	<i>Add any additional comments or notes</i>		
<p>3. Communication (in person, telephone, and online) — The student meets expectations when they use appropriate written and verbal communication with customers, co-workers, supervisors, and other entities.</p>	Meets Expectations	Needs Improvement	N/A
	<i>Add any additional comments or notes</i>		
<p>4. Works Independently — The student meets the expectation when the student is on task, not on their cell phone or engaged in off-task behaviors. The student completes work assigned for the day or communicates to their supervisor progress made and any next steps. Throughout the day, the student seeks support from the proper person(s) when needed (e.g., need help with assignment/task, finished with assigned work).</p>	Meets Expectations	Needs Improvement	N/A
	<i>Add any additional comments or notes</i>		
<p>5. Works Collaboratively — The student meets expectations when they are an active contributor within a group or team in order to achieve objectives.</p>	Meets Expectations	Needs Improvement	N/A
	<i>Add any additional comments or notes</i>		
<p>6. Performs Safely, Reliably, and Responsibly — The student meets expectations when they follow guidelines for compliance, safety and/or internal protocols. The student seeks support or reports any issues or concerns if they arise.</p>	Meets Expectations	Needs Improvement	N/A
	<i>Add any additional comments or notes</i>		
<p>7. Performs the Essential Tasks Related to this Occupational Area — The student meets expectations when they fulfill the assigned objectives utilizing the appropriate protocols and tools.</p>	Meets Expectations	Needs Improvement	N/A
	<i>Add any additional comments or notes</i>		
<p>8. Use of Resources and Materials — The student meets expectations when they consistently demonstrate the proper use of tools for their work in a responsible and effective manner. Tools can also include technology, supplies, parts, information, data, and could include “human” resources.</p>	Meets Expectations	Needs Improvement	N/A
	<i>Add any additional comments or notes</i>		
<p>Leadership — Please share any information on work or progress the student has made that may have exceeded your expectations. This may include developing new skills, interpreting data and drawing conclusions, testing solutions to identify new problems or growth areas, or proactively looking to help with more work or supporting others.</p>	<i>Add any additional comments or notes</i>		
<p>Growth Mindset — Please share any information or thoughts on the student’s willingness to learn, grow, develop new skills, and build positive and appropriate relationships with the people they work with or serve. Have you noted any growth or change in confidence, poise or any other areas?</p>	<i>Add any additional comments or notes</i>		