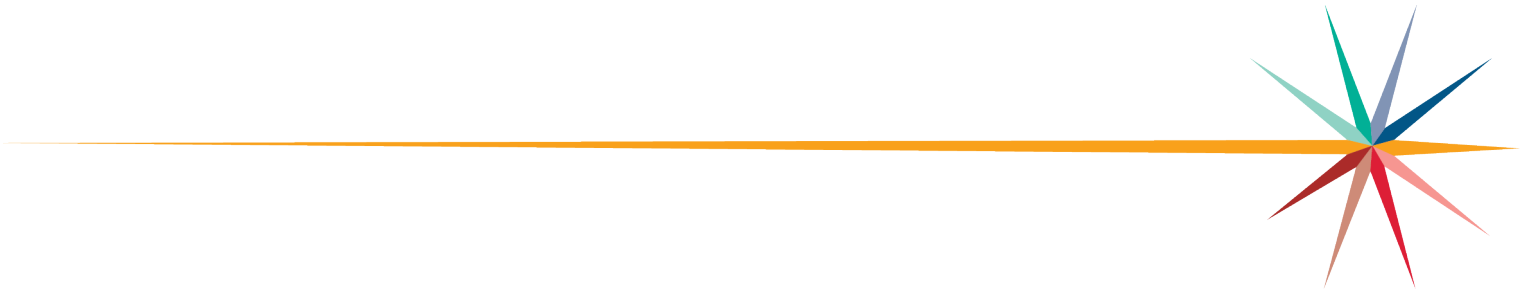
Individual Plan of Study Electronic Portfolio

Considerations for Measuring and Reflecting on Student Learning



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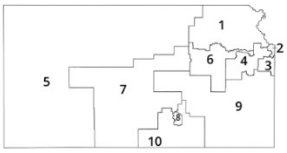

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- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success

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July 1, 2025

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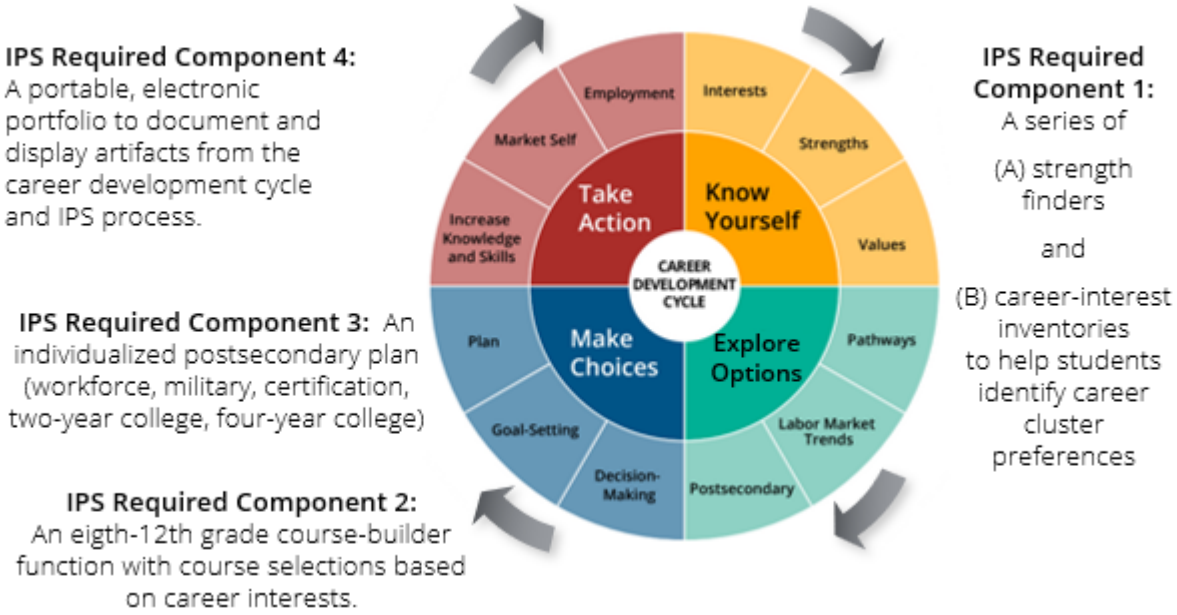
Using Portfolios in Kansas

A portfolio is a purposeful collection of student work that demonstrates student learning across time. Portfolios give students the opportunity to document and share with others their career development journey, progress toward achieving graduation requirements, and evidence of employability and technical skill attainment and growth. All students in Kansas, beginning no later than eighth grade, develop an Individual Plan of Study (IPS). Through the IPS development process, students define their own unique vision of postsecondary success aligned to their strengths and career interests and with support, build a plan to achieve it. Students can adjust their goals as necessary as they learn about themselves and the postsecondary options available to them. An IPS is both a concrete product that students develop and document in a portable, electronic portfolio, as well as a process that schools and districts implement for each student. Figure 1 displays how the four required components of each IPS capture key steps in a student's career development cycle.

Figure 1. How Required IPS Components Are Situated Across the Career Development Cycle



Resource: See the Postsecondary Readiness Digital Reference Guide for details on each step of the IPS and Career Development Cycle.

Although only four IPS components are required by law[1], many additional IPS components and elements are helpful for students to gather as they document their career development journeys and to demonstrate their skills and experiences as they enter the world of work. The following pages provide recommendations for what to include within the IPS portfolio and considerations for measuring and reflecting on student learning.

[1] The Individual Plan of Study is required by KAR 91-31-32 (g) (3).

Creating Portable, Electronic Portfolios for the IPS

In addition to the IPS components required statewide, districts have the flexibility to require IPS and electronic portfolio components that meet the needs of their students, families, and community. In shaping the digital presence of portfolios, IPS required components, and IPS scope & sequence across grade levels, keep the following in mind:

(1) Portfolios should be digital and also portable in that the student has access to the portfolio independently from middle to high school and after they leave high school.

(2) Portfolios should have a Table of Contents, or some analogous way of quickly orienting the reader to a comprehensive list of the components contained in them. If student portfolios are structured as a website, the landing page is often a student picture and personal statement, with tabs for each component of the portfolio. The total list of the district's required and recommended portfolio components should be clear, both for student understanding of the requirements and their progress in completing them, as well as future readers of the material (e.g., future potential employers).

(3) Not all IPS components will be completed sequentially in their entirety. Depending on the district's scope and sequence for the IPS, students may partially complete a component in one year and return to it in future years to add new elements or to update progress on previously completed elements.

The following pages provide detail on each recommended IPS component in table 1.

Table 1. Recommended components of an IPS electronic portfolio

IPS Component	*Alignment*
1. Identifying Personal Strengths and Interests	*Career Development Cycle Quadrant 1: Know Yourself* *IPS Required Component 1: Strengths Finder*
2. Exploring Career Options	*Career Development Cycle Quadrant 2: Explore Options* *IPS Required Component 1: Career Interest Inventories*
3. Postsecondary (Career) Preparation and Planning	*Career Development Cycle Quadrant 3: Make Choices* *IPS Required Component 2: Courses Aligned to Interest Inventory* *IPS Required Component 3: Postsecondary Plan*
4. Marketing Self	*Career Development Cycle Quadrant 4: Take Action*
5. Increasing Knowledge and Skills for a Specific Career	*Career Development Cycle Quadrant 4: Take Action*
6. General Student Assessments and Outcomes	*Career Development Cycle Quadrant 4: Take Action*
7. Career Project and Presentation	*Career Development Cycle Quadrant 4: Take Action*

Identifying Personal Strengths and Interests

Through this IPS component, students begin the career development cycle by focusing on their strengths, skills, interests, and talents to build their individual success identity. Students learn that engaging in self-reflection, knowing about themselves and connecting strengths to career opportunities is a lifelong process.

Potential Elements in this IPS Component

Students can engage in Strengths Finder activities and save the results within their electronic portfolio or include a document, lesson, or summary in which they reflect on how they can or do exhibit the skills shown within frameworks.
▪ Kansans Can Competency Framework. Maintained by the Kansas Technical Assistance Network, it contains 26 overall competencies, with eight emphasized in the career development cycle.
▪ Social-emotional Character Development Standards: Aligned to school counseling standards, the model encourages growth in character development, personal skills development, and social skills development.
▪ Career Ready Practices (Advance CTE): Updated in 2025 alongside the modernized career cluster framework, included are 12 skill profiles built on an analysis of over 30 listings of general professional skills developed by industry and educational institutions.
▪ Employability Skills Framework. Developed in 2018 with a current 2.0 update underway[2] and endorsed by the Office of Career, Technical and Adult Education (OCTAE) within the U.S. Department of Education. The framework includes nine skill areas. The Appendix includes an Employability Skills Assessment and Rubric.
▪ O*Net Online Skills Search: This allows students to choose skills from six different interest areas.
▪ Career InfoNet Skills Profiler: This allows students to choose from seven different skill groups.
▪ Myers-Briggs Type Indicator (MBTI). This is a free version of the MBTI.
▪ DeBruce Foundation Agilities. Consists of 10 agility areas. Students can take an agile work profiler, use various career explorer tools, and complete a Draw Your Future with Agilities map.
▪ Strengths Finder on District-Licensed Platforms. Students often use a third-party platform to which their district has a license to access various strengths finder assessments and activities that can be uploaded in this section of the portfolio.

[2] Building a Future-Ready Workforce: Insights for Employability Skills Framework 2.0. https://s3.amazonaws.com/PCRN/docs/ESF-2.0-Employability-Skills-Analysis-and-Synthesis-Report.pdf

Exploring Career Options

Through this IPS component students explore career pathways and programs of study, gain information and analytical skills related to labor market needs, and identify postsecondary options related to areas of career interest. It is recommended that through activities in this area, students identify three tentative career and life goals.

Potential Elements in this IPS Component

Students can engage in career exploration activities and upload results to this section of their electronic portfolio. Students can also explore career options through work-based learning activities in the career awareness or career exploration section of the Kansas WBL Continuum and note participation in their IPS portfolio.
▪ Kansas Career Guidance Handbook 2026-27: Students can explore the Kansas Career Clusters and learn about the career and technical education (CTE) pathways in which they can participate.
▪ Kansas Career Awareness Resources: Students can conduct career research using Kansas Department of Education resources and add lessons or summaries to this section of their IPS portfolio.
▪ Kansas Career Awareness and Exploration Areas of the WBL Continuum: Students can document their participation in hearing guest speakers, career fairs, field trips, work site tours, etc.
▪ Kansas Labor Market Information: Students can document learning about high demand and high wage careers and view current employment statistics.
▪ Kansas Department of Labor Today's Occupations, Tomorrow's Opportunities (T.O.T.O.) program: Includes a career exploration tool and a virtual career center dashboard. Students can see the education, training, and real jobs connected to careers.
▪ Kansas Board of Regents Excel in CTE Initiative: Includes a list of approved technical courses offered by the 26 Kansas technical and community colleges in which high school students may be eligible for state-funded college tuition. Students can upload evidence of exploring options related to their career interests.
▪ Advance CTE Career Cluster Interest Surveys: Students can complete the career interest survey and save their results to this section of their IPS portfolio. They can also complete a "Motivators" survey in a fillable PDF to understand how their attribute and what they enjoy may be linked to career clusters.
▪ My Next Move: Students can search for careers with key words, browse careers by industry, and take an interest survey.
▪ HirePaths: Students can take a career quiz, explore options after high school, watch career videos, and complete other activities.
▪ Career Interest Inventories on District-Licensed Platforms. Students often use a third-party platform to which their district has a license to access career interest inventories.
▪ Career Reflective Personal Writing. Rather than research on a specific career described in the next section, here students can document writing that describes their personal career exploration journey.

Postsecondary (Career) Preparation and Planning

Through this IPS component, students use the knowledge they have built about their personal strengths and motivators and broad knowledge of career options to investigate and plan for a specific career that aligns to their strengths and interests. Students learn about goal setting, financial literacy, and the cost of and options to fund postsecondary education.

Potential Elements in this IPS Component

Within this section of the portfolio, students can upload evidence of SMART goals, their plan for which courses they intend to take throughout middle and high school to prepare for their career goals, their research into a specific career they may pursue, and evidence of financial literacy training and knowledge of costs of aligned postsecondary education. The required postsecondary plan should be saved within this IPS component and may contain some of the elements above.
▪ Kansas DegreeStats: Students can save evidence of their research on degree costs and earnings data from real Kansas graduates for public universities or colleges in programs of study aligned to their selected career or career cluster.
▪ Kansas Training Information Program (K-TIP): Students can save evidence of their research on employment and wage data for the postsecondary career and technical education programs in their aligned area.
▪ Financial Literacy in Kansas: Students can incorporate an activity from their graduation requirement course or evidence of additional material within this component of the portfolio.
▪ Goal setting: Individual student goal setting is associated with increased academic attainment, improved learning competencies, and increased secondary and postsecondary outcomes[3]. Goals tend to be most effective when they are oriented around mastery of a specific competency or skill.
▪ Academic planning: Students should demonstrate how their Grade 8 -12 course selections are aligned to their career interests.
▪ Research on a specific career: Once they have chosen a career aligned to their strengths and interests, students can summarize what they have learned about the career through various data sources, including direct interviews with industry representatives and conducting reviews of literature (including online articles from vetted sources) that describe current trends and future, predicted trends within the industry with sources properly cited.
▪ FAFSA Completion: Once completed, students should include an artifact to confirm completion based on district guidance.
▪ Postsecondary Plan: A required component of the overall IPS. Districts should offer guidance on the components they require within the plan.
▪ Family Engagement: Within this component of the portfolio, students can document how their families have been engaged in their postsecondary and career planning. Artifacts might include a student-led conference presentation or reflection, a log of conferences or career readiness events their family members have attended, or a log of conversations students have had with parents/guardians about their postsecondary planning progress. Students can aim to document four interactions each year.

[3] Supporting Use of Electronic Portfolios and Education and Career Goal-Setting Within the Context of Individual Plans of Study: https://ies.ed.gov/ncee/rel/regions/central/pdf/REL-CE-KS-IPS-Factsheet.pdf

Marketing Self

Through this component of the IPS, students learn to confidently display their acquired knowledge and skills in professional settings and documentation.

Potential Elements in this IPS Component

In this section of the portfolio, students can upload their job search materials (resume, personal statement, etc.) and evidence of review of those materials by industry professionals, as well as interactions with industry professionals to learn to display their knowledge and market themselves.
▪ Resume: Districts can specify a format and/or provide guidance to students on resume development.
▪ Cover letter / personal statement: in electronic portfolios that are an individual student site, a picture of the student is often uploaded with a personal statement.
▪ Writing samples: that reflect skills relevant to the selected career or career cluster.
▪ Letters of recommendation: from educators, community members, or employers who can speak to their character and skills.
▪ Interview skills practice/ mock interview: include evidence of the activity. Students can document the experience with the artifacts from their personalized learning plan, including reflection.
▪ Resume review by an industry professional: include evidence of the activity. Students can document the experience with the artifacts from their personalized learning plan, including reflection.
▪ Professional networking: describe events attended and save a reflection of the event as appropriate.
▪ Local Workforce Development Boards: students can connect with these boards for assistance with most of the materials and services above.

Increasing Knowledge & Skills for a Specific Career

Through this component of the IPS, students begin to implement their plans. They increase their knowledge and skills within their desired career path and complete the aligned coursework they have mapped to their selected career. They engage in work-based learning experiences in the career preparation section of the WBL continuum and focus on conveying what they have learned to represent themselves well in the world of work.

Potential Elements in this IPS Component

In this section of the portfolio, students upload evidence of their experiences gaining knowledge and skills in the specific career path they have chosen to follow, including evidence of their WBL experiences and what they have learned from their personalized learning plan (reflection sheet, employability skills assessment, technical skills self-assessment).
▪ Dual enrollment course participation and success: students can save evidence of their course enrollment and course outcome (course G.P.A, course specific assessment results).
▪ Advanced coursework participation/success: students can save evidence of their course enrollment and course outcome (course G.P.A, course specific assessment results).
▪ Articulated credit: students can save evidence of college credit they know will be earned/articulated in Kansas.
▪ CTE course participation/success: students can save evidence of their course enrollments and course outcomes (course G.P.A, course specific assessment results).
▪ CTE pathway completer status: students can upload a checklist of completed components.
▪ CTE concentrator status: students can upload a checklist of completed components.
▪ Career Exploration and Preparation WBL Experiences: students can document the experience with the artifacts from their personalized learning plan, including reflections. Types of WBL from the continuum to increase knowledge and skills in a specific career might include job shadow or career mentoring in career exploration, and internship/placement, youth registered apprenticeship, simulated experiences, entrepreneurship, supervised agricultural experiences, school-based enterprise, and industry-specific competitions in career preparation.
▪ Leadership and Service Learning Opportunities: students can document the experience with the artifacts from their personalized learning plan, including reflections. Types of opportunities in this area may include Career and Technical Student Organizations (CTSO participation), CTSO competitions, service learning WBL or summaries of volunteer work, and community or school activities that involve leadership.
▪ Employability Skills Assessment: an assessment and rubric are included in the Appendix and fillable forms can be found in the WBL Personalized Learning Plan.
▪ Technical Skills Assessment: a fillable form can be found in the WBL Personalized Learning Plan.
▪ Industry Recognized Credentials students can upload credentials obtained.
▪ Postsecondary Certificates A, B, and C: students can demonstrate alignment to these certificate types.
▪ Postsecondary Degree: evidence of obtaining or progressing toward a postsecondary certificate, associate's degree, or higher based on the student's individual plan of study.

General Student Assessments and Outcomes

Through this component, students provide continued evidence of their skill attainment and academic and technical successes across areas of their education and work experience not already referenced in other portfolio components.

Potential Elements in this IPS Component

In this section of the portfolio, students can provide artifacts to demonstrate their general academic preparation and experiences not aligned to their selected career.
▪ Graduation Checklist: students can upload the list of state and district requirements and indicate which requirements are met.
▪ GPA: overall, not pathway or program of study specific.
▪ Transcripts: secondary and postsecondary if applicable.
▪ College Entrance Exam Scores: ACT, SAT
▪ Standardized Test Scores: ACT WorkKeys, State Assessment Scores
▪ Attendance information: days absent, days tardy
▪ Advanced coursework: those not related to the career plan.
▪ Participation in leadership programs or organizations: those not captured in other components.
▪ Postsecondary assets: those not captured in other components.
▪ Other employment: description of employment not aligned to the career plan and not captured in other components.

Research Base

Some of the elements referenced across portfolio components in pages 5-8 have been shown to be predictive of or associated with postsecondary success. These include maintaining a high GPA and attendance, participating in dual enrollment, advanced coursework, career and technical education and work-based learning.

Example research:

- What We Know About the Impact of Career and Technical Education: A Systematic Review of the Research, 2024
- Identifying Indicators that Predict Postsecondary Readiness and Success in Arkansas, 2021
- Iowa College and Career Readiness Indicators Literature Review, 2018
- College and Career Readiness in Boston: Understanding and Tracking Competencies and Indicators, 2017

Career Project and Presentation

Through this component, students demonstrate a holistic review of their career development experience, highlighting their culminating project, presentation, and other capstone experiences.

Potential Elements in this IPS Component

In this section of the portfolio, seniors document any projects or activities that serve a culminating or capstone purpose along with feedback from peers, educators, community members, or industry partners.
▪ Senior Mentor Program: students can describe this capstone experience in their portfolio.
▪ Senior Exit Interview: students can include this postsecondary asset in this portion of their portfolio.
▪ Presentation Materials: students can upload their website link, PPT or other presentation, a summary of who participated in the presentation, when and where it was given, and pictures if available.
▪ Presentation Rubric: students can present a copy of the rubric used to evaluate their presentation or activity.
▪ Kansas IPS Student Summary Form: students can upload the completed form and any other summary or reflection material articulating the overall learning and value to the student, emphasizing how they developed employability and technical skills.

IPS Electronic Portfolio Implementation and Promising Practices

Resources

IPS Guidance Resources and IPS Tip Sheets

KSDE in collaboration with the U.S. Department of Education, Institute of Education Sciences, Regional Educational Laboratory Central (REL Central) has published several IPS resources. These include guidance documents detailing the background research on Individual Plans of Study and their benefits, as well as IPS Implementation Tip Sheets. The IPS Tip Sheets include suggestions and examples for promising practices to implement and maintain student IPSs to support student learning and postsecondary success.

IPS Background and Guidance Resources

- How Individual Plans of Study Can Support Students' College and Career Readiness and Success
- Supporting Use of Electronic Portfolios and Education and Career Goal-Setting Within the Context of Individual Plans of Study

IPS Tip Sheets

- Career Exploration Activities Individual Plans of Study Tip Sheet
- Education and Career Goal Setting Individual Plans of Study Tip Sheet
- E-Portfolios Individual Plans of Study Tip Sheet

Kansans Can Star Recognition Program for Individual Plans of Study

KSDE maintains a section for Individual Plans of Study within the Kansans Can Star Recognition Program. The program recognizes school districts that offer high quality opportunities for each student to experience connected learning which develops academic knowledge, technical skills, and employability skills. Districts can achieve four ascending recognition levels of copper, bronze, silver, and gold. The associated rubric for these four levels of recognition provides escalating descriptions of best practice level supports and process components that districts can consider implementing.

Why Measure and Reflect?

As school districts support students in developing postsecondary readiness plans, an important part of the process is understanding the transferable skills that students are gaining and what experiences are allowing these skills to be developed. A successful Kansas high school graduate has the academic preparation, cognitive preparation, technical skills, employability skills, and civic engagement to be successful in postsecondary education. Defining these skills, building student and educator knowledge of how they are acquired, and providing the opportunity for these skills to be documented and demonstrated to others builds student ownership over learning. Using a standardized rubric and process to facilitate the measurement of and reflection on skill attainment helps students in essential ways. If data is collected and studied over time, it also helps educators within schools and districts assess the aggregate experiences of their students to consider how the educational systems they are designing can be continuously improved to create positive change in student outcomes.

Benefits to Students

- Helps students make personal connections to their learning.
- Sets goals and expectations for their learning process and allows them to deepen learning from work-based experiences.
- Allows students to develop the ability to self-assess and self-reflect to identify areas for improvement.
- Enables students to learn the process of receiving constructive feedback from others to advance their skills.
- Clarifies the connection between additional postsecondary learning and training experiences and continued skill development.
- Documents student skill acquisition and experiences for future opportunities.

Benefits to Schools, Postsecondary and Industry Partners and Broader Community

- Provides educators data to understand employability skill development across all students.
- Creates the ability to systematically determine gaps in employability skill acquisition and consider what may be leading to gaps.
- Allows staff to work with industry to strengthen the quality of educational experiences like work-based learning over time.
- Enables better coordination with postsecondary partners regarding skill gaps to address in curriculum.
- Facilitates better partnerships with community members and business and industry partners that support student learning.

Using the Employability Skills Assessment and Rubric

The Employability Skills Assessment and Employability Skills Rubric (see Appendix) are incorporated throughout the IPS, portfolio, and WBL implementation process to ground student learning for postsecondary readiness in alignment to real-world skill attainment. The assessment and rubric mirror the main components of the 2018 federal Office of Career, Technical and Adult Education (OCTAE)'s Employability Skills Framework and are aligned with the Kansans Can Competency Framework and Social and Emotional and Character Development Standards (SECD) (see Postsecondary Readiness Digital Resource Guide, page 166). Students, industry partners involved in mentoring or supervising students in work-based learning, and IPS or WBL coordinators can use the assessment and rubric in many ways. Fillable digital forms referenced below are available within the Kansas Work-Based Learning: Personalized Learning Plan Guidance Document.

Table 2. Use of the Employability Skills Assessments and Reflection Sheet

Audience	Use
Students	• Review the **Employability Skills Rubric** and determine which skills you believe you can build upon through the WBL experience. • In addition to the technical skills self-assessment, complete an **Employability Skills Self-Assessment** at least twice during the WBL experience in a pre/post approach (as a baseline and near completion), using the fillable form to provide a self-rating from 0=No Exposure to 4=Exemplary and providing written comments to describe the rating. • Upon completion of the WBL experience, complete the **Reflection Sheet** to archive details of the WBL experience, gather work samples for your portfolio, and document your reflection on how the work samples demonstrate your development progress on the relevant employability skills and how the experience will ultimately help your career development goals.
Industry Partners (Work Site Supervisor/ Adult Mentor)	• Review the **Employability Skills Rubric** and confirm with the student which skills should be selected to be assessed. • In addition to technical skills feedback, provide **Employability Skills Feedback** to the student at least twice during the WBL experience in a pre/post approach (as a baseline and near completion), using the fillable form to provide a rating from 0=No Exposure to 4=Exemplary and providing written comments to describe the rating.
School Coordinators	• Ensure that selected employability skills are appropriate for the WBL opportunity and that students and industry partners are completing their assessment and feedback per the Personalized Learning Plan.

Considerations for Scoring Electronic Portfolios and Their Components

Schools and districts often adopt various scoring or credit mechanisms for their IPS portfolios to incentivize students to put effort and attention into the career development process. Some schools and districts emphasize certain components of the process more than others. For example, some exemplary districts identified through the Kansans Can Star Recognition Program emphasize the culminating career projects and presentations in terms of academic credit applied to the IPS portfolio creation. Districts may have detailed rubrics for rating presentations and project quality as judged by industry partners and community members. Included in the Appendix is an optional template that can be used for educators to score work samples included in the *Increasing Knowledge and Skills for a Specific Career* component of the portfolio. Overall, it is important for each district to quantify the relative value of IPS portfolio components in a way that mirrors the relative importance and amount of time and effort educators expect students to exhibit in preparing each component. For example, component 5, *Increasing Knowledge and Skills for a Specific Career* and component 7, *Career Project and Presentations* might be given more weight in overall potential academic credit because they represent more intensive preparation – and likely more skill attainment in the process – from the student.

Table 3. Example Scoring for IPS Portfolio Components

IPS Portfolio Component	Example Relative Value
1. *Identifying Personal Strengths and Interests*	10 percent
2. *Exploring Career Options*	10 percent
3. *Postsecondary (Career) Preparation and Planning*	15 percent
4. *Marketing Self*	15 percent
5. *Increasing Knowledge and Skills for a Specific Career*	20 percent
6. *General Student Assessments and Outcomes*	10 percent
7. *Career Project and Presentation*	20 percent
Total	100 percent

Considerations for Gathering Data for Continuous Improvement

As described within this document, measuring and reflecting on student learning and skill attainment within the context of IPS portfolios and postsecondary readiness has benefits both for the student and the system as a whole to improve over time. Many of the requirements throughout the IPS electronic portfolio process could be useful to track completion and quality at the individual student level in order to **aggregate completion and quality at the grade level, program of study, career cluster, school, or district level.** Tracking individual student outcomes could involve having students and industry partners input their assessments and ratings in a digital form that captures and aggregates the information so that it can be analyzed (e.g., Google Forms, commercial survey platform, etc.). Assessing outcomes at these levels for IPS components along with postsecondary readiness indicators could be a helpful step in considering whether the opportunities available to students for skill attainment are ultimately meeting their needs and allowing them to advance through the career development cycle. To begin forming a plan to investigate these outcomes toward continuous program improvement, consider the following questions.

Table 4. Exploratory Questions to Begin Continuous Improvement Efforts

- Which types of WBL experiences are students most likely to engage in across different grade levels, programs of study, career clusters, and schools?
- What is the median student growth and pre-to-post range of employability skill rating during a WBL experience in each of the employability skills on both student self-assessments and employer or mentor employability skill ratings (0-4)?
- In which types of WBL experiences are students more likely to exhibit growth on employability skills assessments?
- If scored, where do students tend to score high or low on their WBL work samples both overall and in the aligned employability skills demonstrated?
- In which components of the overall IPS portfolio or culminating project and presentation do students tend to score high or low?

Appendix

1. Employability Skills Assessment
2. Employability Skills Rubric
3. Work Sample Reflection Sheet: Template
4. How to Score Work Samples in the Portfolio

Employability Skills Assessment

Select the rating that best describes your current employability skills based on the accompanying rubric.

	EMPLOYABILITY SKILLS					
Effective Relationships	**INTERPERSONAL SKILLS**					
	• Teamwork	⓪	①	②	③	④
	• Customer Service	⓪	①	②	③	④
	PERSONAL QUALITIES					
	• Initiative	⓪	①	②	③	④
	• Adaptability	⓪	①	②	③	④
	• Professionalism	⓪	①	②	③	④
Workplace Skills	**RESOURCE MANAGEMENT**					
	• Manages time, money, resources, and personnel.	⓪	①	②	③	④
	INFORMATION USE					
	• Locates, organizes, analyzes, uses, and communicates information.	⓪	①	②	③	④
	COMMUNICATION					
	• Verbal communication	⓪	①	②	③	④
	• Listening	⓪	①	②	③	④
	• Comprehends written material	⓪	①	②	③	④
	• Conveys information in writing.	⓪	①	②	③	④
	SYSTEMS THINKING					
	• Understands, uses, monitors, and improves systems.	⓪	①	②	③	④
	TECHNOLOGY USE					
	• Understands and uses technology.	⓪	①	②	③	④
Applied Knowledge	**APPLIED ACADEMIC SKILLS**					
	• Academic application	⓪	①	②	③	④
	CRITICAL THINKING					
	• Problem Solving	⓪	①	②	③	④
	• Creative Thinking	⓪	①	②	③	④
	• Goal Setting	⓪	①	②	③	④

Student name: _____ Date: _____

Assessment completed by:_____

Place this employability skills assessment in the electronic portfolio for your Individual Plan of Study.

Employability Skills Rubric

Skill	Criteria	Level 0: No Exposure	Level 1: Emerging	Level 2: Developing	Level 3: Proficient	Level 4: Exemplary
Effective Relationships						
Interpersonal Skills	Teamwork	No exposure	Works as part of team. Follows team norms. Gives feedback to teammates.	… and Respects individual differences. Responds well to feedback.	… and Solicits ideas and feedback from teammates.	… and Exercises leadership within a team. Resolves conflicts.
	Customer service	No exposure	Interacts politely with customers.	… and Responds to the needs of customers.	… and Seeks out resources to resolve customer issues.	… and Provides alternative solutions or options to customers. Is receptive to customer feedback.
Personal Qualities	Initiative	No exposure	Completes assigned tasks on time or communicates any potential delays to supervisor.	… and Asks questions to complete tasks.	… and Plans out tasks.	… and Moves onto the next task without being told. Seeks leadership opportunities.
	Adaptability	No exposure	Demonstrates a willingness to learn and listen to directions.	… and Asks for help.	… and Accepts constructive criticism. Compromises.	… and Seeks out guidance, feedback, and information. Adapts to new methods.

Skill	Criteria	Level 0: No Exposure	Level 1: Emerging	Level 2: Developing	Level 3: Proficient	Level 4: Exemplary
	Professionalism	No exposure	Follows rules and safety procedures. Dresses appropriately. Is respectful to others.	… and Properly credits others. Maintains a positive attitude.	… and Understands own strengths and weaknesses. Advocates for oneself.	… and Admits mistakes. Takes ownership for professional growth. Takes actions to build skills.
Workplace Skills						
Resource Management	Manages time, money, resources, and personnel	No exposure	Is on time. Identifies resources needed to complete projects or tasks.	… and Understands staff roles and value of their time.	… and Manages own time appropriately. Assigns staff roles or tasks based on strengths.	… and Understands project timelines. Demonstrates financial literacy. Procures additional resources as needed within budget.
Information Use	Locates, organizes, analyzes, uses, and communicates information	No exposure	Uses reliable sources to identify information. Identifies which information is relevant and important to tasks.	… and Organizes information based on clear patterns. Applies information to complete tasks.	… and Prioritizes information. Communicates information to colleagues or clients.	… and Transfers and applies information. Understands the connection of information to other tasks or parts of the project.

Skill	Criteria	Level 0: No Exposure	Level 1: Emerging	Level 2: Developing	Level 3: Proficient	Level 4: Exemplary
Communication	Verbal communication	No exposure	Speaks clearly and audibly.	… and Uses appropriate and professional workplace language.	… and Uses technical terminology accurately.	… and Asks clarifying questions. Checks for understanding and rephrases.
	Listening	No exposure	Maintains appropriate eye contact and appropriate body language when speaking with others. Applies what was heard to work.	… and Responds to verbal and nonverbal cues from others.	… and Responds and asks clarifying questions.	… and Summarizes key points discussed.
	Comprehends written material	No exposure	Understands and follows written directions. Reads materials specific to work or tasks.	… and Asks clarifying questions regarding technical or work-specific written materials.	… and Summarizes key points from technical or work-specific written materials.	… and Offers feedback and critiques to technical or work-specific written materials.
	Conveys information in writing	No exposure	Writes work- specific materials using correct grammar, syntax, and spelling.	… and Writes using technical or work- specific vocabulary accurately.	… and Conveys written information in multiple industry or career-specific mediums and formats.	… and Writes using the industry or career-specific style or standard.

Skill	Criteria	Level 0: No Exposure	Level 1: Emerging	Level 2: Developing	Level 3: Proficient	Level 4: Exemplary
Systems thinking	Understands, uses, monitors, and improves systems.	No exposure	Understands job description and duties.	… and Understands how personal job duties contribute to the organization.	… and Understands organizational makeup and structure. Understands how components fit within and support a system.	… and Evaluates inefficiencies within a system. Recommends improvements to address inefficiencies.
Technology Use	Understands and uses technology.	No exposure	Understands which technologies are necessary for the job or career.	… and Understands which technologies are needed to complete specific workplace tasks.	… and Uses industry-specific technology to complete tasks.	… and Examines industry-specific technology trends.
Applied Knowledge						
Applied Academic Skills	Academic application	No exposure	Understands which academic knowledge and skills are most relevant to achieving career goals.	… and Understands which academic knowledge and skills are most relevant to work tasks.	… and Applies relevant academic knowledge and skills to complete workplace tasks.	… and Applies relevant academic knowledge and skills to solve work-specific problems.
Critical Thinking	Problem-Solving	No exposure	Identifies a set of actions to arrive at a solution.	and Identifies pros and cons of ideas, approaches, and solutions.	… and Debates an issue and converges to an understanding by questioning and assessing problems.	… and Displays analytical and strategic thinking. Analyzes options using "if-then" rationale.

Skill	Criteria	Level 0: No Exposure	Level 1: Emerging	Level 2: Developing	Level 3: Proficient	Level 4: Exemplary
	Creative Thinking	No exposure	Proposes familiar approaches to address workplace challenges or complete tasks.	… and Identifies alternative solutions and ideas to address workplace challenges and complete tasks.	… and Creates and shares innovative solutions to address workplace challenges and ideas to complete tasks.	… and Contributes to a culture of innovation. Is willing to take risks.
	Goal Setting	No exposure	Sets specific task, project, and/or career goal(s).	… and Specifies timeline to achieve goal(s).	… and outlines steps or approaches to achieve goal(s).	… and Identifies measures to determine success in achieving goal(s).

Comments

Work Sample Reflection Sheet: Template

Student Name _____ School _____

Career Pathway or Cluster *(if applicable)* _____ Grade Level _____

Description of Work-Based Learning (WBL) Experience

- Location of the experience.
- Type of experience (e.g., job shadow or internship).
- Description of the tasks or responsibilities associated with the WBL experience.

Description of Work Samples

- Describe the type of product(s) (e.g., photo, website, report, etc.).

Select Employability Skills

- ☐ Interpersonal Skills
- ☐ Personal Qualities
- ☐ Resource Management
- ☐ Information Use
- ☐ Communication Skills
- ☐ Systems Thinking
- ☐ Technology Use
- ☐ Applied Academic Skills
- ☐ Critical Thinking Skills

How does your work sample(s) demonstrate development of the selected employability skill(s)?

Describe how this experience will help you achieve your career goals or prepare you for your future career.

How to Score Work Samples in the Portfolio

Work samples are scored by the school coordinator, IPS coordinator, or counselor using the Employability Skills Rubric. The rubric includes a qualitative description of progress for each of the employability skills. The following provides recommended guidance on how to convert the rubric rating into point scores for the final WBL experience portfolio scoring:

1. Work samples developed throughout the WBL experience must demonstrate at least one employability skill in each of the three domains: Effective Relationships, Workplace Skills, and Applied Knowledge.
2. Students may need to include multiple work samples to demonstrate the development of a single employability skill. However, one work sample, such as a research paper or presentation, may be sufficient to demonstrate a student learner's development of multiple employability skills.
3. Each skill is scored using the Employability Skills Rubric. Table 1 outlines the number of points that may be awarded for each skill rating.

Table 1. Number of Points for Each Rubric Rating

Level	Effective Relationships	Workplace Skills	Applied Knowledge
1	2 points	2 points	2 points
2	5 points	5 points	5 points
3	8 points	8 points	8 points
4	10 points	10 points	10 points

4. If a student demonstrates progress on multiple skills within a single domain, such as Workplace Skills, then the school coordinator, IPS coordinator, or counselor may calculate an average of the points awarded for each skill. Table 2 shows an example of how to average multiple skill ratings.

Table 2. How to Calculate the Average of Multiple Skill Ratings — Example

Workplace Skills	Rating And Points	Final Points
Technology Use	Level 2: 5 points	5 + 5 + 8 = 18 ÷ 3 = 6 Total Points
Resource Management	Level 2: 5 points	
Verbal Communication	Level 3: 8 points	

5. To determine the final number of points for the WBL work samples, the school coordinator, IPS coordinator, or counselor adds the total number of points for each domain (Effective Relationships, Workplace Skills, and Applied Knowledge). Table 3 shows an example of how to calculate the final score.

Table 3. How to Determine Final Score for WBL Experience Work Samples — Example

Effective Relationships	Workplace Skills	Applied Knowledge	Final Points
Teamwork: Level 3 **8 points**	Technology Use: Level 2 Resource Management: Level 3 Verbal Communication: Level 3 **Averages to 6 points**	Problem Solving: Level 3 **8 points**	**22 Points**

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