Documenting and Reporting Work-Based Project Learner (WBPL) Skill Achievement:
Procedures for PA WIN Affiliates

USING THE FOUNDATION SKILLS RUBRIC

FOUNDATION SKILL/COMPETENCY RUBRIC

Category	Beginning	Emerging	Developing	Competent
Frequency - Learner will correctly demonstrate skill:				
Item	Rarely, between 0-20% of the time	Sometimes, between 21-50% of the time	Often, between 51-80% of the time	Consistently, between 81-100% of the time
Item Evaluation - When demonstrating use of the skill, learner will:				
[+]**Error Rate**	Have an 80-100% error rate[+]	Have a 50-79% error rate[+]	Have a 20-49% error rate[+]	Have a 0-19% error rate[+]
Amount of Support	Need total guidance or support	Need some guidance or support	Need limited guidance or support	Perform independently without guidance or support
Thorough or Complete	Miss most steps	Miss some steps	Include most steps	Include all steps
Use of Resources	Be unaware of available resources	Be aware of available resources but use them in a limited way	Locate and use most of the available resources	Locate and use all of the applicable available resources
Use of Time	Not complete any of the task in the allotted or prescribed amount of time	Complete some of the task in the allotted or prescribed amount of time	Complete most of the task in the allotted or prescribed amount of time	Complete all of the task in the allotted or prescribed amount of time
Complexity	Incorporate few of the competencies	Begin to incorporate some of the competencies	Incorporate most of the competencies	Incorporate all of the competencies

[+] Error rate includes accuracy and quality

WHICH FOUNDATION SKILLS WILL YOU MEASURE AND DOCUMENT?

STEP 1

After conducting a needs analysis to determine content of training, identify the foundation skills embedded in that content to target for instruction. You will use this information as you develop your instructional design and evaluation plan. Be sure your curriculum and assessments are grounded in these targeted foundation skills.

> **EXAMPLE:** *Suppose a construction firm is concerned about the waste and error rates of the lead carpenters. You determine that workers seem to be able to read the plans, but need to improve their precision measurement skills and also clearly communicate to co-workers their daily work accomplishments, both verbally and in writing.*

STEP 2

Prioritize foundation skills based on criticality. Most workplace tasks have several foundation skills embedded within them, but one or two are usually more important than the others.

> **EXAMPLE:** *Precision measurement skills are critical in this situation, especially for reducing waste and lowering error rates. You might prioritize the project's foundation skills as such:*
> - *Applies math operations, concepts and reasoning*
> - *Speaks clearly and concisely*
> - *Writes clearly and concisely*
> - *Demonstrates quality consciousness*

STEP 3

Identify relevant competencies under each targeted foundation skill. The competencies guide instructional design and curriculum and assessment development.

> **EXAMPLE:**
> *Applies math operations, concepts and reasoning:*
> - *Demonstrates computation skills*
> - *Measures accurately*
> - *Solves problems*
>
> *Speaks clearly and concisely:*
> - *Demonstrates knowledge of effective speech concepts*
> - *Uses explanatory language effectively to communicate information*
>
> *Writes clearly and concisely:*
> - *Demonstrates knowledge of basic writing concepts*
> - *Demonstrates knowledge of effective writing in a variety of situations*
>
> *Demonstrates quality consciousness:*
> - *Shows concern for quality in one's work*

STEP 4

Write project objectives using foundation skill terminology. All skills targeted for instruction should have a corresponding objective.

> **EXAMPLE:** *At the completion of the project, learners will be able to:*
> - *Accurately measure cabinet dimensions and make precision cuts.*
> - *Give a concise verbal summary listing daily accomplishments.*
> - *Use questioning strategies to assure listener comprehension.*
> - *Write complete, accurate, and descriptive job logs.*
> - *Adjust work process when quality is compromised.*

STEP 5

Decide which foundation skill and corresponding competencies you will use to measure and document learner progress. Most often you will select the skill/s with the highest priority that you identified in step two.

> **EXAMPLE:**
> *Applies math operations, concepts, and reasoning*
> - *Demonstrates computation skills*
> - *Demonstrates measurement skills*
> - *Solves problems*

STEP 6

Record the targeted skill and competencies on the "Foundation Skill/Competency Learner Achievement" Form." Place the record in the learner's file.

> **EXAMPLE:** *See sample form.*

HOW WILL YOU MEASURE AND DOCUMENT SKILL/COMPETENCY ACHIEVEMENT?

STEP 1
DECIDE WHEN YOU WILL MAKE OBSERVATIONS
Decide when and how often you will document progress and achievement.

> **EXAMPLE:** *If you have a six-week project with two hours of instruction, four days a week, you might decide to observe individuals solving a specific task three times—at the beginning, midway, and at the end of the project.*

STEP 2
USE THE CRITERIA ON THE RUBRIC TO RATE PERFORMANCE
You are assessing a person's ability to correctly perform those skills and competencies at the level needed on the job. Use the criteria on the "Foundation Skill/Competency Rubric" to guide you in judging the continuum of performance—beginning, emerging, developing, or competent.

> **EXAMPLE:** *When first performing the measurement skills, John was not able to perform them independently—he needed total guidance. He was not able to complete the task and did not make use of available conversion charts.*

STEP 3
RECORD OBSERVATIONS; MAKE INSTRUCTIONAL CHANGES, AS NEEDED

Record the observation dates in the appropriate box on the form. Use this information to adapt your instructional program as needed. For example, you may notice that an individual has not made adequate progress in a specific competency (*applies measurement skills to solve problems*) and thus provide supplemental instruction for that individual.

	Beginning	Emerging	Developing	Competent
Applies Math Operations, Concepts and Reasoning				
Demonstrates computation skills		4/1/08	4/30/08	5/20/08
Measures accurately	4/1/08	4/30/08	5/20/08	
Applies computation skills to solve problems	4/1/08		4/30/08	5/20/08
Applies measurement skills to solve problems	4/1/08	4/30/08 5/20/08		

STEP 4
DETERMINE IF LEARNER MET PROJECT GOAL FOR REPORTING PURPOSES

For PA WIN WBPL projects *12-15 hours*

> In order to answer "Yes" in e-Data for "Did student meet the project goal," learners must move **at least <u>one</u> level** (or reach the competent level**) in each competency of one targeted foundation skill**. These competencies refer to those clearly identified in the training plan objectives.
> (Note: PA WIN does not fund projects under 12 hours.)

For PA WIN WBPL projects running *16-29 hours*

> In order to answer "Yes" in e-Data for "Did student meet the project goal," learners must move **at least <u>two</u> levels** (or reach the competent level**) in each competency of one targeted foundation skill**. These competencies refer to those clearly identified in the training plan objectives.

Foundation Skill/Competency Achievement Form

Last name_____ First name_____

Social Security #_____ Business_____

Start Date_____ End Date_____ Total training hours_____ Total hours of participation _____

KEEP COMPLETED COPY IN LEARNER'S FILE.

Write the targeted foundation skill and competencies in the lines below. Record the dates when observations are made in the appropriate boxes on the right. Use the "Foundation Skill/Competency Rubric" as a guide in making that judgment. Use additional sheets if necessary.

	Beginning	Emerging	Developing	Competent
(SKILL)				
(COMPETENCY)				

	Beginning	Emerging	Developing	Competent
(SKILL)				
(COMPETENCY)				

Did learner meet the work-based project learner (WBPL) goal? ◯ Yes or ◯No

For PA WIN WBPL projects 12-15 hours

In order to answer "Yes" in e-Data for "Did student meet the project goal?" learners must move **at least <u>one</u> level** (or reach the competent level) **in each competency of one targeted foundation skill**. These competencies refer to those clearly identified in the training plan objectives.

For PA WIN WBPL projects running 16-29 hours

In order to answer "Yes" in e-Data for "Did student meet the project goal?" learners must move **at least <u>two</u> levels** (or reach the competent level) **in each competency of one targeted foundation skill**. These competencies refer to those clearly identified in the training plan objectives.