

**Division of Career and Technical Education
Office of Career Readiness and Work-Based Learning**

INTERNSHIP INSTRUCTOR MANUAL



2022 - 2023

Course Code

Course Name	Code
Internship	493860

Work-Based Learning

Work-Based Learning is defined as a structured learning experience at the worksite for a specific timeframe that leads to a career path (Workforce Innovation and Opportunity Act). WBL programs contain three key components: the alignment of classroom and workplace learning; application of academic, technical, and employability skills in a work setting; and support from classroom and worksite mentors (cte.ed.gov/wbltoolkit/).

The Division of Career and Technical Education offers three credit bearing work-based learning opportunities:

1. Internship
2. Career Practicum
3. Pre-Apprenticeship

Internship is experiential learning that can be paid or unpaid which integrates knowledge and theory learning in the classroom with practical application and skills development in a professional setting. Students in grades 10 - 12 are eligible to enroll in this course. It will not count toward concentrator status.

Career Practicum is a paid or unpaid work experience designed to assist students in grades 11 – 12 in their specific CTE program of study where students earn an industry recognized credential in one of many high-demand occupations. A student must be at least 16 years of age. The student must have completed at least two courses, level 1 and level 2, in a chosen CTE program of study to be eligible for this course.

Pre-Apprenticeship is defined as a program or set of strategies designed to provide instruction or training to increase math, literacy, and other vocational and prevocational skills in order to prepare individuals to enter and succeed in a Registered Department of Labor Apprenticeship (DOL) program and has a documented partnership with at least one, if not more, Registered DOL Apprenticeship Programs. It may be an unpaid or paid Pre-Apprenticeship. A student must be at least 16 years of age. Completers of this program may be given special consideration for entry into a DOL apprenticeship program and/or applied time served, or credits earned toward fulfilling program requirements.

For any questions, call the Office of Career Readiness/Work-Based Learning at (501) 682-4834.

Course Information

COURSE DESCRIPTION:

The Internship course is a paid or unpaid experiential work-based learning experience that integrates knowledge and theory learning in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields, and it gives employers the opportunity to guide and evaluate talent (2018 Advance CTE, *Career Technical Education Glossary*). Internship includes both classroom and worksite experience. Per the Strengthening Career and Technical Education for the 21st Century Act, the term ‘work-based learning’ means sustained interactions with industry or community professionals in a real worksite setting to the extent practicable or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction (2018 Perkins V, Section 3, Number 55). The course will serve as an introductory work experience course for 10-12 grade students.

This course is **not** eligible for completer status. The student and Work-Based Learning Coordinator must complete an Internship site agreement. The student, workplace supervisor, and Work-Based Learning Coordinator must develop a training plan. The Work-Based Learning Coordinator and the workplace supervisor will evaluate the student.

ELIGIBILITY OF STUDENTS:

The Internship course is designed to serve students grades 10-12. The Internship course includes both classroom and worksite instruction.

The student shall:

- Be employed prior to enrolling in the class or at the end of the second week of school. Students that are not employed by the end of the second week must be withdrawn from the class.
- Receive guided classroom and worksite instruction that incorporates applied learning activities.
- Document and place each completed classroom and worksite training competency in a portfolio. The student shall receive this portfolio at the end of the course.

COURSE CREDITS:

Students can earn a maximum of 4 credits in a two-year period, at a rate of 1 credit per semester. To earn 2 credits PER YEAR, a student will need 36 hours of classroom instruction (at least 1 hour per week) and 240 work hours (approximately 7 hours per week).

Hours of Classroom Instruction - Semester	Hours of Work Experience - Semester	Credits Earned - Semester
At least 18 hours	120 hours	1 credit
At least 36 hours	240 hours	2 credits
At least 54 hours	360 hours	3 credits
At least 72 hours	480 hours	4 credits

1 credit may be granted for an entire year for students that work 120 hours throughout the year and are in class at least 36 hours.

Classroom hours should include all students and should incorporate discussions about soft skills, employability skills, and pre-employment and employment documents.

Hours of work experience should be on the job site working weekly to meet the above required hours.

CLASSROOM AND WORKSITE EXPECTATIONS:

1. Evaluate qualities of effective employees, model positive job performance.
2. Develop personal work ethics and soft skills needed in the workplace.
3. Identify behaviors essential to succeed in the workplace.
4. Demonstrate mastery of effective communication.
5. Identify characteristics of an effective team and leadership skills.
6. Manage financial resources – paycheck, budgeting, credit accounts, and investing.

PROGRAM OUTCOMES:

1. Learn the benefits of having a positive verbal and non-verbal attitude.
2. Develop career attributes for students to be successful in the workplace.
3. Improve communication, leadership, and team building skills.
4. Be aware of all aspects of personal finance.

ESSENTIAL ELEMENTS OF THE WORK-BASED LEARNING COORDINATOR:

1. Internship shall be coordinated at the local level by at least one Work-Based Learning Coordinator who:
 - a. currently has a valid Arkansas teaching license; AND
 - b. is endorsed with the 412 licensure code.

WORK-BASED LEARNING COORDINATOR SUPERVISION PERIOD REQUIRED:

1. One supervision period for 1-25 students
2. Two supervision periods for 26-50 students
3. Three supervision periods for 51 or more students.
The conference/planning period may count as one of the three (3) supervision periods.

THE FOLLOWING MINIMUM DOCUMENTS ARE REQUIRED TO BE KEPT WITHIN THE SEAMLESS WBL SYSTEM:

1. Site Agreements
2. Verified work and classroom hours
3. Supervisor Evaluations Forms
4. Internship Placement Report
5. Internship Accountability Report

Example Work-Based Learning Documents can be found in this manual. Separate fillable forms of each example document can be found in the Arkansas Seamless WBL Platform (<https://arkansas.seamlesswbl.com/>), under the “General Resources” tab.

Information to share with stakeholders can be found on the DCTE website under the “Work-Based Learning” Tab. (<https://dcte.ade.arkansas.gov/Page/WorkBasedLearning>)

THE FOLLOWING REPORTS ARE REQUIRED TO BE COMPLETED WITHIN THE SEAMLESS WBL PLATFORM:

1. Internship Placement Report – October 1 and January 31
2. Internship Accountability Report – October 30, January 15, March 30, and May 20

Reports will be pulled automatically by DCTE through the Arkansas Seamless WBL platform. Please have all required information for reporting in the system by the dates listed above for accurate reporting.

SEAMLESS WBL PLATFORM

Work-Based Learning Coordinators shall use the Arkansas Seamless WBL Platform in order to send required Accountability and Placement reports to the state office.

Arkansas Seamless WBL Platform Log-In Page: <https://arkansas.seamlesswbl.com/>

New Work-Based Learning Coordinators should contact the Office of Career Readiness/Work-Based Learning to be entered into the system and receive your log-in information.

The Seamless WBL Platform can help manage all components of work-based learning. Major functions of the platform include:

- Organizing student and employer information
- Managing work-based learning activities
- Students can log hours and keep up with a portfolio within the student portal
- Employers can access agreements, verify hours, and see documents
- All documentation in a digital format in one location
- Accountability and Placement Reports are automatically pulled for the State Office
- Detailed reporting for better program analysis
- Provides a job board for students

AR SEAMLESS WBL RESOURCES:

The following resources can be found under the “Knowledge Base” tab within the AR Seamless WBL Platform: Quick-Start Guide, Administrator User Manual, Educator User Manual, Seamless WBL Platform Short Demo Video, Seamless WBL Platform Full Demonstration. You can also find the link to AR Seamless WBL platform along with the quick guide and Short Demo Video on the DCTE, Work-Based Learning website. (<https://dcte.ade.arkansas.gov/Page/WorkBasedLearning>)

For specific questions about the AR Seamless WBL platform, please contact the Office of Career Readiness/Work-Based Learning at 501-683-6254.

SITE AGREEMENTS:

Site Agreements between the student, WBL Coordinator, and worksite supervisor are created within the AR Seamless WBL. Work-Based Learning Coordinators can customize agreement templates to include verbiage specific to his or her district requirements and student job duties. A student and worksite supervisor can log-in to view and digitally accept/sign the agreement or the Site Agreement can be sent for physical signatures by downloading and printing the document.

An empty site agreement is included in this manual as an example. The AR Seamless WBL system populates the student and employer data automatically once it is attached to a WBL partner activity.

The training plan is now integrated into the site agreements under the section labeled “Training Plan” this is where you will choose the tasks, skills, and activities the student will develop and engage in during their experience.

ACCOUNTIBILITY AND PLACEMENT REPORTS:

The AR Seamless WBL Platform allows WBL Coordinators and the state office to pull various reports including Accountability and Placement Reports for each school within the system. The Work-Based Learning Coordinator will be responsible for entering the required data for both reports within the system by the dates listed on page 5 of this manual.

RESPONSIBILITY OVERVIEW

The school may modify requirements based on local needs.

Student	<ul style="list-style-type: none"> • Academic standing determined by the school administration. • Acceptable attendance record as determined by the school administration. • Complete and sign site agreement within the Seamless WBL platform. • Provide transportation. • Complete and maintain Student Experience form. • Complete a self-evaluation in mid-October, mid-December, mid-March, and mid-May.
Work-Based Learning Coordinator	<ul style="list-style-type: none"> • Provide interns with classroom instruction in curriculum that reinforces basic workplace skills and soft skills. • Establish local business partnerships. • Work with employers to develop an Internship experience for interns. • Conduct four visits (one per quarter) to intern placements and complete Site Visit Form. • Create site agreement within the Seamless WBL platform. • Maintain the four evaluation and/or improvement plans for interns: <ul style="list-style-type: none"> • Mid-October, Mid-December, Mid-March, and Mid-May • Complete required data entry in the Seamless WBL platform for DCTE to pull the Internship Placement reports on October 1 and January 15. • Complete required data entry in the Seamless WBL platform for DCTE to pull the Internship Accountability reports on October 30, January 15, March 30, and May 20.
Worksite Supervisor	<ul style="list-style-type: none"> • Meet with Work-Based Learning Coordinator to review standards of Internship. • Provide safe conditions. • Complete and sign a site agreement within the Seamless WBL platform or other method approved by the WBL coordinator. Alternative methods of site agreements must be uploaded into the Seamless WBL platform. • Provide safety instructions to the student for all tasks and duties to be performed. • Meet and/or communicate with the Work-Based Learning Coordinator at periodic intervals to discuss the intern's progress. • Mentor students in developing their job skills and knowledge. • Monitor intern's attendance. • Complete evaluation and/or improvement plan for interns: <ul style="list-style-type: none"> • Mid-October, Mid-December, Mid-March, and Mid-May
Administration	<ul style="list-style-type: none"> • Provide Work-Based Learning Coordinator time for adequate supervision according to Page 5 of the Internship Instructor Manual. • Support and implement rules and regulations related to student release time and procedures.
Parent/Guardian	<ul style="list-style-type: none"> • Review and sign a printed copy of the site agreement.

Student Signature: _____



02/01/2021

Arkansas School Name

School Address

Site Agreement -EXAMPLE-

Following is an agreement for **Student Name** to participate in a work-based learning activity in participation with **Employer Name**. This agreement is effective once student, parent or guardian, worksite supervisor, and WBL coordinator signatures have been added to this document.

Student Information

Student Name:

Student Address:

Student Phone Number:

Student Email Address:

Parent/Guardian Name:

Parent/Guardian Phone Number:

Parent/Guardian Email Address:

If Parent/Guardian is NOT the emergency contact, please list here:

Employer Information

Employer Name:

Employer Address:

Employer Phone Number:

Supervisor Name:

Supervisor Phone Number:

Supervisor Email Address:

Details on Work Experience

Type of Placement:

Compensation:

Start Date:

End Date:

Work Hours Per Week:

Safety Training

Safety of the student learner is a top priority. Therefore, we ask employers to help us insure that

safety procedures and policies are adhered to. As a school district, we will provide basic work placesafety instruction, including instruction on safe work habits and safety training on program equipment. As a part of that instruction, we ask that the student learner use the following safety devices (safety glasses, face masks, vinyl gloves, safety boots, work gloves, ear protection or respirators) when requested by their employer. The student's initials below attest that training has been provided and received.

Student Learner Initials:

Hazardous Occupations

Hazardous Occupations Orders Nos. 5, 8, 10, 12, 14, 16 and 17 (as stated by the US Department of Labor, Child Labor Provisions) contain exemptions for 16- and 17-year old student learners, provided they are employed under the following conditions:

- The student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized state or local educational authority or in a course of study in a substantially similar program conducted by a private school; and
- Such student-learner is employed under a written agreement which provides:
 - that the work of the student-learner in the occupations declared particularly hazardous shall be incidental to the training,
 - that such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person,
 - that safety instruction shall be given by the school and correlated by the employer with on-the-job training, and
 - that a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

Reference <https://www.dol.gov/general/topic/youthlabor/hazardousjobs> to see if a student occupation is considered hazardous for students under the age of 18.

Student Learner Responsibilities

The student learner agrees to do the following:

- Meet all academic and attendance requirements of the school and program. Be
- responsible for transportation to and from the worksite.
- Arrive on time, or inform school and business of any absence or tardiness as soon as possible. (Students who are absent from school may not work that day and must notify the employer.) Follow all the host
- company's policies and procedures, including dressing appropriately and adhering to all safety rules and procedures.
- Meet the objectives set forth in the training plan.
- Complete a weekly record of hours worked, and submit it to the WBL coordinator. Complete the
- designated minimum hours of supervised training at assigned worksite as directed by the school program.
- Will have employment with the first two weeks of school or be removed from the program. Be
- removed from the program if released from the worksite for a justified reason.
- Given two weeks to obtain another job if the student quits, or the student will be removed from the program with administration approval.
- Remain at the worksite unless a request to transfer is approved by the work-based learning

(WBL) coordinator. All worksites must be approved by the WBL coordinator. Report a

- worksite related injury to the WBL coordinator immediately.
- Students must follow all confidentiality rules of the training site.

Employer Responsibilities

The employer agrees to do the following:

- Provide a work-based learning experience for the student for the full length of time in this agreement.
- Structure learning by assigning a variety of tasks and by giving the student an opportunity to work in a variety of areas consistent with the objectives set forth in the training plan.
- Provide the student with specific instruction related to any assigned task or to the use of any specific equipment.
- Ensure that the student's work is supervised by an experienced and qualified person. Ensure that the worksite meets all safety regulations and is free from obvious hazards. Report a worksite related injury to the WBL coordinator immediately.
- Ensure that the student's work conforms to all laws and regulations governing minors in the workplace and conforms to the federal child labor laws and regulations and conforms to the federal child labor laws and regulations.
- Record hours worked.
- Complete evaluations of the student's work as requested by the WBL coordinator.

School Responsibilities

The WBL Coordinator/school agrees to do the following:

- Support the student in deriving the most benefit from the work-based learning experience. Provide all necessary training to prepare the student for the work-based learning experience. Monitor the academic progress of the student.
- Perform a worksite visit to ensure a safe work environment.
- The WBL coordinator will visit and contact the training site supervisor four times (one per quarter) to assess the student's learner, to discuss the student's progress, and find out what related instruction is needed.
- The teacher will provide weekly instruction in the classroom. May remove a student due to lack of attendance.
- May remove student if he/she does not have another job within two weeks of quitting a job with administration support and approval.
- Will ensure all existing rules and regulations of the program are followed. The worksite supervisor and/or WBL coordinator may remove students immediately that are not following the guidelines of the program. Ensure that all laws and regulations related to work-based learning are followed.
- Ensure that credit is received for successful completion of the experience.
- Provide guidance and counseling to the student to support his or her career-planning decisions.

Performance Elements Occupation:

Occupation Title

Occupation Description:

Description

Tasks:

1. .
2. .
3. .

Skills:

- 1. .
- 2. .
- 3. .

Work Activities:

- 1. .
- 2. .
- 3. .
- 4. .

I have read the above training agreement and understand my responsibilities and relationship to the program as outlined by the agreement.

Student Signature: _____ Date: _____

I have read the above training agreement and understand the responsibilities assigned to my child and the relationship to the program.

Parent/Guardian Signature: _____ Date: _____

I have read the above training agreement and understand my responsibilities and relationship to the program as outlined by the agreement.

Worksite Supervisor Signature: _____ Date: _____

I have read the above training agreement and understand my responsibilities and relationship to the program as outlined by the agreement.

Work-Based Learning Coordinator Signature: _____ Date: _____

Unpaid Work Experience Signature Form Hours Per Week

_____ (student name) has worked _____ hours this week.

Student Signature

Worksite Supervisor Signature

WORK-BASED LEARNING COORDINATOR SITE VISIT RECORD (EXAMPLE)

Student's Name		Date and Time	
Site		Site Supervisor	
Contact Person (today's visit)			

Purpose of Visit: Student Observation Conference
 Problem Resolution Other: _____

This form must be completed for work site visits. Remember to record observations, actions to be taken, and recommendations. Identify specific strengths and needed improvements.

General Observations: _____

Student Conference/Comments: _____

Worksite Supervisor Conference/Comments: _____

Work-Based Learning Coordinator Signature: _____

Student Signature: _____

TRAINING SITE SUPERVISOR EVALUATION REPORT

Student Name _____ Completion Deadline _____

Employer Name _____ Training Supervisor _____

Grading Period _____ Work-Based Learning Coordinator _____ Phone _____

Please indicate, on the scale from 1 to 10, your estimate of the student in each area. Omit any traits that do not apply or cannot be properly evaluated at this time. It is suggested that you take time to discuss the evaluation with the student after it is completed.

PERFORMANCE ON THE JOB:

Quality of Work for Job

10	Very accurate and thorough
9	thorough
8	Careful, rarely inadequate
7	
6	
5	Usually accurate
4	
3	Careless
2	
1	Makes many errors

Speed

10	Very Fast
9	
8	Fast
7	
6	
5	Average
4	
3	Slow
2	
1	Very Slow

Care of Working Area

10	Very clean and orderly
9	
8	Keeps area clean
7	
6	
5	Average
4	
3	Careless
2	
1	Very untidy

Job Learning

10	Learns exceptionally well
9	
8	Learns with ease
7	
6	
5	Learns adequately
4	
3	Learns with difficulty
2	
1	Little or no learning

Use of Working Time

10	Very busy
9	
8	Busy
7	
6	
5	Average
4	
3	Needs to improve
2	
1	Very wasteful

Initiative

10	Self-motivated
9	
8	Needs little direction
7	
6	Performs as instructed
5	
4	Not a self-starter
3	
2	Must always be told what to do
1	

Use of Job Materials

10	Very careful
9	
8	Above average
7	
6	
5	Acceptable
4	
3	Careless
2	
1	Wasteful

Attendance

10	Always prompt and present when scheduled
9	
8	Seldom off – valid reasons only
7	
6	
5	Absent occasionally
4	
3	Above average absences
2	
1	Excessive absences

ATTITUDES TOWARD WORK

Attitude Toward Fellow Workers

10	Very cooperative and friendly
9	
8	Cooperative and friendly
7	
6	
5	Cooperative
4	
3	Has a negative attitude
2	
1	Unable to get along

Attitude Toward Superiors

10	Very respectful, helpful, accepts criticism
9	criticism
8	Respectful, helpful, accepts criticism
7	
6	
5	Average
4	
3	Does not accept criticism
2	
1	Disrespectful

Customer Contact

10	Very courteous
9	
8	Pleasant and helpful
7	
6	
5	Average
4	
3	Needs improvement
2	
1	Discourteous

Enthusiasm

10	Very eager to learn
9	
8	Enjoys work
7	
6	
5	Average
4	
3	Shows little interest in job
2	
1	Does not seem to like work

Responsibility

10	Accepts readily and handles well
9	
8	Accepts willingly
7	
6	
5	Accepts
4	
3	Needs to improve
2	
1	Unsatisfactory

Dress and Grooming

10	Always good
9	
8	Most often good
7	
6	
5	Occasionally poor
4	
3	Often poor and inappropriate
2	
1	Always inappropriate

Supervisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

WBL Coordinator Signature: _____ Date: _____

TRAINING SITE SUPERVISOR EVALUATION REPORT

Internship

Career Practicum

Pre- Apprenticeship

Student's Name:	Grade Level:
Place of Employment:	Supervisor's Name:
Supervisor's Telephone #:	Evaluation Date:

Supervisor Responsibilities: Please complete the table below, share the rating with the student; give the form to the Work-Based Learning Coordinator.

Evaluation

Scale: 1 - Poor

2 – Needs Improvement

3 – Average

4 - Good

5 – Excellent

Attendance/Punctuality	1	2	3	4	5
Appropriate Dress	1	2	3	4	5
Attitude towards Superiors	1	2	3	4	5
Attitude towards work	1	2	3	4	5
Customer Service	1	2	3	4	5
Use of working time	1	2	3	4	5
Initiative	1	2	3	4	5
Following Directions	1	2	3	4	5
Job learning	1	2	3	4	5
Adaptability/Flexibility	1	2	3	4	5
Teamwork with Co-workers	1	2	3	4	5
Time Management	1	2	3	4	5
Quality of Work	1	2	3	4	5
Speed of Work	1	2	3	4	5
Specific Skills for Job	1	2	3	4	5

Supervisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

WBL Coordinator Signature: _____ Date: _____

STUDENT EXPERIENCE FORM (EXAMPLE)

Student Name		
Worksite Location		
Supervisor Name Contact Information		
Week 1	Date:	Hours Completed:
My responsibilities this week and what I learned from my experience:		
Week 2	Date:	Hours Completed:
My responsibilities this week and what I learned from my experience:		
Week 3	Date:	Hours Completed:
My responsibilities this week and what I learned from my experience:		
Week 4	Date:	Hours Completed:
My responsibilities this week and what I learned from my experience:		
Week 5	Date:	Hours Completed:
My responsibilities this week and what I learned from my experience:		
Week 6	Date:	Hours Completed:
My responsibilities this week and what I learned from my experience:		
Week 7	Date:	Hours Completed:
My responsibilities this week and what I learned from my experience:		
Week 8	Date:	Hours Completed:

My responsibilities this week and what I learned from my experience:

Week 9

Date:

Hours Completed:

My responsibilities this week and what I learned from my experience:

Student Signature: _____

Supervisor Signature: _____

Comments:

Work-Based Learning Student Reflection

After completing your work-based learning experience you need to reflect on that experience in order to grow personally and professionally. Use this form as a tool to complete this reflection.

Answer the following questions to the best of your ability with well thought out and constructed responses:

1. Briefly describe your work-based learning experience and the occupation that you participated in.
2. During this experience what went well? What did you enjoy about it?
3. During this experience what soft skills did you struggle with the most? For example, interpersonal communication, time management, working with leadership, etc.
4. With what job skill or task did you have the most trouble?
5. What did you do to improve on those trouble areas?
6. What can you do to continue to improve in these areas?
7. Review your worksite evaluation from your supervisor. What scores surprised you?
8. Think back to your experience. Why do you think you received this score?

9. What can you do to improve yourself as a professional to improve this score?

10. How has this experience prepared you for life after high school and in your future career and how will it influence your future?

11. What career goals might you set for yourself after this experience?

12. If you completed a career practicum, how has this experience affected your view of your CTE program of study?

INTERNSHIP PROGRAM PORTFOLIO GUIDELINES (EXAMPLE)

Students enrolled in Internship must complete a portfolio (traditional or electronic). Suggested items to include which can be modified by the Work-Based Learning Coordinator:

Cover Page	This will be on the outside of your binder or first page.
Table of Contents	Do last.
Five Year Goal Plan	Five year goal plan should include educational, professional, and personal goals.
Cover Letter	Cover letter written with a purpose and in the correct format.
Resume	Detailed description of activities in the correct format.
Reference list	List at least 3 references that an employer may contact...no friends or relatives.
High School Transcript	All available grading periods included.
Letters of Recommendation	General letters of recommendation (2 to 3—these can be copies of letters that you may already have). Letters should be from a work supervisor, Work-Based Learning Coordinator, teacher, coach, etc.— no family or friends .
Certifications	All certifications earned by student. (NCRC, equipment certifications, Servsafe, OSHA etc.)
Skills List	Specialized classes, hardware/software skills, technical competencies, workshops completed, soft skills—be detailed.
Work-Based Learning Evaluation reports	The evaluations completed by supervisor and Work-Based Learning Coordinator.
Assessment Results	ACT/SAT, ASVAB, certification exams, etc
Personal Reflections	Reflections on WBL experience, projects completed, and varying experiences during the WBL processes.

INTERNSHIP PROGRAM PORTFOLIO RUBRIC

Category	Beginning Proficiency 1	Approaching Proficiency 2	Meets Proficiency 3	Exceeds Proficiency 4	Self-Score	Points Earned/Comments
Cover Page	Needs improvement	A little added design	Meets requirement	Well-designed with all parts		
Table of Contents	Missing multiple	Missing 2 items	Missing 1 item	Completely correct		
Five Year Goal Plan	Includes some goals and some areas.	Includes five year plan but not all areas.	Includes five year plan for educational, professional, and personal goals.	Includes well-developed five year plan for educational, professional, and personal goals.		
Cover Letter	No clear purpose or lack of focus.	Clear purpose not focused on career area of interest.	Well- Developed Purpose, correct grammar and formatting.	Well-Developed Purpose, focused on career area of interest, correct grammar and formatting.		
Resume	Not all information included. Not formatted correctly.	Most information included. Minor formatting issues.	Correct information, detailed work and learning experiences, correct format.	Useful and correct information, detailed work and learning experiences, correct format.		
Reference List	Not complete	Missing 2	Missing 1	Completely correct		
HS Transcript	Not Included			Included and accurate		
Letters of Recommendation	Letters not from an appropriate source.	Only one letter included from appropriate source.	At least two letters included from appropriate references.	More than two letters included from appropriate references.		
Certifications	Not included			Included and accurate		
Skills List	Few or not relevant skills included.	Some skills included related to career pathway.	Majority of skills related to career pathway.	Mastered skills related to career pathway.		
Work-Based Learning Evaluation Reports	No included	Less than two reports	At least three reports	More than three reports		
Assessment Results	Not included.			Includes all assessment results.		
Personal Reflections	Not included.	Personal reflection included but does not follow an approved template.		Reflection included that follows an approved template.		