



Worksite Learning (WSL) Student Learning Plan and Evaluation 0-360 Hours (1 credit)

Student Name _____

Employer _____ Supervisor _____

Job Title/Duties and Tasks _____

How will this job help you meet your career goals? _____

LEARNING PLAN SIGNATURES	
Student	_____
Parent	_____
Employer	_____
WSL Coordinator	

Date signatures complete	

Please evaluate the student on their Learning Plan and on the SCAN Skills below.

Rating Scale: 3 = Exceeds workplace standards, 2 = Meets workplace standards, 1 = below workplace standards, NA = Not Applicable

LEARNING PLAN 0-180 HOURS		0-180 Hours			
		3	2	1	NA
1	Work as a member of a team.				
2	Communicate clearly to supervisors.				
3					
4					
5					
▶ Related Washington State Education Goal(s) – see back <input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4		Evaluate after approx. 180 hrs. ▼			
▶ Related Essential Academic Learning Requirement(s) – see back					

WORK SKILLS EVALUATION		180 Hours				360 Hours			
BASIC SKILLS	COMMENTS	3	2	1	NA	3	2	1	NA
1	Reading/writing skills for job								
2	Math skills for job								
3	Technology skills for job								
THINKING SKILLS									
4	Follows job safety and health rules								
5	Follows directions and ask for clarification								
6	Shows good judgment (plans tasks)								
7	Problem solving								
8	Decision making								
PERSONAL QUALITIES									
9	Is punctual and meets attendance standards								
10	Maintains appropriate personal hygiene and dress								
11	Responds appropriately to supervisors								
12	Reacts appropriately to constructive criticism								
13	Completes tasks/assignments on time								
14	Shows initiative (self starter)								

Evaluation Initials

Supervisor _____

WSL Coordinator _____

Student _____

Renton School District ■ Career & Life Skills Education
 300 SW 7th Street, Renton WA 98057
 425.204.2310 ■ Fax: 425.204.2327
www.rentonschools.us/clse

▲
Evaluate after approx. 360 hrs.

LEARNING PLAN 181-360 HOURS		181-360 Hours			
		3	2	1	NA
1	Work as a member of a team.				
2	Communicate clearly to supervisors.				
3					
4					
5					
▶ Related Washington State Education Goal(s) – see back <input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4		Evaluate after approx. 360 hrs. ▲			
▶ Related Essential Academic Learning Requirement(s) – see back					

Learning Objectives

Learning objectives refer to a set of statements that clearly and precisely describe a result you want to accomplish during your work term.

- Objectives should be stated in terms of the results you want to achieve. Ask yourself, “What do I want to do at the end of the semester that I can’t do now?” –OR– “What do I want to know at the end of the semester that I don’t know now?”
- Objectives should be specific, reasonable, achievable, and measurable.

Four Types of Learning Objectives

1. Career Orientation Objectives – These relate to your career goal or career growth. They could include career exploration through informational interviewing, observation, reading, and special topic research.
2. Skills Acquisition Objectives – These relate to developing new on-the-job skills or learning new tasks or concepts. They enable you to grow on the job, increase usefulness and improve performance.
3. Skills Application/Development Objectives – These relate to improving or developing your current skills. You might find aspects of your job that you can improve upon, or specific problems in the work area to be solved with measurable results.
4. Human Relations objectives – These relate to improving communication and interpersonal skills that can create a more positive environment. You could choose to improve your ability to work with supervisors, fellow workers, customers, etc., or improve your communication skills through public speaking, one-to-one dialogue, or listening to others.

Washington State Education Goals

- Goal 1: Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and setting.
- Goal 2: Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness.
- Goal 3: Think analytically, logically, and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems.
- Goal 4: Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

Washington State Essential Academic Learning Requirements (EALRs) – sample

- | | | |
|--------------------------|----------------------|--|
| <input type="checkbox"/> | Reading 1.0 | The student understands and uses different skills and strategies to read. |
| <input type="checkbox"/> | Reading 2.0 | The student understands the meaning of what is read. |
| <input type="checkbox"/> | Reading 3.0 | The student reads different materials for a variety of purposes. |
| <input type="checkbox"/> | Reading 4.0 | The student sets goals and evaluates progress to improve reading |
| <input type="checkbox"/> | Writing 1.0 | The student writes clearly and effectively. |
| <input type="checkbox"/> | Writing 2.0 | The student writes in a variety of forms for different audiences and purposes. |
| <input type="checkbox"/> | Writing 3.0 | The student understands and uses the steps of the writing process. |
| <input type="checkbox"/> | Writing 4.0 | The student analyzes and evaluates the effectiveness of written work. |
| <input type="checkbox"/> | Communication 1.0 | The student uses listening and observation skills to gain understanding. |
| <input type="checkbox"/> | Communication 2.0 | The student communicates ideas clearly and effectively. |
| <input type="checkbox"/> | Communication 3.0 | The student uses communication strategies and skills to work effectively with others. |
| <input type="checkbox"/> | Communication 4.0 | The student analyzes and evaluates the effectiveness of formal and informal communication. |
| <input type="checkbox"/> | Mathematics 1.0 | The student understands and applies the concepts and procedures of mathematics. |
| <input type="checkbox"/> | Mathematics 2.0 | The student uses mathematics to define and solve problems. |
| <input type="checkbox"/> | Mathematics 3.0 | The student uses mathematical reasoning. |
| <input type="checkbox"/> | Mathematics 4.0 | The student communicates knowledge and understanding in both everyday and mathematical language. |
| <input type="checkbox"/> | Mathematics 5.0 | The student understands how mathematical ideas connect within mathematics, to other subject areas, and to real-life situations |
| <input type="checkbox"/> | Science 1.0 | SYSTEMS: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems. |
| <input type="checkbox"/> | Science 2.0 | INQUIRY: The student knows and applies the skills, processes, and nature of scientific inquiry. |
| <input type="checkbox"/> | Science 3.0 | APPLICATION: The student knows and applies science concepts and skills to develop solutions to human problems in societal contexts. |
| <input type="checkbox"/> | History 1.0 | The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history. |
| <input type="checkbox"/> | History 2.0 | The student understands the origin and impact of ideas and technological developments on history. |
| <input type="checkbox"/> | Geography 1.0 | The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth’s surface. |
| <input type="checkbox"/> | Civics 1.0 | The student understands and can explain the core values and democratic principles of the United States as set forth in foundational documents, including the Declaration of Independence and the Constitution. |
| <input type="checkbox"/> | Civics 2.0 | The student analyzes the purposes and organization of government and laws. |
| <input type="checkbox"/> | Civics 3.0 | The student understands the purposes and organization of international relationships and how United States foreign policy is made. |
| <input type="checkbox"/> | Civics 4.0 | The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement. |
| <input type="checkbox"/> | Economics 1.0 | Students understand the impact of scarcity on their personal lives and on the households, businesses, governments, and societies in which they are participants. |
| <input type="checkbox"/> | Economics 2.0 | Students understand the essential characteristics of past and present economic systems. |
| <input type="checkbox"/> | Economics 3.0 | Students understand the role of government and institutions in past and present economic systems. |
| <input type="checkbox"/> | Arts 1.0 | The student understands and applies Arts knowledge and skills. |
| <input type="checkbox"/> | Arts 2.0 | The student demonstrates thinking skills using artistic processes. |
| <input type="checkbox"/> | Arts 3.0 | The student communicates through The Arts. |
| <input type="checkbox"/> | Arts 4.0 | The student makes connections within and across The Arts, to other disciplines, life, cultures, and work. |
| <input type="checkbox"/> | Health & Fitness 1.0 | The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition. |
| <input type="checkbox"/> | Health & Fitness 4.0 | The student effectively analyzes health and safety information to develop health and fitness plans based on life goals. |