CLAWS Teaching/Learning Assessment

University of Louisville

Division of Student Affairs

**Overview**

The CLAWS learning tool is a rubric that gauges the progressive growth of an undergraduate student worker’s ability to demonstrate 5 workplace competencies: dependability, organizational skills, efficiency, conscientiousness, and critical thinking skills. Use of the rubric provides the supervisor and the student an opportunity to engage in a teaching/learning environment that will encourage growth and development of the student. Follow the implementation steps below to effectively utilize the rubric as a teaching/learning tool.

**Outcomes**

**The CLAWS rubric is designed as a teaching/learning tool for supervisors to implement the following student learning outcome.**

***As a result of working as a student assistant, students will be dependable, organized, efficient, precise and conscientious with all responsibilities.***

1. By integrating practical work experience with a structured framework (the rubric), students will increase their critical thinking skills, problem solving ability, and communication skills.
2. Students will learn to maximize their work performance through the understanding of what is both minimally and ideally expected of them as student employees.
3. Supervisors will assist students in accomplished (1) and (2) above by teaching what is expected in work performance at various levels of competency.

**Implementation**

*Step 1:* An initial assessment of student’s competencies will be done after the student has been working in your office for approximately two weeks. This should allow sufficient time for supervisors to observe the student’s early work behavior.

Scenario

Supervisors will meet one-on-one with each student. Utilizing the rubric as the teaching tool, discuss the competencies with the student and agree on his/her current scores for each area of competency (dependability, organization, efficiency, precision, conscientiousness, and critical thinking).

*Step 2:* A follow-up meeting may be done at the end of the academic year to track the progress of the student’s learning.

Supervisors will again meet one-on-one with each student, and using the rubric, collaboratively determine their scores for each area of competency.

Supervisors may choose to complete an interim (mid-point) assessment (end of fall semester) to allow the student to see how s/he is progressing and discuss opportunities and ideas for continued learning and improvement in the designated competencies. Note: Depending on the need, supervisors may meet with students at any point during their employment using the rubric as a teaching tool.

**Contact Information**

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