#### APPENDIX C

# **Employability/Life Skills Assessment**

## Ages 14-21 years

developed by Roberta Weaver And Joseph R. DeLuca

DEN		RM.	

Name:	Birthdate:

#### **RATIONALE**

Employability skills are those personal social behaviors and daily living habits that have been identified by employers and young entry-level workers as essential for obtaining employment and for success in the work place. These are life skills that must be taught with the same rigor as basic skills. The development of such skills is a life long process, with performance being relative to a student's ability and age. Teachers at all age levels have the responsibility to teach employability skills.

#### **GENERAL DIRECTIONS**

This criterion-referenced checklist may be used yearly, beginning at the age of 14, to assess student's level of performance in the twenty-four critical employability skill areas identified by Ohio's Employability Skills Project. Three descriptors are provided for each skill. Student performance should be rated using the following scale: 3 = usually, 2 = sometimes, 1= seldom, 0 = never.

**EXAMPLE** (for a 14 year old student)

I. SELF HELP SKILLS

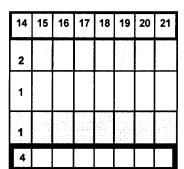
**AGE** 

**AGE** 

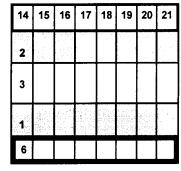
- A. Demonstrates personal hygiene and arooming by:
- meeting teacher expectation for cleanliness.
- meeting teacher expectation for good grooming (hair combed, shirt tucked in, etc.

Т

 meeting teacher expectation for consistent, independent personal hygiene and grooming.



- B. Dresses appropriately by:
- choosing and wearing clothes that are appropriate for the weather/ activity/social custom.
- identifying when clothes should not be worn (dirty, ill fitting, etc.).
- wearing clothes that are in good condition, clean and pressed with detail given to appearance.



Scores for each descriptor are added, provided a value that can be recorded on the Student Profile of Employability Skills. When completed, the profile yields a graphic representation of employability skills performance that will help in planning instruction.

		SELF SKI	HELP LLS			WORK HABITS		TA REL	SK ATED		WORK	Y	QU/	ORK ALITY		RELATION	S: DR		RELATION: PEERS	S:		WORK ATTITUDES							
S C O R E	HYGIENE, GROOMING	DRESSES APPROPRIATELY	TRAVELS INDEPENDENTLY	COMMUNICATES EFFECTIVELY	ATTENDS. ON TIME	STAYS ON TASK	WORKS INDEPENDENTLY	CARES FOR TOOLS, ETC.	PRACTICES SAFETY	COMPLETES WORK	EXHIBITS	ADAPTS TO DEMANDS	CHOICES. DECISIONS	CORRECTS	ACCEPTS CRITICISM	FOLLOWS	SEEKS HELP	WORKS COOPERATIVELY	SHOWS RESPECT	LANGUAGE. MANNERS	PERSONAL GOALS	SHOWS	VALUES. REWARDS	PRIDE IN WORK	SCORE	A G E			
9																									9				
7																									7	14			
6 5					_	+							-		_				-						5	YE			
4				1			-	_					1		-	_									3	A R			
2			+	-																	_	_			2	S			
0										_															6				

#### **OHIO'S EMPLOYABILITY SKILLS PROJECT**

#### I. SELF HELP SKILLS AGE AGE A. Demonstrates personal hygiene and C. Works independently by: 15 16 17 18 19 20 21 18 20 14 15 16 17 19 aroomina by: meeting teacher expectation for locating materials. cleanliness. meeting teacher expectation for good beginning work promptly. grooming (hair combed, shirt tucked in, etc.). asking peers/teachers questions about a given task at the appropriate meeting teacher expectation for consistent, independent personal time. hygiene and grooming. T III. TASK RELATED SKILLS B. Dresses appropriately by: A. Cares for tools, materials, and work choosing and wearing clothes that are area by: appropriate for the weather/activity/ meeting expectations for the use of social custom. tools and materials (scissors, paste, identifying when clothes should not be screwdriver, etc.). worn (dirty, ill fitting, etc.). locating and returning work materials wearing clothes that are in good and belongings to the proper storage condition, clean and pressed with detail given to appearance. maintaining and caring for work and living area. C. Travels independently by: B. Practices safety rules by: walking or riding to school, following safety rules. stating and using safety rules appropriate to grade level and getting around the school building or situation grounds. using tools and materials only for their getting around the community. specified purpose. demonstrating correct safety procedures in simulated emergency D. Communicates effectively by: situations. IV. QUANTITY OF WORK demonstrating effective listening skills, including eye contact. A. Completes work on time by: expressing self, answering and asking questions completing work on time with teacher prompts. demonstrating expected conversational skills (turn taking, choice of appropriate completing work on time without topic, etc.). teacher prompts. working at an acceptable speed for II. GENERAL WORK HABITS a given task. A. Attends regularly/arrives on time by: B. Exhibits stamina by: having no unexcused absences. finishing age-appropriate tasks without a break arriving at class, school, or work on maintaining an acceptable level of speed without tiring. following school procedures when tardy or absent. completing new tasks without diminishing the level of performance of former tasks. B. Stays on task by: C. Adapts to increased demands in workload by: meeting teacher expectations regarding length of time on task. responding to additional tasks with teacher prompts. completing a task without being attempting new tasks without distracted. demonstrating frustration. returning to task if distracted. responding to additional tasks without T teacher prompts.

#### V. QUALITY OF WORK **AGE** AGE B. Shows respect for the rights and Makes appropriate choices and 15 16 17 18 19 20 21 16 17 18 19 property of others by: decisions by: choosing an appropriate solution when taking turns. given options. asking permission to use another's making age-appropriate decisions property. without teacher intervention. treating borrowed property with responding to a problem situation with respect. reasonable alternative solutions. C. Uses appropriate language and B. Recognizes and corrects mistakes by: manners with peers by: examining work for errors before using everyday manners (please, submitting it. thank you). using self-check methods to evaluate avoiding teasing/ridiculing others. work using language appropriate for a making corrections once an error has given situation. been identified. VIII. WORK ATTITUDES VI. RELATIONSHIP TO SUPERVISOR/TEACHER Accepts constructive criticism from A. Develops and seeks personal goals supervisor/teacher by: bv. listening to constructive criticism demonstrating short term personal without making inappropriate gestures goals such as completing daily work. or comments. explaining planned activities for after making specified changes based on school, weekend or vacation constructive criticism. seeking and developing personal identifying that changes have been goals that are viable and consistent made and that performance has with abilities and limitations. improved. B. Shows initiative by: B. Follows directions from supervisor/ teacher by: beginning a task as soon as requested to do so. correctly completing tasks following verbal directions. beginning a task without prompting. correctly completing tasks following asking for additional work or written directions directions once a task is complete communicating and accepting consequences for not following directions C. Accepts societal values and rewards C. Seeks help when needed by: acknowledging various types of rewards for work well done (stickers, identifying when help is needed. free time, etc.). asking for assistance when help is recognizing when good work has needed. been done. using requested information to remedy responding appropriately when the problem. praised for doing a good job. VII. RELATIONSHIP TO PEERS D. Takes pride in working by: A. Works cooperatively with peers by: sharing accomplishments with others (takes papers home, collects working well with others. stickers, responds to point systems/ grades. seeking help from co-workers. working for positions requiring directing co-workers without being improvement in skills. overbearing. contributing to the common good of the group

## **CHILD PROFILE OF EMPLOYABILITY SKILLS**

	Γ	SEL	F-HELP	SKILLS	s	Τ	WOR	к навп	s	TASK	RELATE	ED	WORK	QUAN	TITY	WORK	QUAL	JTY	RELATIO	NS: SUP	PERVI-	RELA	RELATIONS: PEERS				KATTII	TUDES		]		
SCORE	HYGIENE,	GROOMING	DRESSES APPROPRIATELY	TRAVELS INDEPENDENTLY	COMMUNICATES EFFECTIVELY	ATTENDS	ON TIME	SI AYS ON TASK	WORKS INDEPENDENTLY	CARES FOR TOOLS, ETC.	PRACTICES	SAFETY	WORK	STAMINA	ADAPTS TO DEMANDS	CHOICES, DECISIONS	CORRECTS	MISTAKES	CRITICISM	FOLLOWS DIRECTIONS	SEEKS HELP	WORKS COOPERATIVELY	SHOWS RESPECT	LANGUAGE	PERSONAL	SOALS	INITIATIVE	REWARDS	PRIDE IN WORK	SCORE	AGE	
9 8 7 6 5 4 3 2 1																														9 8 7 6 5 4 3 2 1 0	14 YEARS	Completed by  Date Administered
9 8 7 6 5 4 3 2 1																														9 8 7 6 5 4 3 2 1	15 Y E A R S	Completed by
9 8 7 6 5 4 3 2 1 0																														9 8 7 6 5 4 3 2 1 0	16 YEARS	Date Administered
9 8 7 6 5 4 3 2 1 0																														9 8 7 6 5 4 3 2 1 0	17 Y E A R S	Date Administered  Completed by
9 8 7 6 5 4 3 2 1 0																														9 8 7 6 5 4 3 2 1	18 YEARS	Date Administered
9 8 7 6 5 4 3 2 1 0																														9 8 7 6 5 4 3 2 1	19 YEARS	Date Administered  Completed by
9 8 7 6 5 4 3 2 1 0																														9 8 7 6 5 4 3 2 1	20 YEARS	Date Administered  Completed by
9 8 7 6 5 4 3 2 1 0																														9 8 7 6 5 4 3 2 1 0	21 Y E A R S	Date Administered
-																		-														Completed by  Date Administered

#### APPENDIX D

# **Employability/Life Skills Assessment Parent Form**

Ages 14-21 years

CHILD'S INFORMATION

Name:

developed by Roberta Weaver And Joseph R. DeLuca

RATIONALE
Employability skills are those personal social behaviors and daily living habits that have been identified by employers and

young entry-level workers as essential for obtaining employment and for success in the work place. These are life skills that must be taught with the same rigor as basic skills. The development of such skills is a life long process, with performance being relative to a child's ability and age. Parents have the responsibility to teach and expect employability skills from children of all ages.

#### **GENERAL DIRECTIONS**

This criterion-referenced checklist may be used yearly, beginning at the age of 14, to assess child's level of performance in the twenty-four critical employability skill areas identified by Ohio's Employability Skills Project. Three descriptors are provided for each skill. Child performance should be rated using the following scale: 3 = usually, 2 = sometimes, 1= seldom, 0 = never.

**EXAMPLE** (for a 14 year old child)

1	SELF HELP SKILLS	AGE	A	GE
4.	Demonstrates personal hygiene and	14 15 16 17 18 19 20 21 B. Dresses appropriately by:	14 15 16 17	18

- grooming by:
- meeting parent expectation for cleanliness.
- meeting parent expectation for good grooming (hair combed, shirt tucked in
- meeting parent expectation for consistent, independent personal hygiene and grooming.

														_			
14	15	16	17	18	19	20	21	В.	Dresses appropriately by:	14	15	16	17	18	19	20	21
2			i di Si				1.00	_	choosing and wearing clothes that are appropriate for the weather/activity/ social custom.	2							
1								_	identifying when clothes should not be worn (dirty, ill fitting, etc.).	3							
,		. I		1 (1) 2 (2) 2 (2) 4 (3)				-	wearing clothes that are in good condition, clean and pressed with detail given to appearance.	1	9.75 19.15						NA AM
4									T	6							

Birthdate: \_\_\_

Scores for each descriptor are added, provided a value that can be recorded on the Child Profile of Employability Skills. When completed, the profile yields a graphic representation of employability skills performance that will help in planning instruction.

		SELF SK	HELP			WORK HABITS		TA REU	ISK ATED		WORK	′	QU/	ORK ULITY	s	RELATIONS	i: R		RELATION: PEERS	<b>3</b> .		WOF ATTITU	K OES			
SCORE	HYGIENE, GROOMING	DRESSES APPROPRIATELY	TRAVELS INDEPENDENTLY	COMMUNICATES EFFECTIVELY	ATTENDS. ON TIME	STAYS ON TASK	WORKS INDEPENDENTLY	CARES FOR TOOLS, ETC.	PRACTICES SAFETY	COMPLETES WORK	EXHIBITS STAMINA	EXHIBITS STAMINA ADAPTS TO DEMANDS CHOICES. DECISIONS CORRECTS MISTAKES ACCEPTS CRITICISM FOLLOWS PREFETONS					SEEKS HELP	WORKS COOPERATIVELY	SHOWS RESPECT	LANGUAGE, MANNERS	PERSONAL GOALS	SHOWS	VALUES. REWARDS	PRIDE IN WORK	SCORE	A G E
9 8 7 6 5 4 3 2 1	<b>*</b>	<b>#</b>																							9 8 7 6 5 4 3 2 1	14 Y E A R S

## **OHIO'S EMPLOYABILITY SKILLS PROJECT**

#### I. SELF HELP SKILLS AGE **AGE** A. Demonstrates personal hygiene and C. Works independently by: 16 18 19 20 17 18 19 20 21 17 15 16 grooming by: meeting parent expectation for locating materials. cleanliness meeting parent expectation for good beginning work promptly. grooming (hair combed, shirt tucked in, etc.) asking family members/peers meeting parent expectation for daily questions about a given task at the independent personal hygiene and appropriate time. aroomina. T III. TASK RELATED SKILLS B. Dresses appropriately by: choosing and wearing clothes that are A. Cares for work and living area by: appropriate for the weather/activity/ social custom. meeting expectations for the use of work materials and belongings. identifying when clothes should not be worn (dirty, ill fitting, etc.). locating and returning work materials and belongings to the proper storage wearing clothes that are in good condition, clean and pressed with detail given to appearance. maintaining and caring for work and living area. C. Demonstrates mobility skills by: B. Practices safety rules by: walking or riding in the neighborhood. following safety rules. using proper caution around stove, electricity, water, stairs, etc. getting around the neighborhood and when on outings, public buildings. using tools and materials only for their specified purpose. getting around the community. demonstrating correct safety procedures in simulated emergency situations. D. Communicates effectively by: IV. QUANTITY OF WORK demonstrating effective listening skills, including eye contact. A. Completes tasks on time by: expressing self, answering and asking questions. completing tasks on time with parent demonstrating expected conversational skills (turn taking, choice of appropriate completing tasks on time with-out topic, etc.). parent prompts. working at an acceptable speed for II. GENERAL WORK HABITS a given task. A. Demonstrates awareness of time by: B. Exhibits stamina by: being ready for school on time finishing age-appropriate tasks without a break being on time for scheduled family/ leisure activities. maintaining an acceptable level of speed without tiring. following family rules for reporting when delayed. completing/learning new tasks without diminishing the level of performance of former tasks. B. Stays on task by: C. Adapts to increased demands in workload by: meeting parent expectations regarding length of time on task. responding to additional tasks with parent prompts. completing a task without being attempting new tasks without distracted. demonstrating frustration. returning to task if distracted. responding to additional tasks without parent prompts.

#### V. QUALITY OF WORK **AGE** AGE 20 B. Shows respect for the rights and 15 16 17 18 19 21 Makes appropriate choices and 17 18 19 20 15 16 21 decisions by: property of others by: choosing an appropriate solution when taking turns. given options. asking permission to use another's making age-appropriate decisions without parent intervention. property. treating borrowed property with responding to a problem situation with respect. reasonable alternative solutions. T C. Uses appropriate language and B. Recognizes and corrects mistakes by: manners with peers by: checking to see if task is correct before using everyday manners (please, considering it complete. thank you). using self-check methods to evaluate avoiding teasing/ridiculing others. tasks. using language appropriate for a making corrections once an error has given situation. been identified. VIII. WORK ATTITUDES VI. RELATIONSHIP TO PARENT/ADULT A. Develops and seeks personal goals A. Accepts constructive criticism from parent/adult by: demonstrating short term personal listening to constructive criticism goals such as completing daily without making inappropriate gestures or comments explaining planned activities for after making specified changes based on school, weekend or vacation. constructive criticism. seeking and developing personal goals that are viable and consistent identifying that changes have been with ability level. made and that performance has improved. B. Shows initiative by: B. Follows directions from parent/adult by: beginning a task as soon as requested to do so. correctly completing tasks following verbal directions. beginning a task without prompting. correctly completing tasks following asking for additional work or written directions directions once a task is communicating and accepting completed. consequences for not following directions. C. Accepts societal values and rewards C. Seeks help when needed by: acknowledging various types of rewards for work well done. identifying when help is needed. recognizing when good work has asking for assistance when help is been done needed. responding appropriately when using requested information to remedy praised for doing a good job. the problem. VII. RELATIONSHIP TO PEERS D. Takes pride in working by: sharing accomplishments with A. Cooperates with peers by: others getting along well with others. striving for situations requiring improvement and/or expansion in seeking help from peers. skills. directing peers without being contributing to the common good of overbearing. the family. T

## **CHILD PROFILE OF EMPLOYABILITY SKILLS**

		SEL	F-HELP	SKILLS	s	Τ	WOR	K HABIT	s	TASK RE	LATED	W	VORK C	DUANTI	7	WORK Q	UALITY	R	ELATION	S: SUPER	RVI-	<del>                                     </del>				WOR	KATTII	TUDES				
SCORE	HYGIENE.	GROOMING	APPROPRIATELY	TRAVELS INDEPENDENTLY	COMMUNICATES EFFECTIVELY	ATTENDS	ON TIME	STAYS ON TASK	WORKS INDEPENDENTLY	CARES FOR TOOLS, ETC.	PRACTICES SAFETY	COMPLETES	WORK	STAMINA	DEMANDS	CHOICES, DECISIONS	CORRECTS MISTAKES	ACCEPTS	CRITICISM	DIRECTIONS	SEEKS HELP	WORKS COOPERATIVELY	SHOWS	LANGUAGE	PERSONAL	GOALS	INITIATIVE	REWARDS	PRIDE IN WORK	SCORE	AGE	
9 8 7 6 5 4 3 2 1																														9 8 7 6 5 4 3 2 1	14 YEARS	Completed by
9 8 7 6 5 4 3 2 1 0																														9 8 7 6 5 4 3 2 1	15 YEARS	Completed by  Date Administered
9 8 7 6 5 4 3 2 1																														9 8 7 6 5 4 3 2 1	16 YEARS	Completed by
9 8 7 6 5 4 3 2 1 0																														9 8 7 6 5 4 3 2 1 0	17 Y E A R S	Date Administered  Completed by
9 8 7 6 5 4 3 2 1 0																														9 8 7 6 5 4 3 2 1 0	18 YEARS	Date Administered  Completed by
9 8 7 6 5 4 3 2 1																														9 8 7 6 5 4 3 2 1	19 Y E A R S	Date Administered
9 8 7 6 5 4 3 2 1 0																														9 8 7 6 5 4 3 2 1 0	20 Y E A R S	Date Administered
9 8 7 6 5 4 3 2 1																														9 8 7 6 5 4 3 2 1	21 Y E A R S	Completed by  Date Administered
-																																Completed by  Date Administered