

APPENDIX C

# Employability/Life Skills Assessment

**Ages 14-21 years**

developed by  
Roberta Weaver  
And Joseph R. DeLuca

**STUDENT INFORMATION**

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 grooming by:*

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

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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.

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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.

SCORE	SELF-HELP SKILLS				WORK HABITS		TASK RELATED		WORK QUANTITY			WORK QUALITY		RELATIONS SUPERVISOR		RELATIONS PEERS		WORK ATTITUDES			SCORE	AGE			
	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	ADAPTS TO DEMANDS	CHOICES DECISIONS	CORRECTS MISTAKES	ACCEPTS CRITICISM	FOLLOWS DIRECTIONS	SEEKS HELP	WORKS COOPERATIVELY	SHOWS RESPECT	LANGUAGE, MANNERS			PERSONAL GOALS	SHOWS INITIATIVE	VALUES REWARDS
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**OHIO'S EMPLOYABILITY SKILLS PROJECT**

**KEY: 3 = USUALLY, 2 = SOMETIMES, 1 = SELDOM, 0 = NEVER**

**I. SELF HELP SKILLS**

AGE

A. *Demonstrates personal hygiene and grooming by:*

- meeting teacher expectation for cleanliness.
- meeting teacher expectation for good grooming (hair combed, shirt tucked in, etc.).
- meeting teacher expectation for consistent, independent personal hygiene and grooming.

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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.

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C. *Travels independently by:*

- walking or riding to school, following safety rules.
- getting around the school building or grounds.
- getting around the community.

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D. *Communicates effectively by:*

- demonstrating effective listening skills, including eye contact.
- expressing self, answering and asking questions.
- demonstrating expected conversational skills (turn taking, choice of appropriate topic, etc.).

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**II. GENERAL WORK HABITS**

A. *Attends regularly/arrives on time by:*

- having no unexcused absences.
- arriving at class, school, or work on time.
- following school procedures when tardy or absent.

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B. *Stays on task by:*

- meeting teacher expectations regarding length of time on task.
- completing a task without being distracted.
- returning to task if distracted.

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AGE

C. *Works independently by:*

- locating materials.
- beginning work promptly.
- asking peers/teachers questions about a given task at the appropriate time.

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**III. TASK RELATED SKILLS**

A. *Cares for tools, materials, and work area by:*

- meeting expectations for the use of tools and materials (scissors, paste, screwdriver, etc.).
- locating and returning work materials and belongings to the proper storage area.
- maintaining and caring for work and living area.

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B. *Practices safety rules by:*

- stating and using safety rules appropriate to grade level and situation.
- using tools and materials only for their specified purpose.
- demonstrating correct safety procedures in simulated emergency situations.

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**IV. QUANTITY OF WORK**

A. *Completes work on time by:*

- completing work on time with teacher prompts.
- completing work on time without teacher prompts.
- working at an acceptable speed for a given task.

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B. *Exhibits stamina by:*

- finishing age-appropriate tasks without a break.
- maintaining an acceptable level of speed without tiring.
- completing new tasks without diminishing the level of performance of former tasks.

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C. *Adapts to increased demands in workload by:*

- responding to additional tasks with teacher prompts.
- attempting new tasks without demonstrating frustration.
- responding to additional tasks without teacher prompts.

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## CHILD PROFILE OF EMPLOYABILITY SKILLS

SCORE	SELF-HELP SKILLS				WORK HABITS			TASK RELATED	WORK QUANTITY			WORK QUALITY		RELATIONS: SUPERV.	RELATIONS: PEERS			WORK ATTITUDES				SCORE	AGE				
	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	ADAPTS TO DEMANDS	CHOICES DECISIONS	CORRECTS MISTAKES	ACCEPTS CRITICISM	FOLLOWS DIRECTIONS	SEEKS HELP	WORKS COOPERATIVELY	SHOWS RESPECT	LANGUAGE, MANNERS	PERSONAL GOALS			SHOWS INITIATIVE	VALUES, REWARDS	PRIDE IN WORK	
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# Employability/Life Skills Assessment

## Parent Form

### Ages 14-21 years

developed by  
Roberta Weaver  
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**CHILD'S INFORMATION**

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 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)

**I. SELF HELP SKILLS**

AGE

AGE

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

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- B. *Dresses appropriately by:*
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SCORE	SELF-HELP SKILLS				WORK HABITS			TASK RELATED	WORK QUANTITY			WORK QUALITY		RELATIONS: SUPERVISOR		RELATIONS: PEERS			WORK ATTITUDES			SCORE	AGE		
	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	ADAPTS TO DEMANDS	CHOICES DECISIONS	CORRECTS MISTAKES	ACCEPTS CRITICISM	FOLLOWS DIRECTIONS	SEEKS HELP	WORKS COOPERATIVELY	SHOWS RESPECT	LANGUAGE, MANNERS	PERSONAL GOALS			SHOWS INITIATIVE	VALUES, REWARDS
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**OHIO'S EMPLOYABILITY SKILLS PROJECT**





## CHILD PROFILE OF EMPLOYABILITY SKILLS

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