

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.

	14	15	16	17	18	19	20	21
2								
1								
1								
T 4								

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.

	14	15	16	17	18	19	20	21
2								
3								
1								
T 6								

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	PRIDE IN WORK
9																									9	
8																										8
7																										7
6																										6
5																										5
4																										4
3																										3
2																										2
1																										1
0																										0

OHIO'S EMPLOYABILITY SKILLS PROJECT

Funded through the Ohio Department of Education, Division of Special Education, with monies provided through Title VI-B (Education of All Handicapped Children Act, P.L. 94-142).
Administered by Miami Valley Special Education Center. Fiscal Agent: Montgomery County Board of Education
For more information or to obtain electronic copy, contact Sue Beck, sue.beck@mcsc.org

V. QUALITY OF WORK

AGE

A. *Makes appropriate choices and decisions by:*

- choosing an appropriate solution when given options.
- making age-appropriate decisions without teacher intervention.
- responding to a problem situation with reasonable alternative solutions.

	14	15	16	17	18	19	20	21
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B. *Recognizes and corrects mistakes by:*

- examining work for errors before submitting it.
- using self-check methods to evaluate work.
- making corrections once an error has been identified.

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B. *Shows respect for the rights and property of others by:*

- taking turns.
- asking permission to use another's property.
- treating borrowed property with respect.

	14	15	16	17	18	19	20	21
T								

C. *Uses appropriate language and manners with peers by:*

- using everyday manners (please, thank you).
- avoiding teasing/ridiculing others.
- using language appropriate for a given situation.

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VI. RELATIONSHIP TO SUPERVISOR/TEACHER

A. *Accepts constructive criticism from supervisor/teacher by:*

- listening to constructive criticism without making inappropriate gestures or comments.
- making specified changes based on constructive criticism.
- identifying that changes have been made and that performance has improved.

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B. *Follows directions from supervisor/teacher by:*

- correctly completing tasks following verbal directions.
- correctly completing tasks following written directions
- communicating and accepting consequences for not following directions.

T								

C. *Seeks help when needed by:*

- identifying when help is needed.
- asking for assistance when help is needed.
- using requested information to remedy the problem.

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VIII. WORK ATTITUDES

A. *Develops and seeks personal goals by:*

- demonstrating short term personal goals such as completing daily work.
- explaining planned activities for after school, weekend or vacation.
- seeking and developing personal goals that are viable and consistent with abilities and limitations.

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B. *Shows initiative by:*

- beginning a task as soon as requested to do so.
- beginning a task without prompting.
- asking for additional work or directions once a task is completed.

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C. *Accepts societal values and rewards by:*

- acknowledging various types of rewards for work well done (stickers, free time, etc.).
- recognizing when good work has been done.
- responding appropriately when praised for doing a good job.

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VII. RELATIONSHIP TO PEERS

A. *Works cooperatively with peers by:*

- working well with others.
- seeking help from co-workers.
- directing co-workers without being overbearing.

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D. *Takes pride in working by:*

- sharing accomplishments with others (takes papers home, collects stickers, responds to point systems/grades).
- working for positions requiring improvement in skills.
- contributing to the common good of the group.

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CHILD PROFILE OF EMPLOYABILITY SKILLS

SCORE	SELF-HELP SKILLS				WORK HABITS			TASK RELATED		WORK QUANTITY			WORK QUALITY		RELATIONS: SUPERVI-			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		
9																									9	14 YEARS
8																									8	
7																									7	
6																									6	
5																									5	
4																									4	
3																									3	
2																									2	
1																									1	
0																									0	
																										Completed by _____
																										Date Administered _____
9																									9	15 YEARS
8																									8	
7																									7	
6																									6	
5																									5	
4																									4	
3																									3	
2																									2	
1																									1	
0																									0	
																										Completed by _____
																										Date Administered _____
9																									9	16 YEARS
8																									8	
7																									7	
6																									6	
5																									5	
4																									4	
3																									3	
2																									2	
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																										Completed by _____
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9																									9	17 YEARS
8																									8	
7																									7	
6																									6	
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3																									3	
2																									2	
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																										Completed by _____
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9																									9	18 YEARS
8																									8	
7																									7	
6																									6	
5																									5	
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3																									3	
2																									2	
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9																									9	19 YEARS
8																									8	
7																									7	
6																									6	
5																									5	
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9																									9	20 YEARS
8																									8	
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9																									9	21 YEARS
8																									8	
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5																									5	
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3																									3	
2																									2	
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