# Employability/Life Skills Assessment

## Ages 14-21 years

#### STUDENT INFORMATION

developed by Roberta Weaver And Joseph R. DeLuca

Name:	Birthdate:	<del></del>

#### **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)

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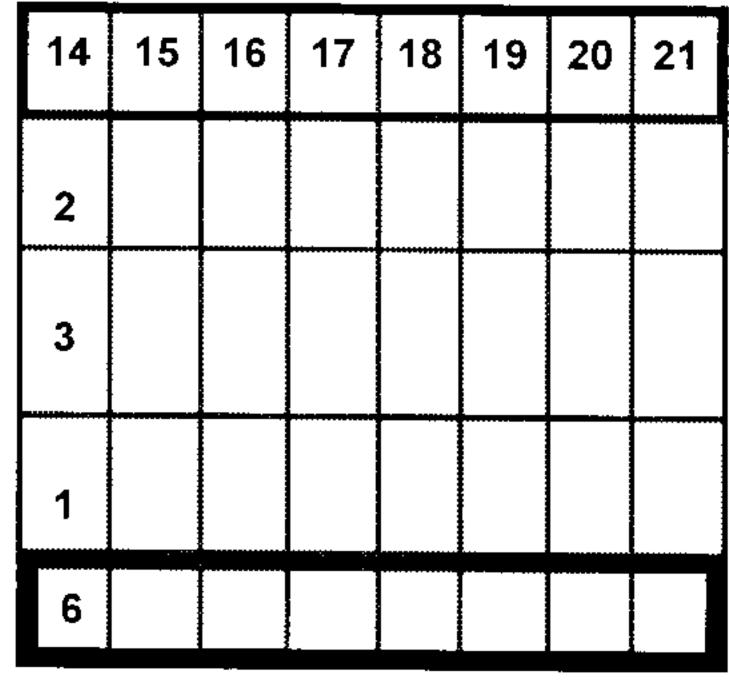
AGE

**AGE** 

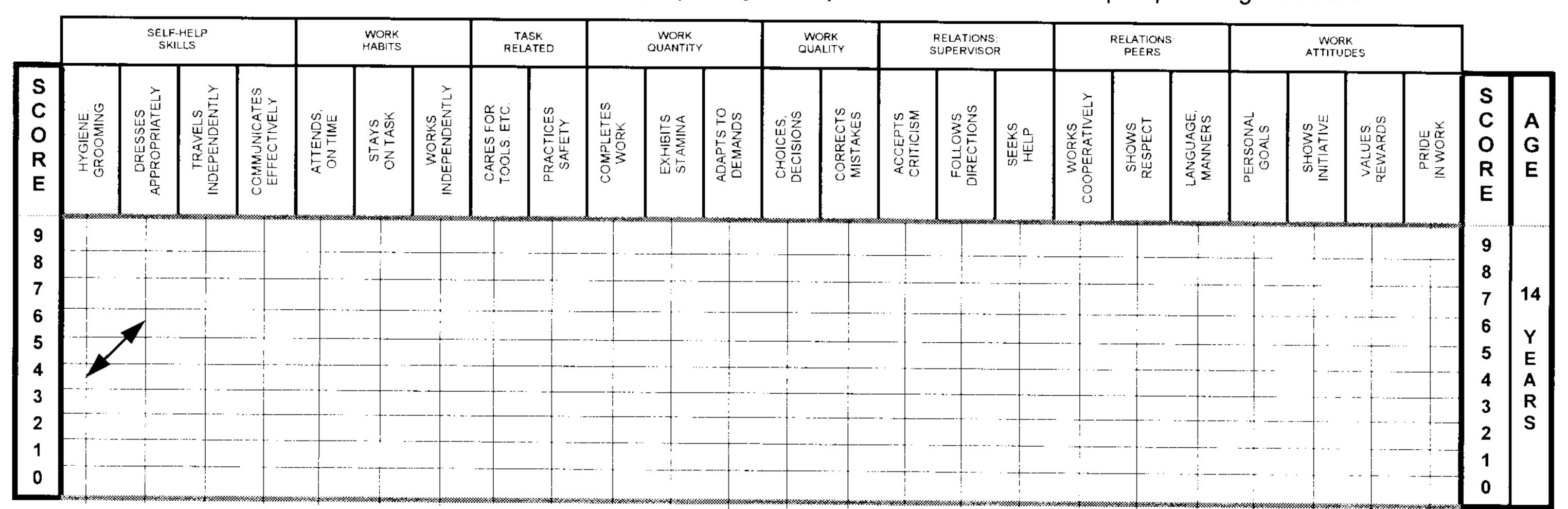
- A. Demonstrates personal hygiene and grooming by:
- meeting teacher expectation for cleanliness.
- meeting teacher expectation for good grooming (hair combed, shirt tucked in, etc.
- meeting teacher expectation for consistent, independent personal hygiene and grooming.

14	15	16	17	18	19	20	21
2							
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1							
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.



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.



### OHIO'S EMPLOYABILITY SKILLS PROJECT

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

#### AGE AGE SELF HELP SKILLS C. Works independently by: Demonstrates personal hygiene and 14 15 16 17 20 14 | 15 | 16 | 17 | 18 | 18 19 20 | 21 grooming by: meeting teacher expectation for locating materials. cleanliness. beginning work promptly. meeting teacher expectation for good grooming (hair combed, shirt tucked in, etc.). asking peers/teachers questions about a given task at the appropriate meeting teacher expectation for time. consistent, independent personal hygiene and grooming. TASK RELATED SKILLS 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, screwdriver, etc.). 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 area. given to appearance. maintaining and caring for work and living area. Travels independently by: B. Practices safety rules by: walking or riding to school, following stating and using safety rules safety rules. appropriate to grade level and getting around the school building or situation. grounds. using tools and materials only for their specified purpose. getting around the community. demonstrating correct safety procedures in simulated emergency 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 completing work on time with teacher questions. prompts. demonstrating expected conversational skills (turn taking, choice of appropriate completing work on time without teacher prompts. topic, etc.). working at an acceptable speed for II. GENERAL WORK HABITS a given task. A. Attends regularly/arrives on time by: 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 time. speed without tiring. following school procedures when completing new tasks without tardy or absent. diminishing the level of performance of former tasks. B. Stays on task by: C. Adapts to increased demands in workload by: meeting teacher expectations responding to additional tasks with regarding length of time on task. teacher prompts. completing a task without being attempting new tasks without distracted. demonstrating frustration. returning to task if distracted. responding to additional tasks without teacher prompts.

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

#### V. QUALITY OF WORK AGE AGE Shows respect for the rights and Makes appropriate choices and 15 16 18 19 16 | 17 | 18 | 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 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 RELATIONSHIP TO SUPERVISOR/TEACHER A. Accepts constructive criticism from A. Develops and seeks personal goals supervisor/teacher by: by: 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/ beginning a task as soon as teacher by: 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 by: 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. RELATIONSHIP TO PEERS Takes pride in working by: 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.

OHIO'S EMPLOYABILITY SKILLS PROJECT

## CHILD PROFILE OF EMPLOYABILITY SKILLS

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