# **Employability/Life Skills Assessment**

# **Parent Form** Ages 14-21 years

developed by Roberta Weaver And Joseph R. DeLuca

CHILD'S INFORMATION

	7 and doddpirta. Box	-404
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 =

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

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

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

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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 Child Profile of Employability Skills. When completed, the profile yields a graphic representation of employability skills performance that will help in planning instruction.

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## OHIO'S EMPLOYABILITY SKILLS PROJECT

#### I. SELF HELP SKILLS AGE AGE C. Works independently by: A. Demonstrates personal hygiene and 15 16 17 18 19 20 21 14 15 16 17 18 19 20 21 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 appropriate time. independent personal hygiene and grooming. Т **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 wearing clothes that are in good proper storage area. condition, clean and pressed with detail maintaining and caring for work given to appearance. and living area. C. Demonstrates mobility skills by: walking or riding in the neighborhood, using proper caution around stove, following safety rules. electricity, water, stairs, etc. getting around the neighborhood and using tools and materials only for when on outings, public buildings. 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 completing tasks on time with questions. parent prompts. demonstrating expected conversational completing tasks on time with-out skills (turn taking, choice of appropriate topic, etc.). parent prompts. working at an acceptable speed **II. GENERAL WORK HABITS** for a given task. A. Demonstrates awareness of time by: Exhibits stamina by: being ready for school on time. finishing age-appropriate tasks without a break. being on time for scheduled family/ maintaining an acceptable level of leisure activities. 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 responding to additional tasks with length of time on task. 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.

## **CHILD PROFILE OF EMPLOYABILITY SKILLS**

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

#### V. QUALITY OF WORK AGE AGE B. Shows respect for the rights and 18 20 14 15 16 17 19 21 Makes appropriate choices and 15 16 17 18 19 20 21 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 parent intervention. treating borrowed property with responding to a problem situation with respect. reasonable alternative solutions. 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. using language appropriate for a making corrections once an error has given situation. been identified. VIII. WORK ATTITUDES VI. RELATIONSHIP TO PARENT/ADULT Develops and seeks personal goals A. Accepts constructive criticism from by: 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 making specified changes based on after school, weekend or vacation. constructive criticism. seeking and developing personal goals that are viable and identifying that changes have been consistent 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 T completed. communicating and accepting consequences for not following directions. Accepts societal values and rewards by: Seeks help when needed by: acknowledging various types of rewards for work well done. identifying when help is needed. recognizing when good work asking for assistance when help is has been done. 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 Cooperates with peers by: others. getting along well with others. striving for situations requiring improvement and/or expansion in seeking help from peers. directing peers without being contributing to the common good of the family. overbearing. T

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#### I. SELF HELP SKILLS AGE AGE Demonstrates personal hygiene and C. Works independently by: 15 16 17 18 19 20 21 15 16 17 18 19 20 21 14 grooming 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 meeting teacher expectation for about a given task at the appropriate 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 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 getting around the community. their specified purpose. demonstrating correct safety procedures in simulated D. Communicates effectively by: emergency 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 questions. 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 **II. GENERAL WORK HABITS** for 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 time. speed without tiring. following school procedures when completing new tasks without tardy or absent. diminishing the level of T performance of former tasks. B. Stays on task by: 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.

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STUDENT INFORMATION

### **RATIONALE**

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### **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.

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

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

#### V. QUALITY OF WORK AGE AGE A. Makes appropriate choices and B. Shows respect for the rights and 15 16 17 18 19 20 21 14 15 16 17 18 19 20 21 decisions by: property of others by: choosing an appropriate solution when taking turns. given options. making age-appropriate decisions asking permission to use another's without teacher intervention. treating borrowed property with responding to a problem situation with respect. reasonable alternative solutions. 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. making corrections once an error has using language appropriate for a been identified. given situation. T Т VI. RELATIONSHIP TO SUPERVISOR/TEACHER VIII. WORK ATTITUDES Accepts constructive criticism from A. Develops and seeks personal goals supervisor/teacher 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 made and that performance has T consistent with abilities and improved. limitations. B. Follows directions from supervisor/ B. Shows initiative by: teacher by: beginning a task as soon as correctly completing tasks following requested to do so. verbal directions. beginning a task without prompting. correctly completing tasks following written directions asking for additional work or directions once a task is communicating and accepting completed. Т consequences for not following directions. C. Accepts societal values and rewards C. Seeks help when needed by: acknowledging various types of - identifying when help is needed. rewards for work well done (stickers, free time, etc.). asking for assistance when help is recognizing when good work has needed. been done. using requested information to responding appropriately when remedy the problem. praised for doing a good job. Т 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 T T good of the group.

**OHIO'S EMPLOYABILITY SKILLS PROJECT** 

## **CHILD PROFILE OF EMPLOYABILITY SKILLS**

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