

Employability/Life Skills Assessment

Parent Form

Ages 14-21 years

developed by
Roberta Weaver
And Joseph R. DeLuca

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:*

- 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.

| SCORE | SELF-HELP SKILLS | | | | WORK HABITS | | TASK RELATED | | WORK QUANTITY | | WORK QUALITY | | RELATIONS: SUPERVISOR | | RELATIONS: PEERS | | WORK ATTITUDES | | | | SCORE | AGE | 14 YEARS | | |
|-------|---------------------|--------------------------|--------------------------|-----------------------------|---------------------|------------------|------------------------|--------------------------|---------------------|-------------------|---------------------|----------------------|-----------------------|----------------------|----------------------|-----------------------|----------------|------------------------|------------------|----------------------|-------|-----|-------------|-------------------|---------------------|
| | 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 |
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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 at sue.beck@mcsc.org

AGE

- meeting parent expectation for cleanliness.
- meeting parent expectation for good grooming (hair combed, shirt tucked in, etc.)
- meeting parent expectation for daily 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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- walking or riding in the neighborhood, following safety rules.
- getting around the neighborhood and when on outings, public buildings.
- getting around the community.

- 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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- being ready for school on time.
- being on time for scheduled family/leisure activities.
- following family rules for reporting when delayed.

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

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

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- meeting expectations for the use of work materials and belongings.
- locating and returning work materials and belongings to the proper storage area.
- maintaining and caring for work and living area.

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- using proper caution around stove, electricity, water, stairs, etc.
- using tools and materials only for their specified purpose.
- demonstrating correct safety procedures in simulated emergency situations.

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

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

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- responding to additional tasks with parent prompts.
- attempting new tasks without demonstrating frustration.
- responding to additional tasks without parent 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 | |
| 9 8 7 6 5 4 3 2 1 0 | | | | | | | | | | | | | | | | | | | | | | | | | 14 | YEARS | Completed by _____ Date Administered _____ |
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| 9 8 7 6 5 4 3 2 1 0 | | | | | | | | | | | | | | | | | | | | | | | | | 16 | YEARS | Completed by _____ Date Administered _____ |
| 9 8 7 6 5 4 3 2 1 0 | | | | | | | | | | | | | | | | | | | | | | | | | 17 | YEARS | Completed by _____ Date Administered _____ |
| 9 8 7 6 5 4 3 2 1 0 | | | | | | | | | | | | | | | | | | | | | | | | | 18 | YEARS | Completed by _____ Date Administered _____ |
| 9 8 7 6 5 4 3 2 1 0 | | | | | | | | | | | | | | | | | | | | | | | | | 19 | YEARS | Completed by _____ Date Administered _____ |
| 9 8 7 6 5 4 3 2 1 0 | | | | | | | | | | | | | | | | | | | | | | | | | 20 | YEARS | Completed by _____ Date Administered _____ |
| 9 8 7 6 5 4 3 2 1 0 | | | | | | | | | | | | | | | | | | | | | | | | | 21 | YEARS | Completed by _____ Date Administered _____ |

V. QUALITY OF WORK

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

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

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- checking to see if task is correct before considering it complete.
- using self-check methods to evaluate tasks.
- making corrections once an error has been identified.

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

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VIII. WORK ATTITUDES

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

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

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

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- 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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- acknowledging various types of rewards for work well done.
- recognizing when good work has been done.
- responding appropriately when praised for doing a good job.

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D. Takes pride in working by:

- getting along well with others.
- seeking help from peers.
- directing peers without being overbearing.

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- sharing accomplishments with others.
- striving for situations requiring improvement and/or expansion in skills.
- contributing to the common good of the family.

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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:*

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- identifying when clothes should not be worn (dirty, ill fitting, etc.).
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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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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 | | |
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OHIO'S EMPLOYABILITY SKILLS PROJECT

For more information or to obtain electronic copy, contact Sue Beck, sue.beck@mcsc.org