

# Employability/Life Skills Assessment

Ages 14-21 years

developed by  
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## 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 a 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

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.

	AGE							
	14	15	16	17	18	19	20	21
	2							
	1							
	1							
<b>T</b>	<b>4</b>							

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.

	AGE							
	14	15	16	17	18	19	20	21
	2							
	3							
	1							
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Scores for each descriptor are added, providing 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.

S C O R E	SELF-HELP SKILLS				WORK HABITS		TASK RELATED		WORK QUANTITY		WORK QUALITY		RELATIONS: SUPERVISOR		RELATIONS: PEERS		WORK ATTITUDES		S C O R E	A G E			
	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
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2																							2
1																							1
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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.



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

**I. SELF HELP SKILLS**

**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.
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- 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 and 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 work if distracted.

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**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 tools to the proper storage area.
- maintaining a clean work 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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**KEY: 3 = USUALLY, 2 = SOMETIMES, 1 = SELDOM, 0 = NEVER**

**V. QUALITY OF WORK**

**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.

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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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**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.

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**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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**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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**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.

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**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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**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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**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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### STUDENT PROFILE OF EMPLOYABILITY SKILLS

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				
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