# **Employability/Life Skills Assessment Parent Form**

Ages 6-13 years

developed by Roberta Weaver And Joseph R. DeLuca

#### CHILD'S INFORMATION

Name:	Birthdat	∋:
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#### **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 6, 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 6 year old child)

#### I. SELF HELP SKILLS

- 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.

## 8 9 10 11 12 13 2

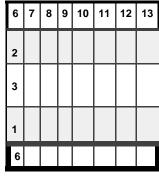
**AGE** 

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** 

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.

	SELF-HELP SKILLS						WORK HABITS		TA REL	SK ATED		WORK QUANTITY	(	W QU	ORK ALITY		RELATION SUPERVIS			RELATIONS PEERS	S:						
S C O R 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	ADAPTS TO DEMANDS	CHOICES, DECISIONS	CORRECTS	ACCEPTS CRITICISM	FOLLOWS DIRECTIONS	SEEKS HELP	WORKS COOPERATIVELY	SHOWS RESPECT	LANGUAGE, MANNERS	PERSONAL GOALS	SHOWS	VALUES, REWARDS	PRIDE IN WORK	S C O R E	A G E
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### OHIO'S EMPLOYABILITY SKILLS PROJECT

#### KEY: 3 = USUALLY, 2 = SOMETIMES, 1 = SELDOM, 0 = NEVER I. SELF HELP SKILLS AGE AGE A. Demonstrates personal hygiene and C. Works independently by: 8 9 10 11 12 13 10 12 grooming by: meeting parent expectation for locating materials. cleanliness. beginning work promptly. meeting parent expectation for good grooming. asking family members/peers meeting parent expectation for questions about a given task at the consistent, independent personal appropriate time. 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 proper storage wearing clothes that are in good condition, clean and pressed with detail maintaining and caring for work given to appearance. and living area. C. Demonstrates mobility skills by: B. Practices safety rules 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 their when on outings, public buildings. 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 parent questions. prompts. demonstrating expected conversational skills (turn taking, choice of appropriate completing tasks on time with-out parent prompts. topic, etc.). working at an acceptable speed **II. GENERAL WORK HABITS** for a given task. A. Demonstrates awareness of time by: B. 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 completing/learning new tasks when delayed. 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

# returning to task if distracted.

completing a task without being

length of time on task.

distracted.

responding to additional tasks with

attempting new tasks without

responding to additional tasks without parent prompts.

demonstrating frustration.

parent prompts.

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

#### V. QUALITY OF WORK AGE AGE B. Shows respect for the rights and 8 9 10 11 12 13 A. Makes appropriate choices and 8 9 10 12 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. Т Т C. Uses appropriate language and man-B. Recognizes and corrects mistakes by: ners with peers by: checking to see if task is correct before using everyday manners (please, thank considering it complete. you). using self-check methods to evaluate avoiding teasing/ridiculing others. tasks. using language appropriate for a given making corrections once an error has situation. been identified Т **VIII. WORK ATTITUDES** VI. RELATIONSHIP TO PARENT/ADULT A. Accepts constructive criticism from A. Develops and seeks personal goals by: parent/adult by: demonstrating short term personal listening to constructive criticism goals such as completing daily tasks. without making inappropriate gestures or comments. explaining planned activities for after school, weekend or vacation. making specified changes based on constructive criticism. seeking and developing personal goals that are viable and consistent identifying that changes have been with ability level. Т made and that performance has Т improved. B. Shows initiative by: B. Follows directions from parent/adult by: beginning a task as soon as requested correctly completing tasks following verbal directions. beginning a task without prompting. correctly completing tasks following asking for additional work or directions written directions once a task is completed. communicating and accepting consequences for not following directions. C. Accepts societal values and rewards C. Seeks help when needed by: acknowledging various types of rewards for work well done. identifying when help is needed. recognizing when good work has been asking for assistance when help is done. needed. responding appropriately when using requested information to remedy praised for doing a good job. VII. RELATIONSHIP TO PEERS D. Takes pride in working by: sharing accomplishments with others. A. Cooperates with peers by: striving for situations requiring getting along well with others. improvement and/or expansion in seeking help from peers. contributing to the common good directing peers without being of the family. overbearing.

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## **CHILD PROFILE OF EMPLOYABILITY SKILLS**

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