

**ARIZONA'S**

**SKILL**

**ATTAINMENT**

**SYSTEM**

June 2004

# SKILL ATTAINMENT (YOUTH 14-18)

Skill attainment goals are set and attained throughout younger youth (14-18) participation in WIA. For all in-school and any appropriately assessed out-of-school youth, a minimum of one goal per year is required for youth who need to attain basic skills, work readiness skills, or occupational skills. Each goal must be attained no later than one year (12 months) after being set.

## **Types of Skill Attainments:**

- Basic Skills
- Work Readiness Skills
- Occupational Skills

## **Basic Skills Goals:**

- Literacy Skills
- Required Education
- English for Speakers of Other Languages (ESOL)

## **Work Readiness Skills:**

- Making Career Decisions
- Using Labor Market Information
- Preparing Resumes
- Filling Out Applications
- Interviewing
- Survival/Daily Living Skills
- Being Consistently Punctual
- Maintaining Regular Attendance
- Demonstrating Positive Attitudes/Behavior
- Presenting Appropriate Appearance
- Exhibiting Good Interpersonal Relations
- Completing Tasks Effectively

## **Occupational Skills:**

- Skills identified by an employer survey, a vocational/proprietary school, a licensing board, an accredited committee, etc., as necessary to perform a particular occupation.

# **Basic Skills Section**

# Skill Attainment Summary

## Skill Area: Basic Skills

### **1. Pre-Assessment**

Accepted standardized test for Pre-Assessment. Pre- to Post- must contain consistency in assessment.

### **2. Individual Service Strategy**

Local Areas/Service Providers will use an Individual Service Strategy (ISS) format that complies with State guidelines. Development and maintenance of the ISS will be monitored to assure that the necessary criteria are included, i.e., mutual formulation, appropriate activity assignment, identification of need/skill deficiencies, etc. The Local Area/Service Provider will maintain a copy of the ISS on file.

### **3. Documentation**

The Basic Skills Attainment Record (JT036-2) will be used to document Basic Skills attainment for reporting purposes. Back-up documentation will be kept at the Local Area/Service Provider site and will be monitored. Backup documents that support the skill attained must be on file at the time of the monitoring. These include but are not limited to: Pre-Assessment results, ISS, Post-assessment results, Certification.

### **4. Post-Assessment**

Accepted standardized test for post-assessment. Pre- to Post- must contain consistency in assessment.

### **5. Certification**

The Local Area/Service Provider will award a certificate to each participant who successfully completes all requirements for a Basic Skill attainment. A copy of the certificate will be maintained in the participant records. The certificate should list the Basic Skill area as well as the specific skills attained.

## SKILL ATTAINMENT GOALS AND ACTIVITIES

GOAL TYPE	ALLOWABLE WIA ACTIVITY/SERVICE
<b>BASIC SKILLS</b>	<p><b>ABE (414):</b> Instruction normally conducted in a classroom setting and designed to upgrade basic skills and prepare the individual for education, training, or employment. ABE is used in combination with customized training, entrepreneurial training, job readiness training, private sector training programs, skill upgrading and retraining, and combined work/instructional training. May include remedial reading, writing, math, English for Speakers of Other languages (ESOL), Bilingual training, GED preparation, high school diploma preparation, or activities to improve school academic skills.</p> <p><b>YAS (415):</b> Youth must be offered the opportunity to attend an alternative education program. This may include Charter Schools or GED preparation classes and may be conducted in or outside of the school system.</p> <p><b>YES (400):</b> One of ten program elements offered to youth. It is not intended as a stand-alone program. Employment opportunities must provide direct linkages to academic and occupational learning, and may provide other elements and strategies as appropriate to serve the need and goals of the participants.</p> <p><b>YTS (406):</b> Instruction leading to secondary school completion, including dropout prevention strategies.</p>

# **PRE-ASSESSMENT RATING SHEET**

## **BASIC SKILLS – GOAL # 1 LITERACY SKILLS**

### **SKILL STATEMENT**

The participant demonstrates proficiency in Basic Education Skills by attaining a full grade level increase above the level assessed in any one of three subjects areas (reading, math or language arts) as evidenced by results achieved on one or more of the Local Area's/Service Provider's standardized and / or approved assessment instruments.

### **MINIMUM LEVEL OF NEED**

A youth who computes, problem-solves, reads, writes, and / or speaks English at or below grade level 8.9 will be eligible for Basic Skills Attainment-Literacy Skills.

### **ASSESSMENT**

An accepted, standardized test of basic education (such as the Test of Adult Basic Education {TABE}; Adult Basic Literacy Exam {ABLE}, etc).

**PRE-ASSESSMENT RATING SHEET**  
**BASIC SKILLS – GOAL # 2 – REQUIRED EDUCATION**

**SKILL STATEMENT**

The participant demonstrates proficiency in Basic Education Skills by successful completion of a course and attainment of credit; obtaining a passing mark on the AIMS test; or obtaining a high school diploma or GED.

**MINIMUM LEVEL OF NEED**

A youth who fails to meet requirements for high school graduation (including grade-appropriate proficiency per Arizona Standards) will be eligible for Basic Skills Attainment-Required Education.

**ASSESSMENT**

High school transcript, Stanford 9 or AIMS test scores.

**PRE-ASSESSMENT RATING SHEET**  
**BASIC SKILLS – GOAL # 3**  
**ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

**SKILL STATEMENT**

The participant demonstrates proficiency in Basic Education Skills by successful completion of English for Speakers of Other Languages (ESOL) and a post-program assessment indicating that the participant no longer needs ESOL services.

**MINIMUM LEVEL OF NEED**

A youth who assesses in need of instruction in English for Speakers of Other Languages (ESOL) in order to maintain employment.

**ASSESSMENT**

State-approved English for Speakers of Other Languages (ESOL) test.

# **Work Readiness Skills Section**

# SKILL ATTAINMENT SUMMARY

## **SKILL AREA:** Work Readiness Skills

### **1 Pre-Assessment**

A standardized Pre-Assessment format that has been field-tested to assure objectivity, reliability, freedom from bias, and conformity to widely accepted criteria should be adopted. The Pre-Assessments contained in this skill area include three distinct levels of need enabling Local Areas/Service Providers to provide long-term employability enhancement training.

### **2. Individual Service Strategy**

Local Areas/Service Providers will use an Individual Service Strategy (ISS) format that complies with State guidelines. Development and maintenance of the ISS will be monitored to assure that the necessary criteria are included, i.e., mutual formulation, appropriate activity assignment, identification of need/skill deficiencies, etc. The Local Area/Service Provider will maintain a copy of the ISS on file.

### **3. Documentation**

The Work Readiness Skills Attainment Record (JT036-1) will be used to document Work Readiness Skills attainment for reporting purposes. Back-up documentation will be kept at the Local Area/Service Provider site and will be monitored. Backup documents that support the skill attained must be on file at the time of the monitoring. These include but are not limited to: Pre-Assessment results, ISS, Post-Assessment results, and Certification.

### **4. Post-Assessment**

A standardized post-assessment format that has been field-tested to assure objectivity, reliability, freedom from bias, and conformity to widely accepted criteria should be adopted. The post-assessments contained in this skill area include three distinct levels of need enabling Local Areas/Service Providers to provide long-term employability enhancement training.

### **5. Certification**

The Local Area/Service Provider will award a certificate to each participant who successfully completes all requirements for a Work Readiness Skill attainment. A copy of the certificate will be maintained in the participant records. The certificate should list the Work Readiness Skill area as well as the specific skills attained.

## SKILL ATTAINMENT GOALS & ACTIVITIES

GOAL TYPE	ALLOWABLE WIA ACTIVITY/SERVICE
<b>WORK READINESS</b>	<p><b>WEX (407):</b> Work Experiences are designed to enable youth to gain Exposure to the working world and its requirements. Work experience should help youth acquire the personal attributes, knowledge, and skills needed to obtain a job and advance in employment. The purpose is to provide the youth participant with the opportunities for career exploration and skill development and is not to benefit the employer, although the employer may, in fact, benefit from the activities performed by the youth.</p> <p><b>YES (400):</b> One of ten program elements offered to youth. It is not intended as a stand-alone program. Employment opportunities must provide direct linkages to academic and occupational learning, and may provide other elements and strategies as appropriate to serve the need and goals of the participants.</p> <p><b>YLD (410):</b> Activities which develop leadership skills, such as positive social behavior, decision making, organizational and team work, and other activities which may include exposure to post-secondary educational opportunities, community and service-learning projects, peer-centered activities including peer mentoring and tutoring; citizen training including survival daily skills, and training such as parenting, budgeting of resources and employability behaviors.</p>

## QUANTIFIABLE LEARNING OBJECTIVES WORK READINESS SKILLS

**Minimum Level of Need:** Participant must be assessed as deficient in at least five (5) of the twelve (12) skills to be eligible for a Work Readiness Skill attainment outcome. Up to twelve (12) can be attained if the participant demonstrates need.

A	B	C
The participant is Proficient in...	As demonstrated by Attaining this...	On the...
Skill/Behavior	Level of Achievement Benchmark	Means of Measurement/Assessment
1. Making Career Decisions	Score of 80%	“Making career Decisions” Post-Assessment Rating Sheet
2. Using Labor Market Information	Score of 80%	“Using Labor Market Information” Post-Assessment Rating Sheet
3. Preparing Resumes	Score of 80%	“Preparing Resumes” Post-Assessment Rating Sheet
4. Filling Out Applications	Score of 80%	“Filling Out Applications” Post-Assessment Rating Sheet
5. Interviewing/Follow-Up Letters	Score of 80%	“Interviewing/Follow-Up Letters” Post-assessment Rating Sheet
6. Survival/Daily Living Skills	Score of 80%	“Survival/Daily Living Skills” Post-Assessment Rating Sheet
7. Being Consistently Punctual	<b>Score of 90%</b>	“Being Consistently Punctual” Post-Assessment rating Sheet
8. Maintaining Regular Attendance	<b>Score of 90%</b>	“Maintaining Regular Attendance” Post-Assessment Rating Sheet
9. Demonstrating Positive Attitudes/Behavior	Score of 80%	“Demonstrating Positive Attitudes/Behavior” Post-Assessment Rating Sheet
10. Presenting Appropriate Appearance	Score of 80%	“Presenting Appropriate Appearance” Post-Assessment Rating Sheet
11. Exhibiting Good Interpersonal Relations	Score of 80%	“Interpersonal Relations” Post-Assessment Rating Sheet
12. Completing Tasks Effectively	Score of 80%	“Completing Tasks Effectively” Post-Assessment rating Sheet

# MAKING CAREER DECISIONS SKILL #1

Name: \_\_\_\_\_

SSN: \_\_\_\_\_

Date: \_\_\_\_\_

1. Making Career Decisions

A. Personal Values

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

B. Personal Interests

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

C. Steps in the Decision-Making Process

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

D. Personal Work-Related Skills/Abilities

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

E. Career Goal \_\_\_\_\_

F. **STRENGTHS**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**WEAKNESSES**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

G. Career Plan/Education/Training/Duration

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## **EXPLANATION OF INDICATORS**

### **Making Career Decisions (SKILL #1)**

1. Participant identifies and explains those personal values important in relationship to work, e.g., personal motivation, individual growth, self worth/esteem, self actualization, personal freedom and independence, making a difference, effecting change, making a contribution, serving the community, getting involved, making money, becoming powerful, attaining a certain life style and social identity, being true to heritage, helping family, etc.

- 5 at least 5 values are identified and explained
- 4 4 values are identified and explained
- 3 3 values are identified and explained
- 2 2 values are identified and explained
- 1 fewer than 2 values are identified and explained

2. Participant identifies and explains his/her interests in relationship to working, e.g., likes working with hands, interested in growing things, wants to be outside, enjoys working with machinery, likes to solve problems, wants to work with animals, enjoys writing, sales, etc.

- 5 at least 5 interests are identified and explained
- 4 4 interests are identified and explained
- 3 3 interests are identified and explained
- 2 2 interests are identified and explained
- 1 fewer than 2 interests are identified and explained

3. Participant discusses a logical, recognized process of decision making as applies to career choices.

- 5 at least 5 steps in the process are listed
- 4 4 steps in the process are listed
- 3 3 steps in the process are listed
- 2 2 steps in the process are listed
- 1 fewer than 2 steps in the process are listed

(This scoring scheme would apply where a 5-step model for career decision making is utilized. If a model with a different number of steps is used, then the rating factors should be adjusted accordingly).

4. Participant identifies and explains his/her skills/abilities applicable to specific occupations.

Examples:

- “Because I can type 50 words per minute, I would like to be a secretary.”
- “Because I can drive well and have a good driving record, I would like to be a truck driver.”
- “Because I can cook seafood really well, I would like to get a position as an assistant chef and eventually open my own seafood specialty restaurant.”
- “Because I can swim quite well, I would like to join the Navy, train with the SEALs, and at some future time retire from the service and open my own diving business.”

- 5 at least 5 skills/abilities are identified and explained
- 4 4 skills/abilities are identified and explained
- 3 3 skills/abilities are identified and explained
- 2 2 skills/abilities are identified and explained
- 1 fewer than 2 skills/abilities are identified and explained

5. Participant makes a career choice founded on indicators I through 4 above.

- 5 a career goal is selected based on at least 1 value, 1 interest, 1 skill/ability, and 2 other factors - values, interests, skills/abilities - for a total of 5 elements
- 4 a career goal is selected based on at least 1 value, 1 interest, 1 skill/ability and 1 other factor - value, interest, skill/ability - for a total of 4 elements
- 3 a career goal is selected based on at least 1 value, 1 interest and 1 skill/ability - for a total of 3 elements
- 2 a career goal is selected based on at least 2 factors - values, interests, skills/abilities
- 1 a career goal is selected based on fewer than 2 factors - values, interests, skills/abilities.

6. Participant identifies personal characteristics which could help and personal characteristics which could hinder him/her in the world of work.
  - 5 5 strengths and 5 weaknesses are identified
  - 4 4 strengths and 4 weaknesses are identified
  - 3 3 strengths and 3 weaknesses are identified
  - 2 2 strengths and 2 weaknesses are identified
  - 1 fewer than 2 strengths and fewer than 2 weaknesses are identified
  
7. Participant lists specific actions needed to maximize positive resources, overcome obstacles, and achieve career goal.
  - 5 actions are specified which build on a least 5 strengths and address 5 weaknesses
  - 4 actions are specified which build on 4 strengths and address 4 weaknesses
  - 3 actions are specifically identified which build on 3 strengths and address 3 weaknesses
  - 2 actions are specified which build on 2 strengths and address 2 weaknesses
  - 1 actions are specified which build on fewer than 2 strengths and address fewer than 2 weaknesses

## POST-ASSESSMENT RATING SHEET WORK READINESS SKILL #1 MAKING CAREER DECISIONS

NAME \_\_\_\_\_ SS # \_\_\_\_\_ LEVEL OF NEED \_\_\_\_\_

### SKILL STATEMENT

The participant demonstrates capability in making career decisions by attaining a score of 80% on the following indicators (as determined by review and discussion of specific related tasks and rating quality and quantity of response):

INDICATORS	SCORE
* 1. The participant will identify and explain 5 personal values.	
* 2. The participant will identify and explain 5 personal interests.	
* 3. The participant will list and explain the steps in an accepted model for decision making as it applies to career choices	
** 4. The participant will identify and explain 5 personal work related skills/abilities in relationship to particular occupations.	
** 5. The participant will choose a career goal consistent with stated values, interests, and skills/abilities.	
*** 6. The participant will identify 5 personal strengths and 5 personal weaknesses in relationship to the world of work.	
*** 7. The participant will formulate a career plan, identifying the necessary education/ training and duration of the same.	
<b>SCORING: ADD THE TOTALS 1 THROUGH 7, DIVIDE BY 7 = _____ % TOTAL</b>	

- \* Required for proficiency for participants demonstrating Level 1 need
- \*\* Required for proficiency for participants demonstrating Level 2 need
- \*\*\* Required for proficiency for participants demonstrating Level 3 need

Participant's Signature \_\_\_\_\_ Date \_\_\_\_\_ Rater's Signature \_\_\_\_\_ Date \_\_\_\_\_

## LABOR MARKET INFORMATION SKILL #2

### A. Sources

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### B. Reasons people lose jobs

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### C. Describe the following

1. EOE: \_\_\_\_\_
2. Reg: \_\_\_\_\_
3. Beg: \_\_\_\_\_
4. Wk: \_\_\_\_\_
5. Ext: \_\_\_\_\_

### D. Employer Expectations

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### E. Employee Expectations

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### F. Local employers who hire people in youth's career interest area

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### G. Functions/Products/Services of employers listed in F.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### H. Advantages/disadvantages of working for employers listed in F.

#### ADVANTAGES

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### DISADVANTAGES

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**PRE-ASSESSMENT SCORE SHEET**  
**WORK READINESS SKILL #2 USING LABOR MARKET INFORMATION**  
**(INCLUDING WORLD OF WORK AWARENESS AND OCCUPATIONAL INFORMATION)**

NAME \_\_\_\_\_ SS # \_\_\_\_\_ LEVEL OF NEED \_\_\_\_\_

**SKILL STATEMENT**

The applicant demonstrates proficiency in using Labor Market Information by attaining a score of 80% on the following indicators (*as determined by response to verbal instructions and rating quality and quantity of responses*):

**INSTRUCTIONS**

Verbally instruct applicant to list information detailed in the indicators listed below.  
 Score performance on the following scale: **1 = YES**      **0 = NO**

INDICATORS	SCORE
* 1. The applicant identifies and describes five sources of data on employment openings and job characteristics.	
* 2. The applicant identifies and explains five reasons why people lose jobs.	
* 3. The applicant identifies and describes five vocabulary words from a standardized list of terms used in the world of work.	
** 4. The applicant identifies and explains five employer expectations.	
** 5. The applicant identifies and describes five employers in the geographical area who hire personnel in the applicant's area of career interest.	
*** 6. The applicant identifies and describes five functions, services and/or products of the employers identified in 5 above.	
*** 7. The applicant lists three advantages and three disadvantages of being hired by each of the employers identified in 5 above.	
<b>SCORING: ADD THE TOTALS 1 THROUGH 7, DIVIDE BY 7 = _____ % TOTAL</b>	

- \* Required for proficiency for participants demonstrating Level 1 need
- \*\* Required for proficiency for participants demonstrating Level 2 need
- \*\*\* Required for proficiency for participants demonstrating Level 3 need

Participant's Signature \_\_\_\_\_ Date \_\_\_\_\_ Rater's Signature \_\_\_\_\_ Date \_\_\_\_\_

## **EXPLANATION OF INDICATORS**

### **Using Labor Market Information (SKILL #2)**

1. Participant identifies and describes sources of information on opportunities for work, e.g., Job Service, classified advertising, friends, Yellow Pages, job boards, personnel departments, employment agencies, etc...
  - 5 at least five sources must be identified and described
  - 4 four sources must be identified and described
  - 3 three sources must be identified and described
  - 2 two sources must be identified and described
  - 1 less than two sources must be identified and described
2. Participant identifies and explains reasons why people get fired from their jobs.
  - 5 at least five reasons must be identified and explained
  - 4 four reasons must be identified and explained
  - 3 three reasons must be identified and explained
  - 2 two reasons must be identified and explained
  - 1 less than two reasons must be identified and explained
3. Participant identifies recognized vocabulary terminology typically used in job ads, job postings, and job descriptions, e.g., abbreviations.
  - 5 at least ten words/terms must be defined
  - 4 eight words/terms must be defined
  - 3 six words/terms must be defined
  - 2 four words/terms must be defined
  - 1 less than four words/terms must be defined

(The terminology used should be included in the Local Area's curriculum outline.)
4. Participant identifies and explains what employers expect from their employees, e.g., following procedures, punctuality, effort, etc.
  - 5 at least five employer expectations must be identified and explained
  - 4 four employer expectations must be identified and explained
  - 3 three employer expectations must be identified and explained
  - 2 two employer expectations must be identified and explained
  - 1 less than two employer expectations must be identified and explained
5. Participant identifies and explains what employees expect from their employers, e.g., pay, safe working conditions, promotions, etc.
  - 5 at least five employee expectations must be identified and explained
  - 4 four employee expectations must be identified and explained
  - 3 three employee expectations must be identified and explained
  - 2 two employee expectations must be identified and explained
  - 1 less than two employee expectations must be identified and explained
6. Participant identifies and describes five employers in the geographical area who hire personnel in the participant's area of career interest, including name, address, phone number, classification (e.g., retail sales, construction), scope of operations (i.e., national, state, local) and number of employees.
  - 5 all six items must be covered for each of five employers
  - 4 all six items must be covered for each of four employers
  - 3 all six items must be covered for each of three employers
  - 2 all six items must be covered for each of two employers
  - 1 six items (or less) must be covered for less than two employers

7. Participant identifies and describes functions, services and/or products of the employers identified in 6 above.
  - 5 functions, services and/or products must be identified for all 5 employers
  - 4 functions, services and/or products must be identified for 4 employers
  - 3 functions, services and/or products must be identified for 3 employers
  - 2 functions, services and/or products must be identified for 2 employers
  - 1 functions, services and/or products must be identified for less than 2 employers
8. Participant states three advantages and three disadvantages of being hired by the five area employers listed in 6 above.
  - 5 at least three advantages and three disadvantages of being hired by each of five employers must be listed
  - 4 three advantages and three disadvantages of being hired by 4 of the employers must be listed
  - 3 three advantages and three disadvantage of being hired by 3 of the employers must be listed
  - 2 three advantages and three disadvantages of being hired by 2 of the employers must be listed
  - 1 three (or less) advantages and three (or less) disadvantages of being hired by less than 2 of the employers must be listed.

**POST-ASSESSMENT RATING SHEET**  
**WORK READINESS SKILL #2 USING LABOR MARKET INFORMATION**  
**(INCLUDING WORLD OF WORK AWARENESS AND OCCUPATIONAL INFORMATION)**

NAME \_\_\_\_\_ SS # \_\_\_\_\_ LEVEL OF NEED \_\_\_\_\_

**SKILL STATEMENT**

The applicant demonstrates proficiency in using Labor Market Information by attaining a score of 80% on the following indicators (*as determined by review and discussion of tasks and rating quality and quantity of responses*):

**INSTRUCTIONS**

Verbally instruct applicant to list information detailed in the indicators listed below.

Score performance on the following scale: **1 = YES**                      **0 = NO**

INDICATORS	SCORE
* 1. The applicant identifies and describes five sources of data on employment openings and job characteristics.	
* 2. The applicant identifies and explains five reasons why people lose jobs.	
* 3. The applicant identifies and describes five vocabulary words from a standardized list of terms used in the world of work.	
** 4. The applicant identifies and explains five employer expectations.	
** 5. The participant identifies and explains five employee expectations.	
*** 6. The applicant identifies and describes five employers in the geographical area who hire personnel in the applicant's area of career interest.	
*** 7. The applicant identifies and describes five functions, services and/or products of the employers identified in 6 above.	
*** 8. The applicant lists three advantages and three disadvantages of being hired by each of the employers listed in 6 above.	
<b>SCORING: ADD THE TOTALS 1 THROUGH 8, DIVIDE BY 8 = _____ % TOTAL</b>	

- \* Required for proficiency for participants demonstrating Level 1 need
- \*\* Required for proficiency for participants demonstrating Level 2 need
- \*\*\* Required for proficiency for participants demonstrating Level 3 need

\_\_\_\_\_  
Participant's Signature                      Date                      Rater's Signature                      Date

## PRE-ASSESSMENT WORK READINESS SKILL #3 - PREPARING RESUMES

### SKILL STATEMENT

The applicant demonstrates proficiency in preparing resumes by attaining a score of 80% on the following indicators (as determined by review of resume submitted with application or prepared during interview according to the selected format, and rating quality of product).

### INSTRUCTIONS

**STEP 1** Youth states s/he has never prepared a resume. A **Yes** answer demonstrates presumptive need in Preparing Resumes (**Level 1** - Chronological). If answer is **NO**, proceed to **Step 2**.  Yes  No

**STEP 2** Applicant submits or states that s/he has prepared a chronological resume. If chronological resume is submitted, review the product. If chronological resume is not submitted, provide pen/paper and ask youth to prepare one. Rate on the following:  Yes  No

QUESTIONS	RATING Yes = 1 No = 0
1. Resume is neat	
2. Resume is legible	
3. Spelling is correct	
4. Grammar is correct	
5. Name, addresses, phone numbers are complete/accurate	
6. Job titles/duties are complete/accurate	
7. School/training summary is comprehensive/responsive	
8. Interest, skills, qualifications are work related	
9. References/availability of references are provided	
<b>TOTAL ACHIEVED</b>	

**PERCENT:** Total achieved Divided (÷) by 9 = \_\_\_\_%. If score is less than 80%, or more, proceed to **Step 3**.

**STEP 3** Applicant submits or states that s/he has prepared an achievement resume. If achievement resume is submitted, review the product. If achievement resume is not submitted, provide pen/paper and ask youth to prepare one. Rate on the following:  Yes  No

QUESTIONS	RATING Yes = 1 No = 0
1. Resume is neat	
2. Resume is legible	
3. Spelling is correct	
4. Grammar is correct	
5. Name, addresses, phone numbers are complete/accurate	
6. Job titles/duties are complete/accurate	
7. School/training summary is comprehensive/responsive	
8. Interest, skills, qualifications are work related	
9. References/availability of references are provided	
<b>TOTAL ACHIEVED</b>	

**PERCENT: Total** achieved Divided (÷) by 9 = \_\_\_\_%. If score is less than 80%, or more, need at **Level 2** has been established. If score is 80%, or more, proceed to **Step 4**.

**PRE-ASSESSMENT WORK READINESS**  
**SKILL #3 - PREPARING RESUMES**  
(Continued)

**STEP 4**      Applicant submits or states that s/he has a job specific resume       Yes       No  
If job specific resume is submitted, review the product. If job specific is not submitted, provide pen/paper and ask youth to prepare one. Rate on the following:

QUESTIONS	RATING Yes = 1    No = 0
1. Resume is neat	
2. Resume is legible	
3. Spelling is correct	
4. Grammar is correct	
5. Name, addresses, phone numbers are complete/accurate	
6. Job titles/duties are complete/accurate	
7. School/training summary is comprehensive/responsive	
8. Interest, skills, qualifications are work related	
9. References/availability of references are provided	
<b>TOTAL ACHIEVED</b>	

**PERCENT:** Total achieved Divided (÷) by 9 = \_\_\_\_%. If score is less than 80%, need at **Level 3** has been established. If score is 80%, or more, proficiency at all levels in Preparing Resumes has been indicated and the applicant is not in need of training in this skill area.

## **EXPLANATION OF PRE-ASSESSMENT INDICATORS PREPARING RESUMES (SKILL #3)**

1. Resume is neat
  - 5 There are no wrinkles, cross-outs, smudges, etc.
  - 4 There is one instance
  - 3 There are two instances
  - 2 There are three instances
  - 1 There are more than three instances
2. Resume is legible
  - 5 There are no instances of words/numbers which are not able to be clearly read
  - 4 There is one instance
  - 3 There are two instances
  - 2 There are three instances
  - 1 There are more than three instances
3. Spelling is correct
  - 5 There are no mistakes
  - 4 There is one mistake
  - 3 There are two mistakes
  - 2 There are three mistakes
  - 1 There are more than three mistakes
4. Grammar is correct
  - 5 There are no mistakes
  - 4 There is one mistake
  - 3 There are two mistakes
  - 2 There are 3 mistakes
  - 1 There are more than three mistakes
5. Name, addresses, phone numbers are complete/accurate
  - 5 There are no instances of incorrect or inaccurate names, addresses, etc.
  - 4 There is one instance
  - 3 There are two instances
  - 2 There are three instances
  - 1 There are more than three instances
6. Job titles/duties are complete/accurate
  - 5 There are no instances of non-compliance with substantive and procedural requisites
  - 4 There is one instance
  - 3 There are two instances
  - 2 There are three instances
  - 1 There are more than three instances
7. School/training summary is comprehensive/responsive
  - 5 There are no instances of non-compliance with procedural requisites
  - 4 There is one instance
  - 3 There are two instances
  - 2 There are three instances
  - 1 There are more than three instances

8. Interest, skills, qualifications are work related

- 5 There are no instances of personal preferences, capabilities, or accomplishments being non job relevant
- 4 There is one instance
- 3 There are two instances
- 2 There are three instance
- 1 There are more than three instances

9. References/availability of references are provided

- 5 There are no instances of non-compliance
- 4 There is one instance
- 3 There are two instances
- 2 There are three instances
- 1 There are more than three instances

**POST-ASSESSMENT RATING SHEET  
WORK READINESS SKILL #3 - PREPARING RESUMES  
LEVEL 1 - CHRONOLOGICAL RESUME**

NAME \_\_\_\_\_ SSN \_\_\_\_\_ LEVEL OF NEED \_\_\_\_\_

**SKILL STATEMENT**

Participant demonstrates proficiency in preparing resumes at Level 1 (Chronological) by attaining a score of 80% on the following indicators (as determined by product review and discussion of assigned tasks and rating quality of same):

A goal of 80% is desired with total possible points of **50**.

**INDICATORS**

Review and score participant's performance in "Preparing Chronological Resumes" according to the following Scale:

**Superior = 5    Outstanding = 4    Acceptable = 3    Below Average = 2    Unacceptable = 1**

INDICATORS	SCORE
1. The participant will develop a chronological resume in accordance with selected format (example attached)	
2. The resume is neat	
3. The resume is legible	
4. Spelling is correct	
5. Grammar is correct	
6. Names, addresses, phone numbers, dates are accurate and complete	
7. Job titles, duties and responsibilities of all positions presently or previously held are accurate and complete	
8. School/training summary is comprehensive and responsive	
9. Special interests, skills and qualifications listed are work related	
10. Information concerning references/availability is provided	
<b>TOTAL</b>	

Calculate the total points divided (÷) by the total points possible (50).

**EXAMPLE:**  $\frac{\text{Total from chart above } (\div)}{50} = \text{_____} \% \text{ achieved}$

Proficiency is determined by the participant's ability to score 80% on the above indicators with no score less than "3" (see explanation of indicators).

**Skill Attained?**     YES     NO                      **Attempt #** \_\_\_\_\_    **DATE** \_\_\_\_\_

This score have been discussed with me.

\_\_\_\_\_  
Participant's Signature                      Date                      \_\_\_\_\_  
Rater's Signature                      Date

**POST-ASSESSMENT RATING SHEET  
WORK READINESS SKILL #3 PREPARING RESUMES  
LEVEL I FORMAT (CHRONOLOGICAL)**

**NAME**

Street or Post Office Box  
City, State, Zip

**OBJECTIVE**

**WORK EXPERIENCE**

COMPANY NAME \_\_\_\_\_ Month, Year\_\_\_\_ to Month, Year\_\_\_\_

Job Title – (List major accomplishments, duties, and responsibilities. Use same format for each job held. List most recent job first.)

**EDUCATION**

NAME OF SCHOOL/TRAINING PROGRAM \_\_\_\_\_ Month, Year\_\_\_\_ to Month, Year\_\_\_\_

(List degree, diploma, certificate, etc. Indicate major course of study, relevant courses, emphasis, etc. as applicable. Indicate grade point average, rank in class, special awards, recognition, if applicable.)

**EXTRACURRICULAR ACTIVITIES/RELATED EDUCATION/COURSE (as applicable)**

**REFERENCES**

(List three personal/professional references, including name, title, address and phone OR indicate “Furnished upon request”.)

**POST-ASSESSMENT RATING SHEET  
WORK READINESS SKILL #3 - PREPARING RESUMES  
LEVEL 2 - ACHIEVEMENT RESUME**

NAME \_\_\_\_\_ SST \_\_\_\_\_ LEVEL OF NEED \_\_\_\_\_

**SKILL STATEMENT**

Participant demonstrates proficiency in preparing resumes at Level 2 (Achievement) by attaining a score of 80% on the following indicators (as determined by product review and discussion of assigned tasks and rating quality of same):

A goal of 80% is desired with total possible points of **50**.

**INDICATORS**

Review and score participant's performance in "Preparing Achievement Resumes" according to the following Scale:

**Superior = 5      Outstanding = 4      Acceptable = 3      Below Average = 2      Unacceptable = 1**

INDICATORS	SCORE
1. The participant will develop an achievement resume in accordance with selected format (example attached).	
2. The resume is neat	
3. The resume is legible	
4. Spelling is correct	
5. Grammar is correct	
6. Names, addresses, phone numbers, dates are accurate and complete	
7. Job titles, duties and responsibilities of all positions presently or previously held are accurate and complete	
8. School/training summary is comprehensive and responsive	
9. Special interests, skills and qualifications listed are work related	
10. Information concerning references/availability is provided	
<b>TOTAL</b>	

Calculate the total points divided (÷) by the total points possible (**50**).

**EXAMPLE:**  $\frac{\text{Total from chart above } (\div)}{50} = \text{_____} \% \text{ achieved}$

Proficiency is determined by the participant's ability to score 80% on the above indicators with no score less than "3". (See explanation of indicators)

**Skill Attained?**     YES     NO                      **Attempt #** \_\_\_\_\_    **DATE** \_\_\_\_\_

This score have been discussed with me.

\_\_\_\_\_  
Participant's Signature                      Date                      Rater's Signature                      Date

**POST-ASSESSMENT RATING SHEET  
WORK READINESS SKILL #3 PREPARING RESUMES  
LEVEL 2 FORMAT (ACHIEVEMENT)**

**NAME**

Street or Post Office Box  
City, State, Zip

(List career/occupation job title)

**STRENGTHS**

(List strength statements one after another. Use same format for achievements.)

**ACHIEVEMENTS**

**EXPERIENCE**

COMPANY NAME \_\_\_\_\_ Month, Year \_\_\_\_ to Month, Year \_\_\_\_  
City, State  
Position

(Use same format for each position held, beginning with the most recent position first.)

**EDUCATION**

NAME OF SCHOOL \_\_\_\_\_ Month, Year \_\_\_\_ to Month, Year \_\_\_\_  
City, State

Degree, certificate, etc.

(Use same format for all schools attended beginning with the most recent first.)

**PROFESSIONAL AFFILIATIONS**

**REFERENCES**

(List three personal/professional references, including name, title, address and phone OR indicate "Furnished upon request".)

**POST-ASSESSMENT RATING SHEET  
WORK READINESS SKILL #3 - PREPARING RESUMES  
LEVEL 3 - JOB SPECIFIC RESUME**

NAME \_\_\_\_\_ SST \_\_\_\_\_ LEVEL OF NEED \_\_\_\_\_

**SKILL STATEMENT**

Participant demonstrates proficiency in preparing resumes at Level 3 (Job Specific) by attaining a score of 80% on the following indicators (as determined by product review and discussion of assigned tasks and rating quality of same):

A goal of 80% is desired with total possible points of **50**.

**INDICATORS**

Review and score participant's performance in "Preparing Job Specific Resumes" according to the following Scale:

**Superior = 5      Outstanding = 4      Acceptable = 3      Below Average = 2      Unacceptable = 1**

INDICATORS	SCORE
1. The participant will develop a chronological resume in accordance with selected format (example attached)	
2. The resume is neat	
3. The resume is legible	
4. Spelling is correct	
5. Grammar is correct	
6. Names, addresses, phone numbers, dates are accurate and complete	
7. Job titles, duties and responsibilities of all positions presently or previously held are accurate and complete	
8. School/training summary is comprehensive and responsive	
9. Special interests, skills and qualifications listed are work related	
10. Information concerning references/availability is provided	
<b>TOTAL</b>	

Calculate the total points divided (÷) by the total points possible (**50**).

**EXAMPLE:**  $\frac{\text{Total from chart above } (\div)}{50} = \text{_____} \% \text{ achieved}$

Proficiency is determined by the participant's ability to score 80% on the above indicators with no score less than "3". (see explanation of indicators)

**Skill Attained?**     YES     NO                      **Attempt #** \_\_\_\_\_    **DATE** \_\_\_\_\_

This score have been discussed with me.

Participant's Signature \_\_\_\_\_ Date \_\_\_\_\_ Rater's Signature \_\_\_\_\_ Date \_\_\_\_\_

**POST-ASSESSMENT RATING SHEET  
WORK READINESS SKILL #3 PREPARING RESUMES  
LEVEL 3 FORMAT (JOB SPECIFIC)**

**NAME**

Street Address  
City, State, Zip

**OBJECTIVE**

(In capital letters and centered, state your area of expertise, for example; Sales Promotion, or Sales Management)

(Detail in paragraph form your experience in that area of expertise. Use the same format for each area of expertise beginning with the most recent.)

**EXPERIENCE**

Year to Year	Company Name Street Address City, State	Position Title
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(Use same format for each position held, beginning with the most recent position first.)

**EDUCATION**

(Name of School/College, year, and major)

**REFERENCES**

(List at least three personal/professional references, including name, title, company name, if applicable and address.)

## **EXPLANATION OF INDICATORS PREPARING RESUMES (SKILL #3)**

1. Resume is printed and organized according to guidelines of selected format including order, letter styling, capitalization, punctuation, placement of headings, and width of margins.
  - 5 There are no instances of non-compliance with procedural requisites
  - 4 There is one instance
  - 3 There are two instances'
  - 2 There are three instances
  - 1 There are more than three instances
2. Resume is orderly in appearance and in clean condition.
  - 5 There are no wrinkles, cross-outs, smudges, etc.
  - 4 There is one instance
  - 3 There are two instances
  - 2 There are three instances
  - 1 There are more than three instances
3. Resume text is readable.
  - 5 There are no instances of words/numbers which are not able to be clearly read
  - 4 There is one instance
  - 3 There are two instances
  - 2 There are three instances
  - 1 There are more than three instances
4. Resume is free from errors in spelling.
  - 5 There are no mistakes
  - 4 There is one mistake
  - 3 There are two mistakes
  - 2 There are three mistakes
  - 1 There are more than three mistakes
5. Resume is free from errors in grammar.
  - 5 There are no mistakes
  - 4 There is one mistake
  - 3 There are two mistakes
  - 2 There are 3 mistakes
  - 1 There are more than three mistakes
6. All names on resume include full first and last name, and middle name/initial as appropriate. Each address has proper abbreviations and zip code. Telephone numbers are exact and have area code, as appropriate. Dates contain both month and year.
  - 5 There are no instances of incorrect or inaccurate names, addresses, etc.
  - 4 There is one instance
  - 3 There are two instances
  - 2 There are three instances
  - 1 There are more than three instances
7. Titles of every present/former (subsidized and unsubsidized) jobs are listed. All existing/prior duties and responsibilities are precisely and fully described.
  - 5 There are no instances of non-compliance with substantive and procedural requisites
  - 4 There is one instance
  - 3 There are two instances
  - 2 There are three instances
  - 1 There are more than three instances

8. Education and work preparation experiences include all applicable subjects/courses of study/fields of endeavor, locations, and timeframes.
- 5 There are no instances of non-compliance with procedural requisites
  - 4 There is one instance
  - 3 There are two instances
  - 2 There are three instances
  - 1 There are more than three instances
9. References, abilities, and achievements cited are related to anticipated tasks of the desired type of job.
- 5 There are no instances of personal preferences, capabilities, or accomplishments being non job relevant
  - 4 There is one instance
  - 3 There are two instances
  - 2 There are three instance
  - 1 There are more than three instances
10. Resume includes the statement 'References will be furnished upon request' or lists number and type of references specified by standard format.
- 5 There are no instances of non-compliance
  - 4 There is one instance
  - 3 There are two instances
  - 2 There are three instances
  - 1 There are more than three instances

## PRE-ASSESSMENT WORK READINESS SKILL #4 FILLING OUT APPLICATIONS

### SKILL STATEMENT

The applicant demonstrates proficiency in filling out applications by attaining a score of 80% on the following indicators (determined by review of finished product and rating quality and quantity of same):

### INSTRUCTIONS

Review intake application. Score on the following scale:

### SCORE

INDICATORS	1 = Yes 0 = No
1. Responses are printed in blue or black ink or typed	
2. Information is placed on the appropriate lines	
3. Informational items are complete, or N/A is used	
4. Responses are accurate	
5. Words are spelled correctly	
6. Answers are sound in grammar, capitalization & punctuation	
7. Application text is readable and discernible.	
8. Job/school history is in chronological order	
9. Skills and abilities are listed	
10. Number and type of references requested are provided	
<b>TOTAL</b>	

**PERCENTAGE** (points achieved divided by 10)

**EXAMPLE:** Total from chart above divided = \_\_\_\_\_% achieved

Determine rater's responses based on the explanation of indicators which follow and attach application to Pre-Assessment Summary Sheet. Determine level of need based on percentage scores below:

Level 1	Below 60%
Level 2	60-69%
Level 3	70-79%

PROFICIENCY: 80% and above

## **EXPLANATION OF INDICATORS**

### **Applications (SKILL # 4)**

1. Application is printed in blue or black ink or typed.
  - 5 there are no responses which are not printed in ink or typed
  - 4 there is one response
  - 3 there are two responses
  - 2 there are three responses
  - 1 there are four or more responses
2. Information given corresponds to question asked, e.g., correct title of job actually desired is placed in the right blank.
  - 5 there are no instances of data being entered on an inappropriate line
  - 4 there is one instance
  - 3 there are two instances
  - 2 there are three instances
  - 1 there are four or more instances
3. Line items are fully filled out, e.g., participant's entire signature is on the application in the indicated manner. Where it does not apply "N/A" (not applicable) is inserted.
  - 5 no line items can be either incomplete or lacking a requisite "NA"
  - 4 there is one instance
  - 3 there are two instances
  - 2 there are three instances
  - 1 there are four or more instances
4. Answers given are not inappropriate, misleading, or untrue.
  - 5 there are no instances of inappropriate, misleading, or untrue answers
  - 4 there is one instance
  - 3 there are two instances
  - 2 there are three instances
  - 1 there are four or more instances
5. Responses are free from errors in spelling.
  - 5 there are no mistakes
  - 4 there is one mistake
  - 3 there are two mistakes
  - 2 there are three mistakes
  - 1 there are four or more mistakes
6. Responses are free from errors in grammar, capitalization and punctuation.
  - 5 there can be no mistakes
  - 4 there is one mistake
  - 3 there are two mistakes
  - 2 there are three mistakes
  - 1 there are four or more mistakes
7. Application is orderly in appearance and in clean condition.
  - 5 there can be no wrinkles, cross outs, smudges, etc
  - 4 there is one instance
  - 3 there are two instances
  - 2 there are three instances
  - 1 there are four or more instances

8. Application text is readable and discernible.
- 5 there can be no word/number which is not able to be clearly read or understood or typed/printed in blue or black ink
  - 4 there is one instance
  - 3 there are two instances
  - 2 there are three instances
  - 1 there are four or more instances
9. Previous jobs and educational history are listed in sequence, e.g., most recent job first, etc., and skills/abilities are included, or required.
- 5 there are no instances of non-compliance with procedural directions
  - 4 there is one instance
  - 3 there are two instances
  - 2 there are three instances
  - 1 there are four or more instances
10. Total of references given corresponds to number of references sought. Names of references are supplied in relation to specific request made on application, e.g., professional references, not classmates or relatives.
- 5 there are no instances of non-compliance with intent or procedural directions
  - 4 there is one instance
  - 3 there are two instances
  - 2 there are three instances
  - 1 there are four or more instances

## POST-ASSESSMENT RATING SHEET WORK READINESS SKILL #4 FILLING OUT APPLICATIONS

NAME \_\_\_\_\_ SS # \_\_\_\_\_ LEVEL OF NEED \_\_\_\_\_

### SKILL STATEMENT

The participant demonstrates proficiency in filling out applications by attaining a score of 80% on the following indicators *(as determined by review of finished product and rating quality and quantity of same)*:

**INSTRUCTIONS:** Review assigned activities, tasks and completed sample application. Score on the following scale:

**Superior = 5   Outstanding = 4   Acceptable = 3   Below Average = 2   Unacceptable = 1**

INDICATORS	SCORE (1-5)
1. Responses are printed in blue or black ink or typed.	
2. Information is placed on the appropriate lines.	
3. Informational items are complete, or N/A is used.	
4. Responses are accurate.	
5. Words are spelled correctly.	
6. Answers are sound in grammar, capitalization and punctuation.	
7. Application is complete.	
8. Application is legible.	
9. Job/school history is in chronological order and skills/abilities are listed.	
10. Number and type of references requested are provided.	
<b>POSSIBLE POINTS    50*</b>	<b>TOTAL</b>
<b>Percent</b> (points achieved divided by points possible)	<b>%</b>

**EXAMPLE:** Total from chart above divided = \_\_\_\_\_% achieved

Proficiency is determined by the participant's ability to score **80%** on the above indicators, with no rating less than "3".

Skill Attained? YES \_\_\_\_\_ NO \_\_\_\_\_      Attempt # \_\_\_\_\_      DATE \_\_\_\_\_

The score has been discussed with me.

\_\_\_\_\_  
Participant's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Rater's Signature

\_\_\_\_\_  
Date

**\* Post-assess on sample application which corresponds to Pre-Assessed level of need.**

## PRE-ASSESSMENT RATING SHEET WORK READINESS SKILL #5 INTERVIEWING

NAME \_\_\_\_\_ SS # \_\_\_\_\_ LEVEL OF NEED \_\_\_\_\_

### SKILL STATEMENT

The applicant demonstrates proficiency in being interviewed by attaining a score of 80% on the following indicators (*as determined by observation of events and rating quality and quantity of responses during the interview*):

### INSTRUCTIONS:

Score applicant on the following indicators. Observe the participant's actions and score performance on the following scale: **1 = YES 0 = NO**

INDICATORS	SCORE
*1. The applicant is on time for the interview.	
*2. The applicant is dressed appropriately for an interview.	
*3. The applicant responds to interviewer in a manner that is not biased or emotionally charged.	
*4. The applicant consistently maintains good eye contact with interviewer.	
*5. The applicant consistently uses appropriate language during the interview process.	
*6. The applicant consistently responds in a direct, concise and complete manner to questions from the interviewer and does so in an open-ended fashion.	
**7. The applicant gives relevant facts about self, emphasizing what she/he has to offer to the position.	
**8. The applicant avoids mentioning personal weaknesses and making negative statements.	
***9. The applicant asks appropriate and relevant questions about the job/company/training.	
***10. The applicant demonstrates social skills throughout the interview process.	
<b>TOTAL</b>	
<b>PERCENT</b> (points achieved divide by points possible)	%

\_\_\_\_\_  
Participant's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Rater's Signature

\_\_\_\_\_  
Date

- \* Required for proficiency for participants demonstrating Level 1 need
- \*\* Required for proficiency for participants demonstrating Level 2 need
- \*\*\* Required for proficiency for participants demonstrating Level 3 need

## **EXPLANATION OF INDICATORS FOR POST-ASSESSMENT**

### **Interviewing (SKILL #5)**

1. The participant arrives at least five minutes prior to the scheduled interview and is ready to begin at the appointed time.
    - 5 participant arrives 5 or more minutes prior to scheduled appointment and is ready to begin at appointed time
    - 4 participant arrives 4 minutes prior to scheduled appointment and is ready to, begin at appointed time
    - 3 participant arrives 3 minutes prior to scheduled appointment and is ready to begin at appointed time
    - 2 participant arrives 2 minutes prior to scheduled appointment and is ready to begin at appointed time
    - 1 participant arrives 1 or fewer minutes prior to scheduled appointment and is not ready to begin at appointed time
  
  2. The participant is dressed appropriately (hair is appropriately styled, groomed and clean; clothes are clean and neatly pressed; there is no unpleasant body odor or excessive use of cologne/perfume; hat or sunglasses are not worn; jewelry is not inappropriate or excessive; shorts, tank tops, revealing clothing are not worn; shoes are laced; etc.)
    - 5 all six of the above requirements are met
    - 4 five requirements are met
    - 3 four requirements are met
    - 2 three requirements are met
    - 1 less than three requirements are met
  
  3. Participant's responses do not contain strong subjective feelings joy, sorrow, race/ethnic bias, love, hate, stereotypes, etc.).
    - 5 there are no instances of strong subjective responses
    - 4 one instance
    - 3 two instances
    - 2 three instances
    - 1 more than three instances
  
  4. The participant looks directly at the interviewer on a consistent basis.
    - 5 there is no disruption of eye contact with the interviewer while engaged in conversation
    - 4 one disruption
    - 3 two disruptions
    - 2 three disruptions
    - 1 more than three disruptions
  
  5. The participant avoids slang words (e.g., yeah, OK, um-hum, you know), phrases, street language and curse words.
    - 5 no slang words, phrases or street language is used
    - 4 one instance occurs
    - 3 two instances occur
    - 2 three instances occur
    - 1 more than three instances occur
- NOTE: Use of any curse word(s) constitutes an automatic score of 1.**
6. The participant responds to questions with answers that are related to the question and which include more than 'yes' or 'no'.
    - 5 there are no instances of unrelated or close-ended answers
    - 4 one instance
    - 3 two instances
    - 2 three instances
    - 1 more than three instances

7. The participant voluntarily provides information about self, using “I” messages (e.g., I can type 40 WPM, I enjoy working with people).
  - 5 the participant will provide five relevant facts about him/herself
  - 4 four relevant facts
  - 3 three relevant facts
  - 2 two relevant facts
  - 1 less than two relevant facts
8. The participant responds to questions with positive answers.
  - 5 no personal weaknesses are mentioned or negative statement made
  - 4 one weakness/negative statement
  - 3 two weakness/negative statements
  - 2 three weaknesses/negative statements
  - 1 more than three weaknesses/negative statements
9. The participant asks questions regarding the job.
  - 5 five relevant questions are asked
  - 4 four relevant questions are asked
  - 3 three relevant questions are asked
  - 2 two relevant questions are asked
  - 1 less than two relevant questions are asked
10. The participant demonstrates poise and confidence, greets the interviewer and exits with a positive farewell/thank you.
  - 5 there are no instances of a lack of social skills
  - 4 one instance
  - 3 two instances
  - 2 three instances
  - 1 more than three instances

## POST-ASSESSMENT RATING SHEET WORK READINESS SKILL #5 INTERVIEWING

NAME \_\_\_\_\_ SS # \_\_\_\_\_ LEVEL OF NEED \_\_\_\_\_

### SKILL STATEMENT

The applicant demonstrates proficiency in being interviewed by attaining a score of 80% on the following indicators (*as determined by observation of events and rating quality and quantity of responses during the interview*):

### INSTRUCTIONS

Score applicant on the following indicators. Observe the participant's actions and score performance on the following scale: **1 = YES 0 = NO**

INDICATORS	SCORE										
*1. The applicant is on time for the interview.											
*2. The applicant is dressed appropriately for an interview.											
*3. The applicant responds to interviewer in a manner that is not biased or emotionally charged.											
*4. The applicant consistently maintains good eye contact with interviewer.											
*5. The applicant consistently uses appropriate language during the interview process.											
*6. The applicant consistently responds in a direct, concise and complete manner to questions from the interviewer and does so in an open-ended fashion.											
**7. The applicant gives relevant facts about self, emphasizing what she/he has to offer to the position.											
**8. The applicant avoids mentioning personal weaknesses and making negative statements.											
***9. The applicant asks appropriate and relevant questions about the job/company/training.											
***10. The applicant demonstrates social skills throughout the interview process.											
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 12.5%; text-align: center;"><b>LEVEL 1</b></td> <td style="width: 12.5%; text-align: center;"><b>LEVEL 2</b></td> <td style="width: 12.5%; text-align: center;"><b>LEVEL 3</b></td> <td style="width: 12.5%;"></td> </tr> <tr> <td><b>POSSIBLE POINTS</b></td> <td style="text-align: center;"><b>30</b></td> <td style="text-align: center;"><b>40</b></td> <td style="text-align: center;"><b>50</b></td> <td style="text-align: right;"><b>TOTAL</b></td> </tr> </table>		<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>		<b>POSSIBLE POINTS</b>	<b>30</b>	<b>40</b>	<b>50</b>	<b>TOTAL</b>	
	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>								
<b>POSSIBLE POINTS</b>	<b>30</b>	<b>40</b>	<b>50</b>	<b>TOTAL</b>							
<b>PERCENT</b> (points achieved divided by points possible)	%										

**INSTRUCTIONS:** Score participant on above indicators during simulated interview. Observe the participant's actions and score on the following scale: **5- Superior, 4- Outstanding, 3- Acceptable, 2- Below average, 1- Unacceptable**

\_\_\_\_\_  
Participant's Signature                      Date                      Rater's Signature                      Date

- \* Required for proficiency for participants demonstrating Level 1 need
- \*\* Required for proficiency for participants demonstrating Level 2 need
- \*\*\* Required for proficiency for participants demonstrating Level 3 need

## PRE-ASSESSMENT

### WORK READINESS SKILL #6 SURVIVAL/DAILY LIVING SKILLS

#### SKILL STATEMENT

The applicant demonstrates proficiency in demonstrating Survival/Daily Living Skills by attaining a score of 80% on the following indicators (as determined by response to verbal instructions and rating quality and quantity of responses).

#### INSTRUCTIONS:

Verbally instruct applicant to provide information requested in each indicator listed below. Score performance on the following scale:

INDICATORS	SCORE 1 = YES 2 = NO
*1. The applicant can tell time in three different ways	
* 2. The applicant identifies and explains five work-related uses of the telephone	
* 3. The applicant identifies and explains five key areas of a paycheck	
* 4. The applicant is able to provide a detailed budget listing income/spending based on current situation	
**5. The applicant can describe a strategy of five different ways to get to and from work, home, school and/or training using public transportation	
**6. The applicant has done research (as documented by research conducted to date) on how to rent an apartment and can describe five steps in the process	
***7. The applicant has prepared a shopping list. If yes, have them submit a list with a minimum of ten items they need and can afford	
***8. The applicant has prepared a personal budget with a minimum of ten items. If yes, have applicant submit a personal budget with a minimum of ten items on it	
<b>PERCENT</b> (Points achieved divided by points possible)	<b>TOTAL</b>

Determine rater's responses based on the explanation of indicators that follow. Determine level of need based on the following:

- \* Required for proficiency for participants demonstrating Level 1 need.
- \*\* Required for proficiency for participants demonstrating Level 2 need.
- \*\*\* Required for proficiency for participants demonstrating Level 3 need.

## **EXPLANATION OF INDICATORS**

### **Survival/Daily Living Skills (SKILL #6)**

1. The participant can identify three different ways to tell time.
  - 5 the participant lists three different ways to tell time
  - 4 two ways
  - 3 one way
  - 2 less than one way
  - 1
2. The participant develops skills using the telephone, relating the usage to work.
  - 5 the participant lists 5 ways to use the telephone at work
  - 4 four ways
  - 3 three ways
  - 2 two ways
  - 1 one way
3. The participant can identify and explain his/her paycheck.
  - 5 the participant identifies and explains five items on a paycheck
  - 4 identifies four
  - 3 identifies three
  - 2 identifies two
  - 1 identifies one
4. The participant develops a complete budget based on minimum wage.
  - 5 the participant lists at least 5 necessary items they need to pay for (e.g. bus fare, clothing, school/work supplies, food, baby needs, daycare, etc.),
  - 4 four items
  - 3 three items
  - 2 two items
  - 1 one item
5. The participant utilizes public transportation in five ways to get to a job and to a training site.
  - 5 the participant lists five ways
  - 4 four ways
  - 3 three ways
  - 2 two ways
  - 1 one way
6. The participant provides back up of an apartment search.
  - 5 the participant must complete five of the key areas of an apartment search
  - 4 four key elements
  - 3 three elements
  - 2 two elements
  - 1 one element
7. The participant prepares a shopping list based on a minimum wage job.
  - 5 the participant must be within 5% of allotted amount for food
  - 4 be within 10%;
  - 3 be within 15%;
  - 2 be within 20%;
  - 1 be within 25%.

8. The participant will develop a workable spending plan detailing a systematic way of paying bills with a job that budgets future earnings
- 5 the participant must provide a spending plan showing expenses that include: savings, food, housing, utilities, clothing, transportation, insurance, recreation, child care, entertainment and other miscellaneous needs
  - 4 at least eight areas will be covered in each budget
  - 3 six areas will be covered in the budget
  - 2 four areas will be covered in the budget
  - 1 two areas will be covered in the budget

## POST-ASSESSMENT RATING SHEET

### WORK READINESS SKILL #6 SURVIVAL/DAILY LIVING SKILLS

Name \_\_\_\_\_ SS # \_\_\_\_\_ Level Of Need \_\_\_\_\_

#### SKILL STATEMENT

The participant demonstrates proficiency in Life Skills by attaining a score of 80% on the following indicators (as determined by observation of events and rating quality and quantity of responses):

A goal of 80% is desired with total possible points of **40**.

**INSTRUCTIONS:** Score participant on indicators according to the following scale:

*Superior = 5 Outstanding = 4 Acceptable = 3 Below Average = 2 Unacceptable = 1*

INDICATORS	SCORE ( 1-5 )
* 1. The participant is able to identify 3 ways to tell time	
* 2. The participant lists and explains 5 ways to utilize the telephone for work related issues	
* 3. The participant is able to interpret a payroll check and lists and describes 5 items usually found on a paycheck	
* 4. he participant develops a complete budget based on minimum wage	
** 5. The participant develops a strategy of 5 different ways to get to/from work, home, school and or training using public transportation	
** 6. The participant researches an apartment rental and a list and explains 5 steps in the process when renting an apartment	
***7. The participant prepares a shopping list based on living on his/her own, and lists their needs and wants vs. what they can afford	
***8. The participant develops a complete budget based on what is needed in order to survive financially based on future earnings	
<b>TOTAL</b>	
<b>PERCENT</b> ( points achieved divided by points possible )	<b>%</b>

**EXAMPLE :** Total from chart above divided = \_\_\_\_\_% achieved.  
**40 points possible**

Proficiency is determined by the applicant's ability to score 80% on the above indicators, with no score below "3".

Skill Attained? YES \_\_\_\_\_ NO \_\_\_\_\_ Attempt # \_\_\_\_\_ Date \_\_\_\_\_

The score has been discussed with me.

\_\_\_\_\_  
Participant's Signature      Date      Rater's Signature      Date

- \* Required for proficiency for participants demonstrating Level 1 need.
- \*\* Required for proficiency for participants demonstrating Level 2 need.
- \*\*\* Required for proficiency for participants demonstrating Level 3 need.

## WORK READINESS REVIEW FORM SKILL #7-12 PRE-ASSESSMENT (LEVEL 1)

APPLICANT NAME \_\_\_\_\_ SSN \_\_\_\_\_

**INSTRUCTIONS:** Ask the applicant to respond to the following questions:

QUESTIONS	RATING Yes =1 No = 0
1. Have you worked full time for at least <b>3</b> months (90 days) in the last 6 months with one employer (exclude Government-funded programs).  If you worked at least 3 or more months with the same employer, please list the name, address and phone number of the employer. _____ _____	
2. Do you have a written recommendation from a previous employer? If yes, attach the written recommendation.	
3. Have you been fired from any job or quit a job without cause? If yes, please list employer's name, address and phone number at state reason for termination _____ _____	
<b>TOTAL</b>	

### DETERMINATION OF NEED:

A score of **0** or **1** establishes the assumption of “**across the board need**” in job keeping capabilities and indicates that the applicant is **in need of overall assistance** in 7-12 work readiness skills at **Level 1**.

A score of **2** or **3** indicates that the applicant is **proficient** in 7-12 work readiness skills at **Level 1** and **NOT** in need of overall work readiness skills intervention at this level. **Proceed to the Level 2 Work Readiness Pre-Assessment.**

I certify that the above information is accurate and represents my determination that the applicant has certain characteristics that indicate need for assistance.

\_\_\_\_\_  
Staff Signature \_\_\_\_\_  
Date

This report has been discussed with me.

\_\_\_\_\_  
Applicant's Signature \_\_\_\_\_  
Date

## WORK READINESS REVIEW FORM SKILL #7-12 PRE-ASSESSMENT (LEVEL 2)

APPLICANT NAME \_\_\_\_\_ SSN \_\_\_\_\_

**INSTRUCTIONS:** Ask the applicant to respond to the following questions

QUESTIONS	RATING Yes = 1 No = 0
1. Have you worked full time for at least <b>4</b> months (120 days) in the last 6 months with one employer (exclude Government-funded programs).  If you worked at least 4 or more months with the same employer, please list the name, address and phone number of the employer. _____ _____	
2. Do you have a written recommendation from a previous employer? If yes, attach the written recommendation.	
3. Have you been fired from any job or quit a job without cause? If yes, please list employer's name, address, and phone number. _____ _____	
<b>TOTAL</b>	

### DETERMINATION OF NEED:

A score of **0** or **1** establishes the assumption of "**across the board need**" in job keeping capabilities and indicates that the applicant is **in need of overall assistance** in 7-12 work readiness skills at **Level 2**

A score of **2** or **3** indicates that the applicant is **proficient** in 7-12 work readiness skills at **Level 2** and **NOT** in need of overall work readiness skills intervention at this level. **Proceed to the Level 3 Work Readiness Pre-Assessment.**

I certify that the above information is accurate and represents my determination that the applicant has certain characteristics that indicate need for assistance.

\_\_\_\_\_  
Staff Signature Date

This report has been discussed with me.

\_\_\_\_\_  
Applicant's Signature Date

## WORK READINESS REVIEW FORM SKILL #7-12 PRE-ASSESSMENT (LEVEL 3)

APPLICANT NAME \_\_\_\_\_ SSN \_\_\_\_\_

**INSTRUCTIONS:** Ask the applicant to respond to the following questions:

QUESTIONS	RATING Yes = 1 No = 0
1. Have you worked full time for at least <b>5</b> months (150 days) in the last 6 months with one employer (exclude Government-funded programs).  If you worked at least 5 or more months with the same employer, please list the name, Address, and phone number of the employer. _____ _____	
2. Do you have a written recommendation from a previous employer? If Yes, attach the written recommendation.	
3. Have you been fired from any job or quit a job without cause? If Yes, please list the Employer's name, addresses, and phone number. _____ _____	
<b>TOTAL</b>	

### DETERMINATION OF NEED:

A score of **0** or **1** establishes the assumption of "**across the board need**" in job keeping capabilities and indicates that the applicant is **in need of overall assistance** in 7-12 work readiness skills at **Level 3**.

A score of **2** or **3** indicates that the applicant is **proficient** in 7-12 work readiness skills at **Level 3** and **NOT** in need of overall work readiness skills intervention at any level.

I certify that the above information is accurate and represents my determination that the applicant has certain characteristics that indicate need for assistance.

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Date

This report has been discussed with me.

\_\_\_\_\_  
Applicant's Signature

\_\_\_\_\_  
Date

## POST-ASSESSMENT RATING SHEET WORK READINESS SKILL # 7 AND # 8

### SKILL #7 - Maintaining Regular Attendance

Participant demonstrates proficiency in maintaining **regular attendance** by coming to and remaining on location during the assigned hours 90% of the time with prior notice of **absence** given and excuse received and accepted in all situations.

### SKILL # 8- Being Consistently Punctual

Participant demonstrates proficiency in being **consistently punctual** and ready to begin activities 90% of the time with prior notice of **tardiness** given and excuse received and accepted in all instances.

### INSTRUCTIONS:

Participant is scored on how well s/he performs in "Maintaining Regular Attendance" **and/or** "Being Consistently Punctual" category. Review the participant's attendance and enter the number of days the participant was late or absent using the Attendance Calendar below. Information can be verified by the timecards s/he submitted.

**NOTE:** An excused absence will be defined by the Local Area/Service Provider and maintained on file for review

### ATTENDANCE CALENDAR

HOURS IN ATTENDANCE					
Work Week	Mon	Tues	Wed	Thurs	Fri
First					
Second					
Third					
Fourth					

TOTAL DAYS TARDY	TOTAL DAYS ABSENT
% achieved	% achieved

Calculate the number of days **Late or absent** then divide (÷) by the total number of workdays.

### EXAMPLE:

$$\frac{\text{Days Late/Absent}}{\text{\# of Work Days}} = \text{\% achieved}$$

**KEY:** Level 1 - 20 consecutive working days  
 Level 2 - 40 consecutive working days  
 Level 3 - 60 consecutive working days

## **EXPLANATION OF INDICATORS**

### **Attitudes and Behaviors (SKILL # 9)**

1. Participant adheres to established site rules, regulations, personnel policies and safety practices; avoids illegal actions and remains free from the influence of drugs/alcohol.
  - 5 there can be no violations
  - 4 one violation
  - 3 two violations
  - 2 three violations
  - 1 four or more violations

**NOTE:** Any use of drugs/alcohol constitutes an automatic rating of 1.
2. Participant shows attentiveness and willingness to learn.
  - 5 there can be no instances where the participant does not show attentiveness and a willingness to learn
  - 4 one instance
  - 3 two instances
  - 2 three instances
  - 1 four or more instances
3. The participant consistently exhibits work/study habits which promote individual success and growth, e.g., completing assignments, calling when ill or late, requesting additional assignments, following instructions, etc.
  - 5 there can be no instances of lack of dependability
  - 4 one instance
  - 3 two instances
  - 2 three instances
  - 1 four or more instances
4. Participant does not talk back to supervisor or trainer disrespectfully, give excuses, refuse to perform, gripe about repetitive work or act in an insubordinate manner.
  - 5 there can be no instances of complaint
  - 4 one instance
  - 3 two instances
  - 2 three instances
  - 1 four or more instances
5. The participant carries out assigned tasks without having to be prompted, urged or given an ultimatum.
  - 5 there can be no instances where the participant does not assume responsibility
  - 4 one instance
  - 3 two instances
  - 2 three instances
  - 1 four or more instances
6. The participant seeks additional assignments when tasks are completed, exhibits desire to grow/succeed and suggests appropriate ways to improve performance.
  - 5 there can be no instances of lack of initiative
  - 4 one instance
  - 3 two instances
  - 2 three instances
  - 1 four or more instances
7. The participant performs work carefully and diligently and patiently seeks to produce outcomes that conform to established standards.
  - 5 there can be no instances
  - 4 one instance
  - 3 two instances
  - 2 three instances
  - 1 four or more instances

8. The participant is truthful when reporting facts and events and does not lie or steal.

5 there can be no instances of dishonesty'

4 one instance

3 two instances

2 three instances

1 four or more instances

**WORK READINESS POST-ASSESSMENT  
RATING SHEET  
SKILL # 9 - DEMONSTRATING POSITIVE ATTITUDES/BEHAVIORS**

**SKILL STATEMENT**

Participant demonstrates proficiency in maintaining positive attitudes/behavior covering a period of consecutive working days according to the levels listed in the key below.

A goal of 80% is desired with total possible points of **40**.

**INSTRUCTIONS:**

Review and score participant's performance in "Demonstrating Positive Attitudes/Behaviors" according to the following scale:

**Always = 5      Usually = 4      Sometimes = 3      Infrequently = 2      Rarely = 1**

INDICATORS	RATING
1. The participant will conduct him/herself appropriately	
2. The participant will participate in an active/interested fashion	
3. The participant will be dependable	
4. The participant will accept assignments without complaints	
5. The participant will assume responsibility	
6. The participant will show initiative	
7. The participant will exhibit concern for quality of work	
8. The participant will act honestly	
<b>TOTAL</b>	

Calculate the total points divided by the total points possible (**40**).

**EXAMPLE:**                       $(\div) \frac{\text{Total Points from chart above}}{40} = \text{_____} \% \text{ achieved}$

Proficiency is determined by the participant's ability to score 80% on the above indicators, with no score below a "3".

**KEY:**    Level 1 - 20 consecutive working days  
           Level 2 - 40 consecutive working days  
           Level 3 - 60 consecutive working days

## **EXPLANATION OF INDICATORS**

### **"Appearance" (SKILL # 10)**

1. Participant's hair is clean and neatly styled.
  - 5 there are no instances when hair is not clean and neatly styled
  - 4 one instance
  - 3 two instances
  - 2 three instances
  - 1 more than three instances
  
2. Participant's clothes are neat and clean. Clothes are not soiled, in disrepair or wrinkled.
  - 5 there are no instances when clothing is not neat and clean
  - 4 one instance
  - 3 two instances
  - 2 three instances
  - 1 more than three instances
  
3. Participant wears appropriate shoes. Shoes are in accordance with site safety standards, are laced and tied (if appropriate) and in good repair.
  - 5 there are no instances of inappropriate attire
  - 4 one instance
  - 3 two instances
  - 2 three instances
  - 1 more than three instances
  
4. Participant wears clothing in accordance with the established dress code, including jewelry or other fashion accessories.
  - 5 there are no instances of inappropriate attire
  - 4 one instance
  - 3 two instances
  - 2 three instances
  - 1 more than three instances
  
5. Participant is free from objectionable body odor, including use of excessive perfume/cologne.
  - 5 there is no occurrence of objectionable odor
  - 4 one occurrence
  - 3 two occurrences
  - 2 three occurrences
  - 1 more than three occurrences

**WORK READINESS POST-ASSESSMENT  
RATING SHEET  
SKILL # 10 - PRESENTING APPROPRIATE APPEARANCE**

**SKILL STATEMENT**

Participant demonstrates proficiency in presenting appropriate appearance covering a period of consecutive working days according to the levels listed in the key below. Local area must define what constitutes "appropriate" appearance for each worksite where work readiness is measured.

A goal of 80% is desired with total possible points of **25**.

**INSTRUCTIONS**

Review and score participant's performance in "Presenting Appropriate Appearance"

**Always = 5      Usually = 4      Sometimes = 3      Infrequently = 2      Rarely = 1**

INDICATORS	RATING
1. The participant's hair will be clean and neatly styled	
2. The participant's clothing will be neat and clean	
3. The participant will wear appropriate shoes	
4. The participant will wear appropriate clothing	
5. The participant will be free from objectionable body odor	
<b>TOTAL</b>	

Calculate the total points divided by the total points possible (**25**).

**EXAMPLE:**                       $(\div) \frac{\text{Total Points from chart above}}{25} = \text{_____} \% \text{ achieved}$

Proficiency is determined by the participant's ability to score 80% on the above indicators, with no score less than a "3".

**KEY:**    Level 1 - 20 consecutive working days  
           Level 2 - 40 consecutive working days  
           Level 3 - 60 consecutive working days

**ATTACHMENT:** To be given to Instructor or Worksite Supervisor.

**WORK READINESS POST-ASSESSMENT  
RATING SHEET FOR  
WORK/TRAINING SITE APPEARANCE REQUIREMENTS**

**PARTICIPANT NAME:** \_\_\_\_\_ **SSN:** \_\_\_\_\_

**WORK/TRAINING SITE:** \_\_\_\_\_

**JOB TITLE (if appropriate):** \_\_\_\_\_

**LIST DRESS REQUIREMENTS AT WORK/TRAINING SITE:**

INDICATORS	APPROPRIATE	INAPPROPRIATE
HAIRSTYLE		
NEATNESS AND REPAIR OF CLOTHING		
SHOES		
CLOTHING		
CLEANLINESS/GROOMING		

**COMMENTS:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## EXPLANATION OF INDICATORS "Interpersonal Relations" (SKILL # 11)

1. Participant maintains harmonious and cooperative relationships with supervisor in work environment, showing respect, cordiality, sensitivity, and a professional manner.
    - 5 there are no instances of inappropriate interaction with supervisor
    - 4 one instance
    - 3 two instances
    - 2 three instances
    - 1 more than three instances
  2. Participant reacts appropriately to authority, and receives feed back regarding job performance without protest; he/she attempts to remedy any "problem", e.g., by redoing unacceptable work.
    - 5 there are no instances when participant rejects constructive criticism/guidance
    - 4 one instance
    - 3 two instances
    - 2 three instances
    - 1 more than three instances
  3. Participant maintains harmonious and cooperative relationships with co-workers in work environment, showing respect, cordiality, sensitivity, and a professional manner.
    - 5 there are no instances of inappropriate interaction with co-workers
    - 4 one instance
    - 3 two instances
    - 2 three instances
    - 1 more than three instances
  4. Participant seeks satisfactory solutions to disputes, attempts to negotiate differences of opinions, maintains self-control, refrains from verbal abuse and physical violence, and settles disagreements in an acceptable manner.
    - 5 there are no instances of inappropriate attempts at problem solving
    - 4 one instance
    - 3 two instances
    - 2 three instances
    - 1 more than three instances
- NOTE: Any display of physical violence is an automatic "1" rating.**
5. Participant expresses thoughts/ideas in an understandable manner.
    - 5 there are no instances of miscommunication
    - 4 one instance
    - 3 two instances
    - 2 three instances
    - 1 more than three instances
  6. Participant refrains from using profanity or making discriminatory remarks.
    - 5 there are no instances of inappropriate language
    - 4 one instance
    - 3 two instances
    - 2 three instances
    - 1 more than three instances
  7. Participant demonstrates respect for the belongings of other people and for the facility, refraining from misusing or damaging same.
    - 5 there are no instances of disrespect for property
    - 4 one instance
    - 3 two instances
    - 2 three instances
    - 1 more than three instances

## POST-ASSESSMENT RATING SHEET SKILL # 11 - INTERPERSONAL RELATIONS

### SKILL STATEMENT

Participant demonstrates proficiency in exhibiting good interpersonal relations covering a period of consecutive working days according to the levels listed in the key below.

A goal of 80% is desired with total possible points of **35**.

### INSTRUCTIONS:

Review and score participant's performance in "Exhibiting Good Interpersonal Relations"

**Always = 5      Usually = 4      Sometimes = 3      Infrequently = 2      Rarely = 1**

INDICATORS	RATING
1. The participant will interact appropriately with supervisor	
2. The participant will accept constructive criticism and guidance	
3. The participant will interact appropriately with co-workers	
4. The participant will seek satisfactory solutions to disputes, conflict and/or differences of opinion	
5. The participant communicates clearly	
6. The participant uses appropriate language	
7. The participant shows consideration for the property of others	
<b>TOTAL</b>	

Calculate the total points divided by the total points possible (**35**).

**EXAMPLE:**                      (+)  $\frac{\text{Total Points from chart above}}{35} = \underline{\hspace{2cm}}$  % achieved

Proficiency is determined by the participant's ability to score 80% on the above indicators, with no score below a "3".

**KEY:**    Level 1 - 20 consecutive working days  
           Level 2 - 40 consecutive working days  
           Level 3 - 60 consecutive working days

## **EXPLANATION OF INDICATORS**

### **"Completing Tasks Effectively" (SKILL # 12)**

1. Participant executes written and/oral instructions.
  - 5 there are no instances of failure to follow directions
  - 4 one instance
  - 3 two instances
  - 2 three instances;
  - 1 more than three instances
2. Participant asks appropriate questions regarding tasks to be performed.
  - 5 there are no instances of failure to seek clarification or assistance
  - 4 one instance
  - 3 two instances
  - 2 three instances
  - 1 more than three instances
3. Participant is aware of and reports to proper individuals for various situations, e.g., sickness, work related difficulties.
  - 5 there are no instances of non-compliance with the "chain of command";
  - 4 one instance
  - 3 two instances
  - 2 three instances
  - 1 more than three instances
4. Participant demonstrates the capacity to organize and sequence tasks in order of importance.
  - 5 there are no instances of inability to organize and sequence tasks in order of importance
  - 4 one instance
  - 3 two instances
  - 2 three instances
  - 1 more than three instances
5. Participant manages time and completes tasks efficiently within established deadlines; he/she works at steady speed/acceptable pace.
  - 5 there are no instances of non-compliance with established deadlines
  - 4 one instance
  - 3 two instances
  - 2 three instances
  - 1 more than three instances
6. Participant accurately and effectively completes assigned tasks in their entirety, works productively with attention to detail, and satisfies related substantive, procedural and/or quantitative requirements and specifications.
  - 5 there are no instances where assigned tasks are incomplete
  - 4 one instance
  - 3 two instances
  - 2 three instances
  - 1 more than three instances
7. Participant completes his/her portion of the workload, taking on additional tasks when required.
  - 5 there are no instances of failure to work as part of a team
  - 4 one instance
  - 3 two instances
  - 2 , three instances
  - 1 more than three ins

8. Participant request additional work or proceeds with a logical extension of tasks when assignments are complete.
- 5 there are no instances of lack of initiative
  - 4 one instance
  - 3 two instances
  - 2 three instances
  - 1 more than three instances
9. Participant stays on tasks; he/she does not day dream, socialize inappropriately, or have his/her attention directed by external interruptions.
- 5 there are no instances of participant being distracted
  - 4 one instance
  - 3 two instances
  - 2 three instances
  - 1 more than three instances
10. Participant recognizes own errors and makes appropriate corrections as needed; he/she persists and keeps on striving despite difficulties.
- 5 there are no instances of failure to recognize errors and to proceed despite mistakes, set backs/barriers
  - 4 one instance
  - 3 two instances
  - 2 three instances
  - 1 more than three instances
11. Participant works during assigned work periods, taking breaks only as scheduled.
- 5 there are no instances of failure to work at proper times
  - 4 one instance
  - 3 two instances
  - 2 three instances
  - 1 more than three instances
12. Participant performs tasks with minimal supervision, and makes appropriate decisions objectively and adequately, according to the situation presented.
- 5 there are no instances of failure to work independently
  - 4 one instance
  - 3 two instances
  - 2 three instances
  - 1 more than three instances
13. Participant does not allow domestic and/or social situations to intrude in the workplace, e.g., makes appropriate day care and/or transportation arrangements, handles marital, health, housing and financial problems and is alert at work.
- 5 there are no instances of failure to allow personal or social situations to intrude in the work place
  - 4 one instance
  - 3 two instances
  - 2 three instances
  - 1 more than three instances
14. Participant maintains work station, machinery, tools, and materials/supplies in accordance with operative requirements, and complies with applicable 'set up' and 'break down' routines.
- 5 there are no instances of failure to comply with work area cleanliness/safety standards
  - 4 one instance
  - 3 two instances
  - 2 three instances
  - 1 more than three instances

## POST-ASSESSMENT RATING SHEET

### SKILL # 12 - COMPLETING TASKS EFFECTIVELY

#### SKILL STATEMENT

Participant demonstrates proficiency in completing tasks effectively covering a period of consecutive working days according to the levels listed in the key below.

A goal of 80% is desired with total possible points of **70**.

#### INSTRUCTIONS:

Review and score participant's performance in "Completing Tasks Effectively"

INDICATORS	RATING
1. The participant will follow directions	
2. The participant will seek clarification and assistance as needed	
3. The participant will work within "chain of command" as team member or on own, as appropriate	
4. The participant will prioritize the tasks involved in assignments	
5. The participant will complete tasks in a timely manner	
6. The participant will complete tasks in a thorough manner	
7. The participant will perform requisite share of work and gives extra effort when needed	
8. The participant will seek additional assignments when assigned tasks are completed	
9. The participant will function without being easily distracted	
10. The participant will admit mistakes and continues on task in spite of setbacks	
11. The participant will stop working only at proper times	
12. The participant will work independently	
13. The participant will keep personal life from interfering with work	
14. The participant will keep work area and equipment clean and free from preventable hazards	
<b>TOTAL</b>	

Calculate the total points divided by the total points possible (**70**).

**EXAMPLE:**                    (+)  $\frac{\text{Total Points from chart above}}{70} = \text{_____} \% \text{ achieved}$

Proficiency is determined by the participant's ability to score 80% on the above indicators, with no score below a "3".

**KEY:**    Level 1 - 20 consecutive working days  
           Level 2 - 40 consecutive working days  
           Level 3 - 60 consecutive working days

# **Occupational Skills Section**

# Skill Attainment Summary

## **Skill Area:** Occupational Skills

### **1. Pre-Assessment**

The OSA (Presumptive Needs) of the Occupational Skills Attainment Record (JT 036-3) are the Pre-Assessment tools.

### **2. Individual Service Strategy**

Local Areas/Service Providers will use an Individual Service Strategy format that complies with State guidelines. Development and maintenance of the ISS will be monitored to assure that the necessary criteria are included. The Local Area/Service Provider will maintain a copy of the ISS on file.

### **3. Documentation**

The Occupational Skills Attainment Record (JT 036-3) will be used to document Occupational Skills attainment for reporting purposes. Back-up documentation will be kept at the Local Area/Service Provider site and will be monitored. Backup documents that support the skill attained must be on file at the time of the monitoring. These include but are not limited to: Pre-Assessment results, ISS, and Post-assessment results.

### **4. Post-Assessment**

The Occupational Skills Attainment Record (JT 036-3) is the post-assessment tool.

### **5. Certification**

The Local Area/Service Provider will award a certificate to each participant who successfully completes all requirements for a Occupational Skill attainment. A copy of the certificate will be maintained in the participant records. The certificate should list the Occupational Skill area as well as the specific skills attained.

## SKILL ATTAINMENT GOALS AND ACTIVITIES

GOAL TYPE	ALLOWABLE WIA ACTIVITY/SERVICE
<b>OCCUPATIONAL SKILLS</b>	<p><b>OJA (428):</b> Public sector training of an individual in the public (government) sector, while engaged in productive work, which provides knowledge and skills essential to the full and adequate performance of the job.</p> <p><b>OJB (428):</b> Private Sector Training of an individual in the private sector, while engaged in productive work, which provides knowledge and skills essential to the full and adequate performance of the job.</p> <p><b>OST (416):</b> Instruction designed to provide the individual with the technical skills and information required to perform a specific job or group of jobs including non-traditional training.</p> <p><b>YES (400):</b> One of ten program elements offered to youth. It is not intended as a stand-alone program. Employment opportunities must provide direct linkages to academic and occupational learning, and may provide other elements and strategies as appropriate to serve the need and goals of the participants.</p> <p><b>WEX (407):</b> Work experiences are designed to enable youth to gain exposure to the working world and its requirements. Work experience should help youth acquire the personal attributes, knowledge, and skills needed to obtain a job and advance in employment. The purpose is to provide the youth participant with the opportunities for career exploration and skill development and is not intended to benefit the employer, although the employer may, in fact, benefit from the activities performed by the youth. Work experiences may include the following:</p> <ul style="list-style-type: none"> <li>• Instruction in employability skills or generic workplace skills such as those identified by the Secretary’s Commission on Achieving Necessary Skills (SCANS);</li> <li>• Exposure to various aspects of an industry;</li> <li>• Progressively more complex tasks;</li> <li>• Internships and job shadowing</li> <li>• The integration of basic academic skills into work activities;</li> <li>• Supported work, work adjustment, and other transition activities;</li> <li>• Entrepreneurship; and</li> <li>• Other elements designed to achieve the goals of work experience.</li> </ul> <p>Work experiences are planned; structured learning experiences that place in the workplace for a limited period of time. Work experiences may be paid or unpaid, as appropriate. A work experience workplace may be in the private for-profit sector, the private non-profit sector, or the public sector</p>

# OCCUPATIONAL SKILLS ASSESSMENT (OSA)

Name: \_\_\_\_\_

SSN: \_\_\_\_\_

This form is designed to document need for training in the Occupational Skills area (On-Site or Classroom Occupational Skills). If need for training is determined, the applicant/participant is eligible for a "Skill Attainment – Occupational Skills" outcome. If need is not established, an outcome other than "Skill Attainment – Occupational Skills" will be necessary.

**INSTRUCTIONS:** Respond to questions regarding applicant/participant prior experience/occupational training. Award one (1) point for each "YES" response; zero (0) points for each "NO" response.

*Notes/Comments and clear proof/documentation must be included to explain and verify all responses.*

**Scoring**  
**YES = 1**      **NO = 0**

**SECTION 1:**

- A. Does applicant/participant have experience in the occupation in which training will be provided? \_\_\_\_\_
  
- B. Has applicant/participant successfully completed training (received a certificate or credential) in the occupation in which training will be provided? \_\_\_\_\_

**SECTION 1 TOTAL** \_\_\_\_\_

If score is "0", need has been established for skill attainment. If score is "1" or "2" proceed to Section II.

**SECTION II:**

- A. Does applicant/participant have more than 3 months of experience in the occupation in which training will be provided or is experience sufficient in the occupation as shown by circumstances identified on the ISS? \_\_\_\_\_
  
- B. Has applicant/participant successfully completed training (received a certificate or credential) in the occupation in which training will be provided? \_\_\_\_\_

**SECTION II TOTAL** \_\_\_\_\_

If score is "0", need has been established for skill attainment. If score is "1" or "2", the Skills Attainment Record (JT-036-3), will be necessary for determination of need for Occupational Skills. **Note:** The Local Area may elect to enroll applicant/participant in non-skill based training at this point and plan for outcomes other than skill attainment.

I certify that the above information is accurate and represents my determination of the applicant/participant's need for assistance.

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Date

This report has been discussed with me.

\_\_\_\_\_  
Applicant/Participant Signature

\_\_\_\_\_  
Date

## **OCCUPATIONAL SKILLS ON-SITE/CLASSROOM**

### **SKILL STATEMENT – ON-SITE**

The participant demonstrates proficiency in On-Site Occupational Skills by attaining a score of one hundred percent (100%) on a minimum of six (6) employer specific job skills, as evidenced by observation of performance and/or product review.

### **MINIMUM LEVEL OF NEED – ON-SITE**

Participants assessed to be fifty percent (50%) deficient in the employer generated skills listed will be eligible for a Skill Attainment in Occupational Skills.

### **SKILL STATEMENT – CLASSROOM**

The participant demonstrates proficiency in Classroom Occupational Skills by attaining a score of one hundred percent 100% proficiency in a minimum of six (6) of the listed skills on the Local Area approved rating sheet as evidenced by observation of performance and/or product review.

### **MINIMUM LEVEL OF NEED – CLASSROOM**

Participant assessed to be fifty percent (50%) deficient or more on the Pre-Assessment will be eligible for a Skill Attainment Occupational Skills.