

# Objective Assessment

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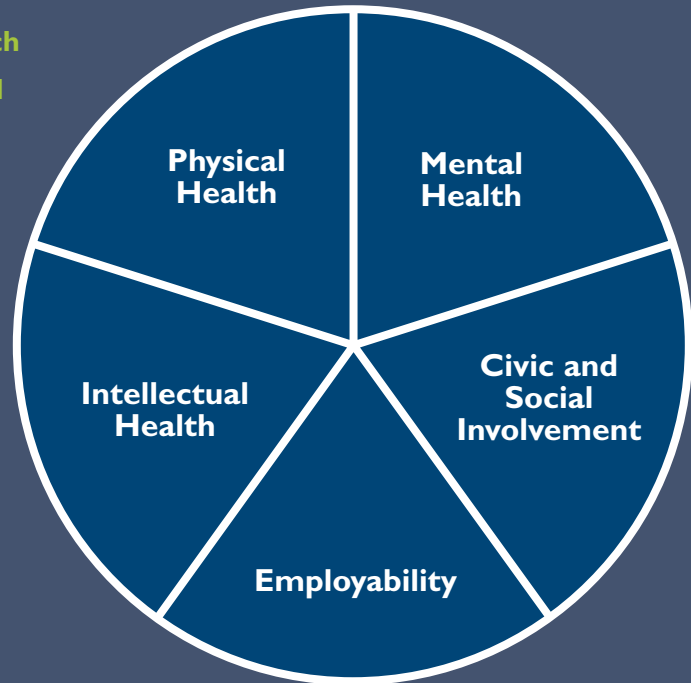
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# PART I

## What Is Objective Assessment?

Youth development is the process by which youth make the transition from childhood to adulthood. All youth have essential needs that must be met if they are to make this transition successfully. These needs fall into 5 categories: mental health, physical health, civic and social involvement, intellectual health, and employability. Effective youth services programs meet the needs of youth in each of those 5 categories.



Workforce Investment Act (WIA) youth programs offer a range of services to help at-risk youth make a successful transition to adulthood. Objective assessment is the process of determining what a youth needs to make that transition.

## OBJECTIVE ASSESSMENT AND PERFORMANCE

Objective assessment has a strong impact on a youth's performance. If assessment is conducted properly, the youth will be entered into activities that will allow him or her to make a successful transition to employment, education, and independent adulthood.

### What's Ahead in *Objective Assessment*?

**Parts II through VII** look at definitions, general principles of effective assessment, selecting and using assessments, administering assessments, interpreting and using assessment results, and conducting assessments ethically.

**Part VIII** provides tools that WIA youth staff can use to conduct an effective objective assessment.

# PART III

## Overview of Objective Assessment

Objective assessment identifies the academic levels, skill levels, and service needs of each WIA youth participant and includes a review of the basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of the youth. A new assessment of a youth is not required if it is determined that it is appropriate to use a recent assessment of the youth conducted in another education or training program (WIA §129(c)(1)(A)).

Objective assessment should be a youth-centered, diagnostic evaluation of the youth's situation and needs related to work and the local labor market, including employment barriers, family situation, education, occupational skills, attitudes towards work, motivation, behavior patterns affecting employment potential, and financial resources (Workforce411, *Workforce Development Glossary*, n.d.).

This information is used to develop an individual service strategy (ISS) that includes goals for each youth, and to measure progress while the youth is in the program.

### INITIAL ASSESSMENT AND OBJECTIVE ASSESSMENT

Following intake, WIA youth staff gather and document information to identify each youth's barriers and to determine if WIA youth services are appropriate. Information is also gathered to help determine a youth's needs for supportive services such as transportation, child care, dependent care, medical services, housing, and work clothing or tools. This process is initial assessment, a form of informal assessment. Initial assessment is not required by law and does not initiate participation in WIA.

Objective assessment, on the other hand, is required by law, is a service, and does initiate participation in WIA. It involves formal assessment in addition to informal assessment. There are many types of formal assessment used in WIA youth objective assessment. The most familiar type of formal assessment is an achievement test that measures what a youth already knows or can do. Examples include a math test or a basic skills test.

Another type of achievement test is a skill or performance test that requires test-takers to demonstrate a skill or procedure rather than just demonstrate knowledge about it. An occupational skills test is an example. Other formal assessments measure traits, characteristics, interests, or aptitudes related to work and careers.

The U.S. Department of Labor (USDOL) mandates the use of specific basic skills assessments for the objective assessment of WIA out-of-school youth. Local workforce investment boards (WIBs) are free to select appropriate assessments for traits, characteristics, interests, or aptitudes related to work and careers.

## ACCEPTABLE BASIC SKILLS ASSESSMENTS

Basic skills assessment choice differs for out-of-school youth and in-school youth.

### Out-of-School Youth

For out-of-school youth, local areas must use 1 of the assessments that have been crosswalked to the National Reporting System (NRS) educational functioning levels (EFLs).

- Comprehensive Adult Student Assessment System (CASAS)
- Test of Adult Basic Education (TABE) (7/8 or 9/10)
- Adult Basic Learning Examination (ABLE)
- WorkKeys
- Student Performance Level (SPL) – English as a Second Language (ESL) only
- Basic English Skills Test (BEST) – ESL only (TEGL 17-05, Attachment C)

### In-School Youth

Any assessment that measures the basic skills required can be used for in-school youth.

## **TIMING OF BASIC SKILLS ASSESSMENTS**

Objective assessment must be conducted within 60 days of participation. Appropriate basic skills assessments given 6 or fewer months before the date of participation may be used for an objective assessment of literacy/numeracy skills for out-of-school youth (TEGL 17-05).

The sooner a youth takes an assessment, the sooner necessary remedial services can begin. This is especially important when considering out-of-school youth because of the Literacy and Numeracy Gains Common Measure.

However, good youth development practice indicates that a test is not the first experience the youth should have once he or she begins WIA participation. Many at-risk or out-of-school youth have had negative experiences with tests and WIA programs must manage assessment carefully to keep youth engaged.

In practice, it is best to assess the youth within 10 days of participation, but this will depend on the individual youth. It is not necessary to delay the start of other WIA youth services until the objective assessment has been completed.

## **THE PURPOSE OF OBJECTIVE ASSESSMENT**

Objective assessment identifies the youth's strengths that can be built upon to ensure that he or she makes a successful transition to employment and further education. Objective assessment also identifies barriers that might get in the way of that transition.

The purpose of objective assessment is to gather enough information to develop a meaningful ISS by building on information taken during intake. Details identified about individual youth should include their strengths as well as barriers. These strengths and barriers will determine services received by the youth through

- Program elements
- Supportive services
- Referral outside of WIA
- Co-enrollment in WIA adult or dislocated worker services

Objective assessment and the ISS go hand in hand. Objective assessment identifies needs and strengths and the ISS identifies specific activities from different providers and programs (including partner programs) to build on strengths and meet those needs.

Areas that should be assessed include

- Basic skills
  - Reading, writing, math, and English language proficiency (for ESL youth)
- Prior work experience
  - What employment the youth has held, both formal and informal
- Occupational skills
  - Technical skills necessary to perform tasks in a specific occupation
- Employability (e.g., Secretary’s Commission on Achieving Necessary Skills [SCANS] skills or other work readiness/life skills)
  - Readiness to get and hold employment
- Occupational interests (including nontraditional occupations)
  - Occupations and careers that a youth might like
- Occupational aptitudes (including nontraditional occupations)
  - What a youth can learn to do
- Supportive service needs
  - Services needed for a youth to participate in the WIA youth program
- Developmental needs
  - What a youth needs in order to develop employability and career-related skills in each of the areas above
- Other factors that may affect the youth’s successful transition to employment and further education
  - Adult role models
  - Learning success and school experiences
  - Study skills
  - Career awareness
  - Leadership experience
  - Other interests or involvement

# PART III

## Principles of Effective Assessment

Objective assessment is ongoing and results should be reviewed at least yearly. Objective assessment results feed into the ISS, which should be updated as the youth progresses.

Objective assessment results are a baseline against which progress can be measured and indicate what level of instruction a youth needs (e.g., basic skills tutoring before enrolling in General Educational Development [GED] preparation). They identify strengths and interests as well as weaknesses and challenges.

It is important to offer youth the opportunity to take multiple assessments such as work style inventories or career awareness inventories to help increase self-awareness. Not every assessment needs to be a high-stakes test. Make the assessment processes youth-friendly – don't use the word *test*. Too often, WIA youth have failed in school and the idea of taking another test can be odious enough to turn them away from WIA. Call it *an assessment*, *an inventory*, or *a checklist*, depending on the type of assessment used.

Case managers must ensure that a youth knows why he or she is being assessed and how the results will be used. They also

- Determine the assessments to be used
- Explain the assessment and how the results will be used
- Administer and score the assessment (or send it out for scoring)
- Share the results with the youth
- Document assessment results in case files and in Sharing Career Opportunities and Training Information (SCOTI)

A case manager should use a variety of methods and tools to assess a youth – whatever he or she thinks will work best with a particular youth. The more information that can be gathered through conversation with a youth, the better. A standardized assessment must be used for basic skills; otherwise, use the fewest forms possible to get the information you need. Methods that can be used to obtain information about the youth include

- Structured questioning
- Informal conversation
- Observation
- Self-assessment checklists
- Structured worksheets or inventories
- Formal, standardized assessments

Results of objective assessment should be documented in SCOTI and in case files. Local policies, procedures, and forms should be reviewed periodically to ensure that they are still appropriate.

### **TRAINING TEST ADMINISTRATORS**

All tests, no matter how simple they may seem, need to be administered by trained staff to ensure that the results will be valid. If the test is complex, professional training may be needed; if the test is relatively simple, the instructions in the test manual may be sufficient. Those administering the test should be thoroughly familiar with all testing procedures including time limits and requirements for specific equipment or facilities.

# PART IV

## Select and Use Assessments

### USE A CRITERION-REFERENCED ASSESSMENT, IF POSSIBLE

Assessments are either criterion-referenced or norm-referenced.

**Criterion-referenced assessments** show how a test-taker scores against an absolute standard. Usually, that criterion consists of a whole set of detailed standards against which the test-taker is measured. Examples of criterion-referenced assessments are occupational certification examinations, state graduation examinations, and driver's license examinations. Classroom tests that measure how well students have mastered the material taught are also criterion-referenced assessments. Another example is WorkKeys.

Use criterion-referenced assessments to

- Determine specifically what a youth knows and is able to do
- Determine whether a youth has met specific standards
- Place an individual youth in appropriate programs based on instructional levels
- Measure a youth's gains in achievement over time
- Assess program effectiveness

**Norm-referenced assessments**, on the other hand, show how a single test-taker's results compare to the results of other test-takers or how a single group of test-takers compares to another group. Test-takers are ranked by comparing 1 test-taker's performance to that of a sample population of similar test-takers (called a norm group). Norm-referenced assessments include the Iowa Tests of Basic Skills, the California Achievement Test, the Stanford Achievement Test, the SAT, and the ACT. When selecting an assessment, be sure that the norming data is no more than 15 years old.

If possible, WIA youth programs should use criterion-referenced assessments to identify youth's academic levels, including basic skills levels, and skill levels, including occupational skill levels. Criterion-referenced assessments provide detailed information on the specific skills youth have and those they don't have. Norm-referenced assessments, on the other hand, only tell you how a youth compares to other youth – they don't tell you the skills the youth has and those the youth lacks. Norm-referenced assessments do not provide the detailed information necessary to identify specific services needed or to measure skill gains over time.

Some assessments, like the TABE 9/10, have both criterion-referenced items and norm-referenced items.

### USE A STANDARDIZED ASSESSMENT

An assessment is standardized when every test-taker has an equal opportunity to accurately demonstrate his or her knowledge or other characteristic being measured. Developers achieve this, in part, by examining individual items and the assessment as a whole to eliminate any possible racial, ethnic, cultural, linguistic, or socioeconomic bias. The assessment is normed against a representative sample of the target population to verify that items are not biased and to provide statistical evidence of quality.

Developers provide standard instructions for administering the assessment. Instructions are often elaborate, including scripts that must be read verbatim. This ensures that all test-takers are receiving the same instructions.

Instructions may also recommend adjustments in assessment procedures for youth with specific disabilities or for ESL youth, along with statistical evidence of the quality of such adjustments. Finally, specific and detailed instructions are provided on scoring the assessment and interpreting results.

### USE AN ASSESSMENT WITH EVIDENCE OF RELIABILITY

Reliability is a critical technical characteristic of a good assessment; an assessment is reliable if it gives consistent results – over time, across different administrations, or across different raters. Positive correlations (+0.6 or greater) provide statistical evidence of reliability. For high-stakes outcomes such as placement in a program, the reliability of an assessment should be above +0.8, preferably in the +0.9 range.

Correlation is the measure of the relationship between 2 variables.

It varies from 0 (random relationship) to +1 (perfect linear relationship) or -1 (perfect negative linear relationship).

## USE AN ASSESSMENT WITH EVIDENCE OF VALIDITY

Validity is another critical technical characteristic of a good assessment; an assessment is valid if it accurately measures what it is intended to measure. Assessments are only valid for the purposes specified by the developer. An assessment that is valid for comparisons between individual test-takers may not be valid if used to compare programs unless the developer has validated it for that purpose.

### Statistical Evidence

Statistical evidence can demonstrate that an assessment is valid. A valid assessment should show a positive correlation between +0.6 and +1.0 with

- Other valid, reliable assessments in the area
- Desired future outcomes in the area – for example, job satisfaction might correlate with a career interest survey, or a basic skills assessment might correlate with academic success

### Logical and Intuitive Appeal

Youth sometimes may not see the connection between the assessment items and the knowledge or skills being assessed. If the items don't have a logical, intuitive appeal to youth, youth may

- Be suspicious of the assessment, deny its importance, and refuse to accept its results
- Be frightened and experience test anxiety that can artificially lower results
- Not take the assessment seriously and make no attempt to do well, leading to poor results

The test administrator should explain the underlying rationale for the assessment to help the youth accept its validity. The youth should also understand why he or she has to take it.

**USE AN ASSESSMENT DESIGNED FOR THE APPROPRIATE TARGET POPULATION**

Any assessment selected should be designed specifically to be used by youth like the WIA youth population. For example, if a basic skills reading assessment is written for adults, many items on the assessment may involve aspects of independent adult living – voting, purchasing a house, personal finances, parenting, and so on. A 16-year-old high school dropout might do poorly on the assessment because the content of the items is unfamiliar – not because he or she doesn't have the required reading skills.

**FORMS OF AN ASSESSMENT**

Some assessments have different forms that use different questions to measure the same knowledge or skills. Often, 1 form will be used as a pre-test and another as a post-test. Since the 2 forms use different questions, the chance of a youth simply remembering the answer to a specific question is eliminated.

Other assessments may have a short form and a long form. For example, the TABE has both a survey and a complete battery. Again, both forms measure the same knowledge or skills. When possible, use the short form. Using the short form will help reduce fatigue and test anxiety in the test-taker and will meet the basic requirements for the Literacy and Numeracy Gains Common Measure, although it will give less detailed results.

**USE THE SAME ASSESSMENT FOR PRE-TEST AND POST-TEST**

A pre-test is used to identify a youth's skill level at a point in time; a post-test identifies the youth's skill level at a later point. The difference between pre-test results and post-test results is the increase in the youth's skill. In order for those results and gains to be meaningful, the same assessment must be used for both pre-test and post-test. That assessment should also be criterion-referenced in order to provide specific details on skills gained. Do not post-test until a youth has received sufficient instruction to show measurable gains. Most assessments provide guidelines for when to post-test, such as after 80-100 hours of instruction.

# PART V

## Administer Assessments

Staff who administer an assessment must be familiar with the administration manual and follow instructions carefully. The instructions are designed to ensure valid and reliable results. To avoid biasing assessment results, all youth must always receive the same exact, full instructions.

### PRIVACY

Ensure that youth have privacy while they are being assessed. Regardless of the assessment method used – structured questioning, informal conversation, observations, self-assessment checklists, structured worksheets or inventories, or formal, standardized assessments – youth must be assured that all information they give is confidential.

### FORMAT, MATERIALS, AND EQUIPMENT

Youth should have an opportunity to familiarize themselves with the format of the assessment and its items and any materials or equipment being used (calculator, scientific apparatus, computer). Computers are increasingly being used for assessment and may be an attractive option for youth.

Although most youth are comfortable with computers, keyboarding, mouse use, and reading lengthy material from a screen may detract from the knowledge and skills that are being assessed. If computers are used, clear instructions on how to mark answers, turn pages, or perform other operations should be given. Policies and procedures should also be in place to deal with software, hardware, or power failures.

Assessments typically provide sample items that test-takers can review; test administrators should go over those items to familiarize youth with format and equipment use. However, actual items should never be reviewed – only sample items.

## ENVIRONMENTAL FACTORS

Environmental factors can interfere with a test-taker's ability to demonstrate his or her true knowledge or skills, so the physical environment should be controlled as much as possible.

- The temperature of the room should be at a comfortable level – not too hot, not too cold.
- Noise or other distractions should be eliminated.
- A clock should be visible during a timed assessment.
- Snacks and water should be available during a long assessment.

Administration procedures should be adjusted per assessment instructions to accommodate the needs of youth with disabilities or ESL youth. Such accommodations should be made in the assessment only if they have also been made during classroom instruction. Additional information on accommodations for youth with disabilities is provided in TEGL 17-05.

When conducting an assessment

- Always follow instructions exactly when administering, scoring, and interpreting assessments
- Explain the underlying rationale for the assessment, especially if it does not have logical and intuitive appeal to youth
- Break a long assessment into shorter segments to avoid discouragement and fatigue if allowed by standardized instructions

# PART VI

## Interpret and Use Results

Assessments should be scored and results should be interpreted and reported as prescribed in the developer's instructions.

### RAW SCORE

The basis for assessment interpretation is the raw score – how many items were answered correctly. The raw score provides limited information; a score of 20 may be very good or very bad depending on how many items were on the assessment.

### CRITERION-REFERENCED ASSESSMENT RESULTS

#### Percentage Score

In order to make judgments about performance, raw scores are converted into percentages for criterion-referenced assessments. A percentage score is calculated using the number of correctly answered items divided by the total number of items; for instance answering 18 of 20 items correctly results in a 90 percent score. The percentage shows how closely an individual approaches the criterion or standard.

#### Cut Score

Cut scores, or passing scores, specify the score that is considered proficient for the assessment – the passing grade.

## NORM-REFERENCED ASSESSMENT RESULTS

Norm-referenced assessments convert raw scores into percentiles, stanines, and grade equivalents.

### Percentiles

Percentiles show how a test-taker's score compares with the scores of similar test-takers. For example, if a youth scores in the 90th percentile, he or she scored better than 89 percent of similar test-takers. A percentile does not indicate what knowledge or abilities a youth may have, but only how the youth's score compares with others who took the assessment.

### Stanines

A stanine is based on a bell curve, or normal distribution of scores, divided into 9 units (1 to 9); a score of 5 indicates average performance. Like all norm-referenced scores, stanines compare an individual score to the scores of other test-takers.

### Grade Equivalent

Another way that scores are expressed is the grade equivalent – for example, a 7.6 grade equivalent score on a math test. However, a 7.6 grade equivalent score does not mean that the youth reads at the level at which a youth in the 6th month of the 7th grade should read. Instead, it means that the youth scored about the same as other test-takers who were in the 6th month of the 7th grade. The grade equivalent score only reports how the youth's score compares to other test-takers' scores.

## INTERPRETING ASSESSMENT RESULTS

Be wary of both perfect scores and scores that could be achieved by random guessing; neither provides an accurate result. A youth who receives a perfect score may be taking an assessment that is too easy; a youth whose scores hover around 50 percent may be taking an assessment that is too difficult. Reassessment with the appropriate level will provide better information about the youth's specific needs. Some assessments, such as the TABE 9/10, offer brief Locator Tests that help determine the appropriate level to administer.

In some cases, it is legitimate to question the accuracy of a youth's score. If the results of an assessment are inconsistent with other measures such as school grades or another assessment, or if the youth was ill or unduly stressed during the assessment, interpret the results with caution; if possible, allow the youth to retake the assessment.

**USING ASSESSMENT RESULTS**

Remember that an assessment, no matter how rigorously developed, administered, and interpreted, provides limited information about a youth. Do not make decisions solely on the basis of the results of a single assessment; use other methods and results to make important decisions about a youth's abilities, interests, and needs.

**EDUCATIONAL FUNCTIONING LEVELS (EFLs)**

Under Common Measures, annual literacy and numeracy skill gains for out-of-school youth must be reported in EFLs. Each EFL is equal to approximately 2-3 grade levels. WIA youth programs must use basic skills assessments crosswalked to EFLs for Common Measures reporting.

The National Reporting System (NRS) divides educational functioning into 6 levels for both adult basic education (ABE) and ESL. The levels for ABE are beginning literacy, beginning basic education, low and high intermediate basic education, and low and high adult secondary education. Each level has a description of basic reading, writing, numeracy, and functional and workplace skills that can be expected from a person functioning at that level. The skill descriptors illustrate the types of skills individuals functioning at that level are likely to have. The descriptors do not provide a complete or comprehensive delineation of all of the skills at that level but provide examples to guide assessment and instruction.

See TEGL 17-05, Change I, for more information regarding EFLs.

# Conduct Assessment Ethically

Assessment results have consequences for WIA youth programs. Local area youth programs are held to performance standards under Common Measures. Literacy and Numeracy Gains involve specific skill gains that are identified through assessment. Since local areas can be sanctioned for poor performance or rewarded for good performance, it can be tempting to influence results.

WIA youth staff should never engage in unethical practices in assessment like the following.

- **Excluding poor performers.** Not assessing youth who are expected to do poorly can raise average scores. But those averages are artificial and dishonest, and excluded youth don't get the benefit of a good assessment.
- **Providing assistance during the assessment.** Assistance should only be provided exactly as specified in the instructions. Unless instructions specifically allow it, staff may not define words or make comments about the quantity or quality of a youth's work.
- **Cheating.** Cheating includes providing answers, changing response sheets, copying and sharing assessment materials, and offering false or misleading interpretations of results. These practices are often illegal as well as unethical, and sanctions for test administrators can include loss of job, criminal fines, and jail time.
- **Copyright infringement.** Copyrighted assessments may not be copied and used without the permission of the publisher. Publishers can and do sue to protect their copyrights.

Everyone wants youth to succeed, and that understandable desire can lead to help that defeats the purpose of the assessment. For example, teaching narrowly to the test may improve results in the short term, but important knowledge and skills for long-term success may be overlooked or eliminated.

The ultimate purpose of assessment is to accurately demonstrate what a youth knows and can do. Information from assessment results can help improve the instruction offered to a youth and other programming. Never misrepresent assessment results or interpret them falsely.

### **ASSESSMENT AND PROGRAM DESIGN**

Many programs rely on pre-test and post-test results from objective assessment to evaluate the effectiveness of their program. Sometimes these results are used by funders to determine what programs to fund. The stakes to perform well can be high for providers.

Programs that use effective principles and practices will produce results. Youth will benefit far more from a well-designed program that uses assessment appropriately than from practices that artificially inflate scores.

The best way to ensure good assessment results is to provide an effective program.

# Tools

Case managers can use these tools to guide structured questions and informal conversation and record answers. The case manager can prompt the youth to expand on short answers.

- Self-inventory checklists or lists of questions to ask to gather information in areas such as the following
  - Study skills
  - Employability skills
  - Career awareness
  - Learning success and school experiences
- Objective assessment form (single form containing results of required 8 areas)

## STUDY SKILLS CHECKLIST

	Yes	No
<b>Time and Scheduling</b>		
I spend too much time studying for what I am learning.		
I usually spend hours cramming the night before an exam.		
I have plenty of time to study and maintain the social life I want.		
<b>Concentration</b>		
I usually study with the radio or TV turned on.		
I usually study while chatting on the computer or text messaging.		
I have a good memory.		
I can't study for long periods of time without becoming tired or distracted.		
I can form conclusions based on available information.		
I go to class, but I usually doodle, daydream, or fall asleep.		
<b>Listening and Note Taking</b>		
Sometimes I have trouble understanding my class notes.		
I learn from listening to instructors.		
I usually get the right material into my class notes.		
I don't review my class notes periodically in preparation for tests.		
<b>Reading</b>		
When I get to the end of a chapter, I usually remember what I've read.		
I know how to figure out what is important in a text.		
I can't keep up with reading assignments, so I have to cram before tests.		
I often find myself getting lost when reading and have problems identifying the main points.		
I change my reading speed depending on whether I'm reading something new or something familiar.		
I wish that I could read faster.		
<b>Exams</b>		
I lose points on essay tests even though I know the material.		
I study for tests, but when I take them, my mind goes blank.		
I study in an organized way.		
<b>Writing</b>		
When I get an assignment, I feel so overwhelmed that I can't get started.		
I usually write papers the night before they are due.		
I can organize my thoughts into a paper that makes sense.		

Information on this form is confidential.

## EMPLOYABILITY SKILLS CHECKLIST

	Yes	No
<b>Attendance and Time Management</b>		
I rarely miss work.		
I report to work on time in the morning and after lunch.		
I notify my supervisor if I am going to be absent or late.		
I am familiar with the workplace.		
I dress appropriately and am neat and clean.		
I complete work assignments on time.		
I adjust my work schedule as needed.		
<b>Response to Supervision</b>		
I am aware of my strengths and weaknesses and can discuss them with my supervisor.		
I am willing to be instructed on how to complete a new task or complete an old one more efficiently.		
I discuss problems with my supervisor.		
I accept feedback.		
I seek work as needed.		
I follow instructions.		
<b>Teamwork and Social Interactions</b>		
I am cheerful and rarely complain.		
I am sensitive to others.		
I express my thoughts readily.		
I initiate social interactions with co-workers.		
I work well with co-workers and supervisors.		
I respect the rights and privacy of others.		
I share the workload with co-workers to reach a common goal.		
<b>Work Performance</b>		
I behave appropriately in the workplace.		
I can work independently, without constant instruction or feedback.		
I can select appropriate tools and equipment.		
I can maintain equipment.		
I practice safety in the workplace.		
I ask for clarification of instructions when necessary.		
I know where to go if a problem arises.		
I can stay on task without constant supervision.		
I stay on task even under stress.		
I complete work assignments at an average speed compared to co-workers.		

Information on this form is confidential.

## EMPLOYABILITY SKILLS CHECKLIST (continued)

	Yes	No
<b>Work Attitudes</b>		
I can adapt readily to change.		
I seek information to improve skills.		
I have a positive attitude about work.		
I can work under pressure.		
I request new assignments as time allows.		
When I make a mistake, I notice it and correct it.		
I can solve minor problems on my own.		
<b>Resource Management</b>		
I know how to use technology to gather information.		
I use tools and equipment responsibly.		
<b>Personal Qualities</b>		
I am confident in my abilities.		
I am honest.		
I am trustworthy.		

*Information on this form is confidential.*

*Information on this form is confidential.*

**CAREER AWARENESS CHECKLIST**

<b>1. List 6 jobs you can think of.</b>	
Which of these jobs are good?	
Which of these jobs are not so good?	
What appeals to you about the good jobs?	
What turns you off about the bad jobs?	
<b>2. What is your dream job?</b>	
How did you get interested in this job?	
What do you think you'd like about it?	
What might you dislike about it?	
What do you know about this job?	
How did you find out about it?	
What else do you need to know or to do if this is the right job for you?	
Do you have any experience in this job?	
Do you have the skills necessary to do this job?	
If not, what will it take to get the necessary skills for this job?	
How much would you make?	
Is there job security?	
Are the work hours acceptable?	
Is the location convenient?	
Is there a chance for additional training on the job?	
What are the working conditions?	
Is there an opportunity for promotion?	
What are the challenges of the job for you?	
What would be satisfying about the job for you?	

*Information on this form is confidential.*

**LEARNING SUCCESS AND SCHOOL EXPERIENCES**

What do you like about school?
What do you dislike about school?
What do you like about the way teachers teach?
What don't you like about the way teachers teach?
When is it easy for you to learn?
When is it difficult for you to learn?
What subjects are easy for you?
What subjects are difficult for you?
When do you plan to graduate from high school?

*Information on this form is confidential.*

## OBJECTIVE ASSESSMENT TOOL

Youth		Date	
<b>Basic Skills</b>			
Skill	Basic Skills Assessment Used	Results	
Math			
Reading			
Writing			
English Language (for ESL youth)			
<b>Prior Work Experience</b>			
	Job 1	Job 2	Job 3
Employer			
Dates Worked			
Hours per Week			
Pay			
Job Title and Duties			
Reason for Leaving			

Information on this form is confidential.

**OBJECTIVE ASSESSMENT TOOL (continued)**

Occupational Skills	
Skill	Source of Information

Employability		
Skill	Employability Assessment Used	Results

*Information on this form is confidential.*

**OBJECTIVE ASSESSMENT TOOL (continued)**

<b>Occupational Interests</b>	
<b>Youth's Self-Reported Interests</b>	
<b>Youth's Interest in Nontraditional Occupations</b>	
<b>Occupational Interest Inventory Used</b>	<b>Result</b>
<b>Occupational Aptitudes</b>	
<b>Youth's Self-Reported Aptitudes</b>	
<b>Youth's Aptitudes for Nontraditional Occupations</b>	
<b>Occupational Aptitude Assessment Used</b>	<b>Results</b>

*Information on this form is confidential.*

## OBJECTIVE ASSESSMENT TOOL (continued)

Supportive Service Needs		
Need	Check One	Explain
Transportation	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Child Care	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Tuition	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Uniforms	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Work Equipment or Tools	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Textbooks/Manuals	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other	Specify:	

Information on this form is confidential.

## OBJECTIVE ASSESSMENT TOOL (continued)

Developmental Needs		
Area	Barrier	Strength
Basic Skills		
Prior Work Experience		
Occupational Skills		
Employability		
Occupational Interests		
Occupational Aptitudes		
Other Factors		

Information on this form is confidential.

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