



Discovering ME! Court-Involved Youth

Transition and Court-Involved Youth: Workplace Readiness Skills

Assessment Instructions

Transition and Court-Involved Youth: Workplace Readiness Skills Assessment is an informal assessment used to gauge early job assets and needs. This assessment can be conducted with a team or independently with a student, teacher, and parent/guardian.

Steps to Complete Assessment with a Team

This assessment should be completed as a team with a facilitator, student, parent/guardian, and teacher. Other team members can be added at the request of the student, parent/guardian, or facilitator. The team could also include a work supervisor, community service provider, or other individual with specific knowledge of the student's skills.

1. Invite members of the team to meet together to complete the assessment. Provide the rationale for this assessment. Explain the importance of these skills and the information that can be gained from this informal evaluation.
2. Meet as a team and explain the rationale of a team approach. A team approach will be used because students can demonstrate a variety of competency levels in skills areas across environments (home, school, and community). For example, a student may demonstrate great problem solving skills at home while demonstrating none within the school environment.
3. The meeting facilitator will read each individual description within each skill area. Through a consensus of the team, the skill will be marked as a "+" if this is a "job asset" or "-" if this is a "job need" for the student.
4. The meeting facilitator will record the consensus answer and note ideas and support needs.
5. The meeting facilitator will summarize the data to be included in the student's transition plan. In order to summarize:
 - Look at the number of "+" and the number of "-" in each skill area.
 - If you have more "+" mark it as a "job asset"; if you have more "-" mark it as a "job need".
 - If there is an even number of both "+" and "-", the reviewers should evaluate the comments and determine which category fits best.

TIP: If the team cannot be gathered to complete the assessment together, members of the team can complete the assessment individually, with the results later compiled by the facilitator.

TIP: Repeat this informal assessment annually to identify areas of progress or regression.

Steps to Complete Assessment Individually

Though best completed as a team, there may be times that a team meeting cannot be facilitated. In those situations, the assessment can be completed individually using the instructions below.

1. Invite the student, a teacher, and a parent to complete the assessment independently. Provide the rationale for this assessment. Explain the importance of these skills and the information that can be gained from this informal evaluation.
2. Explain the rationale for a variety of individuals to complete the assessment. Students can demonstrate a variety of competency levels in skills areas across environments. When the assessment cannot be completed as a team, having three individuals complete the assessment provides information across a variety of settings.
3. Each person completing the assessment should read each individual description and then mark each as a "+" or "-." Skills will be marked as a "+" if this is a "job asset" or "-" if this is a "job need" for the student. If individuals wish to provide specific comments about skills on the evaluation, they should be sent to the facilitator with the completed assessment.
4. The facilitator will collect each assessment and compile the data.
5. The facilitator will summarize the data to be included in the student's transition plan. In order to summarize:
 - Look at the number of "+" and the number of "-" in each skill area.
 - If you have more "+" mark it as "job asset"; if you have more "-" mark it as a "job need".
 - If there is an even number of both "+" and "-", the facilitator should evaluate any comments and determine which category fits best.

TIP: Repeat this informal assessment annually to identify areas of progress or regression.



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Assessment

Directions: Read each skill descriptor on this form. Then select the student's current level in the skill as a plus (+) or a minus (-). If the student currently has strength in that skill area, select "+" (job asset). If the skill area is not an area of strength for the student, select "-" (job need).

Student's Name: _____ School Year: _____

Skill	Skill Category	Definition	Description of Skill in Action	+ or -	How can I support? Additional Notes
1. Creativity and Innovation	Personal Qualities and Abilities	Employs originality, inventiveness, and resourcefulness in the workplace	• Suggests new ways to do things • Creates something new that has value • Identifies contributions others make to projects		
2. Critical Thinking and Problem-Solving	Personal Qualities and Abilities	Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action	• Identifies the problem • Identifies possible solutions or choices • Makes judgement and decisions to solve problems		
3. Initiative and Self-Direction	Personal Qualities and Abilities	Independently looks for ways to improve the workplace and accomplish tasks	• Identifies ways work can be improved • Takes responsibility for finding ways to enhance work quality or efficiency • Completes chores without being told • Independently asks for work when you don't have a lot to do • Self-motivated on the job		

Skill	Skill Category	Definition	Description of Skill in Action	+ or -	How can I support? Additional Notes
4. Integrity	Personal Qualities and Abilities	Complies with laws, procedures, and workplace policies; demonstrates honesty, fairness, and respect	- Abides by rules or policies - Demonstrates honesty and reliability - Takes personal responsibility for actions - Treats others with respect		
5. Work Ethic	Personal Qualities and Abilities	Consistently works to the best of one's ability and is diligent, dependable, and accountable for one's actions	- On-time for appointments and scheduled events - Takes direction from others - Accomplishes task in a timely manner - Accepts assigned responsibilities with a positive attitude		
6. Conflict Resolution	Interpersonal Skills	Negotiates diplomatic solutions to interpersonal and workplace issues	- Reacts appropriately to constructive criticism (doesn't argue or complain) - Negotiates solutions to interpersonal and classroom issues		
7. Listening and Speaking	Interpersonal Skills	Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience	- Displays the qualities of active listening - Listens and responds to others in a way that improves understanding in both people - Asks questions when there is misunderstanding or confusion - Talks to others in an appropriate manner		

Skill	Skill Category	Definition	Description of Skill in Action	+ or -	How can I support? Additional Notes
8. Respect for Diversity	Interpersonal Skills	Values individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences	• Works well with peers and teachers who have different ideas and backgrounds • Displays the qualities of helpfulness and courtesy • Displays qualities of helpfulness by being gentle, watching others for cues, and asking others about their needs		
9. Customer Service Orientation	Interpersonal Skills	Anticipates and addresses the needs of customers and coworkers, providing thoughtful, courteous, and knowledgeable service	• Provides information to others when asked • Helps others in a thoughtful and courteous manner		
10. Teamwork	Interpersonal Skills	Shares responsibility for collaborative work and respects the thoughts, opinions, and contributions of other team members	• Contributes to the success of the team • Assists others • Requests help when needed		
11. Big Picture Thinking	Professional Competencies	Understands one's role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one's actions	• Identifies that different roles in a workplace have different responsibilities • Identifies how various roles work together to benefit the organization (or workplace) • Identifies "big picture" issues or reasons for organizations such as schools or businesses		

Skill	Skill Category	Definition	Description of Skill in Action	+ or -	How can I support? Additional Notes
12. Career and Life Management	Professional Competencies	Plans, implements, and manages personal and professional development goals related to education, career, finances, and health	• Sets personal and career goals • Seeks support from mentors and others to reach goals • Identifies own strengths and weakness to set goals		
13. Continuous Learning and Adaptability	Professional Competencies	Accepts constructive feedback well and is open to new ideas and ways of doing things; continuously develops professional skills and knowledge to adjust to changing job requirements	• Demonstrates ability to look at information with an open mind and flexibility • Follows through when feedback or constructive criticism is provided • Seeks out opportunities to continue learning		
14. Efficiency and Productivity	Professional Competencies	Plans, prioritizes, and adapts work goals to manage time and resources effectively	• Uses a planner or calendar (digital or analog) to organize appointments and deadlines • Organizes time to break long-term tasks into smaller, manageable tasks to meet deadlines		

Skill	Skill Category	Definition	Description of Skill in Action	+ or -	How can I support? Additional Notes
15. Information Literacy	Professional Competencies	Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks	• Demonstrates the ability to find information and determine which sources of information are credible • Uses credible information to complete assignments (i.e. research papers or projects)		
16. Information Security	Professional Competencies	Understands basic Internet and email safety and follows workplace protocols to maintain the security of information, computers, networks, and facilities	• Understands the benefits and risks associated with online information use and sharing • Maintains privacy and security with online information appropriate to its intended use		
17. Information Technology	Professional Competencies	Maintains a working knowledge of devices, resources, hardware, software, systems, services, applications, and IT conventions	• Utilizes a variety of technological resources: computer, word processing software, spreadsheets, presentations, social media, and databases		
18. Specific Tools and Technology	Professional Competencies	Knows how to select and safely use industry-specific technologies, tools, and machines to complete job tasks effectively	• Understands the safety and usage protocols for any work-specific equipment		

Skill	Skill Category	Definition	Description of Skill in Action	+ or -	How can I support? Additional Notes
19. Mathematics	Professional Competencies	Applies mathematical skills to complete tasks as necessary	Practices math skills to their highest ability in multiple environments		
20. Professionalism	Professional Competencies	Meets organizational expectations regarding work schedule, behavior, appearance, and communication	- Dresses appropriately for the environment/situation - Communicates effectively (verbal and nonverbal communication) - Follows environment (school/business/etc.) expectations/norms		
21. Reading and Writing	Professional Competencies	Reads and interprets workplace documents and writes effectively	Practices reading and writing to their highest ability in multiple environments (especially related to functional skills)		
22. Workplace Safety	Professional Competencies	Maintains a safe work environment by adhering to safety guidelines and identifying risks to self and others	- Follows safety guidelines - Identifies safe and dangerous work situations in multiple environments		