

**EMPLOYABILITY PROFILE**

<b>Student Name:</b>		<b>Identification Number:</b>		<b>School Name:</b>	
<b>Type of Work-based Learning Experience(s):</b>		<b>Worksite Name/Location(s):</b>		<b>Description of Experience(s)</b>	

**EVALUATION GRADING SCALE: General Key**

<b>Unsatisfactory (1)</b>	<b>Needs Improvement (2)</b>	<b>Meets Expectations (3)</b>	<b>Exceeds Expectations (4)</b>
Not yet demonstrating the skills required for the position and needs to have a formal plan for improving skills. Needs additional training.	Inconsistently demonstrates the skills needed for the position. Further development is needed.	Demonstrates the skills required for the position with rare exceptions, and shows initiative in improving skills.	Consistently demonstrates skills required for the position. Often exceeds expectations and has emerged as a leader that improves overall team.

<b>PERFORMANCE SKILLS</b>	<b>PERFORMANCE EXPECTATIONS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>COMMENTS: STUDENT WORK READINESS SKILLS</b>
<b>ATTENDANCE</b>	Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.					
<b>PUNCTUALITY</b>	Understands work expectations for punctuality. Arrives on time for work, takes and returns from breaks on time and calls supervisor prior to being late.					
<b>WORKPLACE APPEARANCE</b>	Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.					
<b>TAKES INITIATIVE</b>	Participates fully in task or project from initiation to completion. Initiates interactions with supervisor for the next task upon completion of previous one.					
<b>QUALITY OF WORK</b>	Gives best effort, evaluates own work and utilizes feedback to improve work performance. Strives to meet quality standards and provides optimal customer service.					
<b>KNOWLEDGE OF WORKPLACE</b>	Demonstrates understanding of workplace policy and ethics.					
<b>RESPONSE TO SUPERVISION</b>	Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance. Demonstrates flexibility when nature of work changes.					
<b>COMMUNICATION SKILLS</b>	Gives full attention to what other people are saying, asks questions as appropriate and understands what was heard. Communicates concerns clearly and asks for assistance when needed.					

PERFORMANCE SKILLS	PERFORMANCE EXPECTATIONS	1	2	3	4	COMMENTS: STUDENT WORK READINESS SKILLS
SOLVES PROBLEMS and MAKES DECISIONS	Identifies the nature of the problem, evaluates various ways of solving the problem and selects the best alternative.					
COOPERATES WITH OTHERS	Interacts and communicates with others in a friendly and courteous way. Shows respect for others' ideas, opinions and racial and cultural diversity. Effectively works as a member of a team.					
RESOLVES CONFLICT	Identifies the source of conflict, suggests options to resolve it and helps parties reach a mutually satisfactory agreement.					
OBSERVES CRITICALLY	Carefully attends to visual sources of information. Evaluates the information for accuracy, bias and usefulness. Develops a clear understanding of the information.					
TAKES RESPONSIBILITY FOR LEARNING	Identifies one's strengths and weaknesses. Sets goals for learning. Identifies and pursues opportunities for learning. Monitors one's progress toward achieving these goals.					
READS WITH UNDERSTANDING	Reads print materials in a variety of formats (signs, books, instruction sheets, forms, charts, etc.) to locate, understand, apply and manage information they contain.					
SOLVES PROBLEMS USING MATH	Works with mathematical information (numbers, symbols, etc.), procedures, and tools and applies skills to answer a question, solve a problem, verify the reasonableness of results, make a prediction or carry out a task that has mathematical dimensions.					
HEALTH AND SAFETY	Complies with health and safety rules for specific workplace.					
TECHNOLOGY	Uses job-related tools, technologies and materials appropriately.					
ADDITIONAL INFORMATION						
Based on your knowledge of this student, how would you rate his/her overall work performance?						
OTHER WORK-RELATED (JOB SPECIFIC/TECHNICAL SKILLS); STRENGTHS and/or ACADEMIC ACHIEVEMENTS						
Signature of reviewer: _____ Print name: _____ Title: _____ Review date: _____						



**General Directions for Completing the New York State Education Department Employability Profile Model Form**

**EMPLOYABILITY PROFILE FORM**

Document student demographic information.

Provide information on the student's coursework and work-based learning experience(s) on which the rating of the student's skills is based.

Document the type of instructional and work-based learning experience(s) in which the student engaged, including but not limited to, job shadowing, community service, volunteering, service learning, senior project(s) and/or school-based enterprise(s) and the location of these experiences. These may also include, but are not limited to, work-based learning experiences associated with Department approved programs including the Career Exploration Internship Program (CEIP); General Education Work Experience Program (GEWEP); Work Experience and Career Exploration Program (WECEP); and the Career and Technical Education Cooperative Work Experience Program (CO-OP).

Indicate the worksite name and location and briefly describe the experience (e.g., volunteered 3 hours a week to maintain the community garden).

**EVAULATION GRADING SCALE: General Key**

Use this scale to determine and document the skill level the student has demonstrated. The levels on the scale are 1 = Unsatisfactory, 2 = Needs Improvement, 3 = Meets Expectations and 4 = Exceeds Expectations. The criterion for each level of performance is described in the profile.

**PERFORMANCE SKILLS and PERFORMANCE EXPECTATIONS**

Using the Evaluation Grading Scale, rate the student on the 17 performance skills and corresponding performance expectations. Attainment of these performance skills and expectations, which are cross walked (figure 1) to specific commencement level CDOS learning standards, provide evidence of student attainment of the commencement level CDOS learning standards. This cross walk should be reviewed at least annually to inform the development of the transition components of the student's individualized education program (i.e., student needs, post-secondary and annual goals, courses of study and activities necessary to facilitate the student's movement from school to post-school activities) and to ensure the student has opportunities to demonstrate the commencement level CDOS learning standards.

## **COMMENTS: STUDENT WORK READINESS SKILLS**

Provide comments, as appropriate, relating to technical skills the student has learned during the work experience (e.g., operation of a job specific machine/tool) and additional detail about the student's performance.

## **ADDITIONAL INFORMATION**

In this section, use the Evaluation Grading Scale to rate the student's overall work performance.

Comment on the student's other achievements (e.g., job-specific and technical skills; other strengths and academic accomplishments) that are not already included in the documentation.

## **REVIEWER INFORMATION**

The person completing the Employability Profile must be personally knowledgeable about the student's skills (e.g., teacher, work experience coordinator, employer, job coach, or extracurricular club advisor etc.).

Indicate the name and title of the person completing the Employability Profile.

Indicate the date the Employability Profile was completed.

The form must include an original signature by the person completing the profile.

## **RECORD OF COURSEWORK AND WORK-BASED LEARNING**

Identify the career and technical education coursework and/or work-based learning experiences, including the corresponding number of hours for each, which the student completed to earn the credential.

- The student must complete 216 hours of combined coursework and work-based learning experiences, provided that the 216 hours must include a minimum of 54 hours of documented school supervised work-based learning experiences.
- A student may complete all of the 216 required hours through participation in work-based learning. These work-based learning experiences may, but are not required to, be completed in conjunction with the student's career and technical education course(s).

If appropriate, indicate if the student passed industry-based assessments.

Crosswalk: Employability Profile Performance Skills/Expectations and Commencement Level CDOS Learning Standards

Figure 1

EMPLOYABILITY PROFILE		CDOS LEARNING STANDARDS									
PERFORMANCE SKILLS	PERFORMANCE EXPECTATIONS	CAREER DEVELOPMENT STANDARD 1	INTEGRATED LEARNING STANDARD 2	UNIVERSAL FOUNDATION SKILLS STANDARD 3a							
				Basic Skills	Thinking Skills	Personal Qualities	Inter-personal Skills	Technology	Managing Info.	Managing Resources	Systems
ATTENDANCE	Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.					<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>
PUNCTUALITY	Understands work expectations for punctuality. Arrives on time for work, takes and returns from breaks on time and calls supervisor prior to being late.					<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>
WORKPLACE APPEARANCE	Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.					<input checked="" type="checkbox"/>					
TAKES INITIATIVE	Participates fully in task or project from initiation to completion. Initiates interactions with supervisor for the next task upon completion of previous one.						<input checked="" type="checkbox"/>				
QUALITY OF WORK	Gives best effort, evaluates own work and utilizes feedback to improve work performance. Strives to meet quality standards and provides optimal customer service.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								
KNOWLEDGE OF WORKPLACE	Demonstrates understanding of workplace policy and ethics.	<input checked="" type="checkbox"/>									<input checked="" type="checkbox"/>
RESPONSE TO SUPERVISION	Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance. Demonstrates flexibility when nature of work changes.	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
COMMUNICATION SKILLS	Gives full attention to what other people are saying, asks questions as appropriate and understands what was heard. Communicates concerns clearly and asks for assistance when needed.				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
SOLVES PROBLEMS & MAKES DECISIONS	Identifies the nature of the problem, evaluates various ways of solving the problem and selects the best alternative.	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>					
COOPERATES WITH OTHERS	Interacts and communicates with others in a friendly and courteous way. Shows respect for others' ideas, opinions and racial and cultural diversity. Effectively works as a member of a team to accomplish a task.				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RESOLVES CONFLICT	Identifies the source of conflict, suggests options to resolve it and helps parties reach a mutually satisfactory agreement.					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
OBSERVES CRITICALLY	Carefully attends to visual sources of information. Evaluates the information for accuracy, bias and usefulness. Develops a clear understanding of the information.				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		
TAKES RESPONSIBILITY FOR LEARNING	Identifies one's strengths and weaknesses. Sets goals for learning. Identifies and pursues opportunities for learning. Monitors one's progress toward achieving	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>					

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PERFORMANCE SKILLS	PERFORMANCE EXPECTATIONS	CAREER DEVELOPMENT STANDARD 1	INTEGRATED LEARNING STANDARD 2	UNIVERSAL FOUNDATION SKILLS STANDARD 3a							
				Basic Skills	Thinking Skills	Personal Qualities	Inter-personal Skills	Technology	Managing Info.	Managing Resources	Systems
	these goals.										
READS WITH UNDERSTANDING	Reads print materials in a variety of formats (signs, books, instruction sheets, forms, charts, etc.) to locate, understand, apply and manage information they contain.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>	
SOLVES PROBLEMS USING MATH	Works with mathematical information (numbers, symbols, etc.), procedures and tools and applies skills to answer a question, solve a problem, verify the reasonableness of results, make a prediction or carry out a task that has mathematical dimensions.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
HEALTH AND SAFETY	Complies with health and safety rules for specific workplace.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							<input checked="" type="checkbox"/>
TECHNOLOGY	Uses job-related tools, technologies and materials appropriately.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	