

**Entry Employability Standard (EES)  
Situational Assessment**

name: \_\_\_\_\_

date: \_\_\_\_\_

Level of support provided: \_\_\_\_\_ %

worksite: \_\_\_\_\_

workstation: \_\_\_\_\_

<b>Accountability Reliability Responsibility</b>	<input type="checkbox"/> Refuses to complete task given	<input type="checkbox"/> Completes less than _ of the tasks with proficiency	<input type="checkbox"/> Completes majority of the tasks given with proficiency	<input type="checkbox"/> Completes all tasks given with proficiency
<b>Attendance</b>	<input type="checkbox"/> Missed more than 1 work training opportunity	<input type="checkbox"/> Missed 1 training opportunity but did not call in	<input type="checkbox"/> Missed 1 training opportunity but called in	<input type="checkbox"/> Attends all assigned training opportunities
<b>Attitude</b>	<input type="checkbox"/> Never demonstrates a positive attitude about work	<input type="checkbox"/> Rarely demonstrates a positive attitude about work	<input type="checkbox"/> Demonstrates a positive attitude about work in some situations	<input type="checkbox"/> Demonstrates a positive attitude about all work situations
<b>Self-advocacy Communication Social Behavior</b>	<input type="checkbox"/> Does not communicate needs/wants	<input type="checkbox"/> Communicates needs/wants, but not in an appropriate manner	<input type="checkbox"/> Is inconsistent communicating needs/wants in an appropriate manner	<input type="checkbox"/> Consistently communicates all needs/wants in an appropriate manner
<b>Dress/Attire</b>	<input type="checkbox"/> Chooses to not follow worksite dress code	<input type="checkbox"/> Follows dress code inconsistently	<input type="checkbox"/> Follows dress code with prompting	<input type="checkbox"/> Follows dress code consistently
<b>Hygiene</b>	<input type="checkbox"/> Visibly dirty, needs major grooming &/or has an offensive odor	<input type="checkbox"/> Visibly dirty, needs minor grooming &/or has an offensive odor	<input type="checkbox"/> With prompting, visibly clean, needs minor grooming & has no odor	<input type="checkbox"/> Clean, well-groomed & has no odor
<b>Jobsite/Bus Policies</b>	<input type="checkbox"/> Never follows jobsite/bus policies	<input type="checkbox"/> Rarely follows jobsite/bus policies	<input type="checkbox"/> Inconsistently follows jobsite/bus policies	<input type="checkbox"/> Consistently follows jobsite/bus policies
<b>Honesty</b>	<input type="checkbox"/> Not honest in many situations – cannot be trusted	<input type="checkbox"/> Only honest when closely monitored and prompted	<input type="checkbox"/> Generally honest but may need prompting	<input type="checkbox"/> Honest in all situations – can be trusted
<b>Flexibility</b>	<input type="checkbox"/> Never willing to switch tasks & does not make transitions	<input type="checkbox"/> Switches tasks and only makes transitions with repeated prompts	<input type="checkbox"/> Willing to switch tasks when asked and transitions with minimal prompts	<input type="checkbox"/> Willing to switch tasks when asked and transitions without prompts
<b>Cooperation Team player</b>	<input type="checkbox"/> Never cooperates & does not work well with others	<input type="checkbox"/> Seldom cooperates & rarely works well with others	<input type="checkbox"/> Cooperates & works well with others when prompted	<input type="checkbox"/> Always cooperates & works well with others

<b>Initiative</b>	<input type="checkbox"/> Never starts a task independently	<input type="checkbox"/> Rarely starts a task independently	<input type="checkbox"/> Most often starts a task independently	<input type="checkbox"/> Always starts a task independently
<b>Problem solving</b>	<input type="checkbox"/> Does not attempt to come to a solution independently	<input type="checkbox"/> Attempts to come to a solution independently when prompted	<input type="checkbox"/> Attempts to come to a solution independently, but may require assistance	<input type="checkbox"/> Comes to a solution independently
<b>Respect</b>	<input type="checkbox"/> Does not demonstrate respect for self or others	<input type="checkbox"/> Demonstrates respect for self or others with repeated prompts	<input type="checkbox"/> Demonstrates respect for self and others with few prompts	<input type="checkbox"/> Independently demonstrates respect for self and others
<b>Self-esteem</b>	<input type="checkbox"/> Does not demonstrate confidence in abilities	<input type="checkbox"/> Seldom demonstrates confidence in abilities	<input type="checkbox"/> Sometimes demonstrates confidence in abilities	<input type="checkbox"/> Demonstrates confidence in abilities

**Indicate assessment results under both skill level and productivity**

1. Assigned work done							
2. Procedures identified							
3. Requests addressed – customer/supervisor							
4. Forms understood							
5. Speak to get the job done							
6. Ask for help appropriately							
7. Use phone/pager/radio							
8. Use equipment properly/safely							
9. Understand/follow work policies							
10. Use appropriate professional interactions							
11. Follow health/safety guidelines							

12. Follow dresscode							
13. Ask for help from appropriate persons							
14. Monitor own work							
15. Accept constructive criticism							
16. Work as part of team							
17. Work is accurate							
18. Work thru conflict							
19. Maintain confidentiality							
20. Accept help from co-workers							
21. Learn new skills related to job							
22. Work is up to quantity standard							
23. Work is up to quality standard							
24. Work is completed on time							
25. Demonstrate felxibility							
26. Accept new assignment							
27. Avoid absenteeism							
28. Demonstrate promptness							
29. Maintain appropriate grooming							
30. Manage stressful situations effectively							

1. VESID VR status: **Circle one** **Open/active** **not yet referred**

2. Student's Post-secondary employment goal: \_\_\_\_\_

3. Level of support necessary for employment: **Circle one** **Supported Employment** **Independent Placement**

4. Based on the results of the assessment, how does the student learn – what is their **primary** learning style?

**Circle one**

**Visual**

**Tactile**

**Auditory**

5. What instructional techniques were effective for directing and re-directing the student?

**Circle all that apply**

**Verbal**

**Model/gesture**

**Physical**

6. In which skill areas will additional training be necessary – barriers to employment?

**Circle all that apply**

**Responsibility**

**Attendance**

**Attitude**

**Communication**

**Attire**

**Hygiene**

**Polices**

**Honesty**

**Flexibility**

**Cooperation**

**Initiative**

**Problem solving**

**Respect**

**Self-esteem**

7. Indicate strategies to develop competencies:

( 1.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

( 2.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

( 3.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

( 4.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Situational Assessment Directions**

Occupational skills and work behaviors can be assessed in situational work assessments and include capacities and competencies to perform essential job duties of specific competitive employment positions. For example, the measurement of the youth's keyboarding proficiency may be predictive of her/his abilities to succeed in a job where duties require minimum standards of speed for data entry or word processing.

Develop form for: use as quarterly grade

Develop cover sheet

VESID VR status

Date open (VESID VR)

IEP employment /education/training post-secondary goals

This is a comprehensive vocational evaluation that uses work, real or simulated, as the basis for assessment and vocational counseling.

***Situational Vocational Assessment*** - Real work settings are used to enable the student to explore vocational aptitudes, to demonstrate the types of support services needed to enhance optimal performance, or to assist the student to acquire specific skills and abilities. This on-the-job assessment considers what has been learned and how, what aptitudes are demonstrated and what training and support strategies are necessary for developing competencies.