

Assessing Workforce Essential Skills: Preparing Learners for Success in the Workplace

CASAS National Summer Institute 2006

June 14, 2006

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Objectives

- *Workplace Essential Skills* multi-media curriculum.
- KBOR-Adult Education State-wide Standardization using CASAS ECS Pre-Employment/Work Maturity Checklists

WES Overview

- *Workplace Essential Skills* multi-media curriculum
- Target Audience
 - Adult Learners
 - Adult Education Instructors

Orientation: Making it Work

■ Video Objective

Understand purpose of *WES*

Overview of the three components

Understand role of key elements in video programs

Host

Storyline characters

Real people

WES Videos

- Planning to Work
- Matching Skills and Jobs
- Applying for Jobs
- Resumes, Tests and Choices
- Interviewing
- Ready for Work
- Workplace Safety
- Learning at Work

Internet Site

<http://litlink.ket.org/>

[: QUESTIONS?](#) [: HELP](#) [: ABOUT](#) [: SITE MAP](#)

Welcome to the site
that helps adults build
the basic skills
for lifelong
learning.



LiteracyLink®



[: Begin](#)

Returning users start here



[: Teach](#)

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Password:

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[: Learn](#)

Latest News



[: NEWS FLASH!](#)

Now teachers have sample
answers for GED Connection
Internet Activities.

[: LiteracyLink Forum](#)

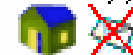
Can technology foster self-
discovery? Read Dr. Jere
Johnston's thoughts on riding the

[: GED Connection](#)

[: Pre-GED Connection](#)

[: Workplace Essential Skills](#)





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Tools



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Access LiteracyLink messages



Teacher



Open my portfolio for my teacher



Profile



Update my personal information

Learning



WES, Pre-GED
& GED Connection



Access online lessons & practice tests



Portfolio



Review my portfolio & teacher
responses



Journal



Read or Write in my online personal
journal



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On TV in your area 



Workplace Essential Skills, Pre-GED & GED Connection

Welcome to Workplace Essential Skills and GED Connection! To get started on your lessons, pick the section below that you want to work on.

Workplace Essential Skills

 [Employment Strategies](#) ▶ [Go](#)

 [Communicating at Work](#) ▶ [Go](#)

 [Reading at Work](#) ▶ [Go](#)

 [Math at Work](#) ▶ [Go](#)

Pre-GED Connection

 [Writing](#) ▶ [Go](#)

 [Reading](#) ▶ [Go](#)

 [Social Studies](#) ▶ [Go](#)

 [Science](#) ▶ [Go](#)

 [Math](#) ▶ [Go](#)

GED Connection

 [Language Arts: Writing](#) ▶ [Go](#)

 [Language Arts: Reading](#) ▶ [Go](#)

 [Social Studies](#) ▶ [Go](#)

 [Science](#) ▶ [Go](#)

 [Math](#) ▶ [Go](#)



Workplace Essential Skills

Employment Strategies



- [Unit 1](#): Planning to Work
- [Unit 2](#): Matching Skills & Jobs
- [Unit 3](#): Applying for Jobs
- [Unit 4](#): Resumes, Tests, and Choices
- [Unit 5](#): Interviewing
- [Unit 6](#): Ready for Work
- [Unit 7](#): Workplace Safety
- [Unit 8](#): Learning at Work



Workplace Essential Skills



Unit 1: Planning to Work

- Objectives:**
- Think about work
 - Make a career plan
 - Research jobs and careers

Video: Video Program One - "Planning to Work"

Workbook: Chapter One (pages 11-28)

Internet Site: "Career Browser"

Learning Activities

Title and link

Last saved



Video Activity 1 - [Planning to Work](#)

Thursday, August 26, 2004 at 2:48 PM



Internet Activity 1 - [Planning to Work](#)



Workplace Essential Skills

Employment Strategies



Internet Activity #1: Planning to Work

About

Key Ideas

Activity

Follow Up

About This Destination

This Workplace Essential Skills Internet activity will help you figure out what kinds of jobs might be right for you.

In this Internet activity, you will

- visit a Web site to learn about different types of jobs,
- figure out what you are looking for in a job, and
- find some jobs that have the features that you are looking for.

When you are ready to continue, click on the "Key Ideas" button.

LiteracyLink is a partnership of:





Workplace Essential Skills

Employment
Strategies



Internet Activity #1: Planning to Work

About

Key Ideas

Activity

Follow Up

Key Ideas

Here are some important terms that will help you understand the different kinds of skills you have. You can look over these terms before you go to the "Activity" step. You can also return to this list while you do the activity.

- [Occupation](#)
- [Working Conditions](#)
- [Advancement](#)
- [Job Outlook](#)
- [Earnings](#)

Occupation

An *occupation* is a job.

There are different types of occupations. Some of the ones you'll find listed at the Web site you'll visit are

Internet Activity #1: Planning to Work

About

Key Ideas

Activity

Follow Up

Activity

This activity has 3 tasks.

1. Learn about different types of jobs.
2. Identify the main things you are looking for in a job.
3. Find out if the jobs you want have what you are looking for.

Follow the directions in these three tasks and you'll discover what kinds of jobs are right for you!

Part 1

✓ Task 1: Learn About Different Types of Jobs

Looking for work can be a lot like shopping. The more stores you go to, the better chance you have of finding exactly what you want. In this task, you will visit the Career Browser Web site. It gives information about different kinds of jobs. You will make a list of all the jobs that you think you might like.

Here are step-by-step instructions.

1. When you link to the page, you will see a list of different categories of work. Read the list.
2. If you find a category that interests you, click on it, and a list of jobs in that category will open. You can click on the name of the job you are interested in to learn more about it.
3. Do you think you might like any of these jobs? If so, type the name of the job in the text box below. Also, make sure to include the area that the job is listed under.

- job you are interested in to learn more about it.
3. Do you think you might like any of these jobs? If so, type the name of the job in the text box below. Also, make sure to include the area that the job is listed under.
 4. When you have recorded between 5 and 10 jobs, you can go to Task 2.

When you have finished, click on the "Save Part 1 to Portfolio" button. The Part 1 and Part 2 forms are separate, so be sure to click "Save Part 1" here to save your work.

Save Part 1 to Portfolio



When you are ready to start, you may access the [Major & Career Profiles](#) at CollegeBoard.com.

Part 2


✓ Task 2: Identify the Main Things You Are Looking For in a Job

When you go shopping, you usually take these steps. First, you find out what the stores have in stock. Then you figure out exactly what you want and buy it. You follow these same steps when you look for a job. You need to know what you are looking for in a job before you start applying.

Take a look at the jobs you wrote down in Task 1. What is it that you like about each of these jobs? Make a list of your answers for each job in the text box below. Write down sentences that say something about you.

Here are some examples.



 for Students

College Board Tests

Plan for College

Find a College

Apply to College

Pay for College

Find a College

[Home](#) > [Find a College](#) > [Majors & Careers Central](#) > [Profiles](#)

Where to Start

Campus Life

College Visits

Majors & Careers Central

Major & Career Profiles

Tools

[College Search](#)

[Compare Colleges](#)

[My Organizer](#)  [Sign Up](#)

Create a free account.

User Name:

Password:

 [Sign In](#)

[Forgot your user name?](#)


[Forgot your password?](#)

Major & Career Profiles

Major Categories

-  Agriculture and Related Sciences
-  Architecture and Planning
-  Area, Ethnic, Cultural, and Gender Studies
-  Arts, Visual and Performing
-  Biological and Biomedical Sciences
-  Business
-  Communication and Journalism
-  Communications Technologies
-  Computer and Information Sciences
-  Construction Trades
-  Education
-  Engineering
-  Engineering Technologies
-  English Language and Literature

Career Categories

-  Agriculture
-  Architecture, Engineering, and Drafting
-  Arts, Visual and Performing
-  Business and Finance
-  Community and Social Services
-  Computers and Math
-  Construction
-  Education, Museum Work, and Library Science
-  Environment
-  Health Care Support
-  Health Diagnosis and Treatment
-  Health Technology
-  Installation and Repair

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Major Categories

- [+ Agriculture and Related Sciences](#)
- [+ Architecture and Planning](#)
- [+ Area, Ethnic, Cultural, and Gender Studies](#)
- [+ Arts, Visual and Performing](#)
- [+ Biological and Biomedical Sciences](#)
- [+ Business](#)
- [+ Communication and Journalism](#)
- [+ Communications Technologies](#)
- [+ Computer and Information Sciences](#)
- [+ Construction Trades](#)
- [+ Education](#)
- [+ Engineering](#)
- [+ Engineering Technologies](#)
- [+ English Language and Literature](#)
- [+ Family and Consumer Sciences](#)
- [+ Health Professions and Related Clinical Sciences](#)
- [+ History](#)
- [+ Languages, Literatures, and Linguistics](#)
- [+ Law and Legal Studies](#)
- [+ Liberal Arts and Sciences, General Studies, and Humanities](#)
- [+ Library Science](#)
- [+ Math and Statistics](#)

Career Categories

- [+ Agriculture](#)
- [+ Architecture, Engineering, and Drafting](#)
- [+ Arts, Visual and Performing](#)
- [+ Business and Finance](#)
- [+ Community and Social Services](#)
- [+ Computers and Math](#)
- [+ Construction](#)
 - [Boilermakers](#)
 - [Bricklayers and Stonemasons](#)
 - [Carpenters](#)
 - [Cement Masons and Concrete Finishers](#)
 - [Construction and Building Inspectors](#)
 - [Construction Equipment Operators](#)
 - [Construction Laborers](#)
 - [Drywall Workers](#)
 - [Electricians](#)
 - [Elevator Installers and Repairers](#)
 - [Glaziers](#)
 - [Hazardous Materials Removal Workers](#)
 - [Insulation Workers](#)
 - [Ironworkers](#)
 - [Painters and Paperhangers](#)
 - [Plasterers](#)
 - [Plumbers](#)

Find a College

Where to Start

Campus Life

College Visits

Majors & Careers Central

Tools

▾ College Search

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My Organizer ▾ Sign Up

Create a free account.

User Name:

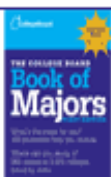
Password:

▾ Sign In

[Forgot your user name?](#)

[Forgot your password?](#)

Find out
in the
Book of Majors



Register
ONLINE
LAST DAY!

[Home](#) > [Find a College](#) > [Majors & Careers Central](#) > [Profiles](#) > Career: Carpenters

Career: Carpenters

Carpenters enjoy working on a variety of projects. They cut, fit, and put together wood and other materials for the construction of buildings, highways, bridges, docks, factories, and many other structures.



If you become a carpenter, you might build the forms used in the concrete construction of a new office building. Or you might put up the walls of a new home. On the other hand, you might add the finishing touches, such as moldings, to a restored Victorian dining room.

Carpenters construct, install, and repair structures made of wood, such as building frameworks, wood stairways, window and door frames, and hardwood floors.

Did You Know?

Carpentry is the largest trade in the construction industry.



Are You Ready To...?

- Take measurements
- Make calculations
- Learn building codes
- Follow safety rules

Print Full Article

Email Article

Education

Most carpenters learn informally on the job. Others enroll in vocational school or participate in a formal apprenticeship program.

Related Majors

[Building and Property Maintenance and Management](#)

[Carpentry](#)

[Civil Engineering](#)

[Construction Management](#)

[Construction Technology](#)

[Electrician](#)

[HVACR Technology](#)

Related Careers

[Construction and Building Inspectors](#)

[Construction Managers](#)

[Craft Artists](#)



Workplace Essential Skills

Employment Strategies



Internet Activity #1: Planning to Work

[About](#)[Key Ideas](#)[Activity](#)[Follow Up](#)

Follow Up

Now you should have detailed information on a few jobs. Can you see yourself doing one of these jobs? What would your life be like if you had one of these jobs?

Follow Up Assignment

Using the information you gathered, think about these questions and the jobs you chose.

- Would you enjoy the every day tasks you would have?
- Is there anything about the working conditions that would bother you?
- Are you willing to get the training you need for this job?
- Would you be satisfied with the possibilities for advancement?
- Are there openings for this job in your area?
- Would you make enough money to meet your needs?

Share your answers with a friend, a family member, or your spouse. Talk about your thoughts concerning starting a new career. Ask your friend, family member, or spouse if he or she has any suggestions or ideas that might help you.

Figuring out what you want will help you land a job that's right for you.

[Return to Unit's Main Page](#)



Career Voyages

good jobs
better pay
brighter future

watch

The
Career Voyages
Tutorial



search:



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[construction](#)

[energy](#)

[financial services](#)

[health care](#)

[hospitality](#)

[information technology](#)

[retail](#)

[transportation](#)

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[hot careers](#)

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InDemand
Magazine

the ultimate road trip to career success

Start exploring career options and be in demand by knowing about high growth jobs with better wages and a brighter future.

students

Start here to begin planning your trip!



career changers

Start here to see just what a new future may hold!



parents

Start here to help them out on the road to success!



career advisors

Start here to help them map out a plan!



Image courtesy of Asphalt Education Partnership

What's New

Internet Site

<http://www.careervoyages.gov>



Career Voyages

good jobs
better pay
brighter future

watch



search:



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energy

financial services

health care

hospitality

information technology

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transportation

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what's new

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InDemand
Magazine

students

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Automotive

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Explore Different Areas in Automotive Dealerships:

Dealership Administration

Sales & Leasing

Service

Collision Repair

Parts

Image courtesy of Romain Guy

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Education & Training

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[Other Options](#)

[Sample Auto Dealership Career Path](#)

[PDF Industry Profile](#)

[PDF Hot Facts](#)

[See the In-Demand Occupations](#)





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Hot Careers

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[By State](#)

Learn about the hottest occupations with the highest annual projected job openings rates and the largest employee needs between 2004 and 2014 by state.

[Requiring Something Other Than a 4-year Degree](#)

Learn about the hottest occupations in the U.S. with the most job openings and that do not require a 4-year college degree.

[Requiring a 4-year Degree](#)

Learn the hottest occupations in the U.S. with the most job openings that require a 4-year college degree or higher.

[Download Hot Careers Data](#)

Click the links below to download the above data in Excel and PDF formats.

- [hotcareers-alldata-download.xls](#) (Excel, 1.1 MB)
- [hotcareers-careersbystate-download.pdf](#) (PDF, 289 KB - Sheet 1 from the Excel file)
- [hotcareers-careerswithdegree-download.pdf](#) (PDF, 49 KB - Sheet 2 from the Excel file)
- [hotcareers-careerswithoutdegree-download.pdf](#) (PDF, 134 KB - Sheet 3 from the Excel file)



search:



You are here: [Career Voyages](#) > [Hot Careers](#) > By State

industries

advanced manufacturing

automotive

construction

energy

financial services

health care

hospitality

information technology

retail

transportation

emerging industries

biotechnology

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other stuff

what's new

hot careers

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career compass

links

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Magazine

students

parents

career changers

career advisors

Hot Careers - By State

[Printer friendly version](#)

Choose a state below for a report showing which jobs have the most annual openings.

Please note: Career Voyages focuses on the high-growth, "in-demand" occupations. For the complete list of occupations in a state, please go to [this Career InfoNet page](#).



[Alabama](#)

[Alaska](#)

[Arizona](#)

[Louisiana](#)

[Maine](#)

[Maryland](#)

[Oklahoma](#)

[Oregon](#)

[Rhode Island](#)

Hot Careers - By State

Where the Jobs Are in **CALIFORNIA**

(by annual projected job openings)

Where the Jobs Are in:



#	Top Occupations	Projected Need for Employees (2002 - 2012)	Projected Growth	Average Job Openings	Typical Education or Training	In a High Growth Industry?
1	Registered Nurses State Report	56,800	 21-35%	9,900	Associate Degree	<input checked="" type="checkbox"/> Health Care
2	Customer Service Representatives State Report	47,400	 21-35%	7,600	Moderate-Term On-The-Job Training	<input checked="" type="checkbox"/> Retail
3	General and Operations Managers State Report	43,000	 10-20%	8,500	Bachelors or Higher Degree	
4	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products State Report	39,500	 21-35%	8,400	Moderate-Term On-The-Job Training	<input checked="" type="checkbox"/> Retail
5	Carpenters State Report	35,300	 21-35%	5,400	Long-term On-The-Job Training	<input checked="" type="checkbox"/> Construction
6	Elementary School Teachers, Except Special Education State Report	31,300	 10-20%	7,000	Bachelors or Higher Degree	
7	Computer Software Engineers, Applications State Report	29,800	 36+%	3,800	Bachelors or Higher Degree	<input checked="" type="checkbox"/> Information Technology

State Report

Registered Nurses in California

Occupation Report in:



Description: Assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records. Administer nursing care to ill, injured, convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or provide case management. Licensing or registration required. Include advance practice nurses such as: nurse practitioners, clinical nurse specialists, certified nurse midwives, and certified registered nurse anesthetists. Advanced practice nursing is practiced by RNs who have specialized formal, post-basic education and who function in highly autonomous and specialized roles.

Wages Comparison	2004		
	10%	Median	90%
United States	\$18.29	\$25.79	\$37.10
California	\$23.55	\$32.57	\$44.84

Source: [Bureau of Labor Statistics, Occupational Employment Statistics Survey](#); [California Employment Development Department, Labor Market Information](#)

Employment Trends	Employment *		Change	Average annual job openings
	2004	2014		
United States	2,393,600	3,096,100	702,500	120,340
Employment Trends	Employment *		Change	Average annual job openings
	2002	2012		
California	201,600	258,400	56,800	9,900

Source: [Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections](#); [California Employment Development Department, Labor Market Information](#)

* **Note:** The data for the State Trends and the National Trends tables are not directly comparable. The employment projections period for State Trends is 2002-2012, while the period for National Trends is 2004-2014.

























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The Department of Labor / ETA and the Department of Education do not endorse, take no responsibility for, and

Automotive

In-Demand Occupation Videos

-   Automotive Body and Related Repairers
-   Automotive Glass Installers and Repairers
-   Automotive Service Technicians and Mechanics
-   Bus and Truck Mechanics and Diesel Engine Specialists
-   First-Line Supervisors/Managers of Production and Operating Workers
-   First-Line Supervisors/Managers of Retail Sales Workers
-   Industrial Engineers
-   Machinists
-   Maintenance Workers, Machinery
-   Mechanical Drafters
-   Millwrights
-   Mobile Heavy Equipment Mechanics, Except Engines
-   Retail Salespersons
-   Structural Metal Fabricators and Fitters
-   Tire Repairers and Changers
-   Welders, Cutters, Solderers, and Brazers

Other Occupation Videos

-   Computer & Information Systems Managers
-   Motor Vehicle and Equipment Manufacturing



Kansas - Preparing Adult Learners for Success in the Workplace

- WES curriculum prepares learners to meet the expectations of employers.

- Research -**National Field Test of Workplace Essential Skills (WES)**
Jerome Johnston, Shannon Young, and Leslie Isler Petty - September 2001. (<http://www.rcgd.isr.umich.edu/tlt/wes.htm>)

“Employment. Students studying the Employment strand (7 units) showed growth in several areas. In general, knowledge gains were modest, with only those adults that had very low pretest scores profiting from the instruction. *In a special site where the instruction was more intensive students demonstrated greater gains on the assessment measure, pointing to the importance of good teaching.* Studying the Employment strand also had a motivational effect: 20 - 25% of the students increased their job-seeking activity in areas such as searching for job information at the library, preparing a resume and sending it to an employer, and actually securing a job interview.”

Kansas - Preparing Adult Learners for Success in the Workplace

Measure 2.2

“The Program Provides Workplace Readiness Instruction, Confirmed Through Standardized Assessments, To Participants.”

High (6 pts.): The program provides workplace readiness instruction to 30% or greater of its participants.

Medium (4 pts.): The program provides workplace readiness instruction to 20% to 29% of its participants.

Low (0 pts.): The program provides workplace readiness instruction to less than 20% of its participants.

Kansas - Preparing Adult Learners for Success in the Workplace

Measure 2.2

Definition:

Workplace readiness instruction – Instructor led instruction using the *Workplace Essential Skills* multi-media curriculum.

Standardized assessment – CASAS Pre-Employment/Work Maturity Checklists A, B, C, D, E and F administered following standardized assessment protocol as outlined in the *KBOR CASAS Pre-employment/Work Maturity Checklist Assessment Manual* (July 1, 2005)

Kansas - Preparing Adult Learners for Success in the Workplace

State-wide standardization for AEFLA
funded programs.

Kansas - Preparing Adult Learners for Success in the Workplace

Programs Reporting *Workplace Readiness Instruction* Must . .

- Attend KBOR *WES* one-day training.
- Use *WES* multimedia curriculum – videos required.
- Use CASAS ECS Pre-Employment/Work Maturity Checklists – A, B, C, D, E, and F as the pre/posttest assessment instrument.
- Attend KBOR *Using Performance-Based Assessments* (CASAS ECS Pre-Employment/Work Maturity Checklist) one-day training.
- Follow assessment protocol in the *KBOR CASAS ECS Pre-Employment/Work Maturity Checklist Assessment Manual*.

KBOR
CASAS Pre-Employment/Work
Maturity Checklist Assessment
Manual

Effective
July 15, 2003

Updated July 2004 & July 2005

CASAS Pre-employment/Work Maturity Checklist Assessment

Administration Directions

CASAS Pre-employment/Work Maturity Checklists

CASAS Pre/Post Checklist Assessment Requirements

Board of Regents
Form 171

Adopted by the Board of Regents
1999 2/24/99, 3/24/99
1/24/02 1/24/02

Revised 1/24/02, 1/24/02
1/24/02, 1/24/02
1/24/02, 1/24/02

CASAS ECS Pre-Employment/Work Maturity Checklists

- Performance-based assessments – product review and observable behavior.

Checklist A – Career Awareness

Checklist B - Resume

Checklist C – Cover Letter

Checklist D - Application

Checklist E - Interview

Checklist F – Work Maturity

KBOR

CASAS Pre-employment/Work Maturity Checklist Assessment Manual

■ Overview

Performance-based assessments –
product review and observable behavior.

Checklists cannot be used to demonstrate
educational gain.

Checklists A and F must be completed,
entered into MIS, and reviewed during
program monitoring.

WES Curriculum &
Completing Checklists Should
Follow A Logical Flow

Checklist A – Career Awareness

Career Awareness Making Career Decisions Using Labor Market Information

Checklist
A

■ Conducted with participant during initial counseling session (learner signs & dates).

■ Observable Behavior and a Product Review.

- Questions 1-4 relate to Making Career Decisions

- Questions 5-10 relate to Using Labor Market Information

Clarification for determining deficiency on pre/post test on reverse side of Checklist A

Pre/Post Checklist Assessment Requirements - Progressive Answers

Participant's Name _____

Staff Person _____ Date _____

Pre-Test ☐ Post-Test ☐

When to use: During a participant's intake interview, ask the following questions.

Scoring: If the participant clearly and fully answers the question, check YES. If the participant can not answer the question or does not specifically answer, check NO and do not continue to the next question on this pre-test.

	YES	NO
1. What kind of job would you like to be doing? *	<input type="checkbox"/>	<input type="checkbox"/>
2. What are the characteristics of this job that interest you? *	<input type="checkbox"/>	<input type="checkbox"/>
3. What kind of education/training and/or work experience do you need to qualify for this job? *	<input type="checkbox"/>	<input type="checkbox"/>
4. What is your plan to match your interests to the necessary education/training and work experience for the job you have chosen? *	<input type="checkbox"/>	<input type="checkbox"/>
5. How have you identified possible job opportunities in your community? *	<input type="checkbox"/>	<input type="checkbox"/>
6. Name some organizations/companies in your community where the job you'd like may be found. *	<input type="checkbox"/>	<input type="checkbox"/>
7. Are you able to show an employer all the documents needed for employment? <ul style="list-style-type: none">• Drivers license, if appropriate• Social Security card• Birth certificate or immigration card• Work permit (if under 18).	<input type="checkbox"/>	<input type="checkbox"/>
8. Which potential employers have you contacted either by phone or in person to arrange job interviews?	<input type="checkbox"/>	<input type="checkbox"/>
9. Have you ever interviewed for a job? (optional)	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you ever received a job offer that is acceptable? (optional)	<input type="checkbox"/>	<input type="checkbox"/>

* See the reverse side for clarifications.

Meets Career Awareness requirements for Certification
by satisfactorily answering questions #1 - 10.

<input type="checkbox"/>	<input type="checkbox"/>
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Checklist B – Preparing a Resume

Checklist B is a Product Review

Clarification for determining
pre/post test deficiency on
reverse side of Checklist B

Pre/Post Checklist Assessment
Requirements – 100 % Mastery

Preparing a Résumé

Checklist

B

Participant's Name _____

Staff Person _____ Date _____

Pre-Test ☐ Post-Test ☐

When to use: Immediately after a participant's intake interview, evaluate the participant's résumé using this checklist.
Scoring: If the participant's résumé meets the criteria as stated in each question, check YES. If the participant does not have a résumé, check NO in the box at the bottom.

	YES	NO	Date Certified
1. Is the résumé typed, neat and orderly? *	<input type="checkbox"/>	<input type="checkbox"/>	
2. Is the résumé presented in an organized format?*	<input type="checkbox"/>	<input type="checkbox"/>	
3. Is the résumé generally free of spelling, grammatical and/or typographical errors?*	<input type="checkbox"/>	<input type="checkbox"/>	
4. Does the applicant highlight his skills and strengths?*	<input type="checkbox"/>	<input type="checkbox"/>	

Is the following information included on the résumé?

5. Name, address, telephone or message number	<input type="checkbox"/>	<input type="checkbox"/>	
6. Position sought*	<input type="checkbox"/>	<input type="checkbox"/>	
7. Work and/or volunteer history *	<input type="checkbox"/>	<input type="checkbox"/>	
8. Duties/skills and/or accomplishments*	<input type="checkbox"/>	<input type="checkbox"/>	
9. Education/training	<input type="checkbox"/>	<input type="checkbox"/>	
10. References*	<input type="checkbox"/>	<input type="checkbox"/>	

*See reverse side for clarifications.

Number of "YES" checks _____

Recommended Minimum Competency Attainment level 10 (100%)
(100% mastery is recommended to conform to employer.)

Meets "Preparing Résumé" requirements for Certification	YES <input type="checkbox"/>	NO <input type="checkbox"/>
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Checklist C – Cover Letter

Checklist C is a Product Review

Clarification for determining pre/post test deficiency on reverse side of Checklist C

**Pre/Post Checklist
Assessment Requirements –
80 % Mastery**

Cover Letter

Checklist

C

Participant's Name _____

Staff Person _____ Date _____

Pre-Test ☐

Post-Test ☐

When to use: Immediately after a participant's intake interview, evaluate the participant's cover letter using this checklist.

Scoring: If the participant's cover letter meets the criteria as stated in each question, check YES. If the participant does not have a cover letter, check NO in the box at the bottom.

	YES	NO	Date Certified
1. Does the cover letter have a business letter format?*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Does the letter contain:			
2. An opening statement expressing the purpose of writing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3. A statement including one or more of the following? - job skills - job experience - education/training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4. A statement of interest in a specific job or company?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5. A statement indicating a procedure?*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Is the letter:			
6. Neat?*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7. Free of spelling and capitalization errors?*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8. Free of punctuation and grammatical errors?*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9. Well organized?*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10. Signed?*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

* See reverse side for clarifications.

Number of "YES" checks _____

Recommended Minimum Competency Attainment level 8 (80%)

	YES	NO
Meets "Writing Cover Letter" requirements for Certification	<input type="checkbox"/>	<input type="checkbox"/>



Checklist D – Filling Out an Application

Checklist D is a Product Review

└ Pre-Test: Use CASAS Functional Writing Assessment Form 410 or Form 411.

└ Post-Test: Use a comparable application form from a local employer.

Clarification for determining pre/post test deficiency on reverse side of Checklist D

Pre/Post Checklist Assessment Requirements – 100 % Mastery

Filling Out an Application

Checklist

D

Participant's Name _____

Staff Person _____ Date _____

Pre-Test ☐ Post-Test ☐

When to use: Immediately after a participant's intake interview, evaluate the participant's application using this checklist.
Scoring: If the participant's application meets the criteria as stated in each question, check YES. If the participant does not have an application, check NO in the box at the bottom.

	YES	NO	Date Certified
1. Is the entire application printed in ink or typed?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Is the application neat?*	<input type="checkbox"/>	<input type="checkbox"/>	
3. Are all lines/sections completed?*	<input type="checkbox"/>	<input type="checkbox"/>	
4. Is the information located in the appropriate place?*	<input type="checkbox"/>	<input type="checkbox"/>	
5. Is a telephone, message number or address provided?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Is work experience listed in specified order?*	<input type="checkbox"/>	<input type="checkbox"/>	
7. Is education/training experience listed in specified order?*	<input type="checkbox"/>	<input type="checkbox"/>	
8. Are all requested references listed?*	<input type="checkbox"/>	<input type="checkbox"/>	
9. Are all words spelled or abbreviated correctly?*	<input type="checkbox"/>	<input type="checkbox"/>	

*See reverse side for clarifications.

Number of "YES" checks _____

Recommended Minimum Competency Attainment level 9 (100%)
 (100% mastery is recommended to conform to employer.)

	YES	NO
Meets "Filling Out Applications" requirements for Certification	<input type="checkbox"/>	<input type="checkbox"/>



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Checklist E – Interviewing

Checklist E is Observable Behavior

Should be administered as a
mock interview.

Clarification for determining
pre/post test deficiency on
reverse side of Checklist E

**Pre/Post Checklist
Assessment Requirements –
78 % Mastery**

Interviewing

Checklist

E

Participant's Name _____

Staff Person _____ Date _____

Pre-Test ☐ Post-Test ☐

When to use: Immediately after a participant's intake interview, evaluate the participant's interview using this checklist.
Scoring: If the participant's interview meets the criteria as stated in each question, check YES. If the participant does not have an interview, check NO in the box at the bottom.

The participant:	YES	NO	Date	Comments
1. Is on time for the interview?	<input type="checkbox"/>	<input type="checkbox"/>		
2. Is appropriately dressed and well-groomed?*	<input type="checkbox"/>	<input type="checkbox"/>		
3. Provides documents as requested?	<input type="checkbox"/>	<input type="checkbox"/>		
4. Expresses self clearly?*	<input type="checkbox"/>	<input type="checkbox"/>		
5. Provides complete, appropriate answers to all questions?*	<input type="checkbox"/>	<input type="checkbox"/>		
6. States relevant qualifications?*	<input type="checkbox"/>	<input type="checkbox"/>		
7. Asks appropriate and relevant questions?*	<input type="checkbox"/>	<input type="checkbox"/>		
8. Has a positive attitude?*	<input type="checkbox"/>	<input type="checkbox"/>		
9. Demonstrates appropriate body language?*	<input type="checkbox"/>	<input type="checkbox"/>		

* See reverse side for clarifications.

Number of "YES" checks _____

Recommended Minimum Competency Attainment level 7 (78%)

Meets "Interviewing" requirements for Certification

YES ☐ NO ☐



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Checklist F – Work Maturity

Work Maturity

Checklist

F

Participant's Name _____

Job Title _____ Date _____

Worksite _____

As a worksite supervisor, you can provide valuable information periodically regarding this person's job readiness. Please read the following list and check A for Acceptable or U for Unacceptable after each question. If the question is not applicable, please leave blank.

DOES THE PERSON:

	A	U	Date Certified	Comments
1. Demonstrate punctuality?	<input type="checkbox"/>	<input type="checkbox"/>		
2. Maintain an attendance record that is acceptable to the program/job?	<input type="checkbox"/>	<input type="checkbox"/>		
3. Exhibit good interpersonal relations by:				
• Interacting appropriately with public?	<input type="checkbox"/>	<input type="checkbox"/>		
• Cooperating with co-workers?	<input type="checkbox"/>	<input type="checkbox"/>		
• Reacting appropriately to direction and criticism?	<input type="checkbox"/>	<input type="checkbox"/>		
• Responding appropriately to various supervisors?	<input type="checkbox"/>	<input type="checkbox"/>		
4. Demonstrate positive attitudes/behaviors by:				
• Following worksite standards of behavior?	<input type="checkbox"/>	<input type="checkbox"/>		
• Accepting his responsibility for his/her actions?	<input type="checkbox"/>	<input type="checkbox"/>		
• Demonstrating self-confidence?	<input type="checkbox"/>	<input type="checkbox"/>		
• Demonstrating reliability and dependability?	<input type="checkbox"/>	<input type="checkbox"/>		
• Following job safety and health rules?	<input type="checkbox"/>	<input type="checkbox"/>		
• Adapting to changes at work (flexibility)?	<input type="checkbox"/>	<input type="checkbox"/>		
• Working effectively under pressure?	<input type="checkbox"/>	<input type="checkbox"/>		
5. Presents appropriate appearance by:				
• Dressing appropriately?	<input type="checkbox"/>	<input type="checkbox"/>		
• Maintaining a neat and clean appearance?	<input type="checkbox"/>	<input type="checkbox"/>		
6. Completes tasks effectively by:				
• Following directions?	<input type="checkbox"/>	<input type="checkbox"/>		
• Giving timely notice of absences and interruptions to work schedules?	<input type="checkbox"/>	<input type="checkbox"/>		
• Asking for clarification of direction as needed?	<input type="checkbox"/>	<input type="checkbox"/>		
• Completing tasks/assignments on time?	<input type="checkbox"/>	<input type="checkbox"/>		
• Performing work that meets quality control standards?	<input type="checkbox"/>	<input type="checkbox"/>		
• Working effectively with minimal supervision?	<input type="checkbox"/>	<input type="checkbox"/>		

Meets "Work Maturity" requirements for Certification

YES ☐ NO ☐

I have worked with this participant for _____ hours per day for a total of _____ days.

Signature _____ Job Title _____ Worksite _____ Date _____



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Conducted with participant during initial counseling session. **Learner signs & dates.**

Learner signs and dates after end of session or final counseling

Results from the Field

“I feel the videos about how to help you with your skills and how to find a job were very helpful. I am 29 years old, and I learned some pointers from this class. Over all, it was very beneficial.”

-Becky, ABE student

“I think the pocket resume is very clever and it will come in handy when applying for jobs. I feel awkward when I to ask for a phone book, so this way I will have all the information I need.”

-Thomas, ABE student

“I like filling out forms because
it has made me a better applicant
in most places that I go!”

- Sergio, ABE student

Implementation

Lessons Learned

- *Interpretation* of clarifications on reverse of checklist.
- Documents not “in the eyes of an employer”.
- “But they have improved.”

Training is ESSENTIAL!!

For Further Information

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