

Workforce Skills Certification System

Worksite Performance Rating

To the Teacher or Counselor:

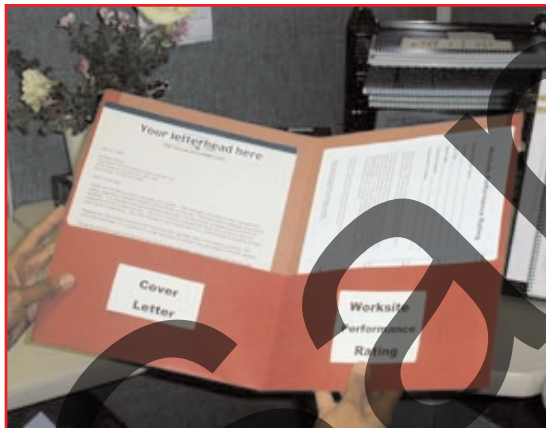
The Workforce Skills Certification System (WSCS) was developed to assess the readiness of high school level students to enter the workforce. It is aimed at the group of industries that provided the impetus for the project: banking, health, high-tech and telecommunications, but the skills assessed are relevant to all postsecondary settings. The products (tests and portfolio ratings) were developed with an employer advisory group that oversaw the development and set the levels for the portfolio-rating rubrics.

Following is a sample cover letter that you may use when preparing your student's Worksite Performance Rating packet. The packet should

be delivered to the employer in a folder. Place the cover letter on one side of the folder and the Worksite Performance Rating evaluation form on the other. Be sure to include an envelope for the employer to return the rating to you.

The WSCS Certification Assessment Battery was developed by CASAS in conjunction with Strumpf Associates: Center for Strategic Change, under contract with LEED-Sacramento. The WSCS Certification Assessment Portfolio (CAP) was developed by Strumpf Associates under contract with LEED-Sacramento. The Worksite Performance Rating is part of the Certification Assessment Portfolio.

Please do not copy the rating form. When you need more rating forms, contact CASAS at 1-800-255-1036 or go to www.casas.org.



(To be printed on agency letterhead)

(date)

(Name)

(Company)

(Address)

(City), (State) (ZIP)

Dear Supervisor,

Thank you for taking time to evaluate your worker. This evaluation provides us with valuable information regarding a student worker's performance on the job. This evaluation measures demonstrated ability. It is intended that the immediate supervisor, not personnel, complete this performance evaluation for the student worker. This form must be completed at least once during a learner's work-based experience. You may choose to use it more often as a performance or progress review.

Please enter the student worker's full name, job title, and date hired in the blanks provided. For evaluation purposes, it is important to know how long the worker has performed in that job capacity.

Using the attached performance level descriptions and checklist, please evaluate and rate the performance of the student worker by placing a check mark in the appropriate box beneath the skill level that best describes the student worker's demonstrated ability in each competency area. If the skill is "Not Applicable" (i.e. the learner does not use it on the job or you have not observed the learner using the skill), please write "NA" under the Level 1 Training Level column or leave it blank.

Once you have completed the evaluation, please sign the evaluation, and fill in the "job title" and "date" blanks provided. In addition, feel free to add any comments directly on or to the back of the evaluation.

Please return this evaluation in the envelope provided. Thank you in advance for your time.

Sincerely,

(Name)

(School)

WORKSITE PERFORMANCE RATING

Student/Worker Name: _____

Agency/School: _____

Job Title: _____

Start Date: _____

Company Name: _____

Supervisor's Name: _____

Thank you for taking time to evaluate and rate the performance of this student/worker. This evaluation measures the skills, attitudes, or behaviors necessary to keep a job.

Using the adjacent descriptions of each level and the following evaluation form, please rate the performance of the student/worker by placing a check mark in the appropriate box beneath the skill level that best describes the student/worker's *demonstrated* ability in each competency area. If the skill is "not applicable, write "NA" under the **Level 1 Training Level** column on the checklist or leave it blank. Please feel free to add additional comments or clarifications on the back of the checklist.

Please use the **Employability Performance Level** descriptions as a reference while you are completing the evaluation.

If you need additional rating forms, contact CASAS at 1-800-255-1036.

EMPLOYABILITY PERFORMANCE LEVELS

Level 1 – Training Level

Preparing to become work ready, but has difficulty completing most tasks without prompting and repeated supervisor or worker's assistance

- Does not readily request assistance
- Does not attempt a job task before asking for assistance
- Does not readily attempt job tasks

Level 2 – Improving Toward Entry Level

More work ready

- Has difficulty completing some tasks
- May attempt a job task before asking for assistance, needs prompting and supervisor or other worker's assistance
- Can fill out simple forms, write a simple list, and calculate a single operation

Level 3 – Entry Level

Meets and demonstrates the skills at a level equal to what is expected of employees when they enter employment

- Completes job tasks and projects with and without assistance
- Improves work using team or supervisor-generated information
- Meets quality standards
- Can read and follow multistep directions
- Can follow oral and written instructions and diagrams

Level 4 – Exceeds Entry Level

Demonstrates high level of competence that exceeds what is expected of most entry-level employees

- Uses information generated personally and by others to improve work quality
- Identifies problems before they arise and makes adjustments accordingly
- Exceeds project expectations for quality and attends to detail in the project development
- Can perform tasks that involve oral and written instructions in both familiar and unfamiliar situations

Please place a check mark in the appropriate box beneath the level of skill that best describes the student worker's demonstrated ability.

COMPETENCY AREA	BEHAVIORS, ATTITUDES, AND SKILLS		Level 1 Training Level	Level 2 Improving Towards Entry	Level 3 Entry Level	Level 4 Exceeds Entry Level
RESOURCES MANAGEMENT	Time	understands organization's expectations for attendance and adheres to them (i.e. notifies in advance when absent, completes appropriate vacation/day off forms)				
		understands organization's expectations for punctuality and adheres to them (i.e. adheres to scheduled breaks and lunch time limits, calls prior to being late to notify appropriate person)				
	Human Resources	engages co-workers or team members to manage work flow, prioritizes work, and meets deadlines				
	Materials	inventories and monitors supplies and merchandise, minimizes waste of supplies, and restocks as necessary				
	Facilities	organizes work space efficiently (including displaying customer information and organizing personal work space)				
INTERPERSONAL SKILLS	Participates as a Team Member	works cooperatively with co-workers				
		works cooperatively with supervisors				
		demonstrates speaking, listening, writing, and interpersonal skills of an effective team member				
	Serves Customers	identifies and clarifies customer needs				
		determines which service(s) or product(s) meet customer needs; develops options to meet customer needs				
		explains products or services; proposes services/products/solutions that satisfy customer needs				
		facilitates sales or negotiates the solution and reaches agreement with customer; verifies product or service is appropriate for customer needs				
		provides ongoing customer service and support information to ensure service/product/solution is appropriate match to customer needs (i.e. training, follow up calls, service schedules)				
		promotes positive customer relations; handles customer transactions in positive and professional manner (i.e. handles complaints/returns non-defensively)				
	Negotiates	works cooperatively with co-workers and supervisors to arrive at a decision				
Works with Diversity	works well with and respects differences of men and women from various ages, ethnic, social, and educational backgrounds, including persons with disabilities					

COMPETENCY AREA	BEHAVIORS, ATTITUDES, AND SKILLS		Level 1	Level 2	Level 3	Level 4
			Training Level	Improving Towards Entry	Entry Level	Exceeds Entry Level
SYSTEMS THINKING	Understands Systems	organizes, processes, and maintains written or computerized records and other forms of information to complete job functions (i.e. customer files, schedules, service agreements)				
		identifies regulations, expectations, and policies and adheres to them (i.e. follows confidentiality policies, follows safety procedures, dresses appropriately)				
	Monitors and Corrects Performance	analyzes problems with the system/process and takes necessary action to correct performance; assesses and makes recommendations based on quality standards (i.e. identifies and recommends quality improvements to processes and work plans)				
INFORMATION MANAGEMENT	Interprets and Communicates Information	chooses words/manner of expression appropriate to the work place				
		verbally interprets graphics or pictorials to others; speaks clearly and precisely				
		communicates messages and information accurately both orally and in writing (i.e. phone messages, coordinate meeting/travel arrangements)				
		explains ideas from a work plan and describes options for implementation				
		reports emergencies and safety concerns according to policies and procedures				
		selects and uses a variety of ways to present information (i.e., overheads, handouts, e-mail, graphic representation, verbally)				
	Acquires and Evaluates Information	writes short notes, simple memos, brief or informative written reports in a clear, logical, legible, and complete manner				
		selects and analyzes information to make decisions; selects necessary documents and research to support decisions				
		reads/understands graphic/pictorial representations (i.e. maps, charts, graphs).				
		reads computer generated printouts (i.e. account transaction reports, production schedules, inventory reports, diagnostic reports, job specifications)				
	Organizes and Maintains Information	reads/interprets basic measurement and numerical readings on instruments (i.e., ruler, gauges, job specifications, scales)				
organizes and assembles information for accessibility (i.e. loan applications, service records, customer profiles, document and information storage and retrieval systems)						
	develops/creates graphics to describe a process					
TECHNOLOGY AND TOOLS	Applies Technology & Tools to Task	selects and applies the most effective technology and/or tools to accomplish a task (i.e. proofing, inventory, diagnostics, line and work station set-up, equipment installation, building prototypes)				

COMPETENCY AREA	BEHAVIORS, ATTITUDES, AND SKILLS		Level 1	Level 2	Level 3	Level 4
			Training Level	Improving Towards Entry	Entry Level	Exceeds Entry Level
	Uses Computers to Process Information	organizes/inputs data into computer (i.e. data entry, keyboarding skills)				
		generates and maintains documents, computerized records and other forms of information (i.e. client/customer accounts, transaction records, work plans, production schedules, file back ups, etc.)				
		selects and analyzes information and communicates the results to others using computers (i.e. credit reports, interpret test data)				
	Maintains and Troubleshoots Equipment	maintains equipment and tools; identifies problems with the operation and takes necessary steps to fix or replace inoperable parts or equipment (i.e. proofing machine, computers, switching machines)				
THINKING SKILLS	Problem Solving	recognizes that problem exists, identifies possible causes and solutions, creates and puts plan into action				
	Knowing How to Learn	recognizes and applies new knowledge and skills in both familiar and changing situations				
	Reasoning	discovers a rule or principle underlying the relationship between two/more objects; uses logic to draw conclusions				
PERSONAL QUALITIES	Responsibility	exerts a high level of effort and perseverance toward goals/ works hard to learn new tasks and seeks information to improve his/her own skill level				
	Self Esteem	believes in own self-worth and maintains a positive view of self				
	Self Management	shows initiative (is a self-starter); identifies and completes tasks that need to be accomplished without being asked				
		exhibits self-control; responds unemotionally/professionally and non-defensively in a variety of situations (i.e. confrontation by supervisor, customer complaints)				
	Honesty and Integrity	maintains customer confidentiality; identifies and prevents loss; follows through on commitments made to customers and co-workers				
	Adaptability and Flexibility	accepts changes and interruptions in work flow; when presented with an unforeseen/unanticipated situation or obstacle, revises time on task and work schedule to accomplish work				

Thank you for your time. Please sign and date the evaluation below.

Signature _____ Title _____ Date _____