

CPS|CWIC Employability Assessment: (EA)

The CPS/ CWIC Employability Assessment (EA) is conducted twice a year in year in the first and third quarters. EA is an observed assessment of 16 core 21st century college and career skills. Employability Assessments measure behavioral skills required for college and career success. This CPS custom tool was created by the Chicago Workforce Investment Council after extensively researching industry, education and academic reports on career readiness. Assessment tool includes Online Assessment Scoring and Rubric, which is presented in the follow section.

CPS CWIC EMPLOYABILITY ASSESSMENT			
FUNDAMENTAL	YES or NO		
Appearance/Hygiene			
Timeliness			
Oratory/Speaking			
	1 = Below Standard/ Expectation	2 = Meets Standard/ Expectation	3 = Exceeds Standard/ Expectation
WORK ETHIC / CHARACTER			
Attitude			
Accountability/Integrity			
Self Control			
Ambition/Initiative			
PROBLEM SOLVING			
Supervision			
Procedure/Rule Following			
Problem Solving Approach			
Information Management			
INTERPERSONAL			
Verbal Communication			
Active Listening			
Feedback			
Teamwork ≥2 people			
COMPUTER			
Computer Literacy			

Employability Assessment Data Uses

- Use scores formatively to measure and monitor student progress over the three year CTE course sequence
- Use Senior Q3 employability assessment scores as a summative metric of college and career readiness
- Support data-driven instruction personalized to the needs of each student
- Evaluate curriculum success in developing the 16 skills
- Screen candidates for participation in work-based learning opportunities offered in Junior and Senior year

Key Characteristics of EA

- OBSERVED: Uses an observed 3rd party rating of a student, much like a job performance review compared to a computerized or paper-based test
- FREE: Tool is free and is low-cost to administer
- FORMATIVE: Includes rubric with stages of development through which students could progress over time, and could be administered multiple times over multiple years
- PRACTICAL: Focused on a core set of skills that could be quickly assessed so as not to over-burden teachers
- ONLINE: Facilitates quick turnaround time in data availability and analysis
- INDUSTRY-NEUTRAL: Applicable to all occupations

How EA Differs from other Assessments

- Existing market products are self assessments where a student takes a computer or paper-based test - rather than having skills observed and validated by an instructor or employer
- These products can tell an instructor or an employer if a person understands the definition and function of a particular skill
- The products can tell an instructor or an employer if a person understands what to do in a particular scenario
- BUT, self assessments cannot tell a employer whether to not a person demonstrates these skills in a real work scenario over a course of time

Assessment Source Research

- National work readiness assessments, skill catalogues and market tools
- Recommendations from National Association of Career and Technical Education
- Recommendations from national and state workforce advocacy groups, national industry organizations
- Recommendations from the Department of Labor, Illinois State Board of Education, Illinois Department of Employment Security, Illinois Department of Commerce and Community Affairs



Employability Assessment Rubric

FUNDAMENTAL		YES or NO		
Appearance	Dresses according to the defined norms of the workplace or school activity. Categories are business casual, business (coat and tie), and business formal (suit). Understands that appropriate appearance impacts cultural fit at the workplace.			
Timeliness	Arrives on time and is rarely absent without cause. Understands the relationship between punctuality and how people perceive them.			
Oratory/Speaking	Uses appropriate language, volume, clarity and tone based on the norms of the environment. Uses friendly tone and smiles when conversing with others.			
WORK ETHIC/ CHARACTER	1 = Below Standard/Expectation	2 = Meets Standard/Expectation	3 = Exceeds Standard/Expectation	
Attitude	Is often negative and struggles to reorient negative outlook into a positive outlook. Does not understand or is not concerned with how attitude affects performance and group dynamics.	Is usually optimistic and can reorient negative outlook into a positive outlook. Understands how attitude affects performance and group dynamics.	Is optimistic and quickly reorients negative outlook into a positive outlook. Values how attitude affects performance and group dynamics and tries to positively influence conditions.	
Accountability/Integrity	Rarely acknowledges responsibility for own actions and decisions. Does not complete assignments and is not concerned with quality of work. Has a generally low standard of performance.	Acknowledges responsibility for own actions and decisions. Completes assignments and is concerned with quality of work. Works towards a high standard of performance for self.	Assumes responsibility for actions and decisions. Completes assignments and is concerned with quality of own work and that of peers. Works towards a high standard of performance.	
Self Control	Does not have control over emotional reactions. Responds to difficult individuals or situations with an agitated and defensive manner. Struggles to keep personal matters from interfering with performance.	For the most part, controls emotional reactions. Responds to difficult individuals or situations with a calm and non-defensive manner. Usually keeps personal matters from interfering with performance.	Can suppress own reaction and remedy difficult individuals or situations with a calm and non-defensive manner. Keeps personal matters from interfering and maintains top performance.	
Ambition/Initiative	Has difficulty setting and achieving short term goals. Rarely takes initiative and waits for others to give work. Is only motivated under excessive influence or threats. Has a low expectation for self.	Can set and achieve short and moderate term goals. Takes initiative and does not wait for others to give work. Is self motivated but needs encouragement at times. Sets moderate expectations for self.	Can set and achieve short and long term goals. Takes initiative and does not wait for others to give work. Is self motivated and can strive independently. Sets high expectations and strives to surpass them.	
PROBLEM SOLVING	1 = Below Standard/Expectation	2 = Meets Standard/Expectation	3 = Exceeds Standard/Expectation	
Supervision	Needs constant supervision to complete tasks.	Needs moderate supervision to complete tasks.	Needs minimal supervision to complete tasks.	
Procedure/Rule Following	Has difficulty following rules and procedures. Jumps into tasks without first reading the directions. Does not seek clarification when unclear. Does not see the relevance of procedures to performance.	Follows rules and procedures. Reads all directions before starting. Checks for clarification when unclear. Understands relevance of procedures to performance.	Follows rules and procedures. Reads all directions before starting. Can break down instructions and prioritize implementation. Checks for clarification when directions are unclear. Appreciates relevance of procedures to performance and contributes suggestions for new/better procedures.	
Problem Solving Approach	Does not approach program solving with any process. Has difficulty constructing and executing a plan.	Uses a basic process for problem solving. (1) Understand the problem (2) Construct a plan to solve the problem (3) Execute the plan.	Uses an advanced process for problem solving. (1) Identify the problem (2) Understand the problem (3) Construct a plan to solve the problem (4) Execute the plan (5) Evaluate results	
Information Management	Struggles to identify and acquire information needed to solve a problem. Has difficulty extracting and understanding information from charts and graphs. Has difficulty organizing information effectively.	Can identify and acquire information to solve a problem. Can extract and understand information from charts and graphs. Can organize information effectively.	Can identify, acquire, and analyze information across disciplines to solve a problem. Can extract and understand information from charts and graphs. Recognizes information most relevant to a situation. Can organize information effectively. Seeks opportunities to learn new information.	

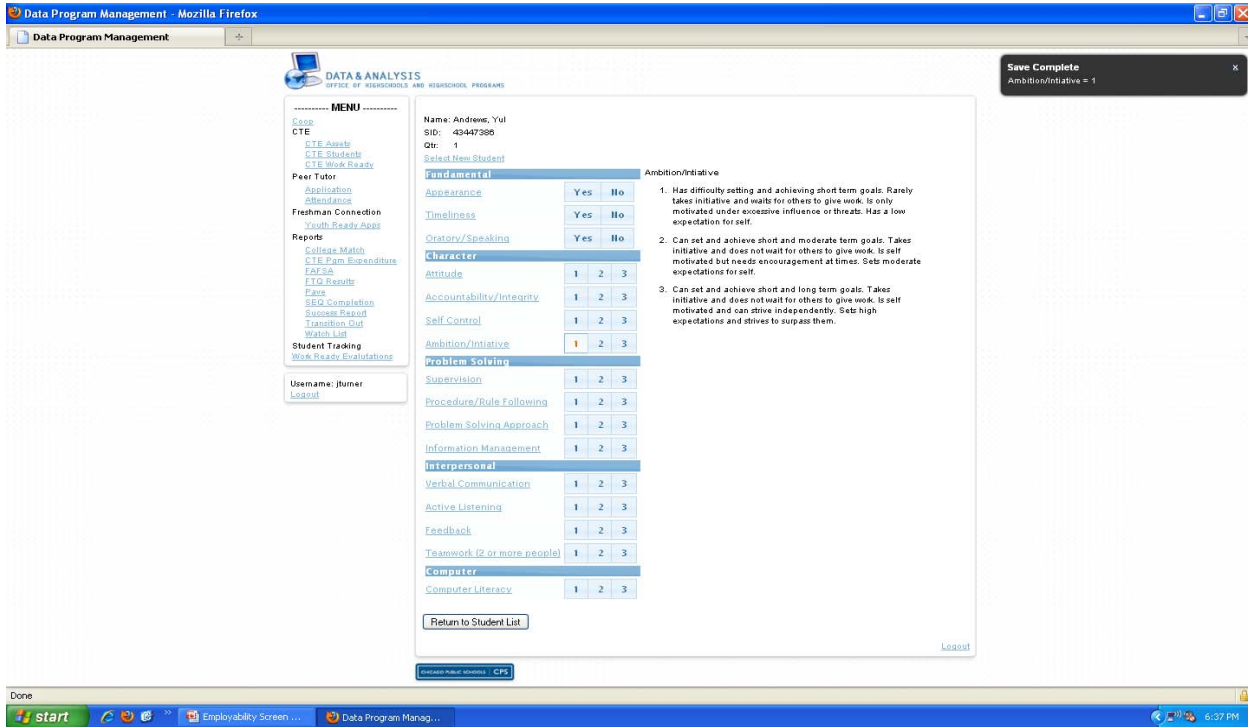
Employability Assessment Rubric

Interpersonal - Computer

INTERPERSONAL	1 = Below Standard/Expectation	2 = Meets Standard/Expectation	3 = Exceeds Standard/Expectation
Verbal Communication	Does not effectively express his/her ideas in a clear and logical manner. Has difficulty building on information presented during a conversation. Usually responds with yes/no answers. Often uses communication destructively to gossip or cause harm.	Effectively expresses his/her ideas in a clear and logical manner. Can have a two-way conversation building on information obtained during the conversation. Uses communication constructively to promote goals not to gossip or cause harm.	Effectively promotes his/her ideas in a clear and logical manner. Supports his/her ideas with data and research versus personal opinion. Is a skilled conversationalist and can successfully engage others in brainstorming and conflict resolution. Uses communication constructively to promote goals not to gossip or cause harm.
Active Listening	Struggles to understand, interpret, and evaluate what he or she heard. Does not accurately recall information. Does not ask clarifying statements. Does not maintain eye contact. Does not use listening cues such as nodding and verifying statements.	Can understand what he or she heard. Can accurately recall information. Asks clarifying statements. Maintains eye contact. Uses listening cues such as nodding.	Can understand, interpret, and evaluate what he or she heard. Accurately recalls and summarizes information. Asks clarifying statements. Maintains eye contact. Uses listening cues such as nodding and verifying statements.
Feedback	Responds defensively to constructive criticism. Often deflects by providing excuses. Resists being redirected to appropriate behavior. Does not defer judgment.	Responds civilly to constructive criticism. Absorbs feedback as a learning tool. Can be redirected to appropriate behavior. Reflects on feedback and defers immediate judgment.	Proactively seeks feedback and responds positively to constructive criticism. Absorbs feedback and seeks new ways to perfect behavior or performance. Easily redirected to appropriate behavior. Reflects on feedback and defers immediate judgment.
Teamwork ≥2 people	Does not work well in a team situation. Does not share responsibility for team deliverables. Deflects workload onto other team members. Often seeks to reduce level of quality. Is critical of other team members. Disrespects other team members' input. Is unwilling to compromise to achieve overall team success.	Works with other team members to accomplish shared goals. Shares responsibility for team deliverables and accomplishes an equal portion of the workload. Respects and values other team members' input. Willing to compromise to achieve overall team success.	Works with other team members to accomplish shared goals and often takes on team leadership position. Shares responsibility for team deliverables and accomplishes an equal portion of the workload. Provides team members with constructive guidance, encouraging others to do high quality work. Respects and values other team members' input. Supports negotiated compromise to achieve team success.
COMPUTER	1 = Below Standard/Expectation	2 = Meets Standard/Expectation	3 = Exceeds Standard/Expectation
Computer Literacy	Can operate a computer. Can connect to internet. Can use search engines. Can send/receive email. Has difficulty using word processing software.	Can operate a computer. Can connect to internet. Can use search engines. Can send/receive email. Can use word processing software.	Can operate a computer. Can connect to internet. Can use search engines. Can send/receive email. Can use word processing, presentation and spreadsheet software.

Online Assessment Tool : <https://internal.etcchicago.com/admin/cteworkready.aspx>

CTE has developed an easy to use online assessment form that seamlessly integrates with IMPACT automatically linking a CPS login to a list of only students enrolled in a teacher's class. On average, it takes teachers less than 5 minutes to rate a student.



Online Assessment Completion Tracking

Using a CPS login, CTE staff and school Principals can access real-time status of Employability Assessment Completion. Use a CPS login. <https://internal.etcchicago.com/admin/cteworkreadycompletion.aspx>

AREA	SchoolID	SchoolName	Teacher LName	Teacher FName	Prog Name	Total Students	Asses Comp_Q1	Asses CompPer	Survey Comp	Survey CompPer
26	609xxx				Auto Body Repair	75	72	96.00%	61	81.33%
26	609xxx				Automotive Technology	66	64	96.97%	23	34.85%
26	609xxx				Cabinet Making	85	83	97.65%	69	81.18%

★ Importance of Tracking Assessment Completion for Work-Based Learning Placement

Employability assessment scores are used to screen students for work-based learning opportunities. It is critical that schools reach 100% of teachers completing the assessment. Students without assessment scores will be ineligible from participating in a CTE Partner Development work-based learning opportunity. See *Work-Based Learning Section* for more details.