



**Calvin Coolidge High School  
Alumni Association, Inc**

6315 5th Street NW  
Washington, DC 20011

*Upward Mobility Through Academics and Unity  
A Winning Combination*

**SYEP 2010 WORK READINESS ASSESSMENT**

Employee Last Name: \_\_\_\_\_ Employee First Name: \_\_\_\_\_

Supervisor Last Name: \_\_\_\_\_ Supervisor First Name: \_\_\_\_\_

Employer Coordinator\* Last Name: \_\_\_\_\_ Employer Coord. First Name: \_\_\_\_\_

Worksite: \_\_\_\_\_ Host Organization:\* \_\_\_\_\_

Check one: Initial Evaluation \_\_\_ Final Evaluation \_\_\_ Date: \_\_\_\_\_

FOUNDATION SKILL	PERFORMANCE EXPECTATIONS	Performance Improvement Plan Needed	Needs Development	Proficient	Exemplary
		(1)	(2)	(3)	(4)
<b>See page 4 for more detailed grading descriptions</b>					
<b>ATTENDANCE</b>	Understanding work expectations for attendance and adhering to them. Notifying supervisor in advance in case of absence.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>PUNCTUALITY</b>	Understanding work expectations for punctuality. Arriving on time for work, taking and returning from breaks on time, and calling supervisor prior to being late.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>WORKPLACE APPEARANCE</b>	Dressing appropriately for position and duties. Practicing personal hygiene appropriate for position and duties.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>TAKING INITIATIVE</b>	Participating fully in task or project from initiation to completion. Initiating interaction with supervisor for next task upon completion of previous one.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>QUALITY OF WORK</b>	Giving best effort, evaluating own work, and utilizing feedback to improve work performance. Striving to meet quality standards.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>



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<b>COMMUNICATION SKILLS</b>	Speaking clearly and communicating effectively – verbally and non-verbally. Listening attentively. Using language appropriate for work environment.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>RESPONSE TO SUPERVISION</b>	Accepting direction, feedback, and constructive criticism with positive attitude and using information to improve work performance.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>TEAMWORK</b>	Relating positively with co-workers. Working productively with individuals and teams. Respecting diversity in race, gender, and culture.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>PROBLEM-SOLVING/ CRITICAL-THINKING</b>	Exercising sound reasoning and analytical thinking. Using knowledge and information from job to solve workplace problems.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>WORKPLACE CULTURE POLICY AND SAFETY</b>	Demonstrating understanding of workplace culture and policy. Complying with health and safety rules. Exhibiting integrity and honesty.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	<b>TOTAL SCORE</b> _____ <i>(add the four box scores to the right)</i>	# checked X 1 Total: _____	# checked X 2 Total: _____	# checked X 3 Total: _____	# checked X 4 Total: _____
	<b>AVERAGE SCORE</b> _____ <i>(total score divided by 10)</i>				
	<b>For Final Evaluation Only</b>  Employee had satisfactory work performance and has met Work Readiness Skill Attainment <i>(see details in Instructions below)</i> : select one ___ Yes ___ No				

### NEXT STEPS

When SYEP concludes, youth employee expects to (select one):



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___ return to high school	___ enter or return to post-secondary education
___ enter full-time job youth has already secured	___ enter or return to an education or training program
___ seek full-time employment	___ not sure
___ other	

**Comments/Goals:**

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(add sheets  
as needed)

**Supervisor Signature:** \_\_\_\_\_

### WORK READINESS ASSESSMENT GRADING SCALE

#### ATTENDANCE

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Excessive absences consistently impact work performance. Additional training is needed.	Below 90% attendance, but participant seeks out opportunities to make up missed work.	Maintains 90% attendance and notifies supervisor ahead of time prior to absence.	100% attendance or missed one day with valid reason that did not occur during first two weeks.

#### PUNCTUALITY

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Excessive lateness consistently impacts work performance. Additional training is needed.	Inconsistent in arriving to work, returning from breaks on time, and calling supervisor prior to lateness.	Arrives to work & returns from breaks on time with rare exception. If late, calls supervisor ahead of time.	Perfect or near perfect in arriving for work and returning from breaks on time. Model for other workers.

#### WORKPLACE APPEARANCE

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Has not yet demonstrated appropriate appearance and/or personal hygiene for position and duties.	Inconsistent in demonstrating appropriate appearance and/or personal hygiene for workplace.	Dresses appropriately and practices hygiene for position and duties with rare exception.	Consistent display of professional appearance and hygiene serves as a model for other workers.

#### TAKING INITIATIVE

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Reluctant to begin tasks without significant staff intervention. Needs frequent reminders. Additional training may be needed.	Inconsistently begins or remains on task. Needs occasional prompting. Often satisfied with bare minimum performance.	Begins and remains on task until completion with rare exception. Can work independently. Initiates interaction for next task.	Consistently begins/remains on task until completion, and initiates interaction for next task. Can work independently, and leads others.



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**QUALITY OF WORK**

<b>Perf. Improvement Plan Needed</b>	<b>Needs Development</b>	<b>Proficient</b>	<b>Exemplary</b>
Has not yet given best effort. Rarely evaluates work and utilizes feedback. Completes work inconsistently. Additional training may be needed.	Uneven work quality. Sometimes evaluates own work and utilizes feedback, but inconsistent in meeting quality standards.	Quality of work meets expectations. Evaluates own work, and utilizes employer feedback to improve performance.	Quality of work often exceeds expectations. Consistently gives best effort. Evaluates own work and utilizes employer feedback.

**COMMUNICATION SKILLS**

<b>Perf. Improvement Plan Needed</b>	<b>Needs Development</b>	<b>Proficient</b>	<b>Exemplary</b>
Seldom speaks clearly or listens attentively. Repeatedly uses inappropriate language for the workplace. May need additional training and support.	Inconsistent in communicating in manner and language appropriate for workplace. Inconsistent in effort to speak clearly or listen attentively.	Demonstrates positive oral and non-verbal communication with rare exception. Listens attentively and uses language appropriate for workplace.	Consistently demonstrates positive oral/non-verbal communication skills. Speaks clearly and listens attentively, Can effectively present to a group if needed.

**RESPONSE TO SUPERVISION**

<b>Perf. Improvement Plan Needed</b>	<b>Needs Development</b>	<b>Proficient</b>	<b>Exemplary</b>
Reluctant to accept feedback and constructive criticism from supervisor. Responds with poor verbal or non-verbal communication. Additional training may be necessary.	Inconsistent in accepting direction, feedback, and constructive criticism from supervisor. Shows potential for improvement.	Accepts direction and constructive criticism with positive attitude with rare exception. Uses feedback to improve work performance.	Consistently accepts direction and constructive criticism with positive attitude. Uses feedback to improve work performance, and provides new and useful ideas to employer.

**TEAMWORK**

<b>Perf. Improvement Plan Needed</b>	<b>Needs Development</b>	<b>Proficient</b>	<b>Exemplary</b>
Has not yet demonstrated appropriate group behaviors. Improvement needed in treating others with respect. Rarely contributes to group efforts. Additional training may be necessary.	Inconsistent in promoting positive group behaviors amongst coworkers, and in contributing to group efforts. Shows potential for improvement.	Works well with co-workers, is respectful, and contributes to group efforts with rare exception. Respects diversity within the workplace.	Consistently facilitates positive group dynamics. Demonstrates leadership that plays a significant role in success of group efforts. Promotes larger group unity.

**PROBLEM-SOLVING/CRITICAL THINKING**

<b>Perf. Improvement Plan Needed</b>	<b>Needs Development</b>	<b>Proficient</b>	<b>Exemplary</b>
Makes little or no effort to use knowledge learned from the job to solve workplace problems.	Inconsistent in using sound reasoning to solve work problems. Shows potential for improvement.	Uses sound reasoning, and job knowledge to solve workplace problems. Shows initiative in improving skills.	Consistently applies sound reasoning to solve work problems. Identifies potential problems before they can occur.

**WORKPLACE CULTURE, POLICY AND SAFETY**

<b>Perf. Improvement Plan Needed</b>	<b>Needs Development</b>	<b>Proficient</b>	<b>Exemplary</b>
Has not demonstrated understanding of workplace policies/ethics. Has not completed applicable training on workplace .	Inconsistent in demonstrating understanding of workplace culture, policies, and safety rules.	Demonstrates understanding of workplace policies. Completed safety training if applicable, and adheres to rules. Exhibits honesty and integrity.	Shows clear understanding of work policies and safety rules. Exhibits honesty and integrity. Has completed applicable safety trainings and has led coworkers.