



Soft Skill Pro Certificate Assessment

Thank you for your help in mentoring a student enrolled in the Soft Skills High Certificate Program. Your guidance and mentoring is an important first step for the student to become a successful employee in the future. Please use the certificate program assessment to rate the student based on the assessment descriptions below. Select the appropriate work-based learning description to show where the student has demonstrated the skills or attitudes. The intent of the Soft Skills Pro Certificate Program is to recognize a student's mastery of the Career and Life Essentials skills that are valued by employers and to provide an industry credential of student mastery. This program assessment allows:

- ★ students to document their employability skills
- ★ employers to assess the skills they are looking for in quality employees

STUDENT AND MENTOR INFORMATION

Student Name _____ Supervising Teacher _____

Supervisor Teacher Email _____ School Telephone Area/No _____

Work-based Learning Mentor _____ Mentor's E-Mail _____ Mentor's Phone _____

Work-based Learning site (school, workplace, community) _____ Start and End Date _____

Describe the Learning Experience and Primary Responsibilities *(to be completed by the mentor)*



School: Please review this Soft Skills Pro Certificate Program Assessment with the participating student and ensure that s/he understands the skills to be assessed will be the ones learned in the Career and Life Essentials course. Between the employer, community-based partner, or the school, all items must be rated.

Certification - In order to receive a Soft Skills Pro Certification, the student must successfully pass the Career and Life Skills coursework with a 70% or higher and then a Work Based Learning Skills assessment of “acceptable” or higher.

SKILL	EMERGING	DEVELOPING	ACCEPTABLE	ACCOMPLISHED	EXEMPLARY
	<i>Student seldom demonstrates:</i>	<i>Student sometimes demonstrates</i>	<i>Student usually demonstrates</i>	<i>Student almost always demonstrates:</i>	<i>Student always demonstrates:</i>
ATTITUDE <input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Acceptable <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary	Student seldom exhibits conscientious spirited & positive attitude	Student sometimes exhibits conscientious spirited & positive attitude	Student usually exhibits conscientious spirited & positive attitude	Student almost always exhibits sufficient conscientious spirited & positive attitude	Student always exhibits an extremely conscientious spirited & positive attitude
CHARACTER <input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Acceptable <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary	Student seldom tells the truth, seldom takes responsibilities and is rarely respectful	Student sometimes tells the truth, sometimes takes responsibilities and is sometimes respectful.	Student usually tells the truth, usually takes some responsibilities and is usually respectful.	Student almost always tells the truth, takes most responsibilities and is almost always respectful.	Student always tells the truth, takes complete responsibility and is always respectful.
APPEARANCE AND GROOMING <input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Acceptable <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary	Student seldom gives attention to personal grooming, hygiene, professional attire	Student sometimes gives attention to personal grooming, hygiene, professional attire	Student usually gives attention to personal grooming, hygiene, professional attire	Student almost always gives good attention to personal grooming, hygiene, professional attire	Student always gives special attention to personal grooming, hygiene, professional attire
COMMUNICATION AND LISTENING <input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Acceptable <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary	Student seldom listens with an open mind. Is seldom able to concentrate and is often distracted	Student sometimes listens with an open mind. Is sometimes able to concentrate and sometimes distracted	Student usually listens with an open mind. Is usually able to concentrate and occasionally distracted	Student almost always listens with an open mind. Is almost always able to concentrate and is rarely distracted	Student always listens with an open mind. Is always able to concentrate and is never distracted

<p>TIME MANAGEMENT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Acceptable <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary 	<p>Shows very little or no understanding of written plans, setting & prioritizing goals, to-do-lists that work from future to present. Does not use time well in all tasks to ensure things get done on time.</p>	<p>Shows little understanding of written plans, setting & prioritizing goals, to-do-lists that work from future to present. Occasionally uses time well in all tasks to ensure things get done on time.</p>	<p>Shows some understanding of written plans, setting & prioritizing goals, to-do-lists that work from future to present. Usually uses time well in all tasks to ensure things get done on time.</p>	<p>Shows adequate understanding of written plans, setting & prioritizing goals, to-do-lists that work from future to present. Almost always uses time very well in all tasks to ensure things get done on time.</p>	<p>Shows superior understanding of written plans, setting & prioritizing goals, to-do-lists that work from future to present. Always uses time extremely well in all tasks to ensure things get always done on time.</p>
<p>TEAM WORK</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Acceptable <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary 	<p>Student is seldom courteous & polite; sometimes yelling, insulting, or embarrassing others. Seldom treats people fairly, justly and equitably. Seldom empathizes with other students</p>	<p>Student is sometimes courteous & polite; rarely yelling, insulting, or embarrassing others. Sometimes treats people fairly, justly and equitably. Sometimes empathizes with other students</p>	<p>Student is usually courteous & polite; not yelling, insulting, or embarrassing others. Usually treats people fairly, justly and equitably. Usually empathizes with other students</p>	<p>Student is almost always courteous & polite; not yelling, insulting, or embarrassing others. Almost always treats people fairly, justly and equitably. Almost always empathizes with other students</p>	<p>Student is always courteous & polite; not yelling, insulting, or embarrassing others. Always treats people fairly, justly and equitably. Always empathizes with other students</p>
<p>DIVERSITY AND CULTURAL AWARENESS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Acceptable <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary 	<p>Student seldom shows acceptance and tolerance of racial, ethnic, religious, gender differences and handicaps</p>	<p>Student sometimes shows acceptance and tolerance of racial, ethnic, religious, gender differences and handicaps</p>	<p>Student usually shows acceptance and tolerance of racial, ethnic, religious, gender differences and handicaps</p>	<p>Student almost always shows acceptance and tolerance of racial, ethnic, religious, gender differences and handicaps</p>	<p>Student always shows acceptance and tolerance of racial, ethnic, religious, gender differences and handicaps</p>
<p>SERVICE EXCELLENCE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Acceptable <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary 	<p>Student is seldom attentive & responsive. Seldom recognizes customer needs, customer type, and the best solution for the particular customer. Rarely uses warm, pleasant tone and rarely smiles (whether on phone or in person) to add to an already welcoming demeanor.</p>	<p>Student is sometimes attentive & responsive. Sometimes recognizes customer needs, customer type, and the best solution for the particular customer. Randomly uses warm, pleasant tone and occasionally smiles (whether on phone or in person) to add to an already welcoming demeanor.</p>	<p>Student is usually attentive & responsive. Usually recognizes customer needs, customer type, and the best solution for the particular customer. Usually uses warm, pleasant tone and usually smiles (whether on phone or in person) to add to an already welcoming demeanor.</p>	<p>Student is almost always attentive & responsive. Almost always recognizes customer needs, customer type, and the best solution for the particular customer. Very often uses warm, pleasant tone and very often smiles (whether on phone or in person) to add to an already welcoming demeanor.</p>	<p>Student is always attentive & responsive. Always easily and quickly recognizes customer needs, customer type, and the best solution for the particular customer. Consistently uses warm, pleasant tone and always smiles (whether on phone or in person) to add to an already welcoming demeanor.</p>

CRITICAL THINKING AND PROBLEM SOLVING SUB SKILLS:					
IDENTIFYING ISSUES <input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Acceptable <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary	clearly identifies & explains the issue	clearly identifies & explains the issue	clearly identifies & explains the issue	clearly identifies & explains the issue	clearly identifies & explains the issue
STATING GOALS/OBJECTIVES <input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Acceptable <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary	clearly States the goal/objectives in measurable terms	clearly States the goal/objectives in measurable terms	clearly States the goal/objectives in measurable terms	clearly states the goal/objectives in measurable terms	clearly States the goal/objectives in measurable terms
EVALUATING DATA/EVIDENCE <input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Acceptable <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary	considers & evaluates important evidence and supporting data	considers & evaluates all important evidence and supporting data	considers & evaluates all important evidence and supporting data	considers & evaluates all important evidence and supporting data	considers & evaluates all important evidence and supporting data
IDENTIFYING SYMPTOMS/CAUSES <input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Acceptable <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary	clearly identifies symptoms &causes	clearly identifies symptoms &causes	clearly identifies symptoms &causes	clearly identifies symptoms &causes	clearly identifies symptoms &causes

<p>TAKING APPROPRIATE ACTION</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Acceptable <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary 	chooses or builds consensus to choose the best alternative	chooses or builds consensus to choose the best alternative	chooses or builds consensus to choose the best alternative	chooses or builds consensus to choose the best alternative	chooses or builds consensus to choose the best alternative
<p>EVALUATING RESULTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Acceptable <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary 	takes timely and effective actions to implement the decision	takes timely and effective actions to implement the decision	takes timely and effective actions to implement the decision	takes timely and effective actions to implement the decision	takes timely and effective actions to implement the decision
<p>PERSONAL LEADERSHIP</p> <p>SUB SKILLS:</p>					
<p>RESPONSIBILITY AND INITIATIVE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Acceptable <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary 	any level of responsibility & initiative	some level of responsibility & initiative	a high level of responsibility & initiative	a higher level of responsibility & initiative	highest level of responsibility & initiative
<p>RESPECT FOR OTHERS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Acceptable <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary 	respect for others in his interactions	respect for others in his interactions	respect for others in his interactions	respect for others in his interactions	extreme respect for others in his interactions
<p>TREATMENT OF OTHERS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Acceptable <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary 	fair and equitable treatment of others	fair and equitable treatment of others	fair and equitable treatment of others	fair and equitable treatment of others	fair and equitable treatment of others

COMMUNICATION <input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Acceptable <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary	effectiveness in all forms of communication	effectiveness in all forms of communication	effectiveness in all forms of communication	effectiveness in all forms of communication	effectiveness in all forms of communication
CRITICAL THINKING <input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Acceptable <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary	critical thinking skills	critical thinking skills	good critical thinking skills	very good critical thinking; skills	excellent critical thinking skills
PROFESSIONALISM IN APPEARANCE AND ATTITUDE <input type="checkbox"/> Emerging <input type="checkbox"/> Developing <input type="checkbox"/> Acceptable <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary	professionalism in appearance, and attitude	professionalism in appearance, and attitude	a high degree of professionalism in appearance, and attitude	a higher degree of professionalism in appearance, and attitude	the highest degree of professionalism in appearance, and attitude

I attest the ratings above accurately reflect the student's demonstration and application of the Career and Life Essential skills in the work-based learning experience.

Work-based Learning Mentor Signature _____ Date _____

Teacher Supervisor Signature _____ Date _____

