



**Performance  
Skills**

## Employability Profile - Record of Coursework and Work-Based Learning

Student: \_\_\_\_\_ School: \_\_\_\_\_ School Personnel: \_\_\_\_\_ Title: \_\_\_\_\_

Career and Technical Education (CTE) Coursework	Year	Comments	# of Hours

Work-based Learning Experiences	Year	Comments	# of Hours

Industry-based Assessments (if any)	Year	Comments	Score

Total # of CTE Coursework Hours: \_\_\_\_\_

Total # of Work-based Learning Experience Hours (must include at least 54 hours): \_\_\_\_\_

Final Total # of Hours (216 required hours): \_\_\_\_\_

# **General Directions for Completing the New York State Education Department Employability Profile Model Form**

## **EMPLOYABILITY PROFILE FORM**

Document student demographic information.

Provide information on the student's coursework and work-based learning experience(s) on which the rating of the student's skills is based.

Document the type of instructional and work-based learning experience(s) in which the student engaged, including but not limited to, job shadowing, community service, volunteering, service learning, senior project(s) and/or school-based enterprise(s) and the location of these experiences. These may also include, but are not limited to, work-based learning experiences associated with Department approved programs including the Career Exploration Internship Program (CEIP); General Education Work Experience Program (GEWEP); Work Experience and Career Exploration Program (WECEP); and the Career and Technical Education Cooperative Work Experience Program (CO-OP).

Indicate the worksite name and location and briefly describe the experience (e.g., volunteered 3 hours a week to maintain the community garden).

## **EVAULATION GRADING SCALE: General Key**

Use this scale to determine and document the skill level the student has demonstrated. The levels on the scale are 1 = Unsatisfactory, 2 = Needs Improvement, 3 = Meets Expectations and 4 = Exceeds Expectations. The criterion for each level of performance is described in the profile.

## **PERFORMANCE SKILLS and PERFORMANCE EXPECTATIONS**

Using the Evaluation Grading Scale, rate the student on the 17 performance skills and corresponding performance expectations. Attainment of these performance skills and expectations, which are cross walked (figure 1) to specific commencement level CDOS learning standards, provide evidence of student attainment of the commencement level CDOS learning standards. This cross walk should be reviewed at least annually to inform the development of the transition components of the student's individualized education program (i.e., student needs, post-secondary and annual goals, courses of study and activities necessary to facilitate the student's movement from school to postschool activities) and to ensure the student has opportunities to demonstrate the commencement level CDOS learning standards.

## **COMMENTS: STUDENT WORK READINESS SKILLS**

Provide comments, as appropriate, relating to technical skills the student has learned during the work experience (e.g., operation of a job specific machine/tool) and additional detail about the student's performance.



# Crosswalk: Employability Profile Performance Skills/Expectations and Commencement Level CDOS Learning Standards

Figure 1

Employability Profile		CDOS Learning Standards									
Performance Skills	Performance Expectations	Career Development Standard 1	Integrated Learning Standard 2	Universal Foundation Skills Standard 3a							
				Basic Skills	Thinking Skills	Personal Qualities	Inter-personal Skills	Technology	Managing Info.	Managing Resources	Systems

**Attendance**

Understands & adheres work expectations for attendance. Notifies supervisor in advance in case of absence.

<b>Employability Profile</b>		<b>CDOS Learning Standards</b>	
<b>Performance Skills</b>	<b>Performance Expectations</b>	<b>Career</b>	