

Career Assessment Report for



EHOVE Career Center

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EHOVE Career Assessment Report

Name: ██████████

Age: 16

Grade: 10

Date Assessed: 9-9-2013

School Attending: New London

Referral: Vicki Stoll

What is career assessment?

Career Assessment looks at a student's interest and ability levels in certain areas to begin the discussion regarding appropriate potential future careers. Career Assessment is not a test; it is a series of assessments that offer an opportunity to expose likes, areas of strengths, and needed areas of improvement for specific careers. This is a free service offered by EHOVE Career Center, geared mostly for sophomores, to help begin future planning. It should be noted that the assessments administered for Career Assessment were completed during one school day and in no way are definitive. The results from these assessments should be combined with input from the student, families, other people invested in the student's future endeavors for the purpose of helping to form a dialogue in terms of the student's future.

Why was chosen to participate in Career Assessment?

As a part of your student's Individualized Education Program (IEP), an age appropriate assessment must be completed to help the school prepare your student to reach appropriate goals in the areas of education, employment, and independent living upon graduation. The transition section of your student's IEP includes sections 1, 4, and 5. Your input is also greatly valued in these sections.

Student and Teacher Input

Education and Background Information

██████████ stated that his favorite classes are math and studies, and health. ██████████ enjoys playing football. ██████████ is a hard worker. ██████████ takes study hall classes in a resource room. Resource room classes often offer exposure to the general education curriculum but delivers it in a slower or modified manner. This does not prepare a student in the college preparatory curriculum. His transcript indicated 13 missed classes and has a grade point average of 1.1.

This information can be used in Section 1 to indicate the student's future employment and education plans.

English, social studies, and being a hard worker. The resource room general education types of classes do average he misses ██████████ has failed 2

Upon graduating high school, ██████████ indicated he would be willing to continue his education in the following ways: on the job. His top three career choices are cooking, did not list a second career, and he did not list a third career. ██████████'s teachers feel that he is currently performing on a level that indicates post-secondary education in the manner of going Straight into the workforce with on-the-job training would be appropriate. Current work or volunteer experience, indicated by ██████████, includes classic lawncare/tree trimming.

Soft skills are interpersonal skills or personal attributes that are needed to succeed in the workplace. Often the set of soft skills that one exhibits reflects their ability to work with others. Many entry level jobs (such as ones a high school student would pursue) require little to no job knowledge, but do require strong soft skills. According to ██████████'s teachers, they feel he still needs to develop soft skills in the

areas of Work ethic, Ability to work independently, Attention Span to be fully employable. Transportation to and from a place of employment is also needed to obtain work experience and often needed to continue onto post-secondary education after high school. At this time, ██████ indicated he no have a license or permit.

Medical Background

██████ states that he does not have a vision problem. A color blindness test was administered during Career Assessment and the results indicate that ██████ does not have a color blindness issue. ██████ states he does not have a record of hearing problems. Other diagnosed medical concerns are none.

Interest Inventory Results

This instrument helps a student sort their likes and dislikes as they relate to the world of work. This particular Interest Inventory was created for people with little to no work experience. The results are divided into 16 different categories from the *Guide for Occupational Exploration*. This guide was created by the U.S. Department of Labor. ██████'s results are as follows:

Guide for Occupational Exploration Scale	Interests	*'s Score
Agriculture and Natural Resources <i>*commercial fishing, horticulture, agriculture</i>	An interest in working with plants, animals, forests, or mineral resources for agriculture, horticulture, conservation, extraction, and other purposes	6
Architecture & Construction <i>*Building maintenance, construction technology, HVAC, painting, telecommunications</i>	An interest in designing, assembling, and maintaining components of buildings and other structures	5
Arts, Media Technology & Communications <i>*Computer graphics, digital video producer, graphic design, multimedia designer, performing artist</i>	An interest in creatively expressing feelings or ideas, in communicating news or information, or in performing	3
Business, Management & Administration <i>*Entrepreneur, office technology</i>	An interest in making a business organization or function run smoothly. You can satisfy this interest by working in a position of leadership or by specializing in a function that contributes to the overall effort in a business, nonprofit organization, or government agency	4
Education & Training <i>*Teacher, paraprofessional</i>	An interest in helping people satisfy this interest by teaching may be preschoolers, retirees between	
Finance & Insurance <i>*accountant</i>	An interest in helping business assured of a financially secure satisfy this interest by working insurance business in a leader	
Government & Public Administration <i>*Case manager</i>	An interest in helping a government the needs of the public	
Health Science <i>*Biotechnology, dietetic technician, doctor, health care, home health aide, medical/ dental assistant, medical laboratory assistant, medical records technician, nursing, physical/ occupational therapy, radiologic technician, veterinary technician</i>	An interest in helping people healthy	
Hospitality, Tourism & Recreation <i>*Cosmetology, custodial housekeeping, food service</i>	An interest in catering to the personal wishes and needs of others so that they may enjoy a clean environment, good food and drink, comfortable lodging away from home, and recreation	7

This information can be used in Section 4 as part of the summary for the age appropriate transition assessment. Find the student's highest scoring area. Please see the summary example for more information.

Human Services <i>*Day care worker, social services</i>	An interest in improving people's social, mental, emotional, or spiritual well-being	6
Information Technology <i>*Computer applications, vending machine repairman</i>	An interest in designing, developing, managing, and supporting information systems	2
Law, Public Safety, Corrections & Security <i>*Emergency medical technician, firefighter, police officer, security guard</i>	An interest in upholding people's rights or in protecting people and property by using authority, inspecting, or investigating	5
Manufacturing <i>*Electronics, manufacturing fabrication & assembly, manufacturing small parts assembly, quality assurance, small engines, welder</i>	An interest in processing materials into intermediate or final products or maintaining and repairing products by using machines or hand tools	6
Marketing, Sales & Services <i>*Customer service representative, sales, telemarketer</i>	An interest in bringing others to a particular point of view by personal persuasion and by sales and promotional techniques	4
Scientific Research, Engineering & Mathematics <i>*Biotechnology, computer-aided design</i>	An interest in discovering, collecting, and analyzing information about the natural world; in applying scientific research findings to problems in medicine, the life sciences, human behavior, and the natural sciences; in imagining and manipulating quantitative data; and in applying technology to manufacturing, transportation, and other economic activities	5
Transportation, Distribution & Logistics <i>*Distribution/ warehouse, postal worker, taxi driver, truck driver</i>	An interest in operations that move people or materials. You can satisfy this interest by managing a transportation service, by helping vehicles keep on their assigned schedules and routes, or by driving or piloting a vehicle	3

**The jobs listed are in no way a reflection of all the jobs available in each scale or a definitive indicator of the job your student will have in the future. The jobs listed are a small sample of occupations available in each scale.*

Careers that were suggested for [REDACTED] to look more closely into, based on the interest inventory results, were:

1. Building Maintenance
2. Construction Technology
3. HVAC

Learning Assessment Programs

Learning Assessment Programs (LAP) assesses skills needed in the profession, LAP 2 covers middle-level skills needed for high-level job in that occupation. [REDACTED] complete the Ohio Content Standards and Competencies. [REDACTED] complete the area of Food Service. The results are as follows:

This information can be used as quantitative data to assist in writing student's goals for Section 6. [REDACTED] on, and problem solvers entry-level and LAP 3 assesses Ohio Content Standards and Competencies in the area of Food

Learning Assessment Program 1- Entry Level Jobs

1. Restaurant Vocabulary- General Vocabulary, Technical Vocabulary 80%
2. Restaurant Math- Whole Numbers 91%
3. Health Department Codes- Following Written Instructions, Literal Comprehension 100% Sequencing 71%

Learning Assessment Program 2- Mid-Level Jobs

1. Food Service Abbreviations- Following Oral Instructions, Abbreviations 50%
2. Literal Comprehension 50%
3. Restaurant Computers- Tables & Charts, Literal Comprehension 100%

The Learning Assessment Competencies in which [REDACTED] scored a 50% correlate to the related Ohio Content Standards below. [REDACTED] and his teachers should focus on improvement in these areas:

Language Arts: Reading Grades 11-12 Acquisition of Vocabulary Standard: Benchmark D

Students will apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.

Language Arts: Communications Grade 5-7 Oral and Visual Standard: Benchmark A:

Students will use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.

This information can be summarized and used in Section 4 as part of the Age Appropriate Transition Assessment. See the summary example for more information.

Work Sample Results

[REDACTED] completed a work sample that required him to setup a four-place restaurant cover. This includes place mats, napkins, cups, saucers, plates, and silverware. On this task, he only had one error, placing him in the top 10% on this task for quality rating. He was rated in the lower third of the population for the amount of time in which it took him to complete this task. [REDACTED] rated himself as being very comfortable with this task and that he enjoyed the type of work.

[REDACTED] completed a second work sample that relates to food service careers. This task required [REDACTED] to take orders, which included the taking down on a guest check of five individual orders for food, on a simulated Point of Sales system. On this task, he only had one error, placing him in the top 10% on this task for quality rating. He was rated in the lower third of the population for the amount of time in which it took him to complete this task. [REDACTED] stated he enjoyed this work and would do it for a living. On this task, he rated himself in the average category.

Hands On Assessment

Auditory Directions	Auditory Directions	Ability to follow oral directions	below average
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This information can be summarized and used in Section 4 as part of the Age Appropriate Transition Assessment.

Observations during Careers Assessment: [REDACTED] was a very hard worker in the food service industry. He did very well with the work samples. He did seem frustrated as the intensity of the work samples increased.

Summary/Recommendations:

- [REDACTED] needs to continue to pass his classes in the Core Curriculum to improve his grade point average.
- Based on the results of the Career Assessment, the student's aptitudes and abilities appear to align with their future careers goals.
- The student needs to decrease the amount of days absent in order to continue to be successful in their education.
- If the student chooses to enroll at EHOVE Career Center, the student is encouraged to maintain contact with his/her case manager, Vocational Special Education Coordinator, and/or tutor for continued support and individualized services to best meet his/ her needs.