



Essential Skills and Work Habits in WORK, LEARNING and LIFE



<http://skills.edu.gov.on.ca>

Introduction for Practitioners

The OSP Check-In Tool is an informal assessment of Essential Skills and work habits found in work, learning and life.

Your Check-In Tool Kit includes:

1. Intake Interview Introduction
2. Poster
3. Handouts of short descriptions of Essential Skills and Work Habits included in the OSP
4. Leading Questions for each Essential Skill and Work Habit
5. Essential Skills and Work Habits Intake Assessment Summary
6. Action Plan

Why should I use the Check-In Tool?

As a practitioner you may be using a variety of tools and resources to get to know clients' goals and assess skill levels. The Check-In Tool is meant to be an intake interview resource to identify an individual's next steps and to generally assess their Essential Skills and Work Habits to help them along their goal path.

When do I use the Check-In Tool?

During your first meeting or Intake Interview with a client.

How long is the Check-In Tool?

It's flexible! Choose the number of Essential Skills and work habits you and the client want to assess. Choose the questions that are relevant. It is recommended that you choose one Essential Skill from each of the columns below as well as two work habits.

	<i>Numeracy</i>	<i>Thinking Skills</i>
Reading Text	Money Math	Job Task Planning and Organizing
Writing	Scheduling or Budgeting and Accounting	Decision Making
Document Use	Measurement and Calculation	Problem Solving
Computer Use	Data Analysis	Finding Information
Oral Communication	Numerical Estimation	

Steps

1. Use the ***Intake Interview Introduction*** to find out about the client's goals, experience and skills.
2. Choose the Essential Skills and Work Habits you wish to assess.
3. Using the leading questions, check off or write in other samples and make notes as the client describes their experiences. Use the samples to help the client identify prior demonstration of the Essential Skill or work habit.

Before the client leaves, you can refer them to the OSP website to:

- learn more about Essential Skills and work habits; and
- access tools to help them assess, practice and build their Essential Skills and work habits.

The ***OSP Check-Up Tools*** may be of particular interest to clients because they can take a self-assessment of their Essential Skills and work habits and compare their results to occupations of interest.

4. After the interview, assess the client's responses. Record your informal assessment on the ***Intake Assessment Summary***. This is meant to be a working document for the practitioner and not necessarily shared with the client.
5. Transfer observations and ideas that you want to share with the client to the draft ***Action Plan***.
6. During your next meeting with the client, facilitate the development of an Action Plan that supports further skills development related to the individual's goal path. You can make suggestions such as:
 - You might want to consider _____ program to help you practice and build your reading skills.
 - Here is the Essential Skills Profile for the occupation you are interested in. Oral Communication is listed as one of the most important skills in this occupation. Let's discuss some options that will help you improve this skill.
7. Give the ***Action Plan*** to the client. Please retain a copy for your records, as appropriate.

Intake Interview Introduction

1. Why are you here? What can we help you with?

- Completion of High School Diploma Academic Upgrading
 GED Preparation Apprenticeship
 College University
 Employment Independent Living
 Other _____

2. Background Information

Work	Learning	Life
Tell me about the jobs you have had in the past.	Tell me about a past education or school experience.	Tell me about a hobby you have or a volunteer experience you have had.
What was the job you enjoyed most? Why? What was your typical day like?	What did you like about this learning experience?	What did you like about this experience?
What was the job you enjoyed least? Why wasn't it a fit for you? How would the typical day unfold?	Was there anything you didn't like about this learning experience?	Was there anything you didn't like about this experience?

Selection Process

Choose the Essential Skills and work habits you would like more information on for this client. It is recommended that you choose one Essential Skill from each of the columns below as well as two work habits.

Essential Skills

	Numeracy	Thinking Skills
<input type="checkbox"/>  Reading Text	<input type="checkbox"/>  Money Math	<input type="checkbox"/>  Job Task Planning and Organizing
<input type="checkbox"/>  Writing	<input type="checkbox"/>  Scheduling or Budgeting and Accounting	<input type="checkbox"/>  Decision Making
<input type="checkbox"/>  Document Use	<input type="checkbox"/>  Measurement and Calculation	<input type="checkbox"/>  Problem Solving
<input type="checkbox"/>  Computer Use	<input type="checkbox"/>  Data Analysis	<input type="checkbox"/>  Finding Information
<input type="checkbox"/>  Oral Communication	<input type="checkbox"/>  Numerical Estimation	

Work Habits

<input type="checkbox"/>  Working Safely	<input type="checkbox"/>  Organization	<input type="checkbox"/>  Self-Advocacy
<input type="checkbox"/>  Reliability	<input type="checkbox"/>  Initiative	<input type="checkbox"/>  Teamwork
<input type="checkbox"/>  Working Independently	<input type="checkbox"/>  Customer Service	<input type="checkbox"/>  Entrepreneurship

Essential Skills for Work, Learning and Life

OSP website: <http://skills.edu.gov.on.ca>

	Reading Text	Reading materials in the form of sentences or paragraphs such as notes, letters, memos, manuals, specifications, books, reports and journals.
	Writing	The preparation of written materials for a variety of purposes. Completing such tasks as filling in forms, writing text and using computers to write.
	Document Use	Reading different types of material such as labels, signs, lists, tables, graphs, forms, diagrams, blueprints and other similar material.
	Computer Use	The use of any type of computerized technology.
	Oral Communication	Using verbal skills to exchange ideas and information with others.
Numeracy		
	Money Math	The use of mathematical skills in making financial transactions, such as handling cash, preparing bills, and making payments.
	Scheduling or Budgeting and Accounting	Planning for the best use of time and money, as well as monitoring of the use of time and money.
	Measurement and Calculation	The measurement and calculation of quantities, areas, volumes, and/or distances.
	Data Analysis	The collection and analysis of data in numerical form.
	Numerical Estimation	The production of estimates in numerical terms.
Thinking Skills		
	Job Task Planning and Organizing	Planning and organizing your own work.
	Decision Making	Making a choice among options using appropriate information.
	Problem Solving	The identification and solving of problems.
	Finding Information	The use of a variety of sources, including written text, people, computerized databases, and information systems.

Work Habits for Work, Learning and Life

OSP website: <http://skills.edu.gov.on.ca>

	Working Safely	<ul style="list-style-type: none"> • Working in a manner that prevents injury to self and others • Reporting unsafe conditions • Participating in health and safety training, as required • Using and wearing all required protective equipment and devices
	Team Work	<ul style="list-style-type: none"> • Work willing with others • Showing respect for the ideas and opinions of others • Taking responsibility for his or her share of the work • Contributing to the team effort by sharing information, resources, and expertise
	Working Independently	<ul style="list-style-type: none"> • Accomplishing tasks independently • Independently selecting, evaluating, and using appropriate materials, tools, resources, and activities • Using prior knowledge and experience to solve problems and make decisions
	Reliability	<ul style="list-style-type: none"> • Being punctual • Following directions • Giving attention to detail • Using time effectively and producing work on time • Acting in accordance with health and safety practices
	Organization	<ul style="list-style-type: none"> • Organizing work priorities when faced with a number of tasks • Devising and following a coherent plan to complete a task • Revising the plan when necessary to complete a task or to make improvements
	Initiative	<ul style="list-style-type: none"> • Beginning and completing tasks with little prompting • Approaching new tasks with confidence and a positive attitude • Seeking assistance when necessary
	Entrepreneurship	<ul style="list-style-type: none"> • Recognizing and acting on opportunities • Showing perseverance • Being innovative and creative • Being versatile and resourceful
	Self-Advocacy	<ul style="list-style-type: none"> • Asking questions and seeking clarification, where appropriate • Identifying and making use of appropriate resources and support when needed • Being proactive regarding individual rights and responsibilities, where appropriate
	Customer Service	<ul style="list-style-type: none"> • Listening effectively to determine and meet clients' needs • Interacting positively with both co-workers and clients/customers • Endeavouring to meet and exceed expectations • Creating a positive impression of the company or organization



Reading Text

What print materials do you read in your work, learning or at home?

How often would you use them?

Level	Sample Tasks	Frequency		
		Daily <input type="checkbox"/>	Weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>
1	Read a short email from a customer asking if a product is available.			
	Read instructions on cleaning products.			
	Read brief teacher comments to get feedback on an assignment.			
	Read cooking instructions on food packages to prepare foods.			
	Read the description of a rental apartment in a newspaper to decide if the apartment meets your needs.			
	Read a short e-mail to locate the time and place to meet a friend for lunch.			
2	Read short memos, notices and bulletins to learn of upcoming changes or events in the workplace.			
	Read meeting minutes to review discussion topics, decisions and action items.			
	Read an article in the school newsletter to learn about upcoming or past events.			
	Scan the community events section of a newspaper to learn about upcoming events.			
	Read a movie review to decide if you want to go and see it.			
	Read permission letters from the school to decide whether to allow your child to attend a field trip.			



Level	Sample Tasks	Frequency		
		Daily <input type="checkbox"/>	Weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>
3	Read newspapers, business magazines and trade publications to stay abreast of business, world events and industry trends.			
	Consult equipment manuals to find and read relevant sections when solving equipment failures.			
	Read a short story to identify the main idea.			
	Read articles in newspapers, magazines and web sites to gain background knowledge on a topic for a class debate.			
	Read consumer product reviews from various websites and magazines prior to making purchasing decisions.			
Other				

Additional Comments:

Did you find you had any difficulties with understanding any of this reading material?



Document Use

Did you have to use pictures, graphs or information in tables in your work or learning?
Give me an example of some of those.

How often would you use these documents in your work?

Level	Sample Tasks	Frequency of Use		
		Daily <input type="checkbox"/>	Weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>
1	Complete labels for shipments.			
	Find a product code in a short list.			
	Refer to your to-do list to identify tasks you need to carry out.			
	Record assignment due dates in your agenda.			
	Read a label on a medicine bottle to find the number of pills to take.			
	Interpret symbols on a clothing label to find washing instructions.			
	Interpret road signs when driving.			
2	Refer to a table in a parts catalogues to find the code for a replacement part.			
	Complete a student information form.			
	Scan your course timetable to locate room numbers and teachers' names.			
	Complete an application for a Social Insurance Number (SIN).			
	Check the sports scores in the newspaper to identify which teams won last night.			
	Use a map to locate the route to a store.			



Level	Sample Tasks	Frequency of Use		
		Daily <input type="checkbox"/>	Weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>
3	Follow troubleshooting flow charts and diagnostic tables in equipment manuals to identify the cause of equipment faults and to select repair options.			
	Refer to graphs to compare data such as the number of parts produced per shift.			
	Complete a job application form for a co-op placement.			
	Interpret game play diagrams to learn how to execute plays for a school team.			
	Interpret sewing patterns to cut fabric to the correct shape and size.			
	Interpret assembly diagrams and follow instructions to set up electronic equipment.			
	Complete a multi-page job application form.			
Other				



Writing

What kind of writing or note taking did you have to do in your job or at school?

Was it handwritten or computer written?

How often did you have to write things?

Level	Sample Tasks	Handwritten <input checked="" type="checkbox"/>	Computer Written <input checked="" type="checkbox"/>	Frequency of Use		
				Daily <input checked="" type="checkbox"/>	Weekly <input checked="" type="checkbox"/>	Monthly <input checked="" type="checkbox"/>
1	Write brief comments on forms and reminders in daybooks.					
	Write brief speaking notes for presentations.					
	Write a short e-mail to a friend suggesting plans for the weekend.					
	Write your daily activities and thoughts in a journal or diary.					
2	Write one or two paragraphs to record an incident or to make a suggestion.					
	Draft a short letter to a local business asking for a donation for a school fundraiser.					
	Write photo captions for your school yearbook.					
	Write an e-mail to a company to request additional specific information about a product.					



Level	Sample Tasks	Handwritten <input type="checkbox"/>	Computer Written <input type="checkbox"/>	Frequency of Use		
				Daily <input type="checkbox"/>	Weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>
3	Write marketing plans detailing marketing strategies and identifying potential clients and opportunities.					
	Write a 500-word book report.					
	Write an editorial for the newspaper presenting your opinion on an issue.					
	Write a cover letter to apply for a job. Address the requirements in the job ad and describe why you are a good candidate for the position.					
Other						



Oral Communication

Who were the people you talked with in your work?

How did you speak with them?
Why did you speak with them?

How often would you speak with them?

Level	Sample Tasks	Frequency of Use		
		Daily <input type="checkbox"/>	Weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>
1	Listen to or leave a short voicemail message.			
	Talk to suppliers to find out whether specific parts are available.			
	Respond to questions in class when reviewing homework.			
	Order food in a restaurant.			
	Invite a friend for dinner.			
	Make small talk with a store clerk about everyday things, like the weather.			
2	Communicate with co-workers to coordinate schedules and tasks.			
	Describe features and benefits and provide recommendations to customers to help them select their purchases.			
	Participate in a classroom discussion about current events.			
	Teach a friend how to snowboard or how to use new computer software application.			
3	Make presentations to small groups, such as representatives of a potential new client.			
	Present a 30-minute report in front of the class.			
	Respond to questions in a job interview. Use persuasive language to present yourself in a positive manner.			
	Negotiate with a salesperson over the price and conditions of a major purchase.			
	Mediate a conflict between two children who are arguing about TV time or toys.			
Other				



Computer Use

Have you used or are you familiar with the following computer software applications?

Application	Proficiency			
	None <input type="checkbox"/>	Beginner <input type="checkbox"/>	Intermediate <input type="checkbox"/>	Advanced <input type="checkbox"/>
MS Word				
Excel				
PowerPoint				
Access				
Outlook				
MS Project				
Word Perfect				
Lotus				
Graphics Software				
Web Page Design Software				
Accounting Software				
Video Game Software				
Other				



Computer Use

How did you use computers or electronic equipment in your work? What did you have to know about computers to complete the tasks?

How often would you use computers or electronic equipment in your work?

Level	Sample Tasks	Frequency of Use		
		Daily <input type="checkbox"/>	Weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>
1	Press a function key to print out daily orders.			
	Make deposits and withdrawals, and pay bills using an automated teller machine.			
2	Send and receive e-mail messages.			
	Process purchases using a computerized cash register.			
	Enter information and perform searches using a database.			
	Create a graph using spreadsheet software.			
	Enter destination information into GPS equipment to obtain directions.			
	Use the standard features of word processing software. For example, to prepare a letter to a customer.			
	Research a topic using the Internet.			
	Post a blog to a website.			
	Use the standard features of word processing software. For example, to prepare a cover letter when applying for a job.			
	Pay bills using an Internet banking website.			
	Download music from a website.			
3	Use Instant Messaging (IM) to communicate with friends online.			
	Produce brochures using graphics software.			
	Create a lengthy report using advanced features in word processing software such as style guides, heading levels, section breaks, multi-level numbering and indexes.			
	Sort and view billing data and generate financial reports using accounting software.			
Other				



Money Math

How have you used your money math skills in making financial transactions, such as handling cash, preparing bills, and making payments?

How often did you demonstrate these numeracy-related tasks?

Level	Sample Tasks	Frequency of Use		
		Daily <input type="checkbox"/>	Weekly <input type="checkbox"/>	Occasionally <input type="checkbox"/>
1	Receive payment for products and provide change.			
	Count out change to pay for lunch.			
	Calculate the difference between a "sale price" item and a "regular price" item to figure out savings.			
	Calculate a tip to leave at a restaurant by adding the GST and PST.			
2	Calculate the cost of supplies, multiplying the quantities needed with costs per item.			
	Convert the cost of an item from U.S. currency to Canadian currency to decide whether it is a good value.			
	Calculate the total cost of a purchase, including applicable taxes.			
3	Prepare an invoice by multiplying hourly rates by number of hours worked, summing costs of materials, calculating taxes and calculating discounts for large volume orders.			
	Verify invoice amounts to approve for student council office renovations. You review labour rates, hours and calculations, sum material costs and ensure taxes and discounts have been applied correctly.			
	Calculate the total cost of a purchase, including discounts and taxes.			
Other				



Scheduling or Budgeting and Accounting

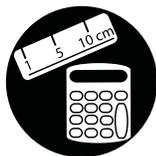
How have you planned for the best use of time and money, as well as monitoring of the use of time and money?

How often did you demonstrate these numeracy-related tasks?

Level	Sample Tasks	Frequency of Use		
		Daily <input type="checkbox"/>	Weekly <input type="checkbox"/>	Occasionally <input type="checkbox"/>
1	Record costs in financial records, such as the amount spent on repairs in the last month.			
	Take inventory of materials and supplies that have been used during daily operations.			
	Monitor assignment deadlines, scheduling tasks so work is submitted on time.			
	Schedule cleaning, laundry and grocery shopping for the week.			
	Compare gas prices to determine the lowest price in your area.			
2	Determine the size of work crews or team members needed for a project.			
	Schedule customer appointments, identifying an appropriate time and allocating sufficient time for each appointment.			
	Reconcile cash at the end of the workday.			
	Schedule time to complete homework each week taking into account other commitments such as extra-curricular activities and responsibilities at home.			
	Budget weekly expenses to ensure they don't exceed income.			
	Balance your bank account by verifying deposits and withdrawals.			



Level	Sample Tasks	Frequency of Use		
		Daily ☑	Weekly ☑	Occasionally ☑
3	Create weekly schedules for departments and work units.			
	Compare the cost of holding the semi-formal dance at different venues. The different pricing structures of venues need to be compared to decide who offers the best value.			
	Compare cell phone packages offered through different providers to select a package with the best value.			
	Adjust your monthly budget to incorporate an unexpected cost such as a large household or car repair.			
Other				



Measurement and Calculation

How have you measured or calculated quantities, areas, volumes or distances in work or learning?

How often did you demonstrate these numeracy-related tasks?

Level	Sample Tasks	Frequency of Use		
		Daily <input type="checkbox"/>	Weekly <input type="checkbox"/>	Occasionally <input type="checkbox"/>
1	Measure a length of fabric.			
	Weigh an envelope using a weigh scale.			
	Measure the distance of a long jump.			
	Measure the amount of laundry detergent for a load of laundry.			
	Measure the width of the window to purchase fabric for curtains.			
	Weigh yourself to make sure you are within a healthy range for your height.			
2	Double a recipe by multiplying the quantities of ingredients.			
	Calculate the square footage of a room to figure out how much carpet to buy.			
	Calculate the amount of time you spend on homework per week by adding the total per day.			
	Calculate the number of tiles you need to buy to re-tile a square or rectangular bathroom floor.			
3	Calculate paint quantities required, using wall surface area and paint coverage rates.			
	Calculate the number of bundles of shingles required to re-shingle your roof.			
Other				



Data Analysis

How have you collected and analyzed data in numerical form?

How often did you demonstrate these numeracy-related tasks?

Level	Sample Tasks	Frequency of Use		
		Daily <input type="checkbox"/>	Weekly <input type="checkbox"/>	Occasionally <input type="checkbox"/>
1	Compare the number of tickets sold this month with the number sold at the same time last year to determine if there has been an increase or decrease in sales.			
	Compare your mark on two assignments to determine whether your skills are improving.			
	Monitor a child's temperature to determine if the fever is worsening or improving.			
	Compare two food products to determine which has the lower fat or sodium content.			
	Compare your electricity consumption for the past two months to determine if you are using more or less electricity.			
2	Calculate the average monthly sales for the year and compare them to the previous year.			
	Calculate course grades by averaging marks received on assignments.			
	Calculate the average amount of money you spend on groceries per week to figure out how much of each paycheque to budget for food.			



Level	Sample Tasks	Frequency of Use		
		Daily ☑	Weekly ☑	Occasionally ☑
3	Analyze responses to customer service questionnaires to identify patterns.			
	Review quality control data such as product measurements or defect categories, in order to examine trends, identify possible improvements or to make adjustments.			
	Predict which sports team will win using game statistics over a period of time.			
	Examine performance trends of companies over time to decide which companies to invest in.			
Other				



Numerical Estimation

How have you produced estimates in numerical terms?

How often did you demonstrate these numeracy-related tasks?

Level	Sample Tasks	Frequency of Use		
		Daily <input type="checkbox"/>	Weekly <input type="checkbox"/>	Occasionally <input type="checkbox"/>
1	Estimate the amount of groceries that will fit into one bag.			
	Estimate the volume of cleaning fluid to add to water.			
	Estimate the number of textbooks that will fit into a backpack.			
2	Estimate the amount of time a delivery route will take.			
	Estimate when a customer will receive a meal, taking into account typical preparation times and how busy the restaurant is.			
	Estimate the amount of time you will need to study for a test.			
	Estimate the amount of supplies to purchase for an upcoming job.			
	Estimate the cost of your groceries for a week.			
	Estimate the time it will take to get to an appointment.			
3	Estimate time demands and labour costs associated with each stage of a new project.			
	Estimate rehearsal time requirements to mount a new school play.			
	Estimate the material and labour costs associated with renovating a room in your house.			
Other				



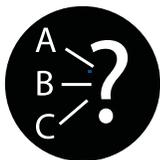
Job Task Planning and Organizing

How do you decide the order in which you do your work tasks? Were you responsible for planning or assigning work to anyone else?

Level	Descriptions	Comments
1	Each day you work on the same tasks in the same order. You do your work in the order you receive it.	
2	You work on similar tasks from one day to the next. Using your experience and guidance from your supervisor, you decide which tasks should be completed before other tasks. Sometimes your work is interrupted, but you are able to get back to your work plan easily. Since you share tools and equipment with your co-workers, you need to work together to figure out who will get to use the equipment and when it will be used.	
3	<p>You work on similar tasks from one day to the next. You decide what to work on first, but you need to confirm with your supervisor that your plan is okay. You might need to change your plans after interruptions or to better co-ordinate your tasks with your co-workers. Sometimes your co-workers, colleagues and supervisor will all need work from you at the same time. You follow established procedures to decide what to do first.</p> <p>You typically complete similar tasks from one day to the next. Each day, you attend previously- scheduled classes. Outside of class time, you plan and organize your time to complete homework, work on group assignments and attend extra curricular meetings, practices and events and work part-time. Some days you have many activities you need to do at the same time. You use the priorities established with teachers and parents to decide what should be done first. For example, you always complete homework before attending events with friends.</p>	



Level	Descriptions	Comments
4	As a parent, each day is different. It is up to you to plan each day, decide which tasks are most important and sequence the tasks to make sure your children and home are taken care of. There are many interruptions, which often force you to revise your plan. In addition to the planning and organizing demands associated with raising children and managing a household, there are often also competing demands on your time from work commitments and social engagements. It is your responsibility to manage these competing demands.	
Other		

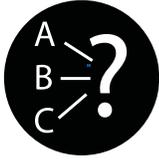


Decision Making

Did you ever have a choice about more than one way to complete tasks?
How did you decide what to do?

How often did you have to make these types of decisions?

Level	Sample Tasks	Frequency of Use		
		Daily <input type="checkbox"/>	Weekly <input type="checkbox"/>	Occasionally <input type="checkbox"/>
1	You choose the tools and procedures to use when completing routine tasks.			
	You select the materials you will need to complete a monthly book report project.			
	You decide to repair or replace a household appliance by applying set criteria.			
	You choose the ingredients, cookware and utensils to use when preparing daily meals.			
	You decide to throw away groceries when their expiry date has passed.			
2	You decide to offer a customer a discount or rebate to keep their business. You use your discretion to decide what is appropriate under the circumstances.			
	You select the assignment you will work on first using due dates and the relative difficulty of each assignment.			
	You select a computer to buy. You take into account what you will use the computer for, how much it costs, the brand's reputation, and what type of service plan it carries.			
	You choose an apartment to rent. You consider whether its location, cost and size meet your needs.			
	Select toys or materials to buy for children. You consider the age and interest of the children, as well as your own budget.			



Level	Sample Tasks	Frequency of Use		
		Daily ☑	Weekly ☑	Occasionally ☑
3	You decide to hire or fire a staff member. Although company procedures exist, each situation is different. You must consider many factors unique to the case in order to make a responsible decision.			
	Decide which post-secondary institution to attend giving consideration to your goals and to family and financial obligations.			
Other				



Problem Solving

Problems need to be solved in work, learning and life.
What kind of things could go wrong in your day?
How did you solve these problems?

How often did you have to
solve these types of problems?

Level	Sample Tasks	Frequency of Use		
		Daily <input type="checkbox"/>	Weekly <input type="checkbox"/>	Occasionally <input type="checkbox"/>
1	You find that a machine is broken or not working properly. You follow the usual procedures to ask that the machine be fixed or replaced.			
	You wake up too late to get to work on time. Call your supervisor immediately as stated in your work policy.			
	You do not understand the instructions on an assignment. Follow the usual routine, rereading instructions, then asking classmates or the teacher for help.			
	You've lost your wallet. Follow the usual steps to inform your bank and credit card companies then apply for replacement identification cards.			
2	A customer or client is dissatisfied. You try to find out why the customer is dissatisfied. You choose from amongst several options in order to offer a solution.			
	You don't have an ingredient you need to make the meal you had planned. Purchase the ingredient, omit the ingredient or make a different meal.			
	You've locked your keys in your car. You need to choose what you should do, call a locksmith, someone who has an extra set of keys or leave the car and return with help.			



Level	Sample Tasks	Frequency of Use		
		Daily ☑	Weekly ☑	Occasionally ☑
3	A major client is dissatisfied. It is your responsibility to make sure you do not lose this client. The client is not satisfied with any of the usual services you offer in these cases. You try to identify other options that might appease them.			
	There is a conflict between group members working on a project worth 30% of your final mark. Identify options that will appease each member so you can effectively complete the assignment.			
	Your children are spending time with friends you disapprove of. You assess the situation to determine whether your child is at risk, and if so, what the nature of the risk is. You determine an appropriate plan of action, taking into consideration the age and personality of the child(ren) involved.			
Other				



Finding Information

Did you ever have a time when you didn't know how to do something in your job?
 How would you go about learning how to complete the task?
 If you asked someone and they didn't know, what did you do then?

Level	Sample Tasks	Comments
1	Look up names and addresses in phone books and on websites such as Canada 411 to verify address information.	
	Find invoice or product order status in computer or paper records.	
	Find out when your next report is due by asking the teacher or another student.	
	Check a company website for information such as a train departure time.	
2	Find product information by reading product brochures and referring to web sites.	
	Find out how to address an equipment failure by referring to equipment manuals and speaking to co-workers.	
	Find out how to properly cite sources for an essay or report by checking on-line and print style guides and asking other students.	
	Find information about community agencies or organizations that can help you with your job search by doing Internet research and talking to friends.	
3	Conduct research, using a variety of sources, prior to making decisions about the purchase of new equipment.	
	Find out which careers have good growth potential. Conduct internet searches to find appropriate labour market information, speak with guidance counsellors and conduct information interviews.	
	Find information on a product or service before making purchasing decisions. Consult a variety of sources, such as books, magazines, friends and the Internet.	
	Find information about the potential causes and treatments for an illness. Consult a variety of sources, such health professionals, medical journals and Internet websites, as appropriate.	
Other		



Working Safely

Which of your job tasks required you to work safely? What does working safely mean to you? Can you give me examples of how you practiced safe working conditions in your past employment?

Sample Tasks	Comments	Based on Evidence Shared, my Assessment of this Client's Work Habit is:			
		None <input checked="" type="checkbox"/>	Needs Improvement <input checked="" type="checkbox"/>	Good <input checked="" type="checkbox"/>	Strong <input checked="" type="checkbox"/>
<ul style="list-style-type: none"> • I report unsafe working conditions to my supervisor. • I wear appropriate safety equipment for all tasks I am completing. • I know the WHMIS symbols and what they stand for. • I leave a building in a safe and timely manner when I hear a fire alarm. • I wear safety equipment for sports and activities as appropriate. • I read the labels on cleaning products before using them. • I regularly replace the batteries in my smoke detectors at home. • I ask for training and assistance before operating a machine or doing a new job task. • I ensure temperatures do not reach flammable points when making crafts like candles or soaps. 					



Teamwork

Are there tasks that required you to work with one or more persons to complete?
Give an example. Did you ever take the lead in a team at work?

Sample Tasks	Comments	Based on Evidence Shared, my Assessment of this Client's Work Habit is:			
		None <input checked="" type="checkbox"/>	Needs Improvement <input checked="" type="checkbox"/>	Good <input checked="" type="checkbox"/>	Strong <input checked="" type="checkbox"/>
<ul style="list-style-type: none"> • I always help co-workers but especially when they are overloaded with work. • In a group assignment, I do my fair share of the work. • I listen attentively to the ideas of others. • I enjoy playing games or music in a group. • I celebrate the successes of my team members. 					



Working Independently

Do you find you are self-motivated to complete things or do you need supports/directions from others? Can you give an example where you were given a major task to do and there was no one available to help you? How did you handle it?

Sample Tasks	Comments	Based on Evidence Shared, my Assessment of this Client's Work Habit is:			
		None <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Good <input type="checkbox"/>	Strong <input type="checkbox"/>
<ul style="list-style-type: none"> • I complete my job tasks with little or no direction. • I can independently select the materials and tools I need to complete a task. • I complete crafts, puzzles or sewing/knitting on my own. • I complete daily chores around the house without being reminded. 					



Reliability

If I asked your past employers or teachers about your attendance and punctuality, what would they say?

Sample Tasks	Comments	Based on Evidence Shared, my Assessment of this Client's Work Habit is:			
		None <input checked="" type="checkbox"/>	Needs Improvement <input checked="" type="checkbox"/>	Good <input checked="" type="checkbox"/>	Strong <input checked="" type="checkbox"/>
<ul style="list-style-type: none"> • I water my plants regularly • I am on time for medical appointments. • I complete reports or assignments on time. • I come to work or school everyday unless I am seriously ill. • I return items I borrow. • I come to work or school on time. 					



Organization

How do you keep track of tasks to be done and materials needed to complete tasks?
 How do you remember things from one day to the next?

Sample Tasks	Comments	Based on Evidence Shared, my Assessment of this Client's Work Habit is:			
		None <input checked="" type="checkbox"/>	Needs Improvement <input checked="" type="checkbox"/>	Good <input checked="" type="checkbox"/>	Strong <input checked="" type="checkbox"/>
<ul style="list-style-type: none"> • I use "to do" lists. • I come to class with the appropriate books and materials so I am prepared to learn. • I get all the necessary materials together before starting a task. • I organize puzzle pieces before attempting to complete a puzzle. • I record all my appointments on a calendar. • I keep my room neat and organized. • I can find personal papers, like bank statements or tax forms, because I keep them organized in file folders. • I organize my space when playing multiple Bingo cards. 					



Initiative

If you were finished a task or project and there was still time left in your shift, what would you do? If you had completed all your regular work, what would you do next?

Sample Tasks	Comments	Based on Evidence Shared, my Assessment of this Client's Work Habit is:			
		None <input checked="" type="checkbox"/>	Needs Improvement <input checked="" type="checkbox"/>	Good <input checked="" type="checkbox"/>	Strong <input checked="" type="checkbox"/>
<ul style="list-style-type: none"> • If I finish a task, I look for other work to do. • I help a classmate who needs assistance. • I continuously work on my garden to make it better. • I call my friends and invite them to go to social activities. 					



Entrepreneurship

Did you bring forward any new ideas that your employer acted upon?
 Were you recognized for contributing new ideas at your workplace?

Sample Tasks	Comments	Based on Evidence Shared, my Assessment of this Client's Work Habit is:			
		None <input checked="" type="checkbox"/>	Needs Improvement <input checked="" type="checkbox"/>	Good <input checked="" type="checkbox"/>	Strong <input checked="" type="checkbox"/>
<ul style="list-style-type: none"> • I try to think of new and better ways to complete a task. • I make suggestions for new extra-curricular activities in my school and offer to lead these activities. • I create my own patterns for sewing/knitting. • I like to brainstorm ideas for new projects and make them happen. • I create and run a fundraising event in the community. 					



Self-Advocacy

Is there a time in your previous jobs where you approached your supervisor or co-worker about a problem that was affecting your work? Is there a time in your previous jobs where you talked to your supervisor about wanting more challenging jobs to do? How did you feel about doing this?

Sample Tasks	Comments	Based on Evidence Shared, my Assessment of this Client's Work Habit is:			
		None <input checked="" type="checkbox"/>	Needs Improvement <input checked="" type="checkbox"/>	Good <input checked="" type="checkbox"/>	Strong <input checked="" type="checkbox"/>
<ul style="list-style-type: none"> • I approach my boss to discuss taking on more challenging work. • I ask for learning opportunities and the support I need to reach my goals. • I know my consumer rights and know whom to contact if I need help. • I read contracts before I sign them so I am aware of my rights and responsibilities. • I know my legal rights as an employee or an employer. • I ask questions so I can gather the information I need to make decisions about things like my education and health. 					



Customer Service

What does providing good customer service mean to you?

Sample Tasks	Comments	Based on Evidence Shared, my Assessment of this Client's Work Habit is:			
		None <input type="checkbox"/>	Needs Improvement <input type="checkbox"/>	Good <input type="checkbox"/>	Strong <input type="checkbox"/>
<ul style="list-style-type: none"> • I reply to a customer's e-mail in a timely manner. • I assist my classmates whenever possible to help them reach their learning goals. • I make quilts, crafts, clothes, etc. for people to meet their design requirements. • I ask questions to make sure I understand what someone is saying. • I try to be friendly with people, even if I'm having a bad day. 					

Intake Assessment Summary

Name: _____ Date: _____

Essential Skills	Level		
 Reading Text	1	2	3
 Writing	1	2	3
 Document Use	1	2	3
 Computer Use	1	2	3
 Oral Communication	1	2	3
 Money Math	1	2	3
 Scheduling or Budgeting and Accounting	1	2	3
 Measurement and Calculation	1	2	3
 Data Analysis	1	2	3
 Numerical Estimation	1	2	3
 Job Task Planning and Organizing	1	2	3
 Decision Making	1	2	3
 Problem Solving	1	2	3
 Finding Information	1	2	3

Work Habits	Demonstration
 Working Safely	<input type="checkbox"/> None <input type="checkbox"/> Good <input type="checkbox"/> Needs <input type="checkbox"/> Strong Improvement
 Team Work	<input type="checkbox"/> None <input type="checkbox"/> Good <input type="checkbox"/> Needs <input type="checkbox"/> Strong Improvement
 Working Independently	<input type="checkbox"/> None <input type="checkbox"/> Good <input type="checkbox"/> Needs <input type="checkbox"/> Strong Improvement
 Reliability	<input type="checkbox"/> None <input type="checkbox"/> Good <input type="checkbox"/> Needs <input type="checkbox"/> Strong Improvement
 Organization	<input type="checkbox"/> None <input type="checkbox"/> Good <input type="checkbox"/> Needs <input type="checkbox"/> Strong Improvement
 Initiative	<input type="checkbox"/> None <input type="checkbox"/> Good <input type="checkbox"/> Needs <input type="checkbox"/> Strong Improvement
 Entrepreneurship	<input type="checkbox"/> None <input type="checkbox"/> Good <input type="checkbox"/> Needs <input type="checkbox"/> Strong Improvement
 Self-Advocacy	<input type="checkbox"/> None <input type="checkbox"/> Good <input type="checkbox"/> Needs <input type="checkbox"/> Strong Improvement
 Customer Service	<input type="checkbox"/> None <input type="checkbox"/> Good <input type="checkbox"/> Needs <input type="checkbox"/> Strong Improvement

Review the comments and observations you recorded during the intake interview and decide what you are confident in transferring to the Action Plan to share with client. During your next meeting with the client, facilitate the development of an Action Plan that supports further skills development related to the individual's goal path.

Skill levels are provided for each skill. Level 1 tasks are the least complex and level 3 tasks are more complex. Please note that this assessment covers Essential Skills levels 1-3. However, skill levels can range from level 1 to 4/5 depending on the skill. There are no skill levels associated with work habits.

Action Plan

Name: _____ Date: _____

Thank you for reviewing your placement assessment.

Let's talk about how you can continue to build and transfer your Essential Skills and work habits.

Client's Goal

Assessor's Observations

Client's Next Steps

High Five Messages of Skills Development



1. Focus on the journey: Each new day and experience is an opportunity to showcase and transfer your Essential Skills and work habits.



2. Team up with others: Ask people for feedback on your skills and for opportunities to further develop them.



3. Be open to change: Essential Skills and work habits will help you adapt to change in work, learning and life.



4. Keep on learning: Take advantage of every learning opportunity to practice and build your Essential Skills and work habits.



5. Follow your heart: Know, grow and show your skills, work habits, interests and strengths...be you...be happy!

Visit the Ontario Skills Passport (OSP) website to access tools you can use to assess, practice, build and transfer your Essential Skills and work habits. **Use the OSP Tracker to track and plan your skills development.**

Ontario
Skills Passport
<http://skills.edu.gov.on.ca>