

COMP BVI - Work Adjustment Skills Appraisal Guide				
	Exceeds Standard 4	Meets Standard 3	Approaching Standard 2	Not at Standard 1
Core work readiness/employability skill objectives	Observable performance characteristics reflecting the highest level of the standard.	Observable performance characteristics reflecting mastery of standard.	Observable performance characteristics reflecting moving towards mastery of standard.	Observable performance characteristics reflecting below the beginning level of standard.
Communication (speaking, writing, listening, reading)	Knows how to give and receive information, convey ideas and opinions with others in a clear understandable manner verbally and in writing. Is aware of how verbal language (what we say and how we say it, i.e., tone of voice) and non-verbal language (facial expressions, behavior, body language, etc.) impact communication with others. Speaks confidently, without grammatical errors and is always polite when speaking with others.	Can convey ideas in a clear manner and express when communication is unclear. Has few grammatical errors when communicating and is generally polite, using appropriate clear speech. Is aware of how verbal language (what we say and how we say it, i.e., tone of voice) and non-verbal language (facial expressions, behavior, body language, etc.) impact communication with others.	Hesitates to speak with others and shows some grammatical errors. Is emotional with others and struggles to receive and understand information communicated to them. Is at times unaware of how verbal language (what we say and how we say it, i.e., tone of voice) and non-verbal language (facial expressions, behavior, body language, etc.) impact communication with others.	Has difficulty maintaining polite and clear speech exhibiting many grammatical errors and use of rude or offensive language. Often presents ideas using an incorrect tone or body language for the topic causing confusion. Is always defensive in speech with others.
Teamwork (collaborating, assisting others, appreciating diversity)	Seeks out the opinions and feedback of others when appropriate. Uses respectful, helpful, and polite behavior when asking for assistance. Starts conversations with classmates or coworkers, communicating thoughts and feelings (to justify decisions or support position).	Uses appropriate polite behavior when interacting with others by consistently exhibiting proper and acceptable conduct in all settings (training classroom and/or work) when asking for assistance. Conversations with classmates or coworkers, conveying thoughts and feelings to justify decisions or support position.	Shows improvement and willingness in accepting the opinions and feedback of others. Improvement in use of the respectful, helpful, and polite behavior and when asking for help, starting conversations with co-workers, or communicating thoughts and feelings (to justify decisions or support position).	Ignores other's opinions or is disrespectful when discussing projects. Is unprepared and unhelpful towards others and/or disrespectful when speaking with co-workers, asking for assistance or communicating thoughts or feelings.

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Critical Thinking and Problem Solving (identifying problems and solutions, finding information)	Consistently able to identify problems and work toward solutions by using complex critical thinking processes. Is able to gather and present supporting information to arrive at efficient and effective solutions.	Is able to consistently use effective strategies to identify problems and offer solutions based on questions asked.	Uses effective strategies inconsistently to respond to problems or questions. Does not engage in gathering supporting information, documentation or self-reflection for problem solving.	Rarely or never uses an effective solution/strategy to respond to problems or questions. Often does not offer opinions or solutions to problems presented.
Task/Time Management and Organization (planning, organization, multitasking)	Sets realistic deadlines for tasks assigned. Delivers quality results on time and often prior to the due date.	Sets realistic deadlines for tasks assigned and delivers expected results with no or few requests for extensions.	Does not set realistic deadlines for tasks. Often requires extensions to complete tasks. If delivered on time the quality of product does not meet the established standard.	Sets unrealistic deadlines for assigned tasks and does not deliver expected results on time.
Attendance	Arrives on time or before scheduled training start time, always requests time off prior to scheduled appointments outside of training.	Meets expectations for attendance and punctuality. Arrives work assignment/to training on time and stays for scheduled hours. Notifies instructor/trainer in advance prior to any absence.	Is still running late to work assignment/training. Attendance is still inconsistent and may or may not inform instructor/trainer of anticipated absences.	Often arrives late for work assignment/training, is absent more days than attending without notifying the trainer. Has multiple unscheduled and unaccounted for absences.
Manage Symptoms/ Effects of Disability	Uses appropriate techniques to manage symptoms or effects of disabilities without interfering with focus or work task completion. or work task focus.	Is able to use appropriate techniques to manage symptoms or effects of disabilities, which may if not managed interfere with completion or focusing on work tasks.	Uses techniques inconsistently to manage symptoms or effects of disability. Is often distracted from work tasks causing assignments to take longer or causing inconsistent task completion.	Does not have any skills or techniques to manage disability related symptoms which results in work tasks not being completed.

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Appearance and Hygiene (appropriate grooming and dress, etc.)	Exceeds expectations for grooming and hygiene by understanding the importance of maintaining a groomed and neat appearance by consistently displaying good personal hygiene and selecting appropriate attire and the ability to modify attire/appearance appropriate to the work setting.	Meets expectations for grooming and hygiene by maintaining a groomed and neat appearance by consistently displaying good personal hygiene and selecting appropriate attire.	Shows some improvement but still displays on occasion a lack of personal hygiene, clothing is inappropriate to the work-related setting appears dirty and/or in disrepair. Poor grooming as exhibited by body odors, uncombed hair, shaving, brushing teeth, etc.	Displays a lack of personal hygiene, clothing is inappropriate to the work-related setting appears dirty and/or in disrepair. Poor grooming as exhibited by body odors, uncombed hair, shaving, brushing teeth, etc.
Self-Management (initiative, assertiveness, professionalism, work ethic, responsibility)	Has mastery of understanding the importance of job duties, with no prompting, by following instructions, and requesting new assignments and tasks to learn. Excels at managing and organizing time; by often completing assigned tasks prior to the due date while adhering to other work-related standards.	Demonstrates an understanding of the job duties, routines, instructions, and learning new tasks, etc. Maintains physical and mental work stamina/pace by working the scheduled hours: only scheduled breaks; sustaining concentration; managing and organizing time; completing the assigned tasks in allotted times, etc.	Inconsistently displays an understanding of the job duties, routines, follows instructions in most cases but may need some clarification, requires some assistance in learning new tasks, etc. Working towards maintaining physical and mental work stamina/pace by working the scheduled hours: sometimes taking unscheduled breaks; sustaining concentration; minor prompting needed for managing and organizing time; completing the assigned tasks in allotted times, etc. and organizing time; completing the assigned tasks in allotted times, etc.	Often forgets job tasks, routine instructions and doesn't follow directions. Doesn't ask for assistance when unclear on a task. Often takes unscheduled breaks and does not focus on assigned tasks. Does not complete assigned tasks in allotted time frames.