

Vocational Interest & Skills Assessment

SECTION 1 · ASSESS INTERESTS AND SKILLS VOCATIONAL ASSESSMENT

INVENTORY Work-Readiness Skills Inventory

Ten domains, four observations across. Write the rating (page 6) for what was actually seen that visit.

STUDENT _____ SCHOOL YEAR _____ OBSERVED BY _____

#	DOMAIN	OBS 1	OBS 2	OBS 3	OBS 4	TREND (RISING / STEADY / FALLING)
	Observation date					
1	Punctuality & Attendance					
2	Following Directions					
3	Task Completion & Follow-Through					
4	Social Interaction with Coworkers / Supervisors					
5	Money Handling & Basic Math on the Job					
6	Technology Use (devices, registers, timeclocks)					
7	Safety Awareness					
8	Personal Hygiene & Appearance					
9	Physical Demands Tolerance (standing, lifting, pace)					
10	Transportation Readiness (arrival, schedule, route)					

TEN DOMAINS, FOUR OBSERVATIONS ACROSS
Write the rating (page 6) for what was seen that visit, at any setting; the setting itself is recorded on the trial log (page 10), not here. A domain that sits at the same rating for four observations in a row is worth a look: change the task, the setting, or the support and note it in the margin.

RATING SCALE RECAP (FULL DEFINITIONS ON PAGE 6)
1 — Emerging — needed full, hands-on support to attempt the task
2 — Developing — needed a prompt or reminder more than once
3 — Consistent — needed an occasional reminder, most attempts independent
4 — Independent — completed with no prompt or reminder

BEFORE MOVING TO THE SKILL-CLUSTER SUMMARY (PAGE 12)
☐ Every domain has at least one observation, or is clearly blank on purpose
☐ The trend column is filled for any domain with two or more observations
☐ A domain that has not moved in four observations has a note in the margin
☐ The observation dates line up with rows already logged on the trial log (page 10)

Secondary Vocational Interest and Skills Assessment Data Sheets Page 9 of 21 + BRIGHT PATH SPED

INTERESTS AND SKILLS VOCATIONAL ASSESSMENT

Sample / Job-Site Trial Log

Setting (page 6). A skill independent at one site and cued at another has not generalized yet.

COORDINATOR _____ TERM / YEAR _____

TASK / JOB SAMPLE	SUPPORT LEVEL	NOTES
	☐ IND ☐ CUE ☐ DH	
	☐ IND ☐ CUE ☐ DH	
	☐ IND ☐ CUE ☐ DH	
	☐ IND ☐ CUE ☐ DH	
	☐ IND ☐ CUE ☐ DH	
	☐ IND ☐ CUE ☐ DH	
	☐ IND ☐ CUE ☐ DH	
	☐ IND ☐ CUE ☐ DH	
	☐ IND ☐ CUE ☐ DH	
	☐ IND ☐ CUE ☐ DH	
	☐ IND ☐ CUE ☐ DH	
	☐ IND ☐ CUE ☐ DH	
	☐ IND ☐ CUE ☐ DH	
	☐ IND ☐ CUE ☐ DH	
	☐ IND ☐ CUE ☐ DH	

SETTING CODES RECAP (FULL DEFINITIONS ON PAGE 6)
SIM — Simulated task station (classroom, career center, work-based-learning lab)
SCH — School-based job (office, cafeteria, library, front desk)
COM — Community-based instruction site (store, agency office, campus visit)
EMP — Actual employer worksite (a real, paid or unpaid placement)

Page 10 of 21 + BRIGHT PATH SPED

21 PAGES

10 FORMS

3 JOB SETTINGS

FILLABLE PDF



What Is Inside, and Where

21 pages: three sections, a worked example, and this map. Every page records what was said or seen; no page scores, grades, or sets a passing rule.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Assess Interests and Skills

PAGES 6–10



**Code Key: Ratings
and Settings**
REFERENCE

6



**Vocational
Assessment
Caseload Roster**
ROSTER

7



**Vocational Interest
Survey**
SURVEY

8



**Work-Readiness
Skills Inventory**
INVENTORY

9



**Work Sample /
Job-Site Trial Log**
LOG

10

02 Roll It Up and Report

PAGES 12–13



**Skill-Cluster
Summary:
Strongest and
Developing Areas**
SUMMARY

12



**Quarterly
Vocational Profile**
SUMMARY

13

03 Organize, Communicate and Share

PAGES 15–20



**Vocational
Assessment
Binder Cover and
Spine Labels**
ORGANIZER

15



Divider Tab Set
ORGANIZER

16



**Employer
Feedback Sheet**
TEAM INPUT

17



**Family / Team
Vocational Update**
FAMILY UPDATE

18



**Vocational
Assessment
Phrase Bank**
PHRASE BANK

19



**A Filled
Vocational
Assessment,
Worked Through**
EXAMPLE

20

MARKS USED THROUGHOUT THIS FILE

LIKE / OK / NOT — a student's own reaction to a task on the interest survey. **IND / CUE / DH** — the most help a task needed on one visit, on the trial log. **1–4** — the work-readiness rating scale, defined in full on the code key. None of these marks scores, grades, or sets a passing rule for any student.

Start Here — Three Steps

Two minutes of reading. Set up the code key and roster once; the ratings and log rows are faster with a pen.



1

Assess Interests and Skills

Set the ratings and settings on the code key (page 6) once for the team, then give the interest survey (page 8).

Rate the ten-domain work-readiness inventory (page 9) across observations, and log every job-site trial (page 10) as it happens.



2

Roll It Up and Report

Average the inventory ratings into the skill-cluster summary (page 12) to see the strongest and developing areas.

Pull everything into the one-page quarterly vocational profile (page 13) for the meeting.



3

Organize, Communicate and Share

Build the binder (page 15), request employer feedback (page 17), and send the family / team update (page 18).

Use the phrase bank to write the narrative sections without guessing at wording.

WHAT THIS FILE IS

A fillable PDF: type into the tables and prompts, or print and use a pen. The binder cover, spine labels and divider tabs print like any other page and are meant to be cut out.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a certification, a clinical finding, or an eligibility determination of any kind. You can type in it and print it; you cannot drag the boxes around or restyle the page.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

An interest mark or a work-readiness rating describes what was said or seen on ONE survey, task or visit — nothing here predicts what a student will do next, sets a passing score, or decides readiness for a placement. Those calls belong to the team, in the blanks this file leaves for its own wording. Your district's own rule for when this assessment is reviewed:

.....

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them.

Open it in Acrobat Reader and use Save As.

I need more rows than a table holds. Print the sheet again and keep the pages together behind the matching tab; the trial log (page 10) only needs the dates and settings.

A tab won't label right. The divider tab set (page 16) has two blank tabs for exactly this.

Anything else — the Ask a Question tab on the product page. Every question is read, and a fix to the file is a free update.

Every page here works fully typed, fully printed, or a mix of both — nothing on this file requires a subscription, an account, or an internet connection to fill in.

01

Assess Interests and Skills

A code key and a caseload roster to set up once, then three genuinely different tools: a self-report interest survey, a ten-domain work-readiness inventory rated across observations, and a trial log spanning a simulated station, a school-based job and a real or community work site.

IN THIS SECTION

Code Key: Ratings and Settings	6
Vocational Assessment Caseload Roster	7
Vocational Interest Survey	8
Work-Readiness Skills Inventory	9
Work Sample / Job-Site Trial Log	10



INVENTORY

Work-Readiness Skills Inventory

Ten domains, four observations across. Write the rating (page 6) for what was actually seen that visit.

STUDENT

SCHOOL YEAR

OBSERVED BY

#	DOMAIN	OBS 1	OBS 2	OBS 3	OBS 4	TREND (RISING / STEADY / FALLING)
	Observation date					
1	Punctuality & Attendance					
2	Following Directions					
3	Task Completion & Follow-Through					
4	Social Interaction with Coworkers / Supervisors					
5	Money Handling & Basic Math on the Job					
6	Technology Use (devices, registers, timeclocks)					
7	Safety Awareness					
8	Personal Hygiene & Appearance					
9	Physical Demands Tolerance (standing, lifting, pace)					
10	Transportation Readiness (arrival, schedule, route)					

TEN DOMAINS, FOUR OBSERVATIONS ACROSS

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RATING SCALE RECAP (FULL DEFINITIONS ON PAGE 6)

- 1 — Emerging — needed full, hands-on support to attempt the task
- 2 — Developing — needed a prompt or reminder more than once
- 3 — Consistent — needed an occasional reminder, most attempts independent
- 4 — Independent — completed with no prompt or reminder

BEFORE MOVING TO THE SKILL-CLUSTER SUMMARY (PAGE 12)

- ☐ Every domain has at least one observation, or is clearly blank on purpose
- ☐ The trend column is filled for any domain with two or more observations
- ☐ A domain that has not moved in four observations has a note in the margin
- ☐ The observation dates line up with rows already logged on the trial log (page 10)



Work Sample / Job-Site Trial Log

One row per visit, at any setting (page 6). A skill independent at one site and cued at another has not generalized yet.

STUDENT

COORDINATOR

TERM / YEAR

#	DATE	SETTING (PAGE 6)	TASK / JOB SAMPLE	SUPPORT LEVEL	NOTES
1				☐ IND ☐ CUE ☐ DH	
2				☐ IND ☐ CUE ☐ DH	
3				☐ IND ☐ CUE ☐ DH	
4				☐ IND ☐ CUE ☐ DH	
5				☐ IND ☐ CUE ☐ DH	
6				☐ IND ☐ CUE ☐ DH	
7				☐ IND ☐ CUE ☐ DH	
8				☐ IND ☐ CUE ☐ DH	
9				☐ IND ☐ CUE ☐ DH	
10				☐ IND ☐ CUE ☐ DH	
11				☐ IND ☐ CUE ☐ DH	
12				☐ IND ☐ CUE ☐ DH	
13				☐ IND ☐ CUE ☐ DH	

WHAT GENERALIZATION LOOKS LIKE HERE

A task that is Independent at a simulated station and Direct-Help at a real employer site is the same task in two different places, not the same skill twice. Watching the support level move down (DH → CUE → IND) as the setting moves toward SIM → SCH → COM → EMP is the pattern this log is built to show.

SETTING CODES RECAP (FULL DEFINITIONS ON PAGE 6)

SIM — Simulated task station (classroom, career center, work-based-learning lab)

SCH — School-based job (office, cafeteria, library, front desk)

COM — Community-based instruction site (store, agency office, campus visit)

EMP — Actual employer worksite (a real, paid or unpaid placement)

SUMMARY

Skill-Cluster Summary: Strongest and Developing Areas

Average the ratings from the skills inventory (page 9) by cluster. A cluster with no domain observed yet is a true, complete answer, not a gap to guess at.

STUDENT

DATE RANGE

COMPLETED BY

SKILL CLUSTER	DOMAINS IN CLUSTER	DOMAINS OBSERVED (OF TOTAL)	AVERAGE RATING SO FAR	STRONGEST / DEVELOPING DOMAIN
Personal & Work Habits	3			
Task & Direction Skills	3			
Social & Money Skills	2			
Physical & Logistics	2			

READING THIS PAGE

Average the ratings written on the skills inventory (page 9) for every domain in a cluster that has at least one observation; a cluster with zero domains observed yet gets a dash, not a guess. The cluster with the highest average so far is the strongest; the lowest is the one to plan the next work sample or setting around.

STRONGEST CLUSTER OVERALL

DEVELOPING CLUSTER OVERALL

CLUSTER AVERAGE ACROSS THE YEAR

Copy the average from this quarter's table above into the matching column each grading period, so a rising or falling cluster shows up on one line instead of four separate pages.

SKILL CLUSTER	Q1 AVG	Q2 AVG	Q3 AVG	Q4 AVG
Personal & Work Habits				
Task & Direction Skills				
Social & Money Skills				
Physical & Logistics				

WHAT CHANGED SINCE THE LAST SUMMARY, AND WHY

EXAMPLE

A Filled Vocational Assessment, Worked Through

SAMPLE · INVENTED STUDENT

Devon is invented, and so is every mark on this page. Every average and count in the summary can be re-added from the rows above it.

DEVON — INVENTED STUDENT, GRADE 11, INTEREST SURVEY (PAGE 8)

CATEGORY	RESULT
Practical / Hands-On Tasks	3 of 3 "Like it"
Academic / Information Tasks	1 of 3 "Like it"
Interpersonal / People-Facing Tasks	0 of 3 "Like it"
Outdoor Tasks	2 of 3 "Like it"
Indoor / Independent Tasks	3 of 3 "Like it"

Practical/Hands-On and Indoor/Independent tied for the top interest, 3 of 3 tasks each rated "Like it." Interpersonal was the lowest, 0 of 3.

WORK-READINESS SKILLS INVENTORY (PAGE 9), FOUR DOMAINS OBSERVED THIS PERIOD

DOMAIN	OBS 1	OBS 2	OBS 3	OBS 4	TREND
Punctuality & Attendance	2	3	3	4	rising
Following Directions	3	3	4	4	rising
Social Interaction with Coworkers / Supervisors	2	2	3	3	rising
Physical Demands Tolerance (standing, lifting, pace)	3	3	3	3	steady

Averages: Punctuality & Attendance $(2+3+3+4)/4 = 3$; Following Directions $(3+3+4+4)/4 = 3.5$; Social Interaction $(2+2+3+3)/4 = 2.5$; Physical Demands Tolerance $(3+3+3+3)/4 = 3$.

WORK SAMPLE / JOB-SITE TRIAL LOG (PAGE 10), THREE SETTINGS

DATE	SETTING	TASK	SUPPORT	NOTES
9/10	SIM	Sorting and labeling supply bins	CUE	Needed a visual checklist to sequence the steps.
9/24	SCH	Filing student folders alphabetically	IND	Completed without prompts; self-corrected one filing error.
10/8	EMP	Stocking shelves and rotating stock	IND	Arrived five minutes early; asked the supervisor a clarifying question.

Support moved from Cue at the simulated station (9/10), to Independent at the school-based job (9/24) and the employer site (10/8) — the pattern of generalization this log is built to show.

SKILL-CLUSTER SUMMARY (PAGE 12), COMPUTED FROM THE INVENTORY ABOVE

CLUSTER	DOMAINS OBSERVED	AVERAGE	NOTE
Personal & Work Habits	1 of 3	3	Punctuality & Attendance (only domain observed)
Task & Direction Skills	1 of 3	3.5	Following Directions — strongest domain observed
Social & Money Skills	1 of 2	2.5	Social Interaction — developing domain observed
Physical & Logistics	1 of 2	3	Physical Demands Tolerance (only domain observed)

Highest average, 3.5 (Task & Direction Skills), is the strongest cluster; lowest, 2.5 (Social & Money Skills), is the developing one — both traced straight from the rows above.