Lesson Plan: Skills Assessment

Objective: Students will differentiate between hard and soft skills, complete the Skills assessment, and review results in order to analyze their own hard and soft skills.

ASCA Standards	
B-LS 5.	Media and technology skills to enhance learning
B-LS 7.	Long- and short-term academic, career, and social/emotional goals
B-LS 9.	Decision-making informed by gathering evidence, getting others' perspectives, and recognizing personal bias
B-SMS 5.	Perseverance to achieve long- and short-term goals
College and Career Readiness Anchor Standards	
W.CCR.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
AVID Standards	
9.OK.BCK.1	Identify personal interests and skills related to future career aspirations
10.OK.BCK.2	Explore career fields and career pathways, including what resources and opportunities are available locally
11.OK.BCK.3	Identify best-fit career fields based on academic, social, and financial fit to develop short- and long-term career pathways
12.OK.BCK.1	Develop an awareness of personal abilities, skills, and interests related to careers and career selection

Lesson Duration

This lesson can be completed in one 45-60 minute class period or broken into several 20- or 30-minute smaller lessons.

Student Materials

- Chromebook/laptop
- Internet access
- Skills Career Assessment Student Worksheet
  - Instructional tip: The student worksheet is designed to complement the lesson; it is a fillable PDF that can be used electronically or printed.
- How to Use the Skills Career Assessment tutorial

Educator Materials

- Read all about the Skills Career Assessment here: AchieveWorks Skills.
- Hard Skills and Soft Skills reference guide
  - Instructional tip: Use this chart as a reference as you introduce this lesson to your students.

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Educator Script/Introduction:

“Today you have the opportunity to reflect on your skills and how those may relate to a career! You will complete a Career Assessment on CaliforniaColleges.edu. The Skills assessment will help you self-assess various soft skills that can contribute to your understanding of careers that may be a fit for you. The skills and examples that you identify are strengths you might include on a resume or speak about in a job interview.”

Warm-Up (10 minutes)

— Share these definitions of hard skills and soft skills with students:

1. **Hard skills** are measurable abilities and/or specific technical knowledge that can be directly tied to specific job tasks or responsibilities; these are usually acquired through training or experience.
2. **Soft skills** are personal qualities and traits that often develop over time and enable individuals to interact effectively with others.

— Next, direct students to sort the items within the **Bank of Skills** onto the appropriate side of the **T-chart** in their Skills Career Assessment Student Worksheet (answers are provided below).

Bank of Skills

Conscientiousness	Typing 40 words per minute	Conversational Spanish
CPR/first aid certification	Critical thinking	Leadership
Proficient with Google Workspace	Read and write in Arabic	Proficient in HTML for web development
Creativity	Food Handler Card	Social emotional intelligence

- Instructional tip: Consider defining and/or explaining these terms to your students depending on their familiarity with the vocabulary.
- Instructional tip: Consider gradually releasing responsibility to students for this activity/warm-up by modeling a couple of examples for students to copy into their charts. Review final results as a class:

Hard Skills:	Soft Skills:
• *CPR/first aid certification* • *Proficient with Google Workspace* • *Typing 40 words per minute* • *Read and write in Arabic* • *Food Handler Card* • *Conversational Spanish* • *Proficient in HTML for web development*	• *Conscientiousness* • *Creativity* • *Critical thinking* • *Leadership* • *Social emotional intelligences*

- Instructional tip: Ask students to share, with a partner or in small groups, examples of a hard skill they might already have or be working toward. You might also ask volunteers to share out with the class.

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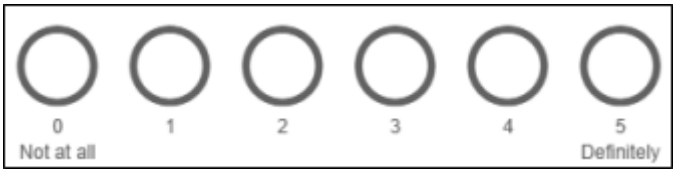
Skills Assessment (35 minutes)

- Say this to students: “Now we are going to take a Career Assessment on CaliforniaColleges.edu to help you self assess soft skill areas. This assessment is designed to help identify potential careers that you may want to learn more about.”
- Play the following tutorial or provide the link to students so they can watch it independently: How to Use the Skills Career Assessment.
    - Instructional tip: Watching this tutorial as a class enables you to pause as needed in order to ensure every student is on the same step before moving forward with the lesson.
- Direct students to sign in to **CaliforniaColleges.edu**, navigate to **Career** at the top of the page, and click on **Skills**.

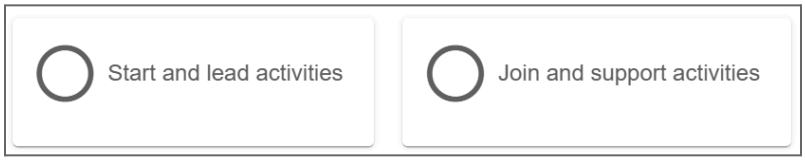


- Before students begin the assessment, please note:

  There are 34 Likert scale statements; instruct students to read each statement prior to making a selection. It might be helpful for students to hear that choosing zero means that they “strongly disagree” with the statement and choosing five means that they “strongly agree” with the statement. This is the response format for the Likert Scale statements:



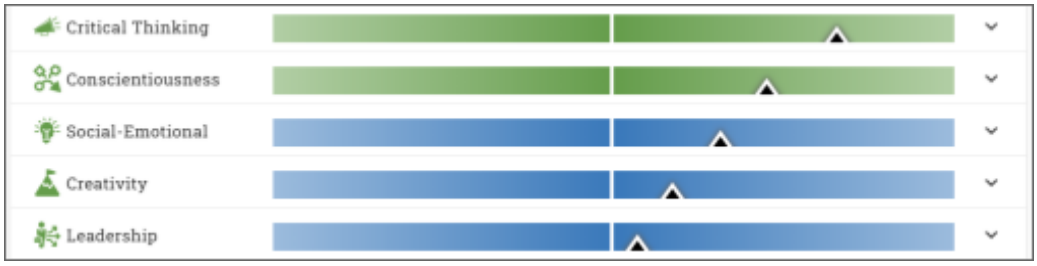
  There are also 24 this-or-that options; instruct students to read each option and select the answer that better describes them. This is the response format for the this-or-that options:



- Direct students to begin the assessment. The approximate completion time for this assessment is 20 minutes; however, students may need more or less time.
    - Instructional tip: Students are limited to completing this assessment three times.

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— When students have completed their assessments, they will see five distinct skill areas with personalized information based on their assessment results. Students' top skill areas are indicated in green; direct students to expand their top skills to review the underlying skill facets.



  - Instructional tip: Consider asking students to share, with a partner or in small groups, their top skill and an example of how they have demonstrated that skill in their life. You might also ask volunteers to share out with the class. Here is a prompt: "Based on your results, do you think this assessment captured strength areas for you? Explain."

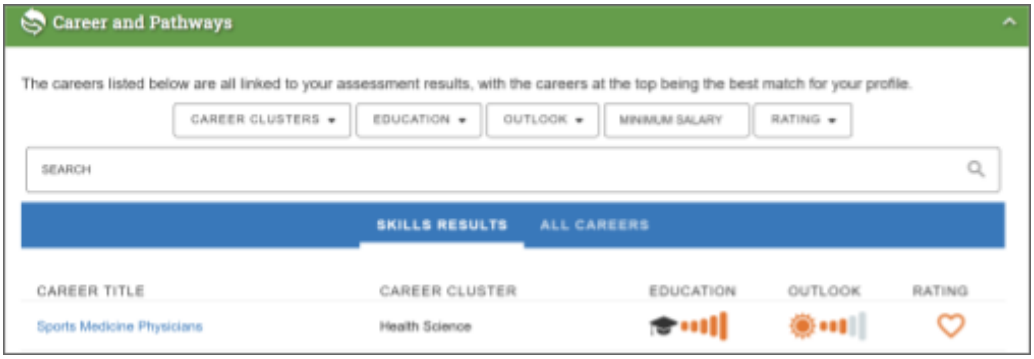
— Instruct students to identify three skills—from the assessment results, the Hard Skills and Soft Skills reference guide, or their own research—to which they relate. On the **Student Worksheet**, have students provide a description of how they have demonstrated each of those skills in their lives. Students will also indicate whether the skill is a hard skill or soft skill in the chart.

Skill Name	**Description**	**Type of Skill**
EXAMPLE: intermediate fluency in Spanish	*EXAMPLE: I have taken two years of Spanish at school and can have basic conversations.*	☑ ~~Hard~~ ☐ Soft
EXAMPLE: organization	*EXAMPLE: I use a physical planner to keep track of my class schedule, club meetings, and homework.*	☐ Hard ☑ ~~Soft~~
		☐ Hard ☐ Soft
		☐ Hard ☐ Soft
		☐ Hard ☐ Soft

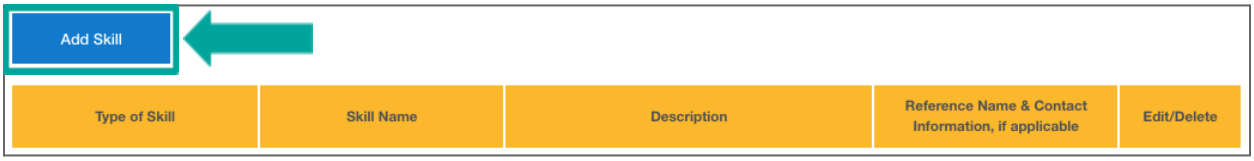
  - Instructional tip: Explain to students that these are skills and examples they might include on a resume or speak about in a job interview.

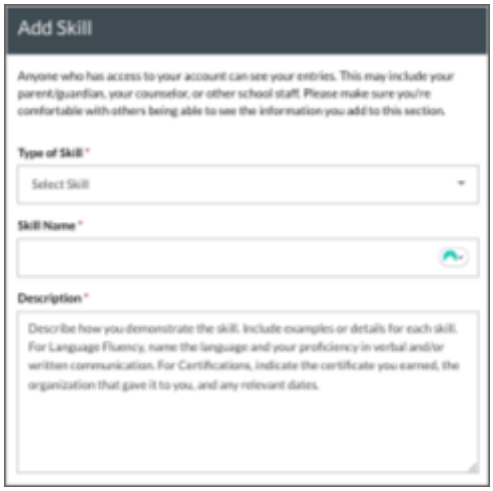
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— Within the assessment results, instruct students to expand the **Career and Pathways** section in order view a list of matched careers. Students should favorite (❤) any careers of interest that do not already have a heart.



— Direct students to click on **My Plan** in the top navigation bar and then click on **My Experiences**. Instruct students to click **Add Skill** and add the skills they identified on their **Student Worksheet**.





- Instructional tip: Encourage students to focus on **Type of Skill**, **Skill Name**, and **Description**.

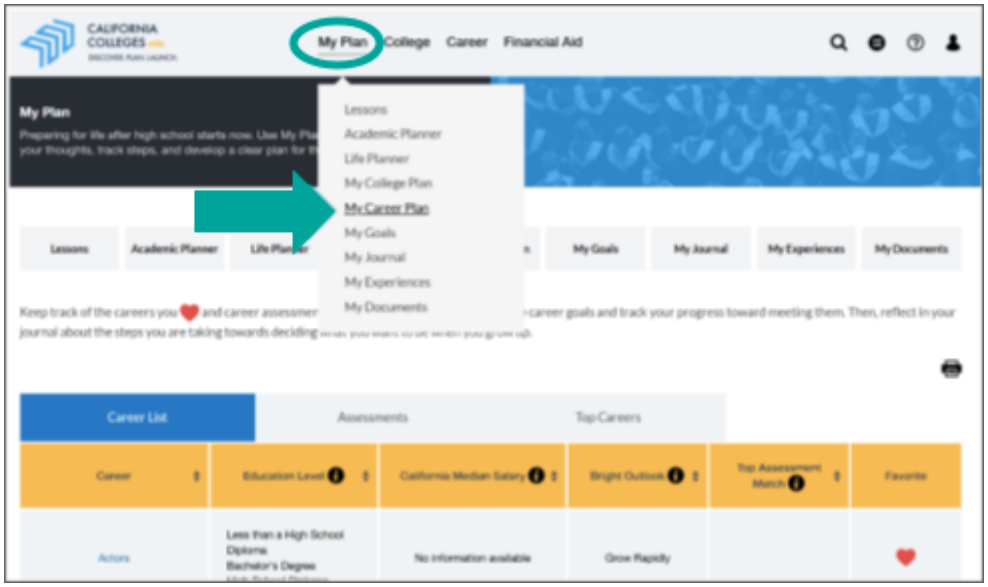
Reflection/Exit Ticket

— Collect students' completed worksheets and remind students that they should continue to update **My Experiences** throughout high school.

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Extension of Learning

— Remind students that every career they favorite can be found by navigating to **My Plan** at the top of the page and clicking on **My Career Plan**.



— Encourage students to spend time looking into their favorited careers on **My Career Plan**.

— Encourage students to edit their **Career List** in **My Career Plan** if their career interests have changed over time. They can favorite additional careers or remove favorites from their list.

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