

10th Grade Portfolio Essentials

Submission Items	Name of Documents	Date	Teacher Initials	Student Initials
Introduction letter from student with summary of 9th grade accomplishments				
Updated Personal Information Sheet				
Updated Individualized Education Program (IEP)				
Updated Individualized Graduation Plan (IGP)				
10th Grade Attendance Report				
10th Grade Transcripts				
SC High School Course of Study Checklist				
Formal Transition Assessment (≥1)				
<ul style="list-style-type: none"> • SKEMA - SC • Transition Planning Inventory (TPI) or Enderle-Severson Transition Rating Scale (ESTR) 				
Informal Transition Assessment (≥1) <ul style="list-style-type: none"> • Updated Career Interests Survey/Needs • Post-School Outcomes Questionnaire • Updated Self-Determination Assessment • Updated Assistive Technology Questionnaire/Review 				
Work Experience Log Agency Contact Logs				
Resume and Reference List 10th Grade Curriculum Work Samples				

Introduction letter from Student Include:

-Date

-Formal Greeting

-Full Name

-Background information

-Interests

-Goals for 9th grade

-Career Goals

-Closing

-Signature

-Printed Name

-Typed, double spaced, one page in length

Employability Credential Student Information Form

Personal Information

Last Name: _____ First Name: _____ MI: _____

Address: _____ Apt. No.: _____

City: _____ State: _____ Zip: _____

Telephone: _____ Date of Birth: _____

Emergency Information

In case of an emergency, please notify: _____

Relationship to you: _____

Address: _____ Apt. No.: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ Business Phone: _____

Optional Personal Information Please be advised that it is not necessary for you to answer any of this information and not completing this section cannot be held against you for purposes of employment

Height: _____ Weight: _____ Age: _____ Marital Status: _____

Sex: Male Female

Education

High School: _____ Dates of Attendance: _____

Vocational School/Program: _____

College: _____

Other Training (explain): _____

List all machines and special equipment you can operate:

List any special skills you have:



SCHS CREDENTIAL STUDENTS Review of Progress Checklist

Student Name:			
Date of Birth:			
IEP Category of Disability:			
Grade:		Date of Review:	

Course work aligned with the South Carolina College and Career-Ready Standards:

English Language Arts (four units)

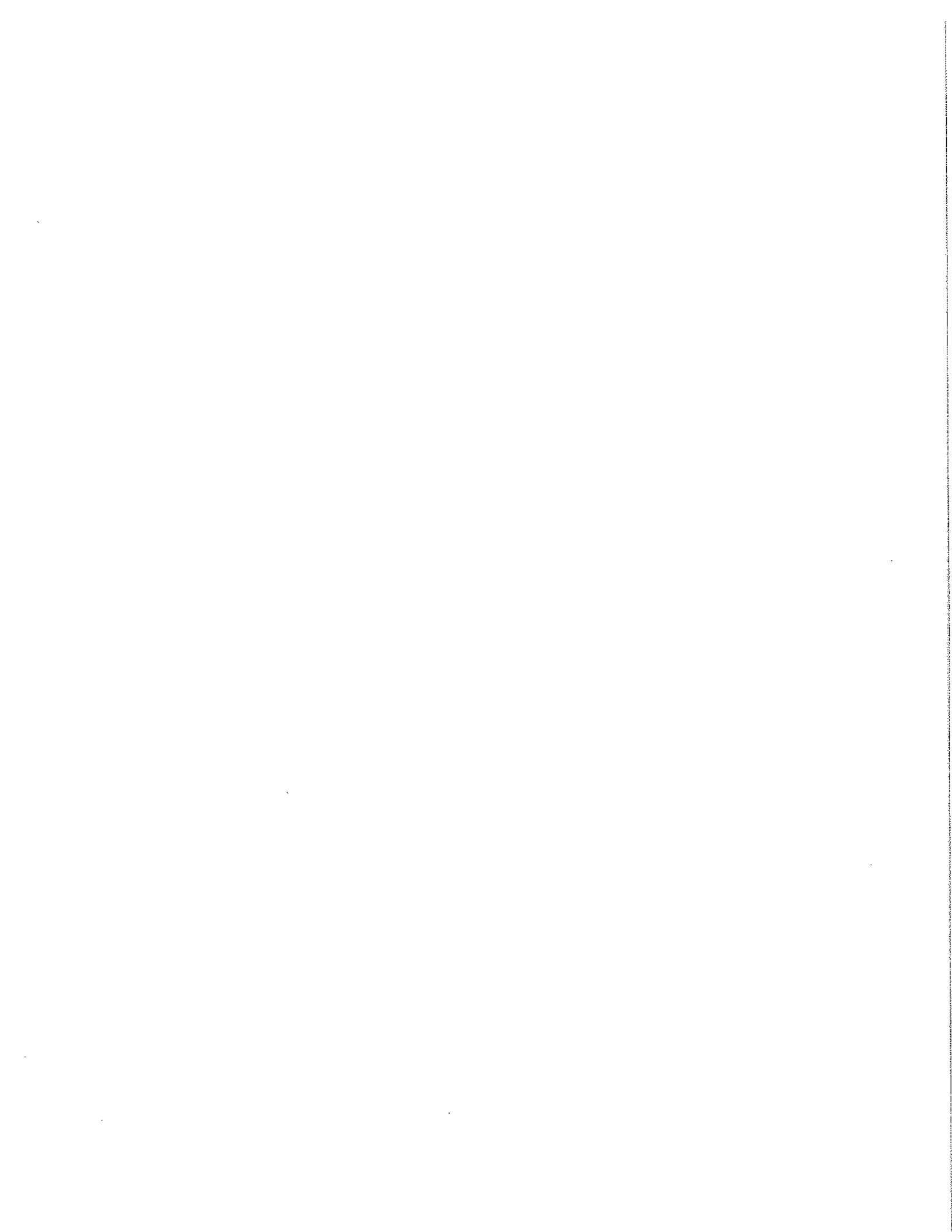
Name of Course	Awarded High School Credit	Course Meets Criteria for SC High School Credential
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

The student met this requirement: Yes No

Mathematics (four units)

Name of Course	Awarded High School Credit	Course Meets Criteria for SC High School Credential
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

The student met this requirement: Yes No



Science (two units)

Name of Course	Awarded High School Credit	Course Meets Criteria for SC High School Credential
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

The student met this requirement: Yes No

Social Studies (two units)

Name of Course	Awarded High School Credit	Course Meets Criteria for SC High School Credential
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

The student met this requirement: Yes No

Four units of Employability Education

Name of Course	Awarded High School Credit	Course Meets Criteria for SC High School Credential
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

The student met this requirement: Yes No

Six electives

Name of Course	Awarded High School Credit	Course Meets Criteria for
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		SC High School Credential
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

The student met this requirement: Yes No

Career portfolio that includes a multimedia presentation project:

Completion Date: _____ The student met this requirement: Yes No

Obtain work readiness assessment results that demonstrate the student is ready for competitive employment:

SKEMA-SC

**Skills, Knowledge, and Experience Mastery Assessment:
*South Carolina High School Credential Guidelines and Rubric***

SKEMA—Skills, Knowledge, and Experience Mastery Assessment

SKEMA-SC Guidelines

Background

The purpose of this document is to provide a sample employment readiness assessment to practitioners serving students who are completing the South Carolina High School Credential course of study. The current draft Credential regulations mandate that a “rubric and guidelines to identify and assess the employability skills of the students” be developed and disseminated, and this document serves as a sample rubric and guidelines. It is not required that SKEMA-SC serve as the rubric for each student, but districts that opt not to utilize SKEMA-SC must still assess employability skills using an alternate rubric in order to adhere to the requirements set forth in the regulations.

The “Skills, Knowledge, and Experience Mastery Assessment: The South Carolina Guidelines and Rubric (SKEMA-SC)” has been adapted from Tennessee’s SKEMA that was developed to assess if applicable students with disabilities obtained employability skills necessary to be successful in an integrated competitive employment setting. The SKEMA was initially developed with relevant stakeholders in Tennessee, and SKEMA-SC has been reviewed by relevant local stakeholders to ensure that the behaviors included are reflective of employer needs in South Carolina.

Instructions for Completion

Overall Component

Review each listed behavior and determine the mastery level based on the Mastery Level Scale. A mastery of level 1 indicates “No Evidence or Minimal Mastery” and a mastery of level 4 indicates that the student “Exceeds Mastery Expectation.” In the adjacent column, enter the date of mastery. Mastery level should be determined by analyzing multiple data points collected via *two or more* of the methods listed under “Types of Evidence”. Check the boxes in the “Types of Evidence” column to indicate how mastery level was determined for each skill.

Section I: Required and Critical

Complete this section using the instructions above. These skills have been determined to be either required for competitive employment, or critical to competitive employment. A student must demonstrate mastery at a level of 3 or 4 for each of the required skills, and for at least 8 of the 10 critical skills.

SKEMA—Skills, Knowledge, and Experience Mastery Assessment

Section II. Preferred and Enhancing

Complete this section using the instructions above. These skills have been determined to be either preferred for competitive employment, or enhancing to competitive employment. A student does not have to demonstrate mastery of skills in these sections in order to receive the South Carolina High School Credential.

Recommendations and Requirements for Completion

- Teachers/Case Managers/Team Leaders should utilize SKEMA-SC to progress monitor students through their course of study. Completion of SKEMA-SC can be used to establish baseline at the outset of a student’s course of study and develop annual IEP goals, and then again at least annually to progress monitor.
- Mastery level should be determined by analyzing 2 or more types of evidence.
- Evidence should be gathered from work experience supervisors using the employer evaluation form provided in the Toolkit.
- The SKEMA-SC should be completed by the case manager/team leader at the end of the students program of study. The completed SKEMA-SC must be signed by both the case manager/team leader and an LEA/SOP representative.

SKEMA—Skills, Knowledge, and Experience Mastery Assessment

Section I: Required & Critical

Mastery Level 1	Mastery Level 2	Mastery Level 3	Mastery Level 4											
No Evidence or Minimal Mastery	Needs Improvement	Mastered	Exceeds Mastery Expectation											
Behavior	Domain	Mastery	Types of Evidence											
			Not-yet-referenced	Observation	Forms	Checklist	Work Sample	Other						
Not yet, or very rarely demonstrating the skill, and requires additional training/instruction.	Inconsistently demonstrates the skills or requires assistance to demonstrate the skill. Additional practice and/or independence is required.	Demonstrates the skill at a level required for the workplace or setting with rare exceptions and demonstrates continuous improvement and/or generalization.	Consistently demonstrates and generalizes the skill. Often exceeds the expectation and/or demonstrates leadership.	Level of Mastery (1,2,3,4)	Date of Mastery	Skills	Knowledge	Experience						
Required														
Attendance of 80% or higher at school		*												
Attendance at work at a level commensurate with work peers		*												
Punctual to school and work		*												
Complies with health, safety, and emergency procedures at school and work		*												

*Mastery at a level 3 or 4 is required in all of these to be a South Carolina High School Credential candidate.



SKEMA—Skills, Knowledge, and Experience Mastery Assessment

Mastery Level 1	Mastery Level 2	Mastery Level 3	Mastery Level 4						
No Evidence or Minimal Mastery	Needs Improvement	Mastered	Exceeds Mastery Expectation						
Not yet, or very rarely demonstrating the skill, and requires additional training/instruction.	Inconsistently demonstrates the skills or requires assistance to demonstrate the skill. Additional practice and/or independence is required.	Demonstrates the skill at a level required for the workplace or setting with rare exceptions and demonstrates continuous improvement and/or generalization.	Consistently demonstrates and generalizes the skill. Often exceeds the expectation and/or demonstrates leadership.						
Behavior									
Critical									
Types of Evidence									
Skills	Domain	Mastery	Norm-referenced						
Knowledge	Experience	Level of Mastery (1,2,3,4)	Date of Mastery						
Observation			Forms						
Checklist			Work Sample						
Other									
Responds to and meets new work challenges within a reasonable time frame when provided needed visual supports or training	<input type="checkbox"/>	**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates concerns clearly and asks for assistance when needed	<input type="checkbox"/>	**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After a probationary period, works at a satisfactory rate for the job	<input type="checkbox"/>	**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies information previously learned to a new setting, routine, or scenario	<input type="checkbox"/>	**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows multi-step routine directions and/or at least 2-step non-routine directions	<input type="checkbox"/>	**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses job-related tools, technologies, and materials appropriately	<input type="checkbox"/>	**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SKEMA—Skills, Knowledge, and Experience Mastery Assessment

Demonstrates flexibility when the nature of the work changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains workplace appropriate language and social skills for each work placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respects authority and chain of command	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows a task schedule presented in a variety of formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

****8 of 10 at a level 3 or 4 is required to receive the South Carolina High School Credential.**

SKEMA—Skills, Knowledge, and Experience Mastery Assessment

Section II: Preferred & Enhancing

Mastery Level 1	Mastery Level 2	Mastery Level 3	Mastery Level 4				
No Evidence or Minimal Mastery Not yet, or very rarely demonstrating the skill, and requires additional training/instruction.	Needs Improvement Inconsistently demonstrates the skills or requires assistance to demonstrate the skill. Additional practice and/or independence is required.	Mastered Demonstrates the skill at a level required for the workplace or setting with rare exceptions and demonstrates continuous improvement and/or generalization.	Exceeds Mastery Expectation Consistently demonstrates and generalizes the skill. Often exceeds the expectation and/or demonstrates leadership.				
Behavior		Types of Evidence					
Preferred	Skills	Date of Mastery	Other				
	Domain Knowledge Experience	Level of Mastery (1,2,3,4)	Work Sample				
		Not-referenced	Forms				
		Observation					
Uses various forms of media (phone, text, email, tablet)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listens and follows verbal and symbolic 3+ step directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts constructive feedback and criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains personal space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counts items up to 100	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adds, subtracts, multiplies, and divides using a calculator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estimates quantities up to 20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compares quantities or numbers up to 100	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SKEMA—Skills, Knowledge, and Experience Mastery Assessment

Demonstrates an understanding of money (total, make change)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads and understands print material in a variety of formats at a 2 nd grade reading level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an understanding of symbols/signs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies a problem, evaluate various ways of solving the problem and select the best alternative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages time to get the work done on schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works through conflict constructively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works respectfully in a diverse, multi-cultural environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collects information using a template (inventory)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and reports wrong choices by self or others to persons in authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates self-control and conducts self in a professional manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SKEMA – Skills, Knowledge, and Experience Mastery Assessment

Mastery Level 1	Mastery Level 2	Mastery Level 3	Mastery Level 4							
No Evidence or Minimal Mastery	Needs Improvement	Mastered	Exceeds Mastery Expectation							
Not yet, or very rarely demonstrating the skill, and requires additional training/instruction.	Inconsistently demonstrates the skills or requires assistance to demonstrate the skill. Additional practice and/or independence is required.	Demonstrates the skill at a level required for the workplace or setting with rare exceptions and demonstrates continuous improvement and/or generalization.	Consistently demonstrates and generalizes the skill. Often exceeds the expectation and/or demonstrates leadership.							
Behavior		Types of Evidence								
	Domain	Date of Mastery	Norm-referenced							
	Skills			Knowledge	Experience	Level of Mastery (1,2,3,4)	Observation	Forms	Checklist	Work Sample
Enhancing										
Demonstrates respectful, positive interactions with others, and effective communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriately seeks clarification when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tells time—digital and analog	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands the importance in budgeting of money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads fluently and with comprehension at a 5 th grade reading level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes forms, questionnaires, inventories, daily logs, etc. presented in variety of formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes simple messages or notes using paper or technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SKEMA—Skills, Knowledge, and Experience Mastery Assessment

Solves mathematical word problems or scenarios that involve whole numbers or money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes work related tasks to specifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and uses appropriate tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages willingly in non-preferred tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interprets data related to work completed or work materials including constructive criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates ability to promote their own skills, knowledge, and experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands individual civic responsibilities and ethical practices above and beyond the job description	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critically analyzes a situation or work list to anticipate work and personal needs and manage responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies a problem or situation and facilitates resolution or problem-solving with one or more co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes when additional team and/or supervisor support is needed to proceed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section III: Certification of Completion

Directions: Upon completion of the SC High School Credential requirements, complete this section.

Student Name: _____

School Attended: _____

School District: _____

Anticipated Completion Date: _____

By way of these signatures, we certify that the minimal mastery levels for the required and critical employability skills have been met:
Student:

(Print) _____

(Signature) _____

Date: _____

Special Education Case Manager/Team Leader:

(Print) _____

(Signature) _____

Date: _____

LEA/SOP Representative:

(Print) _____

(Signature) _____

Date: _____

Transition Planning- Skills for Life

Use the following skill statements to help with the development of postsecondary transition goals and their supporting activities or services. These statements are from the "transition cards" the Ohio Coalition for the Education of Children with Disabilities developed for their "Transition Drives the IEP" program.

This transition assessment should be completed by the student, parents, and educational staff. Then compare the results from the multiple sources to develop a transition plan.

Name of Student _____ Grade _____

Name of Person Rating Student's Abilities _____

	Unable to Do	Learning to Do	Able to Do
I. Employability Skills			
Know how to write a resume	_____	_____	_____
Know how to look for a job	_____	_____	_____
Know how to fill out a job application	_____	_____	_____
Know how to prepare for a job interview	_____	_____	_____
Know how to interview for a job	_____	_____	_____
Know how to be neat and clean	_____	_____	_____
Know how to choose correct clothing for job interview	_____	_____	_____
Know how to use appropriate language (Thank you, please)	_____	_____	_____
Know how to get to work on time	_____	_____	_____
Know how to use public transportation	_____	_____	_____
Know how to tell time	_____	_____	_____
Know how to begin work on time	_____	_____	_____
Know how to return to work if distracted	_____	_____	_____
Know how to follow directions	_____	_____	_____
Know how to care for tools and materials	_____	_____	_____

Unable to Do	Learning to Do	Able to Do
-----------------	-------------------	---------------

I. Employability Skills (continued)

Know how to complete work on time	_____	_____	_____
Know how to admit mistakes	_____	_____	_____
Know how to correct mistakes	_____	_____	_____
Know how to accept correction	_____	_____	_____
Know how to get along with others	_____	_____	_____
Know how to show respect for myself (self-esteem)	_____	_____	_____
Know how to show respect for others	_____	_____	_____
Know how to ask for help	_____	_____	_____
Know how to offer help to co-workers	_____	_____	_____
Know when to ask for more training	_____	_____	_____
Know how to take pride in my work	_____	_____	_____
Know what to do in emergencies	_____	_____	_____
Know how to follow safety rules	_____	_____	_____

Unable to Do	Learning to Do	Able to Do
-----------------	-------------------	---------------

II. Financial and Living Skills

Understands the amount of money needed to buy items	_____	_____	_____
Understands how to count change received	_____	_____	_____
Know how to use a calculator	_____	_____	_____
Know how to address an envelope	_____	_____	_____
Know how to use a bank savings account	_____	_____	_____
Know how to use a bank checking account	_____	_____	_____

Unable to Do	Learning to Do	Able to Do
-----------------	-------------------	---------------

II. Financial and Living Skills (continued)

Know how to use an ATM machine	_____	_____	_____
Understands how a credit card works with interest	_____	_____	_____
Understands how a loan works with interest	_____	_____	_____
Know how to use a debit card	_____	_____	_____
Understands contracts (leases, rentals, warranties)	_____	_____	_____
Know how to pay bills on time	_____	_____	_____
Understands how to file taxes	_____	_____	_____
Know how to manage money by budgeting	_____	_____	_____
Can operate an elevator	_____	_____	_____
Know how to keep a daily planner of appointments	_____	_____	_____
Know how to respond to invitations	_____	_____	_____
Know how to write a "thank you" note	_____	_____	_____
Know how to buy and use a gift certificate	_____	_____	_____
Know how to use a computer (e-mail, word processing)	_____	_____	_____
Know how to buy items on-line with computer	_____	_____	_____
Know how to vote	_____	_____	_____

Unable to Do	Learning to Do	Able to Do
-----------------	-------------------	---------------

III. Taking Care of Home Living Skills

Know how to vacuum	_____	_____	_____
Know how to dust the furniture	_____	_____	_____
Know how to wash dishes	_____	_____	_____

Unable to	Learning	Able to
Do	to Do	Do

III. Taking Care of Home Living Skills (continued)

Know how to mop the floor	_____	_____	_____
Know how to clean up after myself	_____	_____	_____
Know how to sort dirty clothes for washing	_____	_____	_____
Know how to wash and dry clothes	_____	_____	_____
Know how to fold and put away washed clothes	_____	_____	_____
Know how to iron clothes	_____	_____	_____
Know how to wash windows	_____	_____	_____
Know how to take out the trash	_____	_____	_____
Know how to change the sheets and make a bed	_____	_____	_____
Know how to make simple home repairs	_____	_____	_____

Unable to	Learning	Able to
Do	to Do	Do

IV. Safety and Health Living Skills

Know how to call 911 in an emergency	_____	_____	_____
Know basic first aid	_____	_____	_____
Know what a poison is	_____	_____	_____
Know when I am sick	_____	_____	_____
Know how to make and keep my appointments (doctor)	_____	_____	_____
Know how to take medicine as directed	_____	_____	_____
Know how to order medication for refills	_____	_____	_____
Can express my emotions and feelings to others	_____	_____	_____
Exercise regularly	_____	_____	_____
Know safety rules when working around the house	_____	_____	_____

Unable to	Learning	Able to
Do	to Do	Do

V. Self Care Living Skills

Can get up in the morning using an alarm clock	_____	_____	_____
Know how to shower and take a bath	_____	_____	_____
Know how to wash and comb hair	_____	_____	_____
Know how to brush teeth	_____	_____	_____
Know how to wash hands	_____	_____	_____
Know how to use personal care items (deodorant)	_____	_____	_____
Know how to shave	_____	_____	_____
Know how to match clothes to look good	_____	_____	_____
Know how to dress for: weather, work & recreation	_____	_____	_____
Can schedule a hair cut appointment	_____	_____	_____
Can carry personal I.D. and/or medical card alerts	_____	_____	_____
Know my name, address, phone number	_____	_____	_____
Know how to use a phone book	_____	_____	_____
Know how to use a telephone	_____	_____	_____
Can operate CD and DVD players	_____	_____	_____
Know how to express my needs to others	_____	_____	_____
Know that it OK to say "NO" to others (drug use)	_____	_____	_____

Unable to	Learning	Able to
Do	to Do	Do

VI. Food Living Skills

Know the food groups and why they are important	_____	_____	_____
Can make healthy food choices when shopping	_____	_____	_____

Unable to Do	Learning to Do	Able to Do
-----------------	-------------------	---------------

VI. Food Living Skills (continued)

Shop using a list	_____	_____	_____
Know how to properly store food	_____	_____	_____
Know the warning signs of spoiled food	_____	_____	_____
Know how to follow recipe while cooking	_____	_____	_____
Know how to cook food on a stove	_____	_____	_____
Know how to use a microwave	_____	_____	_____
Know how to use small appliances (toaster, mixer)	_____	_____	_____
Know how to order from a menu in restaurant	_____	_____	_____
Know how to tip the waiter/waitress	_____	_____	_____
Know how to place take-out orders by phone	_____	_____	_____

Unable to Do	Learning to Do	Able to Do
-----------------	-------------------	---------------

VII. Transportation in Community Skills

Know how to call for a taxi	_____	_____	_____
Know how to use public bus transportation	_____	_____	_____
Can read road maps to travel	_____	_____	_____
Can read schedules (bus, plane)	_____	_____	_____
Can travel alone to another city	_____	_____	_____
Understand and obey driving traffic signs and laws	_____	_____	_____
Know what to do if I get lost	_____	_____	_____
Know how to use a cell phone	_____	_____	_____
Have a license and can drive a car	_____	_____	_____

Transition Planning- This is Me

Use the following statements to help with the development of postsecondary transition goals and their supporting activities or services. These statements are from the "transition cards" the Ohio Coalition for the Education of Children with Disabilities developed for their "Transition Drives the IEP" program.

The student is to respond to questions as he/she believes most accurately represent them. Where there are long lines, he/she may write more information in response to the statement.

Name of student _____ Grade _____ Date _____

	YES	NO	Have Never Done
VIII. Community – What I Like To Do			
I like walking	_____	_____	_____
I like jogging	_____	_____	_____
I like riding a bike	_____	_____	_____
I like swimming	_____	_____	_____
I like boating	_____	_____	_____
I like camping	_____	_____	_____
I like gardening	_____	_____	_____
I like golfing	_____	_____	_____
I like volleyball	_____	_____	_____
I like snow sledding	_____	_____	_____
I like snow skiing	_____	_____	_____
I like ice skating	_____	_____	_____
I like watching television	_____	_____	_____
I like watching movies	_____	_____	_____
I like going to the mall to shop	_____	_____	_____
I like reading books and magazines	_____	_____	_____

	YES	NO	Have Never Done
VIII. Community – What I Like To Do (continued)			
I like to go to the library	_____	_____	_____
I like making crafts	_____	_____	_____
I like visiting with friends	_____	_____	_____
I like going to or having a party	_____	_____	_____
I like playing cards	_____	_____	_____
I like going to church	_____	_____	_____
I like collecting	_____	_____	_____
If YES, what do you collect? _____			

I have hobbies	_____	_____	
If YES, what are your hobbies? _____			

I like eating out at a restaurant	_____	_____	_____
I like to go dancing	_____	_____	_____
I like to belong to clubs	_____	_____	_____
If YES, what clubs do you belong to? _____			

I like volunteering	_____	_____	_____
If YES, where have you volunteered? _____			

I like helping friends	_____	_____	
I like “hanging out” with my friends	_____	_____	
I like going to a museum	_____	_____	_____

	YES	NO	Have Never Done
--	-----	----	-----------------------

VIII. Community – What I Like To Do (continued)

- | | | | |
|---|-------|-------|-------|
| I like listening to music | _____ | _____ | _____ |
| I like going to the gym or YMCA | _____ | _____ | _____ |
| I like playing video games | _____ | _____ | _____ |
| I like riding horses | _____ | _____ | _____ |
| I have a talent (singing, drawing, playing an instrument) | _____ | _____ | _____ |

If YES, what are your talents? _____

I like playing sports _____

If YES, what sports do you play? _____

I like playing board games _____

I like going to the zoo _____

I like going on a vacation _____

If YES, where have you gone on vacation? _____

What else would you like to tell us about you? _____

Enderle-Severson Transition Rating Scale – Form J-Revised

(Transition assessment for learners with mild disabilities.)

ESTR-J-Revised

Learner Information			
Name _____	Parent/Guardian _____		
School/Agency _____	Primary Disability _____		
Grade _____	Birth Date _____	Age _____	Gender _____
Evaluators			
Name _____	Title _____		
Name _____	Title _____		
Name _____	Title _____		
Date of Evaluation _____	Anticipated Date of Graduation _____		
Previous ESTR-J Scale Total Performance Score(s) and Date(s) _____			

ESTR-J-Revised Profile:

Number of Items		# of Yes Items	Percent*
(13)	EMPLOYMENT	_____	_____
(4)	RECREATION AND LEISURE	_____	_____
(15)	HOME LIVING	_____	_____
(7)	COMMUNITY PARTICIPATION	_____	_____
(8)	POST SECONDARY EDUCATION	_____	_____
(47)	TOTAL PERFORMANCE SCORE	_____	_____

*number of yes items divided by number of items

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ESTR publications
 Transition rating scales for learners with disabilities.

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Introduction

The goal of assessment is to gather information that accurately and comprehensively states the learner's present level of performance. Transition assessment must be comprehensive enough to identify the learner's present level of performance with respect to transition. During the secondary years, transition assessment overshadows academic assessment without totally replacing it. Aptitude and achievement testing, while still relevant, are no longer the primary means of identifying program needs. The *Enderle-Severson Transition Rating Scale Form-J-Revised* provides an efficient yet thorough means of identifying present levels of performance in each of five transition areas for learners with disabilities.

The ESTR Scales

In 1991, the Enderle-Severson Transition Rating Scale (ESTR) was created in response to a national need to assist in the transition of youth with disabilities from secondary to post secondary settings by providing meaningful and relevant assessment specific to transition. Since its publication, professionals across the country have found the scale to be practical and useful and many school districts have adopted it as a component of district policy for facilitating transition planning.

In 1996, the ESTR scale was revised based on additional research data. The primary change was a format change. Based on research studies completed between 1991 and 1995, the items were rearranged to reflect difficulty level.

Also in 1996, based on input from the field, a modified version of the scale was developed. Originally, the ESTR Scale was designed to be used with all students across disability categories and ages. Solicited feedback from professionals using the scale indicated that some items were not useful in assessing students with mild disabilities. Recognizing these concerns, the authors developed a modified version (the ESTR-J) that teachers of students with mild disabilities would find more practical. A Minnesota Interagency Office of Transition task force (comprised of teachers, parents, and advocates) provided key input into the development of this new scale. ESTR-J was similar to the original ESTR, but had a re-

duced number of items and changes in item wording to better reflect skills and environments of students with mild disabilities.

Further input from the field stimulated a revision of ESTR-J in 2003. The number of items on ESTR-J-Revised was reduced without losing the instrument's abilities to provide comprehensive assessment. Most items include indicators that raters will use to determine a yes/no response. These indicators account for items that were removed from the earlier scale. ESTR-J-Revised is a useful tool for assessing students with mild disabilities as well as for students who may only need accommodations (as described by Section 504).

The ESTR-J-Revised can be used with individuals of any age and is most useful with learners with mild disabilities. The scale provides subscale scores in five transition areas and a total performance score.

Analysis of individual subscale items will identify learners' strengths as well as their specific program needs. These needs can then be easily transformed in IEP goals and objectives.

The authors suggest getting baseline scores of students' performance as early as age 12 to ensure early identification of transition needs so that transition planning may begin no later than age 14. An early measure of skills also provides a yardstick for future growth.

Directions for Using the ESTR-J-Revised

Turn to the first section of questions on page 4. Rely on what you know about the learner to rate them on each transition-related item.

For each item, score YES or NO.

YES means the learner is performing the skills *Independently and Consistently*. A **NO** response is chosen if the learner *does not perform the skills or if the learner can do the skill but does not perform it independently and consistently*. In the space after the YES/NO rating, indicate 1 if a YES response was marked and 0 if a NO response was marked.

Note that after each item there is space to provide comments or examples. Providing notations will enable the evaluator to personalize the assessment summary with narrative information.

Continue through all five subscales circling the appropriate rating for each item.

Respondents

Preferably, the teacher will complete the scale collaboratively with the parent and/or student. The ESTR-J-Revised, Parent Form can be given to the parent to solicit their input. Be sure to provide adequate information to the parent when providing them with the Parent Form.

Scoring

As you complete each transition area, add up the 1 scores and indicate the total for that area on the front cover in the appropriate space. Once all sections are completed, determine the percentage for each area by dividing the raw score by the number of items in that section. Add columns vertically to determine the Total Performance Score. Calculate the Total Performance Percentage by dividing the total performance raw score by 47. In interpretation, remember that the percentages obtained reflect the percentage of items the learner performs independently and consistently. Scores do not reflect what he/she can do, but does not do, at this time. Also, be sure you do not interpret this score as a percentile rank.

Assessing Future Outcomes/Goals

The learner's future outcomes/goals, in each of the five transition areas, are a critical component of transition planning. The authors have included a worksheet on the last two pages of this protocol for the learner to indicate his/her interests and preferences. This worksheet can also be found in the manual *Transition Planning in the Schools: Using the Enderle-Severson Transition Rating Scales, 3rd Edition* (Severson, Enderle, & Hoover, 2003).

It is very common for learners to change their future goals as they progress through the educational system. For this reason a future outcomes/goals assessment should be completed yearly. We suggest that you copy the form contained in

this protocol and have the student complete it.

Assessment Summary

The assessment summary report for each transition area should identify the following information:

- 1) future outcomes/goals,
- 2) present level of performance (strengths, possible areas of concern)

Transition Planning in the Schools: Using the Enderle-Severson Transition Rating Scales, Third Edition provides detailed information on summarizing the information obtained from using the ESTR Scales.

Circle **Yes** *Only* if Performed Independently *and* Consistently = 1

Circle **No** if Not Performed or Performed Inconsistently = 0

Employment

- | | | | |
|--|-----|----|-------|
| 1. The learner demonstrates good attendance..... | Yes | No | _____ |
| •Good attendance in school. | | | |
| •Good attendance in an employment situation (if applicable). | | | |
| 2. The learner demonstrates appropriate hygiene and grooming..... | Yes | No | _____ |
| 3. The learner is punctual..... | Yes | No | _____ |
| •Punctuality in school. | | | |
| •Punctuality in work situations (if applicable). | | | |
| 4. The learner recognizes the need to eventually support himself/herself.. | Yes | No | _____ |
| •Understands the relationship between working and paying for personal needs. | | | |
| •Understands how work provides opportunity to develop personal relationships. | | | |
| •Understands how work contributes to self-confidence. | | | |
| •Understands how workers contribute to society. | | | |
| •Understands a paycheck. | | | |
| 5. The learner responds appropriately to authority figures..... | Yes | No | _____ |
| •Follows directions. | | | |
| •Shows respect. | | | |
| 6. The learner demonstrates an understanding that different jobs require varying levels of training (e.g., college, technical colleges, high school, other)..... | Yes | No | _____ |
| •Understands that some jobs do not require further education. | | | |
| •Understands the relationship between specific jobs and the education required. | | | |
| 7. The learner demonstrates an understanding of factors that influence job retention, dismissal, and promotion..... | Yes | No | _____ |
| •Understands factors that lead to termination of employment. | | | |
| •Understands factors that lead to promotion in employment. | | | |
| 8. The learner is able to access various resources for assistance in job searching..... | Yes | No | _____ |
| •Want Ads. | | | |
| •Employment Agencies. | | | |
| •On-line resources. | | | |

Circle **Yes** *Only* if Performed Independently *and* Consistently = 1

Circle **No** if Not Performed or Performed Inconsistently = 0

9. The learner demonstrates the necessary interpersonal skills to work with others. Yes No _____
•Good listening skills.
•Good verbal communication skills.
10. The learner demonstrates the skills necessary to perform successfully in a job interview. Yes No _____
•Communicates information about themselves.
•Answers job interview questions.
•Demonstrates appropriate job interview behaviors.
11. The learner demonstrates the skills necessary to accurately complete a job application. Yes No _____
•Knows personal information.
•Neatly completes job application.
12. The learner has a realistic expectation of his/her vocational potential. Yes No _____
•Communicates jobs of interest.
•Understands his/her own personal strengths and weaknesses.
•Understands how personal characteristics relate to jobs of interest.
13. The learner has had successful community-based work experience. ... Yes No _____
Please list:
•Work experience program, job shadow, apprenticeship, summer job, part-time job.

Recreation and Leisure

1. The learner chooses appropriate free time activities. Yes No _____
Please list:
2. The learner acts appropriately in public. Yes No _____
•Helps others.
•Makes reasonable demands.
•Acts courteous.
3. The learner initiates and participates in a variety of recreation/leisure activities with friends outside the home. Yes No _____
4. The learner effectively communicates with others. Yes No _____

Circle **Yes Only** if Performed Independently *and* Consistently = 1

Circle **No** if Not Performed or Performed Inconsistently = 0

Home Living

1. The learner demonstrates the ability to use the telephone. Yes No _____
•Weather conditions.
•Various activities.
2. The learner dresses appropriately for specific situations. Yes No _____
•Weather conditions.
•Various activities.
3. The learner performs household cleaning/laundry. Yes No _____
4. The learner is able to safely perform light household maintenance. Yes No _____
•Uses basic appliances and tools.
•Demonstrates safety when using appliances and tools.
•Performs basic home care tasks.
5. The learner demonstrates the qualities of a good citizen. Yes No _____
•Obeyes rules and laws.
•Shows consideration for others.
•Respects the environment.
•Knows how to vote.
•Knows about state and federal governments.
6. The learner has an acceptable understanding of concepts related to sexual awareness. Yes No _____
•Awareness of physical self.
•Understands the reproductive process.
•Understands dating, relationships, marriage.
7. The learner treats minor medical problems, performs basic first aid, and knows how and when to seek medical assistance. Yes No _____
8. The learner understands checking and savings accounts. Yes No _____
•Could open a checking/savings account.
•Check writing, making deposits, and recording checking transactions.
•Making deposits and withdrawals and recording saving transactions.
•Understands interest.
•Can use ATM.

Circle Yes *Only* if Performed Independently *and* Consistently = 1
Circle No if Not Performed or Performed Inconsistently = 0

- | | | |
|--|----------------------|-------|
| 9. The learner has the skills necessary to perform written correspondence.
<ul style="list-style-type: none"> •Notes. •Letters. •Phone messages. •E-mails. | Yes No | _____ |
| 10. The learner practices preventive health care.
<ul style="list-style-type: none"> •Manages body weight. •Gets sufficient sleep. •Does not abuse alcohol/drugs. •Makes and keeps routine medical/dental appointments. •Gets proper exercise. | Yes No | _____ |
| 11. The learner knows how to respond to household emergency situations.
<ul style="list-style-type: none"> •Plumbing problems. •Heating problems. •Fire. •Accidents. •Poisoning. | Yes No | _____ |
| 12. The learner understands nutrition and is able to plan balanced meals.
<ul style="list-style-type: none"> •Understands basic food groups. •Plans meals within a budget. | Yes No | _____ |
| 13. The learner manages his/her own money responsibly.
<ul style="list-style-type: none"> •Knows how to develop a budget. •Understands the importance of financial records. •Pays bills on time. •Understands taxes. | Yes No | _____ |
| 14. The learner demonstrates an understanding of basic parenting skills. . | Yes No | _____ |
| 15. The learner is able to prepare and serve foods that require a variety of cooking procedures.
<ul style="list-style-type: none"> •Proper food storage. •Personal hygiene. •Kitchen safety procedures. •Food preparation. | Yes No | _____ |

Circle **Yes Only** if Performed Independently *and* Consistently = 1

Circle **No** if Not Performed or Performed Inconsistently = 0

Community Participation

1. The learner is able to use relevant community resources, (health care facilities, bank, library, laundromat, postal services, church, restaurant, hair stylist). Yes No _____
 - Making appointments.
 - Identify appropriate resource for problem solving.
2. The learner demonstrates appropriate social behaviors in the community. Yes No _____
3. The learner demonstrates an understanding of cost saving techniques. . Yes No _____
 - Comparison shopping.
 - Understanding sale prices.
 - Discount stores versus department stores.
4. The learner can get around in the community. Yes No _____
 - Driver's license/vehicle.
 - Public transportation.
 - Maps/Schedules/Asking for directions.
5. The learner has a realistic plan for addressing post secondary housing needs and demonstrates the ability to secure housing. Yes No _____
 - Understands cost of different types of housing.
 - Understands housing contracts.
 - Understands the process of relocating.
6. The learner is able to understand purchasing options and pay for large purchases in the community. Yes No _____
 - Credit cards.
 - Loans.
7. The learner demonstrates an understanding of basic insurance needs and where to purchase coverage. Yes No _____

Circle **Yes** *Only* if Performed Independently *and* Consistently = 1
 Circle **No** if Not Performed or Performed Inconsistently = 0

Post Secondary Education

- | | | | |
|---|-----|----|-------|
| <p>1. Relevant supports have been identified and included in the student's transition plan.</p> <p>Please list:</p> <ul style="list-style-type: none"> •Rehabilitation services. •Higher education support services. •Adult services. | Yes | No | _____ |
| <p>2. The learner can identify a variety of post secondary options.</p> <ul style="list-style-type: none"> •Universities. •Technical school. •Employment agencies. •Community education. | Yes | No | _____ |
| <p>3. The learner demonstrates self awareness.</p> <ul style="list-style-type: none"> •Understanding of physical self. •Identifies abilities/interests/areas of weakness. •Understands personal emotions. •Understands the implications (if any) of his/her disability. •Understands and identifies personal goals. | Yes | No | _____ |
| <p>4. The learner demonstrates self confidence.</p> <ul style="list-style-type: none"> •Communicates need for appropriate accommodations. •Practices self-advocacy skills in a variety of settings. •Feels good about self. | Yes | No | _____ |
| <p>5. The learner has undergone vocational assessment.</p> <p>Please list:</p> <ul style="list-style-type: none"> •Aptitude. •Achievement. •Interest. •Personality. •Learning style. | Yes | No | _____ |
| <p>6. Plans have been made for post secondary housing options.</p> | Yes | No | _____ |
| <p>7. Application for post secondary training/learning has been made (if learner is directly entering employment, score yes).</p> <p>Identify:</p> | Yes | No | _____ |
| <p>8. Application has been made for financial assistance to access a post secondary training/learning option (if financial assistance is not required, score yes)</p> | Yes | No | _____ |

Postsecondary Outcomes Assessment
(student preferences and interests)

Name _____ Date _____

EMPLOYMENT

After I have completed my education (high school and post high school), the career I would like to have is: _____

To reach this goal, I will need to: _____

RECREATION AND LEISURE

After I graduate from high school, these are the things that I will do in my free time: (check all that apply)

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> bowling | <input type="checkbox"/> dining out | <input type="checkbox"/> golfing | <input type="checkbox"/> going to movies |
| <input type="checkbox"/> dating | <input type="checkbox"/> camping | <input type="checkbox"/> traveling | <input type="checkbox"/> exercising regularly |
| <input type="checkbox"/> renting videos | <input type="checkbox"/> fishing | <input type="checkbox"/> partying | <input type="checkbox"/> volunteering |
| <input type="checkbox"/> watching TV | <input type="checkbox"/> skiing | <input type="checkbox"/> playing softball | <input type="checkbox"/> driving around |
| <input type="checkbox"/> reading | <input type="checkbox"/> sporting events | <input type="checkbox"/> joining a health club | <input type="checkbox"/> dancing |
| <input type="checkbox"/> listening to music | <input type="checkbox"/> joining the Y | <input type="checkbox"/> talking on the phone | <input type="checkbox"/> taking community education classes |

Other(s): _____

To reach this goal, I will need to: _____

HOME LIVING

I plan to move away from home when I'm _____ (age).

When I get my own place, I plan to live in:

- an apartment a mobile home a house a condominium

I want to live:

- alone with one roommate with a spouse with several roommates

Other: _____

I will do my own: (check all that apply)

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> cleaning | <input type="checkbox"/> budgeting | <input type="checkbox"/> laundry | <input type="checkbox"/> paying bills |
| <input type="checkbox"/> cooking | <input type="checkbox"/> grocery shopping | <input type="checkbox"/> checking account | <input type="checkbox"/> clothing shopping |
| <input type="checkbox"/> taking medications | <input type="checkbox"/> scheduling of appointments | <input type="checkbox"/> home repairs | |

Other(s): _____

I plan to live in:

- in the city in the country In or near what city? _____

To reach this goal, I will need to: _____

COMMUNITY PARTICIPATION

When I'm living on my own, I plan to get around by: (check all that apply)

- driving my own car
- riding the city bus
- riding with relatives
- riding my bike
- riding a motorcycle
- riding with friends
- walking

Other: _____

Places I will go in my community: (check all that apply)

- banks
- public library
- restaurants
- bars
- employment agencies
- vote
- work
- friends' houses
- department stores
- grocery stores
- movie theaters
- shopping malls
- video rental stores
- golf courses
- church

Other(s): _____

To reach this goal, I will need to: _____

POST SECONDARY EDUCATION

Right after high school, I plan to:

- work full-time
- work part-time
- attend a 2 year college*
- attend a technical college*
- attend a 4 year college or university*

Other: _____

*The school(s) I am most interested in attending: _____

To reach this goal, I will need to: _____

Career Clusters Interest Survey

Name _____

School _____ Date _____

Directions: Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

BOX 1	Activities that describe what I like to do: 1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair.	Personal qualities that describe me: 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver	School subjects that I like: 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture	Total number circled in Box 1 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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BOX 2	Activities that describe what I like to do: 1. Read and follow blueprints and/or instructions. 2. Picture in my mind what a finished product looks like. 3. Work with my hands. 4. Perform work that requires precise results. 5. Solve technical problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step procedures.	Personal qualities that describe me: 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent	School subjects that I like: 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education	Total number circled in Box 2 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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BOX 3	Activities that describe what I like to do: 1. Use my imagination to communicate new information to others. 2. Perform in front of others. 3. Read and write. 4. Play a musical instrument. 5. Perform creative, artistic activities. 6. Use video and recording technology. 7. Design brochures and posters.	Personal qualities that describe me: 1. Creative and imaginative 2. Good communicator/good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others 5. Determined/tenacious	School subjects that I like: 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies	Total number circled in Box 3 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

Note: This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose.

BOX 4	Activities that describe what I like to do: 1. Perform routine, organized activities but can be flexible. 2. Work with numbers and detailed information. 3. Be the leader in a group. 4. Make business contact with people. 5. Work with computer programs. 6. Create reports and communicate ideas. 7. Plan my work and follow instructions without close supervision.	Personal qualities that describe me: 1. Organized 2. Practical and logical 3. Patient 4. Tactful 5. Responsible	School subjects that I like: 1. Computer Applications/Business and Information Technology 2. Accounting 3. Math 4. English 5. Economics	Total number circled in Box 4 <input style="width: 50px; height: 30px;" type="text"/>
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BOX 5	Activities that describe what I like to do: 1. Communicate with different types of people. 2. Help others with their homework or to learn new things. 3. Go to school. 4. Direct and plan activities for others. 5. Handle several responsibilities at once. 6. Acquire new information. 7. Help people overcome their challenges.	Personal qualities that describe me: 1. Friendly 2. Decision maker 3. Helpful 4. Innovative/Inquisitive 5. Good listener	School subjects that I like: 1. Language Arts 2. Social Studies 3. Math 4. Science 5. Psychology	Total number circled in Box 5 <input style="width: 50px; height: 30px;" type="text"/>
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BOX 6	Activities that describe what I like to do: 1. Work with numbers. 2. Work to meet a deadline. 3. Make predictions based on existing facts. 4. Have a framework of rules by which to operate. 5. Analyze financial information and interpret it to others. 6. Handle money with accuracy and reliability. 7. Take pride in the way I dress and look.	Personal qualities that describe me: 1. Trustworthy 2. Orderly 3. Self-confident 4. Logical 5. Methodical or efficient	School subjects that I like: 1. Accounting 2. Math 3. Economics 4. Banking/Financial Services 5. Business Law	Total number circled in Box 6 <input style="width: 50px; height: 30px;" type="text"/>
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BOX 7	Activities that describe what I like to do: 1. Be involved in politics. 2. Negotiate, defend, and debate ideas and topics. 3. Plan activities and work cooperatively with others. 4. Work with details. 5. Perform a variety of duties that may change often. 6. Analyze information and interpret it to others. 7. Travel and see things that are new to me.	Personal qualities that describe me: 1. Good communicator 2. Competitive 3. Service-minded 4. Well-organized 5. Problem solver	School subjects that I like: 1. Government 2. Language Arts 3. History 4. Math 5. Foreign Language	Total number circled in Box 7 <input style="width: 50px; height: 30px;" type="text"/>
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BOX 8	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Work under pressure. 2. Help sick people and animals. 3. Make decisions based on logic and information. 4. Participate in health and science classes. 5. Respond quickly and calmly in emergencies. 6. Work as a member of a team. 7. Follow guidelines precisely and meet strict standards of accuracy. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Compassionate and caring 2. Good at following directions 3. Conscientious and careful 4. Patient 5. Good listener 	School subjects that I like: <ol style="list-style-type: none"> 1. Biological Sciences 2. Chemistry 3. Math 4. Occupational Health classes 5. Language Arts 	Total number circled in Box 8 <input type="text"/>
BOX 9	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Investigate new places and activities. 2. Work with all ages and types of people. 3. Organize activities in which other people enjoy themselves. 4. Have a flexible schedule. 5. Help people make up their minds. 6. Communicate easily, tactfully, and courteously. 7. Learn about other cultures. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Tactful 2. Self-motivated 3. Works well with others 4. Outgoing 5. Slow to anger 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts/Speech 2. Foreign Language 3. Social Sciences 4. Marketing 5. Food Services 	Total number circled in Box 9 <input type="text"/>
BOX 10	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Care about people, their needs, and their problems. 2. Participate in community services and/or volunteering. 3. Listen to other people's viewpoints. 4. Help people be at their best. 5. Work with people from preschool age to old age. 6. Think of new ways to do things. 7. Make friends with different kinds of people. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Good communicator/good listener 2. Caring 3. Non-materialistic 4. Intuitive and logical 5. Non-judgmental 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Family and Consumer Sciences 4. Finance 5. Foreign Language 	Total number circled in Box 10 <input type="text"/>
BOX 11	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Work with computers. 2. Reason clearly and logically to solve complex problems. 3. Use machines, techniques, and processes. 4. Read technical materials and diagrams and solve technical problems. 5. Adapt to change. 6. Play video games and figure out how they work. 7. Concentrate for long periods without being distracted. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Logical/analytical thinker 2. See details in the big picture 3. Persistent 4. Good concentration skills 5. Precise and accurate 	School subjects that I like: <ol style="list-style-type: none"> 1. Math 2. Science 3. Computer Tech/Applications 4. Communications 5. Graphic Design 	Total number circled in Box 11 <input type="text"/>
BOX 12	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Work under pressure or in the face of danger. 2. Make decisions based on my own observations. 3. Interact with other people. 4. Be in positions of authority. 5. Respect rules and regulations. 6. Debate and win arguments. 7. Observe and analyze people's behavior. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Adventurous 2. Dependable 3. Community-minded 4. Decisive 5. Optimistic 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Government/History 4. Law Enforcement 5. First Aid/First Responder 	Total number circled in Box 12 <input type="text"/>

BOX 13	Activities that describe what I like to do: 1. Work with my hands and learn that way. 2. Put things together. 3. Do routine, organized and accurate work. 4. Perform activities that produce tangible results. 5. Apply math to work out solutions. 6. Use hand and power tools and operate equipment/machinery. 7. Visualize objects in three dimensions from flat drawings.	Personal qualities that describe me: 1. Practical 2. Observant 3. Physically active 4. Step-by-step thinker 5. Coordinated	School subjects that I like: 1. Math-Geometry 2. Chemistry 3. Trade and Industry courses 4. Physics 5. Language Arts	Total number circled in Box 13 <input style="width: 50px; height: 30px;" type="text"/>
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BOX 14	Activities that describe what I like to do: 1. Shop and go to the mall. 2. Be in charge. 3. Make displays and promote ideas. 4. Give presentations and enjoy public speaking. 5. Persuade people to buy products or to participate in activities. 6. Communicate my ideas to other people. 7. Take advantage of opportunities to make extra money.	Personal qualities that describe me: 1. Enthusiastic 2. Competitive 3. Creative 4. Self-motivated 5. Persuasive	School subjects that I like: 1. Language Arts 2. Math 3. Business Education/Marketing 4. Economics 5. Computer Applications	Total number circled in Box 14 <input style="width: 50px; height: 30px;" type="text"/>
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BOX 15	Activities that describe what I like to do: 1. Interpret formulas. 2. Find the answers to questions. 3. Work in a laboratory. 4. Figure out how things work and investigate new things. 5. Explore new technology. 6. Experiment to find the best way to do something. 7. Pay attention to details and help things be precise.	Personal qualities that describe me: 1. Detail-oriented 2. Inquisitive 3. Objective 4. Methodical 5. Mechanically inclined	School subjects that I like: 1. Math 2. Science 3. Drafting/Computer-Aided Drafting 4. Electronics/Computer Networking 5. Technical Classes/Technology Education	Total number circled in Box 15 <input style="width: 50px; height: 30px;" type="text"/>
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BOX 16	Activities that describe what I like to do: 1. Travel. 2. See well and have quick reflexes. 3. Solve mechanical problems. 4. Design efficient processes. 5. Anticipate needs and prepare to meet them. 6. Drive or ride. 7. Move things from one place to another.	Personal qualities that describe me: 1. Realistic 2. Mechanical 3. Coordinated 4. Observant 5. Planner	School subjects that I like: 1. Math 2. Trade and Industry courses 3. Physical Sciences 4. Economics 5. Foreign Language	Total number circled in Box 16 <input style="width: 50px; height: 30px;" type="text"/>
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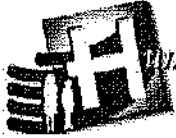






Disclaimer: Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.



The Sixteen Career Clusters

<p>1</p>  <p>Agriculture, Food & Natural Resources</p>	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
<p>2</p>  <p>Architecture & Construction</p>	<p>Careers in designing, planning, managing, building, and maintaining the built environment.</p>
<p>3</p>  <p>Arts, A/V Technology & Communications</p>	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
<p>4</p>  <p>Business Management & Administration</p>	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
<p>5</p>  <p>Education & Training</p>	<p>Planning, managing, and providing education and training services, and related learning support services.</p>
<p>6</p>  <p>Finance</p>	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
<p>7</p>  <p>Government & Public Administration</p>	<p>Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.</p>
<p>8</p>  <p>Health Science</p>	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
<p>9</p>  <p>Hospitality & Tourism</p>	<p>Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions and recreation events, and travel-related services.</p>

Career Clusters cont.

<p>10</p>  <p><i>Human Services</i></p>	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
<p>11</p>  <p><i>Information Technology</i></p>	<p>Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.</p>
<p>12</p>  <p><i>Law, Public Safety, Corrections & Security</i></p>	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
<p>13</p>  <p><i>Manufacturing</i></p>	<p>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.</p>
<p>14</p>  <p><i>Marketing</i></p>	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
<p>15</p>  <p><i>Science, Technology, Engineering & Mathematics</i></p>	<p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.</p>
<p>16</p>  <p><i>Transportation, Distribution & Logistics</i></p>	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.</p>

My top three Career Clusters of interest are:

1. _____
2. _____
3. _____

For more information, check with a career counselor at your high school, career technical center, higher education institution, or one-stop career center.

My Desired Post-School Outcomes

(Berg, L., CESA 10, used with permission)

Name: _____ Graduation Date: _____

Employment Objective:

The job I want is _____

Community Participation Objective

Community activities I would like to be involved in:

Area	Specific interest:
Shopping	
Transportation	
Healthcare	
Banking	
Civic activities	
Agency support	
Clubs and organizations	
Other	

Independent Living

I want to live:

Area	Specific interest:
In an apartment with a friend	
In a dorm while I attend a university	
With my family	
In my own home I bought	
Other	

Recreation and Leisure I enjoy:

Area	Specific interest
Cultural activities	
Social activities	
Hobbies	
Participatory sports	
Spectator sports	
Rest and relaxation	
Vacations and travel	
Physical fitness	
Other	

Activities I would like to try:

Post Secondary Education

I want to attend:

Area	Specific interest:
Technical school	
University	
Other	

Student Self-Determination and Self-Advocacy Skills Questionnaire

Student's Name _____ Today's Date _____

Grade _____ Anticipated year to graduate _____ Disability _____

The following questionnaire was developed to identify your level of knowledge and skills related to self-determination and self-advocacy. After reading each of the following sixteen skills statements, please **circle** the **one number** that best describes your level of skill.

This form can be completed each year to see growth and continued areas of need.

1. I can list and discuss the academic accommodations I need to be successful in high school.

1	2	3	4	5	6
Not at all		Sometimes			All the time

2. I can list and discuss the support services I need on the job in order to be successful.

1	2	3	4	5	6
Not at all		Sometimes			All the time

3. I am able to independently contact the adult service providers that I will need to help me reach my employment goals.

1	2	3	4	5	6
Not at all		Sometimes			All the time

4. I can independently request and effectively use academic accommodations in all my classes.

1	2	3	4	5	6
Not at all		Sometimes			All the time

5. I can list and discuss the accommodations I will use to be successful in my job.

1	2	3	4	5	6
Not at all		Sometimes			All the time

6. I can list and discuss my rights for reasonable academic accommodation under the law.

1	2	3	4	5	6
Not at all		Sometimes			All the time

7. I identify myself as a person with a disability in order to get the support services I deserve in postsecondary education.

1	2	3	4	5	6
Not at all		Sometimes			All the time

8. I can list and discuss the support services I will need in postsecondary education in order to be successful.

1	2	3	4	5	6
Not at all		Sometimes			All the time

9. I can state accommodations I need in the workplace that are guaranteed to me by law.

1	2	3	4	5	6
Not at all		Sometimes			All the time

10. I identify myself as a person with a disability in order to get the support services I deserve from my employer.

1	2	3	4	5	6
Not at all		Sometimes			All the time

11. I am able to independently contact the adult service providers that will help me reach my postsecondary education goals.

1	2	3	4	5	6
Not at all		Sometimes			All the time

12. I lead my own IEP team meetings.

1	2	3	4	5	6
Not at all		Sometimes			All the time

13. I state my goals and aspirations for each school year during the annual IEP team meeting.

1	2	3	4	5	6
Not at all		Sometimes			All the time

14. I can independently request and effectively use accommodations on the job.

1	2	3	4	5	6
Not at all		Sometimes			All the time

15. I have identified my long-term employment goals for after high school and I can state and discuss these long-term goals.

1	2	3	4	5	6
Not at all		Sometimes			All the time

16. I am able to identify and discuss the amount and type of postsecondary education or training I will need to reach my long-term employment goals.

1	2	3	4	5	6
Not at all		Sometimes			All the time

From *Transition Assessment: Planning Transition and IEP Development for Youth with Mild Disabilities* by Robert J. Miller, Richard C. Lombard, and Stephanie A. Corbey, © 2007, Boston, MA: Pearson Education.

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Teacher Questions for Assistive Technology

Teacher Name _____

Student Name: _____

Please rank order, by number, your top three areas of concern for your student:

	Writing
	Spelling
	Reading
	Math

	Study & Organization
	Language/Communication
	Comprehension/Listening
	Recreation & Leisure

	Activities of Daily Living
	Pre-Vocational & Vocational
	School Technology Access

From your three areas of highest concern, please check specific items of concern below:

Writing	
	Poor legibility of writing
	Complete written worksheets/ tests
	Multiple choice
	Matching
	Fill-in-the-blank
	Short answer
	Essay
	Write a complete sentence with correct capitalization and punctuation
	Write complete paragraphs and theme papers
	Utilize correct grammar
	Use appropriate organization in writing
	Generate ideas for writing
	Copy notes from board

Spelling	
	Complete writing tasks with correct spelling
	Apply spelling strategies, word families, and rules
	Identify and spell basic/high frequency/sight words
	Use spelling words appropriately in a sentence
	Write spelling words from dictation
	Take a written spelling test
	Identify correctly spelled word from printed list
	Identify/correct incorrectly spelled words in writing

Reading	
	Identify letters in isolation and in sequence
	Sound/symbol recognition
	Read basic/primer sight words
	Read functional words
	Read target/selected words within a sentence
	Comprehend age/grade appropriate reading materials
	Read material from the following with comprehension: <ul style="list-style-type: none"> • Print materials from textbooks • Worksheets • Board/overhead • Computer display
	Read longer reading samples with comprehension and without fatigue
	Answer literal questions regarding material read
	Answer questions regarding main idea
	Summarize material read
	Read fluently
	Seeing or track text on page
	Hold and manipulate reading materials

Teacher Name _____

Student Name: _____

Math	
	Number sense
	Identify numbers in isolation and sequence
	Comprehend basic math concepts
	Complete basic calculations
	Enter numbers in correct locations
	Copy math calculation problems with correct alignment
	Record dictated math calculation problems with correct alignment
	Complete math word problems
	Identify coins and bills
	Demonstrate understanding of coin and bill value
	Utilize money to purchase items

Study & Organization	
	Record assignments from teacher dictation
	Copy assignments from board
	Initiate tasks
	Follow written directions
	Follow oral directions
	Attend to tasks
	Manage multiple step tasks
	Complete and turn in assignments within designated timelines
	Has appropriate materials/supplies for class activities
	Request teacher/peer assistance when needed
	Locate important information in text
	Listen and identify critical information to record for future review or test study

Language/Communication	
	Request assistance as needed
	Provide appropriate greetings
	Participate in conversation with peers/teachers
	Respond appropriately to teacher/peer questions and/or comments
	Maintain conversations across turns
	Provide oral report in class on assigned topic
	Inform others of events, topics, etc.

Comprehension/Listening	
	Manage transitions/changes in schedule
	Follow steps in tasks
	Follow verbal directions
	Listen to stories, books, etc. and answer comprehension questions
	Listen to classroom discussion and apply information (answer questions, record notes, etc.)
	Listen to teacher lecture and apply information (answer questions, record notes, etc.)
	Listen to verbally presented information and retell and correct sequencing and facts
	Listen to videos to gather information about current instructional topics

Recreation & Leisure	
	Participate in play activities
	Participate in leisure activities (look at/read book or magazine, listen to music, etc.)
	Manipulate and/or operate toys, tools, and/or electronic appliances required
	Participate in leisure activities appropriately
	Use adapted equipment to fully participate in sport/leisure activities
	Access information about recreational events
	Schedule event and make accommodations/arrangements
	Use a telephone
	Budget skills for recreation events/travel

Activities of Daily Living	
	Feed self using appropriate utensils
	Drink using appropriate utensils
	Prepare simple snacks
	Prepare basic meals
	Dress and/or undress self using appropriate tools
	Complete personal hygiene and grooming tasks (brushing teeth, hair, etc.)
	Toilet self
	Perform simple household chores

Teacher Name _____

Student Name: _____

Pre-Vocational & Vocational	
	Portfolio development
	Complete assigned tasks (filing, sorting, assembly, etc.) with designated timelines
	Utilize tools, manipulates, and/or equipment to complete tasks
	Complete single and multiple step tasks
	Career investigation skills
	Resume development
	Complete application forms and letters of inquiry
	Job search skills
	Understand strengths and weakness
	Post secondary planning (select training place, apply for schooling, fill out forms for school entrance, financial aid.)
	Work social skills for success
	Transportation planning

School Technology Access	
	Physical access to technology
	Opening desired applications
	Navigating computer
	Saving folders
	Searching for resources on the internet
	Composing written materials
	Using standard keyboard

Work Experience Log

Student _____

School _____

Case Manager _____

Work Experience Site	<u>Type of Experience</u> Job Shadowing Job Tryout Internship School-based Enterprise Competitive Employment	Position	<u>Evaluation</u>	Beginning Date:	Ending Date:	Hours Earned

The South Carolina Credential has a minimum of 360 hours of work experience requirement.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Total Hours</td> </tr> <tr> <td>0</td> </tr> </table>	Total Hours	0
Total Hours			
0			

Community Field Trip Record

Student: _____

Age: _____

School Year: 200____ - 200__

Date Attended	Location	Activity	Purpose

Student Signature: _____

Case Manager: _____

Sample Resume

- Be sure to keep it brief
- Use light colored paper
- Use quality printer
- Use easy to read font and font size
- Make it simple to read and no grammar or spelling mistakes

Your Full Name
Street (Number and Name)
City, State and Zip Code
(Area Code) Telephone Number
Email Address

Objective	What do you want to do?
Work Experience (dates of start and finish)	Company Name Street Number and Name City, State and Zip Code Job Title <ul style="list-style-type: none">• Duties or Achievements• Duties or Achievements
Education (dates attended: from date – present)	Name of High School Street Number and Name City, State and Zip Code
Activities	List activities in which you have participated such as scouting, sports teams, church groups, etc.
Accomplishments	List one or more things that you have done or a special skill you may have.

Sample Reference Listing

Your Full Name
Street (Number and Name)
City, State and Zip Code
(Area Code) Telephone Number
Email Address

References

Reference Name
Your relationship with this reference, for example, "Fazoli's Manager"
Company Name
Address
Telephone Number
Email

Reference Name
Your relationship with this reference
Company Name
Address
Telephone Number
Email

Reference Name
Your relationship with this reference
Company Name
Address
Telephone Number
Email