



BRIGANCE[®]

Transition Skills Inventory

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Program Decisions

The *Transition Skills Inventory* can help your special education program meet IDEA requirements for transition planning and effectively support the success of students with special needs as they prepare to transition out of high school. Many programs serving students with special needs are required to

- determine present level of performance.
- provide transition goals and objectives for an ongoing IEP.
- consult regularly with a parent or guardian.
- provide nondiscriminatory testing and evaluation.

The *TSI* is an invaluable resource for middle- and high-school transition programs responsible for complying with these requirements as explained below.

DETERMINE PRESENT LEVEL OF PERFORMANCE

The *TSI* includes a broad range of assessments across four domains of transition planning—academic skills, post-secondary opportunity awareness, independent living, and community participation. These criterion-referenced assessments are ideal for determining the present level of performance for students with varying skills, knowledge, achievement, and reading levels.

PROVIDE TRANSITION GOALS AND OBJECTIVES FOR AN ONGOING IEP

A major component of an IEP for a student with transition planning needs is the identification of the student's transition goals. Instructional objectives are then required to address each of these goals.

To support this process, every assessment in the *TSI* includes a pre-written objective or set of objectives that corresponds to the skill or series of skills addressed within the assessment.

More broadly, the four requirements of a typical objective are the date of the next assessment, the method of assessment, the present level of performance, and the objective statement. The *TSI* and the accompanying *Record Book* meet these IEP requirements as shown in the following table.

Requirement	How the Requirement Is Met
1. Date of next assessment	The date of the next assessment is recorded in the Date column in the <i>Record Book (RB)</i> .
2. Method of assessment	The <i>Transition Skills Inventory</i> is used for assessing. Most assessments within the <i>TSI</i> include a choice of assessment methods.
3. Present level of performance	Skills mastered are circled in the <i>RB</i> during the assessment.
4. Objective statement	Objectives are identified by underlining in the <i>RB</i> the skill to be mastered, using a pen of the designated color.

If objectives must be written on locally developed forms, objectives can be copied from the student data in the *Record Book*, from the objective in the *TSI*, or from downloadable forms at www.BRIGANCE.com.

CONSULT REGULARLY WITH A PARENT/GUARDIAN

Using the *TSI* will facilitate consultation with a parent or guardian, as the record keeping is

- graphic so that instructional objectives are easily understood by most parents.
- ongoing and color-coded so that progress can be readily shared with the student, parent, or guardian.

PROVIDE NONDISCRIMINATORY TESTING AND EVALUATION

As a criterion-referenced tool, the *TSI* yields assessment data referenced to a prescribed standard for performing a skill. The goal of the assessment is to identify skills that have and have not been mastered. The goal is not to derive a quantitative score that can be used for comparison with a specific population.

When using the *TSI* with students who are non-readers or whose primary language is not English, use care in translating and interpreting. Many language barriers may be overcome by

- using illustrations in the *TSI*.
- demonstrating manual skills that are to be performed by the student.
- using gestures.
- assessing by observation.

Step-by-Step Assessment Procedures

STEP 1: GET READY FOR THE ASSESSMENT

PLANNING AHEAD

Become familiar with the assessment procedures so that you can conduct the assessment in a natural manner and can focus your attention on the student. If helpful, use tabs or markers to quickly locate the information you will need.

Schedule assessment early in the day when the student is free from hunger and fatigue. When a comprehensive assessment is needed, conduct it when the student is most alert and in several sessions, each session no longer than the student's attention span.

Assessments should not be administered if the student is not well or when testing requires them to miss treasured activities such as field trips, special events, or favorite subjects.

Choose the proper environment. The assessments in the *TSI* can be safely administered within the classroom. Although most students do not mind working individually with their teacher within their classroom, others may be embarrassed. Use discretion in deciding if a student can be assessed in the classroom or if a more private setting is required.

Administer the assessments in the classroom only when the rest of the class is not engaged in highly exciting or noisy activities.

Administer assessments in small groups when appropriate. Some assessments can be administered in small groups to maintain the comfort level of students in the regular classroom.

Eliminate distractions. Administer the assessments in an environment free of background noises or disturbances. Remove any materials that may be distracting to the student.

SELECTING ASSESSMENTS

The *TSI* is a collection of assessments designed to accommodate the varying skill levels of middle- and high-school students.

For most students, assessing and tracking mastery of the skills in the *TSI* will be adequate for

- identifying present level of performance.
- probing for areas of strength and need (including specific transition services needs).
- identifying developmentally appropriate instructional objectives.

Follow the guidelines below to decide which assessments to administer, to select the most appropriate skill level within each assessment, and to select the best assessment method.

1. Deciding Which Assessments to Administer

When deciding which specific assessments to administer, use your professional judgment and keep the following questions in mind:

- Which assessments are most relevant to the immediate concern?
- Which assessments will be more likely to yield the most valuable information within the time allowed?
- Which assessments can best be conducted in a particular setting?
- Which assessments meet program needs and requirements?

2. Selecting the Most Appropriate Skill or Skill Level Within Each Assessment

Some of the assessments have several skills or a range of grade levels. In order to save time, you should review and evaluate any available student data to determine the most appropriate skill or grade level for initiating the assessment. This data might include school placement, school history, performance from previous assessments, reports from teachers, or your own observations.

Plan to initiate the assessments at a skill level slightly easier than or *one grade below* the student's anticipated performance. It is important to initiate an assessment at a level that will promote a feeling of success. Do not waste time assessing skills that are far below the student's performance or skill level. On the other hand, do not initiate or continue assessment at a level that frustrates the student.

3. Selecting the Best Assessment Method

Different assessment methods may be used to accommodate various situations. The *TSI* offers a variety of assessment methods:

- Observation
- Performance
 - Individual Oral Response
 - Individual or Group Written Response
 - Individual Physical Response
- Interview

Recommended assessment methods are included with each assessment. For the best use of assessment time and the most valuable results, select the assessment method or methods you believe will be the most effective in each situation. In many cases, observation or group administration will achieve similar results as individual student assessment.

4. Anticipating Administration Time

Remember, you do not have to complete all the assessments. The *TSI* should be used as a resource to provide ongoing assessment throughout the year. A single assessment may be conducted over a few days, if needed, to ensure the student is rested and cooperative.

In general, the amount of time needed to complete an assessment is determined by

- the number of skill areas that need to be assessed, as determined by the purpose of the assessment.
- the number of skills and items that can be assessed by group administration or observation.
- the skill range of the student. The wider the skill range of the student, the more time is required.
- the knowledge or information the examiner may already have regarding the skill of the student.
- necessary adaptations in assessment procedures.

RECORDING STUDENT DATA IN THE RECORD BOOK

Write all student data in the student's *Record Book* before conducting the assessment. The information should be current and should clearly identify the student. Complete this section of the student's *Record Book* before assessing so that all of your attention can be focused on the student and on the administration of the assessment. Use official records to confirm the accuracy of the information.

ADAPTING ASSESSMENT PROCEDURES

The directions and procedures for each assessment should be followed unless you think an adaptation will yield more valid results and provide helpful diagnostic information. When considering adapting an assessment, be aware of any physical conditions or cultural and language differences that may affect the student's results. In particular, adaptations should be considered when you think the student has not performed a skill because of factors such as

- Lack of confidence
- Difficulty in understanding directions
- Speech problems
- Language differences or difficulties
- Vision problems
- Reading difficulties

Make any of the following adjustments to accommodate the needs of the student.

Change the sequence of the assessments if needed. Where appropriate, the assessments have been arranged in sequence within each skill area. However, this sequence may not produce the best performance and most valid results with every student. Thus, the examiner should administer the assessments in the sequence that will yield the most valuable results.

Adapt the assessment procedures to ensure the most valid assessment of the student's skills. See *Evaluating Students with Special Considerations* on page 21 for suggestions and information about assessing students with exceptionalities.

ORGANIZING MATERIALS

Gather all materials needed before assessment and arrange them so you can focus all of your attention on the student and the administration of the assessment. Read the Materials summary in each assessment overview for assessment-specific materials.

Essential Materials

- *Transition Skills Inventory*
- *A Record Book* for each student
- Reproduced copies of the student pages (as needed)
- Colored pencils or pens for recording assessment data
- Pencils or pens for the student (written assessments only)

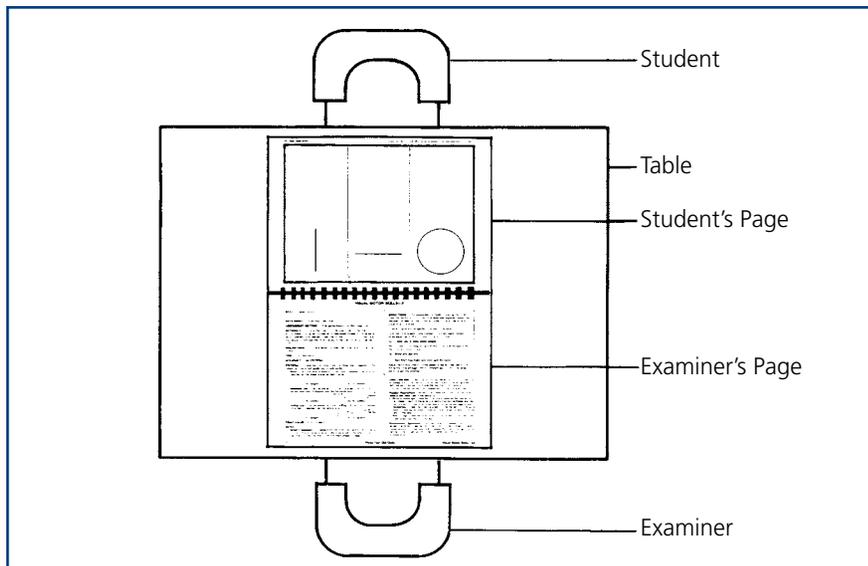
STEP 2: CONDUCT THE ASSESSMENT

Following the directions provided with each assessment, as well as reading through the Notes in each assessment before assessing, will help ensure a more positive assessment experience for the examiner and student. If the student is not having success with an assessment, stop assessing before the student reaches a point of frustration.

When possible, check to be sure that the student who is able to perform certain skills during the assessment is also able to apply those skills to daily activities. If performance or mastery of a skill is marginal or emerging, don't give credit. Identify the skill as an objective and note that the skill is emerging in the student's *Record Book*.

POSITIONING THE TRANSITION SKILLS INVENTORY CORRECTLY

Many assessments include illustrations that need to be shown to the student. The format of the *TSI* allows the examiner and the student to follow the assessment procedures easily. The *TSI* can be opened to an assessment and placed on a table between the examiner and the student, as shown below.



ADAPTING ASSESSMENT PROCEDURES

It is not necessary to rigidly adhere to assessment procedures for effective criterion-referenced assessment. Allow for individual differences. Use your discretion to adapt the methods of assessment in order to obtain the most efficient and valid results (for more details on adapting assessment procedures see page 13).

TIPS FOR ASSESSING BY OBSERVATION

Good teachers assess constantly by observing the responses and performances of their students. Daily observations in a natural setting provide the teacher with the unique opportunity of observing the student performing a skill on a regular basis and at the appropriate times. Observations are often a more valid assessment of skill mastery than a one-time performance of the skill in a structured, superficial, or stressful assessment situation.

However, if there is any doubt of skill mastery when using the Observation assessment method, do not give credit. It is recommended that the skills continue to be identified as instructional objectives until observations rule out all doubt of mastery.

TIPS FOR ASSESSING BY PERFORMANCE

- **Read directions and questions in a natural manner.** Keep the assessments moving comfortably and informally.
- **Rephrase the directions** if the student is having difficulty performing because he does not understand the directions. However, do not coach the student.
- **Give an example or demonstrate** the type of response expected if it appears the student does not understand the directions.
- **Give credit for skills you know the student can perform** because you have observed the student effectively performing them in a natural environment.
- **If the student page is too visually stimulating,** cover part of the page or cut a copy of the student page so the items can be presented one at a time.
- **Remain objective.** Any subtle clues or extra assistance given to a student during assessment may influence the student's performance and alter the results.

TIPS FOR ASSESSING BY INTERVIEW

Some assessments provide the option of conducting the assessment by interviewing a parent/caregiver.

Many assessments include questions to use when conducting the interview. Since parents often report on emerging but not yet mastered skills (giving answers such as “sometimes,” “if I let him,” “a little”), you can note these for instructional planning but not to give credit. Only give credit for skills the student has clearly mastered.

TIPS FOR ESTABLISHING RAPPORT WHEN ASSESSING

Students may be slow to warm up to and cooperate with unfamiliar people. They may refuse to answer questions or attempt to leave the assessment area. Consider the following suggestions to ensure successful administration of the assessments in the *TSI*:

- **Introduce the assessment to the student in advance** by saying something like,
“Today I would like to talk with you to get a sense of your knowledge in this area. I want you to try hard on everything, but don’t worry if there are things you don’t know yet. We will work on building your knowledge in this area, so it’s okay if you do not feel like you know the answer.”
- **Use verbal reinforcement** and show interest and enthusiasm in the student’s effort. Use noncommittal feedback, whether students are successful or not, such as “Good job” and “Way to go.” Be careful not to show feelings of disappointment in a student’s performance.
- **If a parent is present, engage the parent first.** This makes both the parent and the student comfortable. In addition to asking how the parent is enjoying the testing process, this may be an opportune time to discuss with parents what works in terms of managing challenging behavior. Also explore skills parents (or teachers) think are weaknesses so that assessment can begin with strengths (which is vital for maintaining rapport and cooperation).

PRECAUTIONS WHEN ASSESSING

Positioning the *Transition Skills Inventory*

Place a small stack of books below the spine of the *TSI* so that the examiner’s page is not visible to the student. The student may be able to read the answers on the examiner’s page, even though they will appear upside down to them.

Positioning the *Record Book*

Keep the *Record Book* on your lap or otherwise out of the student’s line of vision.

Gazing at the Correct Choice

Examiners should be careful not to gaze at the correct choice. Students are often alert to where examiners are looking and use this as a cue when responding. This can inflate performance and make it challenging to detect students with difficulties. Examiners should either gaze at something other than the correct choice, off to the side of the *Record Book*, or at the student.

Viewing Assessment as a Contest

Inexperienced examiners sometimes view assessment as a contest in which the goal is to have the student succeed with tasks. In fact, the goal of an assessment in the *TSI* is to determine the student’s individual level of skills and identify developmentally appropriate instructional objectives and transition service needs. Excessive verbal and physical prompts, demonstrations, and encouragement can make it difficult to accurately identify what the student can and cannot do. It is important for those who are new to assessment to remember its purpose and to become familiar with administration procedures.

Providing Reminders

It can be tempting for examiners or teachers to provide reminders as a form of encouragement, such as “You know this, we did it yesterday.” Students who cannot demonstrate skills when they are elicited have not mastered them, and they will need additional instruction before achieving competence.

Offering Feedback

When students ask for feedback on their answers by saying “Did I get that right?” or “What is the right answer?,” respond with noncommittal encouragement, such as “You did a very nice job.” If the student persists, it is helpful to state gently, “I’m sorry. I can’t tell you that.”

STEP 3: RECORD RESULTS IN THE *RECORD BOOK*

Use the *Record Book* to record results from the assessments in the *TSI*. By using pens or pencils of different colors to record assessment data, a color-coded record is developed that is ongoing, graphic, and easily interpreted. The record-keeping system can be color-coded in order to

1. track the progress of an individual student.
2. communicate information to the parent/caregiver.
3. communicate data on the student's development to other personnel.

See page 17 for an example of a color-coded record-keeping system.

Note: The color-coding system can also be used with the *Supplemental and Related Lists/Skill Sequences* by simply photocopying the skill sequences and marking them according to the same record-keeping method described below.

Recording Assessment Data

1. Record the first evaluation by using a PENCIL to circle the skills or items the student has mastered.
2. Next, use a BLUE pencil or pen to underline the skills or items you wish to set as objectives to be mastered for the next instructional period.
3. To record the second evaluation, use a BLUE pencil or pen to circle the skills or items the student has mastered.
4. After the second evaluation is complete, use a RED pencil or pen to underline the skills or items you wish to set as objectives to be mastered during the next instructional period.
5. Give credit for a skill or item that you know the student can perform well, perhaps because you have observed the student performing the skill.
6. Record observations or other notes in the Notes section following many assessments within the *Record Book*.

Interpreting the Recorded Data

If you use the color-coding method, the colors used will help you determine

1. the student's performance level when first evaluated (circled in pencil).
2. objectives set for the student to master between the first and second evaluations (underlined in blue).
3. skills the student has mastered, showing progress between the first and second evaluation (circled in blue).
4. objectives set for the student to master between the second and third evaluations (underlined in red).

The example on page 17 should be interpreted as follows:

1. When **D-14 Calendar Usage** was administered to the student in September, the student demonstrated mastery of skills 1 and 2. Skills 3 and 4 were set as objectives for the next evaluation.
2. The student mastered skills 3 and 4 between September and January. You can tell this because those skills were circled in blue at the January evaluation.
3. Skills 5 and 6, underlined in red, have been identified as objectives to be mastered by April 6, 2010.

Example of the Record-Keeping System

Example of how to complete the chart on page 1 of the *Record Book*.

Evaluation	Color	Date	Examiner
1st	Pencil	9/15/09	Lopez
2nd	Blue	<u>1/20/10</u>	Lopez
3rd	Red	<u>4/06/10</u>	Lopez
4th	Black		
5th	Green		
6th	Purple		

Explanation of Color-Coded Recording Procedures

- Assessment data for September 15, 2009, is recorded in **pencil** (see skills 1 and 2 below).
- Objectives set for January 20, 2010, are underlined in **blue**.
- Skills mastered between September and January (by January 20, 2010) are circled in **blue** (see skills 3 and 4 below).
- Objectives to be achieved by April 6, 2010, are underlined in **red** (see skills 5 and 6 below).

Example of recording procedures

D-14	106	<p>Calendar Usage: Uses a calendar to obtain information</p> <p>Reads a calendar to determine:</p> <ol style="list-style-type: none"> ① number of days in a given month ② day of the week when given date of the month ③ date of the month when given day of the month ④ future date when given a date and duration in weeks ⑤ duration in number of days when given beginning and ending dates ⑥ duration in number of weeks when given beginning and ending dates
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STEP 4: ANALYZE RESULTS

When interpreting *TSI* assessment results, it is important to consider

- health, environmental, or cultural factors that may impact performance.
- observations that were recorded at the time of assessment.
- more in-depth assessment.

FACTORS THAT MAY IMPACT PERFORMANCE

If the student's assessment results are lower than expected, examiners should decide on the most likely reason for poor performance, identify skill areas and domains of apparent weakness, and make appropriate follow-up decisions. The following factors can impact performance—reluctance to perform, poor assessment conditions, physical problems, language or cultural barriers, or undiagnosed disabilities or psychosocial risk.

Reluctance or Refusal to Perform

Even when assessment is conducted in an ideal environment, it may be a threatening experience to a student. A student's reluctance or refusal to perform can present a delicate and challenging situation. While this behavior may be a sign of developmental or emotional problems, it may be helpful to conduct the assessment at a later date.

Poor Assessment Conditions

Environmental factors, such as uncomfortable room temperature, noise, visual distractions, or poor lighting, may prevent a student from performing at his or her best. In addition, a student may not perform well in an emotionally uncomfortable atmosphere, when tired, or in a situation in which encouragement and motivation are lacking. If these factors are present, discontinue assessment and resume on a better day.

Language and Cultural Barriers

A student from a home in which English is not the primary language may not understand what responses are expected. Discretion should always be exercised with a student who does not speak English or with a student who is from a different cultural background. Whenever possible, assessment should be conducted by personnel who are fluent in the primary language of the student or who understand the student's cultural background. Professional judgment should be used in determining to what degree the student's performance was affected by language and cultural differences.

Physical Limitations

Physical limitations, such as poor vision or hearing, can cause a delay in the development of some of the skills. A student assessed just prior to the onset of an illness or just after an illness may perform at a lower level than usual. Poor nutrition or an imbalance in body chemistry can cause a student to be lethargic or hyperactive, resulting in poor performance.

OBSERVATIONS RECORDED

It is important to analyze observations that were noted in the student's *Record Book* at the time of assessment. Sometimes observations about how students perform reveal much about the presence or absence of learning strengths and needs. You might want to ask the following questions:

- Do students demonstrate the strategy of talking to themselves while working?
- Are students well organized—can they find their place and work systematically from left to right and from top to bottom?
- Are students sufficiently reflective or does acting on impulse lead to frequent errors?

MORE IN-DEPTH ASSESSMENT

Assessments in the *TSI* can be used to assess basic or key skills. Tracking student mastery of these skills in the *Record Book* will be adequate for documenting progress and planning instruction for most students with special needs who are involved in transition planning.

For some students, additional lists of skills or skill sequences may be needed to meet individual or program needs. These skills can be assessed by

- informal observation, such as observing a student's performance in daily class activities.
- presenting a copy of these additional items and asking the student to read or respond to the items.
- teacher-made assessment materials.
- *Supplemental and Related Lists/Skill Sequences* found in the *TSI*.

Supplemental and Related Lists/Skill Sequences may be used

- **as a curriculum guide for instructional planning.**

Many of these items can be used for

- curriculum development;
- lesson planning;
- class discussion to help students develop insights as to how these skills and concepts are applied and used.

- **to track student progress.**

Student mastery of these skills can be recorded on reproduced copies of the relevant pages from the *TSI*, which can be inserted into the *Record Book*. The author and publisher grant permission to reproduce the *Supplemental and Related Lists/Skill Sequences* for nonprofit educational use.

- **to meet student and program needs.**

Teachers may select, adapt, and add items that may be required to meet local standards and individual student needs.

These *Supplemental and Related Lists/Skill Sequences* are discussed in further detail on page 20.

STEP 5: IDENTIFY NEXT STEPS

After the assessment has been completed, the information gathered can serve many purposes. The *TSI* can be used to

- identify present level of performance.
- provide additional assessment with the *Supplemental and Related Lists/Skill Sequences*.
- identify instructional objectives and activities.
- provide ongoing assessment and progress monitoring.

IDENTIFY PRESENT LEVEL OF PERFORMANCE

The broad range of assessments in the *TSI* provides significant information to inform a student's present level of performance. In particular, results of assessments with the *TSI* are useful to

- identify present level of performance in relation to transition goals and objectives.
- identify transition service needs and other recommended supports.

PROVIDE ADDITIONAL ASSESSMENT

There may be a need to provide more in-depth assessment than is found in the *TSI*'s assessments. The *TSI*'s *Supplemental and Related Lists/Skill Sequences* provide additional opportunities for assessment.

Many of these *Supplemental and Related Lists* can be assessed and tracked using the same methods used in the basic assessments. Examiners should use their judgment when deciding which method to use. Assessment procedures for these skills are not included in the *TSI* and these skills do not appear in the *Record Book*. However, these skills can be a vital part of any special education program.

The *Supplemental and Related Lists/Skill Sequences* may be useful as a reference for curricular and instructional planning or for tracking the student's development as needed.

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IDENTIFY INSTRUCTIONAL OBJECTIVES

The skills in the assessments or in the *Supplemental and Related Lists/Skill Sequences* can be used to target individual instruction. The objective at the end of each assessment can be used to inform IEPs that incorporate transition goals and objectives and to prepare developmentally appropriate instruction.

It is important to identify a skill as an instructional objective that is appropriate for the student and that will meet the student's needs. The skills immediately following those circled as mastered in a skill area are, in most cases, logical skills to be identified as objectives for the next instructional period.

Teachers should also consider factors such as the following in determining the number and priority of instructional objectives for the next instructional period.

- Length of the next instructional period
- Discrepancy between the student's present level of performance and the anticipated level of performance, particularly in relation to the student's transition goals
- Types and degrees of physical impairments or emotional disorders
- Environmental factors in the home and school
- Mental and physical health of the student

PROVIDE ONGOING ASSESSMENT AND PROGRESS MONITORING

Once initial assessment is conducted with the *TSI* and an IEP has been written laying out an appropriate instruction plan to address transition needs, continue to use the *TSI* to monitor progress. Assessment may be conducted as needed or as required by your school at appropriate intervals throughout the year. The student's *Record Book* will provide an ongoing resource for monitoring progress. Online tracking of student progress is available at www.BRIGANCE.com (subscription fees apply).

Evaluating Students with Special Considerations

STUDENTS WITH EXCEPTIONALITIES

It is often necessary to evaluate students with known or suspected disabilities. For example, a student with a severe speech impairment needs an assessment to determine reading comprehension of vocabulary words. The following guidelines and modifications are designed to help students demonstrate skills they possess. They should not be viewed as a means of giving credit for skills that are not mastered.

STUDENTS WITH MOTOR IMPAIRMENT

- Ensure that seating is appropriate. Use of adaptive equipment may be needed. Some students perform best when lying on their side. Parents are usually the best source of information on the preferred method of seating. It may be helpful to consult a physical therapist.
- Some students with motor impairments have difficulty with articulation. A parent/caregiver who accompanies the student can help interpret oral responses. If necessary, use the Individual Physical Response assessment method (i.e., pointing rather than naming). Use augmentation communication systems if the student has them.
- For students who cannot point or express themselves orally, the direction of eye gaze can be used to assess skills. Examiners can make photocopies of the pictures on the student pages, cut them apart, and place the copies on separate cards. The cards are then placed six inches apart on the table in front of the student. Instead of asking the student to point, ask them to “look at ...” a specific picture, letter, etc.
- Be patient as students with motor impairment usually need extra time to respond.
- Interviewing the parent/caregiver first about the student’s skills will help give the examiner confidence in deciding when to probe for responses.

STUDENTS WITH VISION IMPAIRMENT OR BLINDNESS

- Ask the school’s vision specialist about appropriate lighting, magnification, positioning, size, and color of objects or pictures that will enable the student to see.
- When a student’s vision is too impaired to view pictures, substitute real objects for pictures when possible.

STUDENTS WITH HEARING IMPAIRMENT OR DEAFNESS

- Find out from the parent/caregiver how the student communicates. If sign language or total communication is used, the examiner should either be fluent or use an interpreter. For basic introduction to signing, see www.handspeak.com or www.sign2me.com. Signs can also be used when testing students with autism spectrum disorders.
- The student should be wearing prescribed amplification devices.
- The room should be quiet and free from visual distractions.
- The student’s attention must be obtained before directions are given.

STUDENTS WITH SEVERE SPEECH IMPAIRMENTS

- The parent/caregiver or speech teacher can often help interpret verbal responses. If necessary, consider the Individual Physical Response assessment method (i.e., pointing instead of naming), and modify assessment directions accordingly.
- If a student uses physical means to respond to assessment items, give credit for gestures that clearly convey a correct response.

STUDENTS WITH LIMITED OR NO READING SKILLS

- Many assessments include directions that account for students with limited or no reading skills.
- For example, if the assessment focuses on *identification* of an item, directions to have the student read the word for the item and then identify the item in a picture may be adapted so the examiner reads the word for the item and then the student identifies the item.

STUDENTS WITH EMOTIONAL DISTURBANCE AND BEHAVIOR PROBLEMS

- Start with easier assessments so the student has some initial success. Ask the parent/caregiver or student about the student's preferred activities and begin with those types of assessments.
- Note changes in the student's behavior across assessments. Students with emotional problems often react poorly to tasks that are too difficult for them.
- Allow the student some control in the assessment situations, such as by taking turns or allowing the student to set a timer.
- Have a variety of reinforcers to use.
- Let the student know immediately when the student's behavior is unacceptable by saying, "No." Temporarily switching tasks may be helpful. Be sure to give clear guidance for appropriate behavior.
- Parents can often give advice on behavioral control. ("Do you have any ideas on how to get him to cooperate?")
- Present items quickly and as appealingly as possible to avoid challenging behavior.
- Avoid making threats or promises that can't be delivered.

STUDENTS WITH SIGNIFICANT HEALTH PROBLEMS

- Schedule testing when the student is refreshed.
- If the student is fatigued, reschedule or take frequent breaks.

STUDENTS WITH AUTISM AND DEVELOPMENTAL DISORDERS

- Interview the parent first. Parents/caregivers can usually give helpful information about how best to work with their child.
- Remove materials from the areas that may distract the student.
- Start with easier assessments so the student has some initial success.
- Tap on the assessment materials to direct the student's gaze to the appropriate place.
- Use a soft voice to praise and redirect the student gently. If the student is destructive to assessment materials, use a louder voice.
- Do not require the student to make eye contact with the examiner during an assessment.
- Simplify your language as much as possible.
- Use visual cues and gestures.
- Because it is difficult for these students to change activities, trade one set of assessment materials for another.
- Arrange seating that will discourage the student from leaving the work area.
- Avoid making assumptions about one skill area based on another. Students with developmental disorders often have unexpected areas of strength and weakness.

STUDENTS WITH TRAUMATIC BRAIN INJURY

Attention span, distractibility, and difficulties with memory are often challenges when assessing students with traumatic brain injury.

- Repeat directions if necessary. Use visual cues to help the student remember.
- Have patience and give the student extra time to respond.

D MATH SKILLS

Introduction

The goals of these assessments are to help identify which basic math skills the student has mastered and which skills should be taught.

ASSESSMENT METHODS

The methods of assessment will vary according to the skill being assessed, the setting in which the assessment is conducted, and the examiner's expertise. Use your judgment to determine which of the following methods will be the most convenient, efficient, and valid in each of the assessment situations:

- **Individual Oral Response:** Ask the student to read aloud or to provide requested information orally.
- **Individual or Group Written Response:** Give the student a copy of the student page to be completed and a pencil to use in recording responses.

ASSESSMENT LIMITATIONS

The math skills and knowledge assessed in this section are basic computation skills the student will likely use in daily life. For example, the computation assessed is limited to the basic skills necessary for following simple directions or understanding how amounts on paychecks are calculated.

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1. add

2. addition

3. answer

4. count

5. measure

6. subtract

7. subtraction

8. minus

9. check

10. divide

11. division

12. multiply

13. multiplication

14. plus

15. solve

16. simplest form

17. regroup

18. round

19. convert

20. compute

21. calculate

22. reciprocal

23. estimate

D-4 Math Direction Words

Overview

This assessment focuses on the student's ability to read and comprehend math direction words.

SKILL

Reads and comprehends basic math direction words

ASSESSMENT METHOD

Individual Oral Response

MATERIALS

Page S-75

SCORING INFORMATION

Record results on page 9 of the student's *Record Book*. Give credit for each correct response. The recommended response time is three seconds per item. Discontinue after two incorrect responses.

OBJECTIVE FOR WRITING IEPs

By _____ (date) _____, _____ (student's name) _____ will read and comprehend _____ (number) _____ of twenty-three math direction words.

Directions for Assessment: Oral Response

Ask the student to read aloud the math direction words on page S-75.

Point to the words on page S-75, and

Say: **These are math direction words. Look at each word carefully and read it aloud.**

Point to the word with which you wish the student to begin, and

Say: **Begin here.**

If the student mispronounces a word,

Say: **Try it again.**

Point to the word.

Assessing Comprehension: It may be necessary to determine if students understand the terms by saying

- **What does** (solve/round/etc.) **mean?** *(to find or work out the answer to/to express to the nearest round number, such as the nearest ten, hundred, or thousand/etc.)*
- **Tell me another way to say** (subtract/plus/compute/etc.). *(take away/added to/calculate/etc.)*
- **Give me an example of** (multiplication/division/subtraction/addition). *($3 \times 5 = 15$; $15 \div 5 = 3$; $10 - 8 = 2$; $9 + 4 = 13$; etc.)*

STUDENT PAGE FORMAT FOR PAGE S-75

1. add	7. subtraction	13. multiplication	19. convert
2. addition	8. minus	14. plus	20. compute
3. answer	9. check	15. solve	21. calculate
4. count	10. divide	16. simplest form	22. reciprocal
5. measure	11. division	17. regroup	23. estimate
6. subtract	12. multiply	18. round	

G JOB-RELATED KNOWLEDGE & SKILLS

Introduction

The goal of these assessments is to help the student develop good job-seeking skills and on-the-job skills and knowledge.

ASSESSMENT METHODS

The methods of assessment vary according to the skill being assessed, the setting where the assessment is conducted, and the examiner's expertise. Use your judgment in determining which of the following methods is most convenient, efficient, and valid for each situation.

- **Individual Oral Response:** Ask the student to read aloud and respond to questions.
- **Individual or Group Written Response:** Ask the student to write the responses to questions about the information he/she has read.
- **Observation:** Observe and note in the student's *Record Book* the student's mastery of the skill(s) in the classroom or in any other appropriate setting. If you have any doubt of mastery, use another assessment method to confirm.

ASSESSMENT LIMITATIONS

These assessments focus on basic pre-employment and employment skills and knowledge necessary to successful job-seeking. These assessments do not include skills required for specific jobs or careers.

For information related to specific jobs or careers, consult sources such as the Occupational Outlook Handbook, published by the U.S. Department of Labor, Bureau of Labor Statistics.

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NAME: _____ DATE: _____ EXAMINER: _____

DIRECTIONS: Before you apply or interview for a job, you will need to be able to read and understand the words and phrases in the box. Each word or phrase completes one of the sentences below. Read each incomplete sentence and select the best word or phrase to complete the sentence. Write the word or phrase in the blank.

application	equal opportunity employer	references
employee	interview	trainee or apprentice
employer	personal data	union
	human resources manager	

1. You may be asked to list as _____ the names of people who can provide information about you.
2. A company or person who hires people to do work for wages or a salary is a/an _____ .
3. The information you write on a job application—such as address, telephone number, and Social Security number—may be called _____ .
4. To help decide if you are the best person for the job, an employer may ask you questions during a job _____ .
5. A/an _____ is a person who works for and receives wages or a salary from an employer.
6. The form on which you write your personal data, references, and other information when applying for a job may be called a job _____ .
7. The person in a company who receives job applications, interviews people for jobs, and keeps records on employees may be called the _____ .
8. When you are learning a job, you may be called a/an _____ .
9. A/an _____ cannot use race, color, age, sex, national origin, religion, or mental or physical disability as a reason for not hiring a person.
10. A group of workers organized to improve working conditions, benefits, and pay may be called a/an _____ .

G-2 Basic Pre-Employment Vocabulary

Overview

This assessment focuses on the student's ability to read and comprehend pre-employment vocabulary.

SKILL

Reads and comprehends basic pre-employment vocabulary related to job-seeking

ASSESSMENT METHOD

Individual or Group Written Response

MATERIALS

- Copy of page S-178
- A pencil

SCORING INFORMATION

Record results on page 23 of the student's *Record Book*. Give credit for each correct response.

BEFORE ASSESSING

Review the Notes at the end of this assessment for additional information.

OBJECTIVE FOR WRITING IEPs

By ____ (date) ____, ____ (student's name) __ will demonstrate comprehension of basic pre-employment vocabulary by writing the correct word or phrase to complete ____ (number) ____ of ten sentences.

Directions for Assessment: Written Response

Give the student a copy of page S-178 and a pencil. Point to the DIRECTIONS, and

Say: Before you apply or interview for a job, you will need to be able to read and understand the words and phrases in the box. Each word or phrase completes one of the sentences below. Read each incomplete sentence and select the best word or phrase to complete the sentence. Then write the word or phrase in the blank.

ANSWERS FOR PAGE S-178

- | | | |
|------------------|--------------------|--------------------------|
| 1. references | 5. employee | 8. trainee or apprentice |
| 2. employer | 6. application | 9. equal opportunity |
| 3. personal data | 7. human resources | employer |
| 4. interview | manager | 10. union |

H COMMUNICATION & TECHNOLOGY SKILLS

Introduction

The goal of these assessments is to help determine the basic telephone, computer, and technology skills that the student has mastered and identify the skills that the student needs to master.

ASSESSMENT METHODS

The methods of assessment vary according to the skill being assessed, the setting in which the assessment is conducted, and the examiner's expertise. Use your judgment in determining which of the following methods is most convenient, efficient, and valid for each assessment.

- **Individual Oral Response:** Ask the student to respond aloud.
- **Individual or Group Written Response:** Have the student complete the assessment in writing.
- **Individual Physical Response:** Ask the student to demonstrate mastery of skill(s) by physical means.
- **Observation:** Observe and note in the student's *Record Book* the student's mastery of the skill(s) in the classroom or in any other appropriate setting. If you have any doubt of mastery, use another assessment method to confirm.
- **Interview:** Interview someone with knowledge of the student's mastery of the skill(s). If you have any doubt of mastery, use another assessment method to confirm.

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ASSESSMENT LIMITATIONS

The assessments in this section do not determine if the student

- can contract for telephone service for personal use.
- has mastered computer or electronic device skills sufficient for employment.

ADAPT ASSESSMENTS TO ACCOMMODATE LOCAL EQUIPMENT AND PROCEDURES

- **Dialing of Area Code:** In some areas, the caller may have to dial the area code for making a local call.
- **Variations in Electronic Devices:** Electronic devices can vary in their appearance, intended use, and operation. Some students may be familiar with some of the computer parts and electronic devices but not be able to identify them by a picture. For example, PDAs come in many different sizes, shapes, and colors. Use your judgment to adapt the assessments as necessary for these students.

NAME: _____ DATE: _____ EXAMINER: _____

DIRECTIONS: In some school, work, and daily living situations you will need to know these electronic devices and what they are used for. Label each electronic device using the words listed below.

stereo
television
CD/DVD player

cell phone
MP3 player

digital
camera
PDA

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

H-5 Everyday Technology Skills

Overview

This assessment focuses on the student's ability to identify and use electronic devices.

SKILL

Identifies and knows purpose of electronic device(s)

ASSESSMENT METHODS

- Individual Oral Response
- Individual or Group Written Response
- Individual Physical Response
- Observation
- Interview

MATERIALS

- Page S-245 or a copy of page S-245
- A pencil

SCORING INFORMATION

Record results on page 31 of the student's *Record Book*. Give credit for each correct answer given.

BEFORE ASSESSING

Review the Notes at the end of this assessment for additional information.

AFTER ASSESSING

To support transition planning, use the Objective for Writing IEPs at the end of this assessment or go to www.BRIGANCE.com.

Directions for Assessment: Oral Response

Point to page S-245 and

Say: In some school, work, and daily living situations, you will need to identify certain electronic devices and how they are used. Read the name of each electronic device aloud and then point to the device in the picture. Start with the first item on the list.

If the student is unable to read the words, you may read them for the student.

STUDENT-PAGE FORMAT AND ANSWERS FOR PAGE S-245

DIRECTIONS: In some school, work, and daily living situations you will need to know these electronic devices and what they are used for. Label each electronic device using the words listed below.

stereo	cell phone	digital camera
television	MP3 player	camera
CD/DVD player		PDA

1. MP3 player

2. cell phone

3. digital camera

4. stereo

5. PDA

6. television

7. CD/DVD player

Assessing Comprehension: Ask follow-up questions to determine if the student knows how to operate the electronic device as needed. Use your professional judgment in assessing if the answer given is an appropriate use of the device.

- **Which device would you use to make a telephone call?
How would you use that device to make a telephone call?**
- **Which device would you use to listen to music?**
- **Which device would you use to take pictures?
Which button would you use to take a picture?**
- **Which device would you use to play a DVD?
Where would you put a DVD into that device?**
- **Which device would you use to keep track of your schedule?**
- **Which device would you use to watch a TV show?
How would you change the channel?**
- **Which device would you use to listen to the radio?
How would you change the station?**

Directions for Assessment: Written Response

Give the student a copy of page S-245 and a pencil, then point to the directions.

Say: **In some school, work, and daily living situations, you will need to identify certain electronic devices and their uses.**

Point to the student page and

Say: **I will say a word or words. Find the word or words in the list and write the word or words on the line beside the electronic device in the picture.** Pause for the student's response. Continue to name each electronic device listed.

Directions for Assessment: Physical Response

If the student uses non-verbal communication but is able to demonstrate mastery of skill(s) by physical means, adapt the directions for Oral Response to use an appropriate method of physical response.

Directions for Assessment: Observation

Observe and note in the student's *Record Book* the student's mastery of the skill in the classroom or in any other appropriate setting. If you have any doubt of mastery, use another assessment method to confirm.

Directions for Assessment: Interview

Interview someone with knowledge of the student's mastery of the skill(s). If you have any doubt of mastery, use another assessment method to confirm.

Supplemental and Related Lists/Skill Sequences

Student's Name: _____ Date: _____

H-1Sa TELEPHONE SKILLS

The student knows how to

- ___ 1. leave a voice mail.
- ___ 2. make toll-free calls for making travel and lodging reservations.
- ___ 3. make person-to-person calls.
- ___ 4. make collect calls.
- ___ 5. make long-distance calls with billing to a third number.
- ___ 6. dial directory assistance in another area code (1 + area code + 111-1212).
- ___ 7. make credit-card calls.
- ___ 8. use any equipment or service available for the disabled.

H-1Sb TELEPHONE VOCABULARY

The student comprehends telephone-use vocabulary, such as

- | | |
|---|--------------------------|
| ___ 1. area code | ___ 8. information |
| ___ 2. busy signal | ___ 9. local call |
| ___ 3. call waiting | ___ 10. operator |
| ___ 4. call forwarding | ___ 11. receiver/handset |
| ___ 5. collect call/reverse-charge call | ___ 12. recording |
| ___ 6. directory assistance | ___ 13. toll-free number |
| ___ 7. emergency numbers | ___ 14. yellow pages |

H-1Ra DEVELOPS PERSONAL TELEPHONE DIRECTORY

The student develops

- ___ 1. a list of emergency telephone numbers.
- ___ 2. a list of frequently called businesses and people, arranged alphabetically by last name.

H-1S & Ra TELEPHONE AND WRITING SKILLS

The student makes telephone calls to obtain information or services, including

- ___ 1. attempting to make the calls from a telephone where he/she is not likely to be disturbed and has privacy.
- ___ 2. attempting to place the call at a time when he/she is likely to be able to talk with the right person, such as during normal business hours.
- 3. remembering to
 - ___ a. identify himself/herself (if appropriate).
 - ___ b. state the request/inquiry clearly.
- 4. having a pencil and paper available in order to be prepared to write, and writing down, if appropriate,
 - ___ a. the day/date and time of appointment/event/etc.
 - ___ b. prices/charges.
 - ___ c. address of business/event/etc.
 - ___ d. directions that might be needed to find the business/event/etc.
 - ___ e. what to bring.

Criteria: The written message may be in abbreviated, outline, or draft form. It must be completely readable to the student at a later time, such as two days later.

Example: Wed., Mar. 12, 1:30 P.M.

Dr. Clark

Foothills Fam. Med. Gp.

1225 E Foothill

One blk. E of Co. hosp.

Take Med. Ins. No.

Codes: S—Supplemental List/Skill Sequence R—Related List/Skill Sequence
S & R—Supplemental and Related List/Skill Sequence

I FOOD

Introduction

These assessments help determine the student’s basic skills and knowledge related to reading about food, such as in textbooks and other media, recipes, and menus. The assessments also address nutrition and a balanced diet and the purchase and preparation of food.

ASSESSMENT METHODS

The methods of assessment vary according to the skill being assessed, the setting in which the assessment is conducted, and the examiner’s expertise. Use your judgment in determining which of the following methods is most convenient, efficient, and valid for each assessment.

- **Individual Oral Response:** Ask the student to respond aloud.
- **Individual or Group Written Response:** Have the student complete the assessment in pencil.
- **Observation:** Observe and record notes regarding the student’s mastery of the skill(s) in the classroom or in any other appropriate venue. If you have any doubt of mastery, use another assessment method to confirm.

ASSESSMENT LIMITATIONS

The vocabulary in this section is what students would find in a simple menu, recipe, or at the grocery store. The skills and knowledge assessed in this section are not those of a food-service worker.

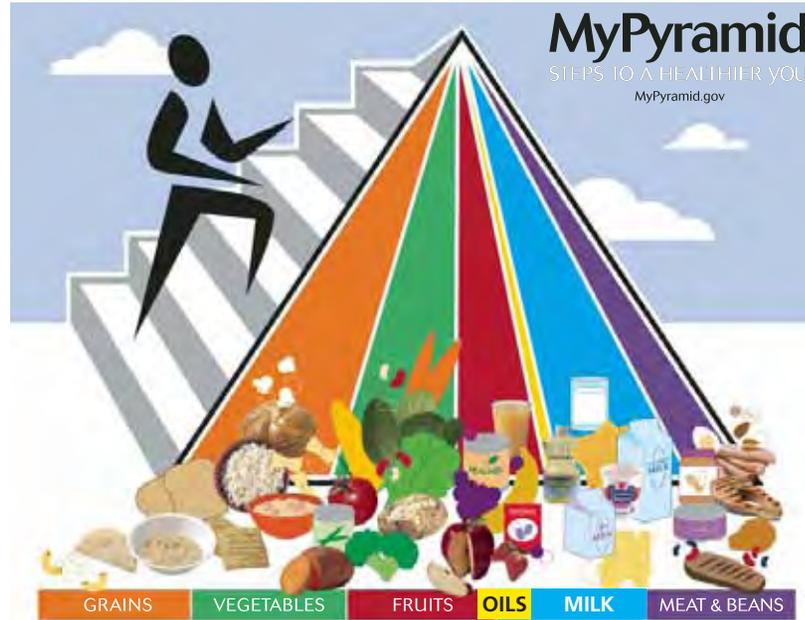
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NAME: _____ DATE: _____ EXAMINER: _____

DIRECTIONS: The USDA's food guide pyramid shows the daily recommended amount from each food group, based on age and gender. Under each meal, list the foods you could eat to get the recommended number of servings for one day. You may use the words listed below or your own words.

- | | |
|----------------|----------|
| apples | muffins |
| bacon | oatmeal |
| biscuits | oranges |
| black beans | peaches |
| cabbage | peanuts |
| carrots | peas |
| cheese | plums |
| chicken | pork |
| cookies | potatoes |
| corn bread | prunes |
| cornflakes | rolls |
| cottage cheese | sausage |
| eggs | steak |
| fish | toast |
| green beans | tomatoes |
| ham | tuna |
| lettuce | turkey |
| milk | yogurt |



Food Group	Daily Recommendation*	
	Girls 14-18	Boys 14-18
GRAINS	6 ounces	7 ounces
VEGETABLES	2½ cups	3 cups
FRUITS	1½ cups	2 cups
OILS	5 teaspoons	6 teaspoons
MILK	3 cups	3 cups
MEAT & BEANS	5 ounces	6 ounces

*The amount you need to eat depends on age, gender, and level of physical activity. Daily Recommendations have been provided for Boys and Girls aged 14-18 who get less than 30 minutes per day of moderate physical activity, beyond normal daily activities. For more information or to find Daily Recommendations for another age group, visit www.MyPyramid.gov. While the Daily Recommendations noted above are still applicable, in June 2011 the USDA replaced the food guide pyramid with the new *MyPlate* icon (the pyramid remains available on the USDA site as well). For updates on *MyPlate* and associated nutritional recommendations, visit www.choosemyplate.gov.

BREAKFAST

LUNCH

DINNER/SUPPER

SNACK(S)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

I-10 Foods for a Daily Balanced Diet

Overview

This assessment focuses on the student's ability to plan a daily menu for a balanced diet.

SKILL

Plans a daily menu—three meals and a snack—for a balanced diet

ASSESSMENT METHOD

Individual or Group Written Response

MATERIALS

- Copy of page S-278
- A pencil

SCORING INFORMATION

Record results on page 39 of the student's *Record Book*. Use your judgment regarding the appropriateness of the student's menu, allowing for cultural and vegetarian diets. The student should spell words accurately enough for identification, or you may ask for clarification.

BEFORE ASSESSING

Review the Notes at the end of this assessment for additional information.

OBJECTIVE FOR WRITING IEPs

By _____ (date), _____ (student's name) will create a menu for a balanced diet using a food pyramid.

Directions for Assessment: Written Response

Give the student a copy of page S-278 and a pencil. Read aloud the DIRECTIONS on the student page. Give help understanding the DIRECTIONS, if needed. Do one item as an example, if necessary.

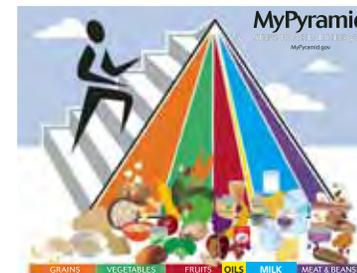
Say: The USDA's food guide pyramid shows the recommended number of daily servings of each food group, based on age and gender. Under each meal, list the foods you could eat to get the recommended number of servings for one day. You may use the words listed or your own words.

Note: While the Daily Recommendations noted in the food guide pyramid are still applicable, in June 2011 the USDA replaced the food guide pyramid with the new MyPlate icon. For additional information about the new food plate, including an image of the MyPlate icon, see page 279.

STUDENT-PAGE FORMAT FOR PAGE S-278

DIRECTIONS: The USDA's food guide pyramid shows the daily recommended amount from each food group, based on age and gender. Under each meal, list the foods you could eat to get the recommended number of servings for one day. You may use the words listed below or your own words.

- apples
- bacon
- biscuits
- black beans
- cabbage
- carrots
- cheese
- chicken
- cookies
- corn bread
- cornflakes
- cottage cheese
- eggs
- fish
- green beans
- ham
- lettuce
- milk
- muffins
- oatmeal
- oranges
- peaches
- peanuts
- peas
- plums
- pork
- potatoes
- prunes
- rolls
- sausage
- steak
- toast
- tomatoes
- tuna
- turkey
- yogurt



Food Group	Daily Recommendation*	
	Girls 14-18	Boys 14-18
GRAINS	6 ounces	7 ounces
VEGETABLES	2½ cups	3 cups
FRUITS	1½ cups	2 cups
OILS	5 teaspoons	6 teaspoons
MILK	3 cups	3 cups
MEAT & BEANS	5 ounces	6 ounces

*The amount you need to eat depends on age, gender, and level of physical activity. Daily Recommendations have been provided for Boys and Girls aged 14-18 who get less than 30 minutes per day of moderate physical activity, beyond normal daily activities. For more information or to find Daily Recommendations for another age group, visit www.MyPyramid.gov. While the Daily Recommendations noted above are still applicable, in June 2011 the USDA replaced the food guide pyramid with the new MyPlate icon (the pyramid remains available on the USDA site as well). For updates on MyPlate and associated nutritional recommendations, visit www.choosemyplate.gov.

BREAKFAST	LUNCH	DINNER/SUPPER	SNACK(S)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

L MONEY & FINANCE

Introduction

These assessments help determine the basic consumer-math and personal-finance skills that the student has mastered, and identify the skills that the student needs to master.

ASSESSMENT METHODS

The methods of assessment vary according to the skill being assessed, the setting in which the assessment is conducted, and the examiner's expertise. Use your judgment in determining which of the following methods is most convenient, efficient, and valid for each assessment.

- **Individual Oral Response:** Ask the student to respond aloud.
- **Individual or Group Written Response:** Have the student complete the assessment in writing.
- **Individual Physical Response:** If the student uses nonverbal communication but is able to demonstrate mastery of skill by physical means, adapt the directions for oral response.
- **Observation:** Observe and note in the student's *Record Book* the student's mastery of the skill in the classroom or in any other appropriate setting. If you have any doubt of mastery, use another assessment method to confirm.

ASSESSMENT LIMITATIONS

Basic math concepts and skills that the student should have mastered prior to mastery of skills related to Money & Finance include:

- Number concepts.
- Number facts (addition, subtraction, multiplication, and division).
- Computation of whole numbers (including regrouping).
- Concept of fractions, especially as related to quantity and volume.
- Concept of the decimal system and percentage.

If you believe that a student has not mastered a basic or prerequisite skill related to money, do not administer the assessment for money skills. For assessing the mastery of basic math concepts and skills, see Section D Math Skills or *BRIGANCE® Comprehensive Inventory of Basic Skills II*.

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L-2 Total Value of Groups of Coins	313
L-3 Equivalent Groups of Coins	316
L-4 Price Signs.....	319
L-5 Making Change	322
L-6 Computing Totals for Purchases.....	325
L-7 Savings on Purchases.....	331
L-8 Charts and Tables for Determining Costs	337
L-9 Credit Application	341
L-10 Deposit Slips, Checks, and Balance Computation	344
Supplemental and Related Lists/Skill Sequences	349

NAME: _____ DATE: _____ EXAMINER: _____

DIRECTIONS: Count the coins in each group. Write the amount in the blank.

1. a.



b.



c.



2. a.



b.



c.



3. a.



b.



c.



L-2 Total Value of Groups of Coins

Overview

This assessment focuses on the student's ability to give the values of groups of United States coins.

SKILL

Gives the values of groups of United States coins

ASSESSMENT METHODS

- Individual Oral Response
- Individual or Group Written Response
- Observation

MATERIALS

- Page S-313 or a copy of page S-313 (or a collection of the coins shown on page S-313)
- A pencil

SCORING INFORMATION

Record results on page 42 of the student's *Record Book*. Give credit for each correct answer for each skill level, up to 2/3 (67%).

BEFORE ASSESSING

Review the Notes at the end of this assessment for additional information.

OBJECTIVE FOR WRITING IEPs

By _____ (date) _____, _____ (student's name) _____ will give the values of groups of United States coins (list as appropriate)

1. pennies and nickels.
2. pennies, nickels, and dimes.
3. pennies, nickels, dimes, and quarters.

Directions for Assessment: Oral Response

Point to each group of coins on page S-313, and

Say: **Count this group of coins. Tell me the total amount.**

Directions for Assessment: Written Response

Give the student a copy of page S-313 and a pencil. Point to the DIRECTIONS, and

Say: **Count each group of coins. Write the amount in the blank. Look at item 1a. What is the total amount of money in this group of coins? Write the answer in the blank.**

Pause for the student's response. If the student writes "nine cents," begin the assessment.

Say: **Nine cents is the correct answer. Now begin with 1b. Keep working until you have finished or I tell you to stop.**

SKILL ANALYSIS AND ANSWERS FOR PAGE S-313

Adds collection of:

1. cents (pennies) and nickels

- a. 9¢ b. 21¢ c. 17¢

2. cents (pennies), nickels, and dimes

- a. 28¢ b. 19¢ c. 41¢

3. cents (pennies), nickels, dimes, and quarters

- a. 56¢ b. 91¢ c. \$1.41

N TRAVEL & TRANSPORTATION

Introduction

The goal of these assessments is to identify skills and knowledge related to transportation.

ASSESSMENT METHODS

The methods of assessment will vary according to the skill being assessed, the setting where the assessment is conducted, and the expertise of the examiner. Use your judgment to determine which method(s) will be the most convenient, efficient, and valid in each situation.

- **Individual Oral Response:** Ask the student to read aloud.
- **Individual or Group Written Response:** Give the student a copy of the student page and a pencil.
- **Observation:** Observe and record in the student's *Record Book* the student's mastery of the skill(s) in the classroom or in any other appropriate setting. If you have any doubt of mastery, use another assessment method to confirm.

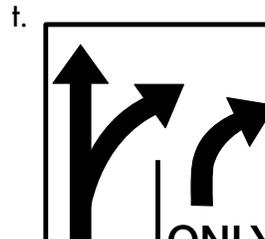
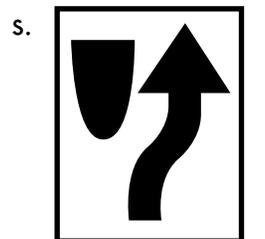
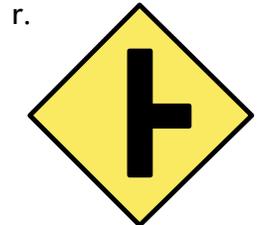
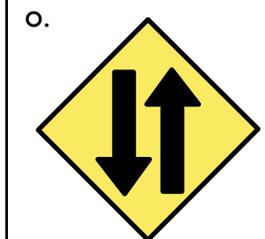
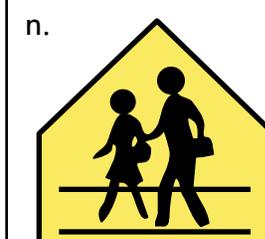
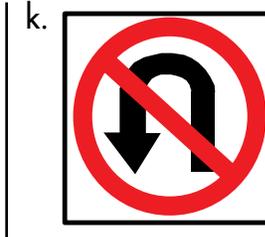
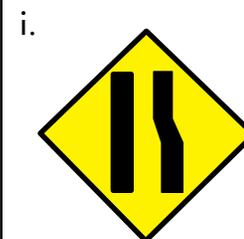
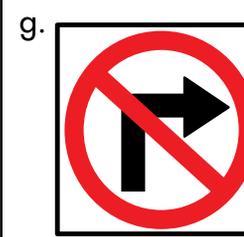
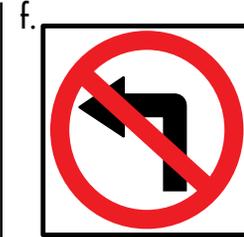
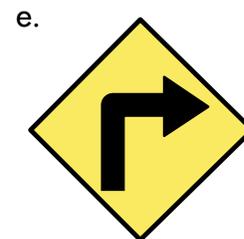
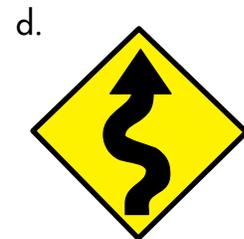
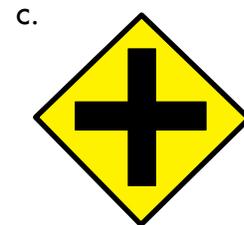
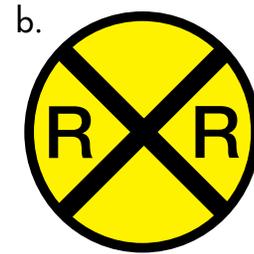
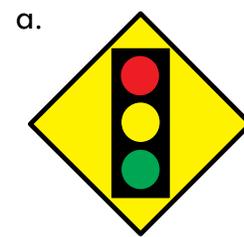
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Supplemental and Related Lists/Skill Sequences	431

NAME: _____ DATE: _____ EXAMINER: _____

DIRECTIONS: Look at each sign. Find the words in the column on the left that best describe each sign. Write the letter of the sign in the blank.

1. Clearance 12' 6" _____
2. Crossroads _____
3. Divided Highway Begins _____
4. Divided Highway Ends _____
5. Disabled Parking _____
6. Keep Right _____
7. Merge Left—Right Lane Ends _____
8. No Left Turn _____
9. No Right Turn _____
10. No U-Turn _____
11. Pedestrian Crossing _____
12. Railroad Crossing _____
13. Right Lane Must Turn Right and Left Lane May Turn Right _____
14. School Crossing _____
15. "S" Curve or Crooked Road _____
16. Side Road _____
17. Signal Ahead _____
18. Slippery When Wet _____
19. Turn Right _____
20. Two-Way Traffic _____



N-2 Traffic Symbols

Overview

This assessment focuses on the student's ability to match traffic symbols with their meanings.

SKILL

Matches traffic symbols with their meanings

ASSESSMENT METHODS

- Individual Oral Response
- Individual or Group Written Response
- Observation

MATERIALS

- Page S-417 or a copy of page S-417
- A pencil

SCORING INFORMATION

Record results on page 57 of the student's *Record Book*. Give credit for each correct response.

BEFORE ASSESSING

Review the Notes at the end of this assessment for additional information.

OBJECTIVE FOR WRITING IEPs

By _____ (date), _____ (student's name) will match _____ (number) of twenty traffic symbols with their meanings.

Directions for Assessment: Oral Response

Point to each picture on page S-417, and

Say: You will need to know these traffic symbols when you are driving. It will also be helpful for you to know the signs when you are a passenger in a vehicle. Point to the first sign labeled a, and

Say: Look at each sign and say what it means.

STUDENT-PAGE FORMAT AND ANSWERS FOR PAGE S-417

DIRECTIONS: Look at each sign. Find the words in the column on the left that best describe each sign. Write the letter of the sign in the blank.

1. Clearance 12' 6"	_____ j _____	a. 	f. 	k. 	p. 
2. Crossroads	_____ c _____	b. 	g. 	l. 	q. 
3. Divided Highway Begins	_____ p _____	c. 	h. 	m. 	r. 
4. Divided Highway Ends	_____ q _____	d. 	i. 	n. 	s. 
5. Disabled Parking	_____ h _____	e. 	j. 	o. 	t. 
6. Keep Right	_____ s _____				
7. Merge Left—Right Lane Ends	_____ i _____				
8. No Left Turn	_____ f _____				
9. No Right Turn	_____ g _____				
10. No U-Turn	_____ k _____				
11. Pedestrian Crossing	_____ l _____				
12. Railroad Crossing	_____ b _____				
13. Right Lane Must Turn Right and Left Lane May Turn Right	_____ t _____				
14. School Crossing	_____ n _____				
15. "S" Curve or Crooked Road	_____ d _____				
16. Side Road	_____ r _____				
17. Signal Ahead	_____ a _____				
18. Slippery When Wet	_____ m _____				
19. Turn Right	_____ e _____				
20. Two-Way Traffic	_____ o _____				

Assessing Comprehension: Point to each symbol and ask the student to tell what the sign or symbol means. Ask follow-up questions, as needed, such as

- **What do you do when you see this sign?**
(*You should slow down.*)
- **What may happen if you don't know what this sign means?**
(*You could endanger a child's life.*)
- **Where would you expect to see this sign?** (*in a neighborhood*)

Directions for Assessment: Written Response

Give the student a copy of page S-417 and a pencil. Read aloud the DIRECTIONS on the student page. Give help understanding the DIRECTIONS, if needed.

Say: Look at each sign. Find the words in the column on the left that best describe each sign. Write the letter of the sign in the blank.

Directions for Assessment: Observation

Observe and note in the student's *Record Book* the student's mastery of the skill in the classroom or in any other appropriate setting. If you have any doubt of mastery, use another assessment method to confirm.

Notes

- **Students with Limited Reading Skills:** To obtain more valid results when assessing students with limited reading skills, try the following.
 - *Teach the Skill of Reading the Symbols' Meanings:* Prior to administering this assessment, include mastery of reading the symbols' meanings in the student's instructional program.
 - *Read the Meaning to the Student and Give Additional Help in Reading as Needed:* Prior to asking the student to match the symbols and meaning, ask the student to follow along as you read the meanings of the signs aloud. Then, as needed, provide additional help to the student in reading the meanings.
- **Supplemental and Related Lists/Skill Sequences:** Additional skill lists and sequences to help meet individual student or program needs can be found at the end of this section.

O COMMUNITY RESOURCES

Introduction

The goal of these assessments is to determine the student’s knowledge of service and leisure community resources encountered in daily life. The assessments also help determine the student’s ability to make use of community resources.

ASSESSMENT METHODS

The methods of assessment vary according to the skill being assessed, the setting in which the assessment is conducted, and the examiner’s expertise. Use your judgment in determining which of the following methods is most convenient, efficient, and valid for each assessment.

- **Individual Oral Response:** Ask the student to respond orally.
- **Individual or Group Written Response:** Have the student complete the assessment in pencil.
- **Individual Physical Response:** Ask the student to indicate comprehension by pointing or through other physical means.
- **Observation:** Observe and record notes regarding the student’s mastery of the skill(s) in the classroom or in any other appropriate venue. If you have any doubt of mastery, use another assessment method to confirm.

ASSESSMENT LIMITATIONS

The assessments in this section provide a general guide of the student’s ability to identify and interact with select community resources. A student’s results in real-life situations may vary due to factors that cannot be controlled in simulated assessments. Assessments may be modified or adapted to include other community resources deemed relevant to the student.

RECOMMENDATIONS

Major decisions regarding instructional program design should include direct observation of the student in the community and interviews with the student’s family and staff in addition to the formal assessments included here.

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O-9 Recreational Facilities	458
Supplemental and Related Lists/Skill Sequences	462

NAME: _____ DATE: _____ EXAMINER: _____



O-5 Post Office Features

Overview

This assessment focuses on the student's ability to accurately identify the features of a post office.

SKILL

Identifies features of a post office

ASSESSMENT METHODS

- Individual Oral Response
- Individual or Group Written Response
- Individual Physical Response
- Observation

MATERIALS

Page S-449 or a copy of page S-449

SCORING INFORMATION

Record results on page 61 of student's *Record Book*. Give credit for each correct response.

BEFORE ASSESSING

The student should be familiar with the following vocabulary: *local*, *postage*, *stamp*.

OBJECTIVE FOR WRITING IEPs

By _____ (date), _____ (student's name) will identify the physical features of a post office.

Directions for Assessment: Oral Response

Point to the picture on page S-449, and

Say: These are signs you may see at the post office. Look at each sign and read it aloud.

Point to the sign where you want the student to begin, and

Say: Begin here.

STUDENT PAGE FORMAT AND ANSWERS FOR PAGE S-449



- | | |
|----------------------|----------------|
| 1. local | 4. stamps |
| 2. desk clerk | 5. out of town |
| 3. shipping supplies | |

R SELF-ASSESSMENTS & RATING SCALES

Introduction

The Self-Assessments & Rating Scales are a means to subjectively assess traits, behaviors, attitudes, and skills that cannot be assessed objectively. The Self-Assessments & Rating Scales help you identify specific areas that the student may need to develop, improve, or modify to achieve success in work, life, education, and the community.

ASSESSMENT METHOD

Written Response: The student or the examiner completes the Self-Assessment & Rating Scale by placing a check (✓) in the column after each statement that best describes the student’s traits, behaviors, attitudes, and skills.

USING THE SELF-ASSESSMENTS & RATING SCALES FOR SELF-EVALUATION

For Self-Evaluation, the student completes the Self-Assessment & Rating Scale confidentially. Self-Evaluation helps the student become more aware of traits, behaviors, attitudes, or skills needed for success in work, life, education, and the community.

USING THE SELF-ASSESSMENTS & RATING SCALES FOR CLASS DISCUSSION

The Self-Assessments & Rating Scales provide an invaluable source of material for class discussion. The items on the Self-Assessments & Rating Scales are an excellent means to develop student insights into the characteristics that determine success in work, life, education, and the community.

USING THE SELF-ASSESSMENTS & RATING SCALES FOR PROGRAM PLANNING

After identifying the traits, behaviors, attitudes, or skills that need to be developed, modified, or improved, the items in the Self-Assessments & Rating Scales can be used to craft instructional objectives.

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R-4 Self-Concept (Job-related)	510
R-5 Responsibility and Self-Discipline	513
R-6 Motor Coordination and Job Requirements	516
R-7 Thinking Skills/Abilities and Job Requirements	517
R-8 Job-Interview Preparation	518
R-9 Job Interview.....	521
R-10 Trainee’s Work Experience	524
R-11 Health Practices and Attitudes.....	527
R-12 Safe Driving	528
Supplemental and Related Lists/Skill Sequences	529

NAME: _____ DATE: _____ EXAMINER: _____

DIRECTIONS: Read each item, and decide how well it applies to you or to the person you are rating.

		a. Much Improvement Needed	b. Could Be Improved	c. Acceptable	d. Very Good	
<p>Directions:</p> <ol style="list-style-type: none"> 1. Read each item, and decide how well it applies to you or to the person you are rating. 2. Place a check (✓) in the column on the right that best describes how each item applies to you or to the person you are rating. <p>Be sure to</p> <ol style="list-style-type: none"> 1. give a rating for each item. 2. be as accurate as possible. 3. mark your ratings carefully. 4. ask for help reading and understanding an item, if needed. 	1.	is relatively sure of himself/herself.				
	2.	makes good decisions.				
	3.	has self-guidance and control.				
	4.	accepts or is happy with his/her physical appearance.				
	5.	deals with matters patiently and wisely.				
	6.	is accepting and happy with himself/herself.				
	7.	tries to understand himself/herself.				
	8.	does not scold himself/herself.				
	9.	feels good about the things that he/she does and can do.				
	10.	is not easily influenced by others.				
	11.	can accept criticism.				
	12.	can usually solve his/her problems.				
	13.	can be depended upon.				
	14.	is comfortable in the company of others.				
	15.	appears to feel healthy.				
	16.	has positive feelings about and has made good plans for the future.				
	17.	can do most of the things that he/she tries to do.				
	18.	likes to see others do well.				
	19.	is content with his/her social standing.				
	20.	enjoys being his/her age.				
TOTAL CHECKS (✓) IN EACH COLUMN						

R-3 Self-Concept (General)

Overview

This scale rates the student's self-concept in relation to how he/she feels about himself/herself, and helps identify specific feelings and attitudes that the student may need to develop, modify, or improve.

ASSESSMENT METHOD

Written Response

MATERIALS

- Copy of the Self-Concept (General) self assessment and rating scale on page S-509, or on page 72 of the student's *Record Book*
- A pencil

SCORING INFORMATION

If a score is needed, see Computing a Score on page 505.
Allow an average of 10 to 15 minutes to complete the scale.

OBJECTIVE FOR WRITING IEPs

By _____ (date), _____ (student's name) 's rating on the Self-Concept (General) rating scale will be a score of _____ (number) or more when rated by _____ (examiner's name).

Directions for Assessment: Written Response

The Self-Concept (General) self assessment and rating scale may be completed by the examiner by checking the most appropriate column after each statement, or give the student a copy of the Self-Concept (General) self assessment and rating scale and a pencil and

Say: This rating scale includes items related to a person's self-concept—how he or she feels about himself or herself. Read each item and think about how it applies to you. Then place a check (✓) in the column that best describes your opinion or rating.

If needed, use the first item as an example.