

## Acknowledgement

The Wisconsin Transition Assessment Guide is based on work encouraged and inspired by the late Dr. Patricia Sitlington of the University of Northern Iowa and the Iowa Model. Dr. Sitlington met with a committee of Wisconsin stakeholders to help lay the groundwork for the Wisconsin guide in January 2008, and continued to support the work of the committee in its initial guide development until her sudden passing in February, 2008. We would like to thank Dr. Sitlington for setting us on the path to helping teachers in Wisconsin incorporate meaningful transition assessment into their students' programs.

## What is Transition Assessment?

"Transition assessment is an ongoing process of collecting information on the student's strengths, need, preferences, and interests as they relate to the demands of current and future living, learning, and working environments. This process should begin in middle school and continue until the student graduates or exits high school. Information from this process should be used to drive the IEP and transition planning process and to develop the SoP document detailing the student's academic and functional performance and postsecondary goals." (Sitlington, P. L., Neubert, D. A., Begun, W. H., Lombard, R. C., & Leconte, P. J. (2007). *Assess for success: A practitioner's handbook on transition assessment* (2nd ed.). Thousand Oaks, CA: Corwin Press. p. 2-3)

"Age appropriate" means a student's chronological, rather than developmental age (Wehmeyer, M. L. (2002). *Teaching students with mental retardation*. Baltimore: Paul H. Brookes Publishing Co.).

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Sandra Berndt, DPI  
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Darla Burton, CESA 3  
Barbara Casas, Portage  
Robert Greene, CESA 4  
Diane Howard, Milwaukee  
Jennifer Ledin, CESA 12  
Linda Maitrejean, WSTI

Cindy Cain, DVR  
Meredith Dressel, DVR  
Sherry Gundlach, WSPEI  
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The Wisconsin Transition Assessment Guide was created in 2008-09 and revised in 2011.

## Using This Guide

The Wisconsin Transition Assessment Guide has been laid out as a tool for teachers to use in both monitoring the transition skills of their students and determining further assessment of skills. The guide is divided in three portions to mirror the three areas for writing measurable postsecondary goals: Education and Training; Employment; and Independent Living.

Under each postsecondary goal area, there is a list of areas to consider for transition assessment. Those areas are listed on the left side of the table. The areas to consider also contain a list of options for gathering assessment information. The next column on the table is provided for teachers to provide the information that they currently have in that area. If specific subskills are important to note, those have been listed in that column. There is also space to address the use of assistive technology by the student in that particular skill area, if applicable.

After providing a “present level of student performance” for the skill area, teachers should review the information that they have included and determine if more information is needed regarding that particular skill. If the teacher determines that more information or more updated information is necessary, the final column of the table provides a list of possible tools available to assess that skill. Free tools and tools for cost are included.

At the end of each postsecondary goal area, there is space provided for a summary of assessment results, as well as the student’s strengths, preferences and interests. This summary should be referenced when crafting meaningful measurable postsecondary goals for the student in his/her IEP.

WSTI does not endorse or recommend the resources listed in this guide; but only supplies them, in no particular order, as possible sources of information. These lists of possible assessment tools should not be considered exhaustive.

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# Assessing Education and Training Skills

Area to Consider for Assessment	Present Level of Student Performance	Need More Info on this Skill?	Possible Tools for Assessment of this Skill
<p><b>Reading Skills</b>  <u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p>Description of skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Grade level:</li> <li><input type="checkbox"/> Decoding:</li> <li><input type="checkbox"/> Fluency:</li> <li><input type="checkbox"/> Comprehension:</li> </ul> <p>Lexile score:</p> <p>Describe any Assistive Technology the student uses in this area:</p>	<p>___ <b>Yes</b> (consult next column)</p> <p>___ <b>No</b></p>	<p><u>Free Tools</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WKCE scores</li> <li><input type="checkbox"/> District wide assessments _____</li> <li><input type="checkbox"/> RTI progress monitoring</li> </ul> <p><u>Tools for Cost</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> GORT-4 (Gray Oral Reading Test)</li> <li><input type="checkbox"/> WJIII (Woodcock Johnson Tests of Achievement)</li> <li><input type="checkbox"/> WIAT-II (Wechsler Individual Achievement Test-2<sup>nd</sup> Edition)</li> <li><input type="checkbox"/> KTEA-II (Kaufman Test of Educational Achievement)</li> <li><input type="checkbox"/> PIAT-R (Peabody Individual Achievement Test-Revised)</li> <li><input type="checkbox"/> WRMT-NU (Woodcock Reading Mastery Test-Normative Update)</li> <li><input type="checkbox"/> DAB-3 (Diagnostic Achievement Battery-3<sup>rd</sup> Edition)</li> <li><input type="checkbox"/> BASI (Basic Achievement Skills Inventory)</li> <li><input type="checkbox"/> ACT scores</li> <li><input type="checkbox"/> Life Centered Career Education (LCCE) Knowledge Battery</li> <li><input type="checkbox"/> Comprehensive Adult Student Assessment System (CASAS)</li> <li><input type="checkbox"/> SLEP (Secondary Level English Proficiency Test)</li> <li><input type="checkbox"/> Brigance Inventory of Essential Skills</li> <li><input type="checkbox"/> Adult Basic Learning Examination</li> </ul>
<p><b>Writing Skills</b>  <u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p>Description of skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Grade level:</li> <li><input type="checkbox"/> Ideas:</li> <li><input type="checkbox"/> Organization:</li> <li><input type="checkbox"/> Voice:</li> <li><input type="checkbox"/> Sentence Fluency:</li> <li><input type="checkbox"/> Word Choice:</li> <li><input type="checkbox"/> Punctuation:</li> <li><input type="checkbox"/> Spelling:</li> <li><input type="checkbox"/> Presentation:</li> </ul> <p>Most recent writing score:</p> <p>Describe any Assistive Technology the student uses in this area:</p>	<p>___ <b>Yes</b> (consult next column)</p> <p>___ <b>No</b></p>	<p><u>Free Tools</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WKCE scores</li> <li><input type="checkbox"/> District wide assessments _____</li> <li><input type="checkbox"/> RTI progress monitoring</li> </ul> <p><u>Tools for Cost</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WJIII (Woodcock Johnson Tests of Achievement)</li> <li><input type="checkbox"/> WIAT-II (Wechsler Individual Achievement Test-2<sup>nd</sup> Edition)</li> <li><input type="checkbox"/> KTEA-II (Kaufman Test of Educational Achievement)</li> <li><input type="checkbox"/> PIAT-R (Peabody Individual Achievement Test-Revised)</li> <li><input type="checkbox"/> DAB-3 (Diagnostic Achievement Battery-3<sup>rd</sup> Edition)</li> <li><input type="checkbox"/> BASI (Basic Achievement Skills Inventory)</li> <li><input type="checkbox"/> ACT scores</li> <li><input type="checkbox"/> Life Centered Career Education (LCCE) Knowledge Battery</li> <li><input type="checkbox"/> Comprehensive Adult Student Assessment System (CASAS)</li> <li><input type="checkbox"/> SLEP (Secondary Level English Proficiency Test)</li> <li><input type="checkbox"/> Brigance Inventory of Essential Skills</li> <li><input type="checkbox"/> Adult Basic Learning Examination</li> </ul>

<p><b>Math Skills</b>  <u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p>Description of skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Grade level:</li> <li><input type="checkbox"/> Calculation:</li> <li><input type="checkbox"/> Algebraic Problem Solving:</li> <li><input type="checkbox"/> Quantitative Reasoning:</li> </ul> <p>Describe any Assistive Technology the student uses in this area:</p>	<p><u>Yes</u> (consult next column)</p> <p><u>No</u></p>	<p><u>Free Tools</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WKCE scores</li> <li><input type="checkbox"/> District wide assessments _____</li> <li><input type="checkbox"/> RTI progress</li> </ul> <p><u>Tools for Cost</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> KeyMath-R/NU</li> <li><input type="checkbox"/> CMAT (Comprehensive Mathematical Abilities Test)</li> <li><input type="checkbox"/> WJIII (Woodcock Johnson Tests of Achievement)</li> <li><input type="checkbox"/> WIAT-II (Wechsler Individual Achievement Test-2<sup>nd</sup> Edition)</li> <li><input type="checkbox"/> KTEA-II (Kaufman Test of Edu. Achievement)</li> <li><input type="checkbox"/> PIAT-R (Peabody Individual Achievement Test-Revised)</li> <li><input type="checkbox"/> DAB-3 (Diagnostic Achievement Battery-3<sup>rd</sup> Edition)</li> <li><input type="checkbox"/> ACT scores</li> <li><input type="checkbox"/> Life Centered Career Education (LCCE) Knowledge Battery</li> <li><input type="checkbox"/> Comprehensive Adult Student Assessment System (CASAS)</li> <li><input type="checkbox"/> Brigance Inventory of Essential Skills</li> <li><input type="checkbox"/> Adult Basic Learning Examination</li> </ul>
<p><b>Oral Expression Skills</b>  <u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p>Description of skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Presentation:</li> <li><input type="checkbox"/> Initiating Conversation:</li> <li><input type="checkbox"/> Maintaining Conversation:</li> </ul> <p>Describe any Assistive Technology the student uses in this area:</p>	<p><u>Yes</u> (consult next column)</p> <p><u>No</u></p>	<p><u>Free Tools</u></p> <p>None known at this time</p> <p><u>Tools for Cost</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Oral and Written Language Scales (OWLS)</li> <li><input type="checkbox"/> Comprehensive Adult Student Assessment System (CASAS)</li> <li><input type="checkbox"/> Comprehensive Receptive and Expressive Vocabulary Test –2 (CREVT-2)</li> <li><input type="checkbox"/> Expressive Vocabulary Test (EVT)</li> <li><input type="checkbox"/> Peabody Picture vocabulary Test (PPVT)</li> <li><input type="checkbox"/> Woodcock Reading Mastery Test (WRMT)</li> <li><input type="checkbox"/> Test of Written Language (TOWL-3)</li> </ul>
<p><b>Technology Literacy Skills</b>  <u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p>Description of skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Words per minute typing:</li> <li><input type="checkbox"/> Level of independence with computer, cell phone, speech generating device, and assistive technology:</li> </ul> <p>Describe any Assistive Technology the student uses in this area:</p>	<p><u>Yes</u> (consult next column)</p> <p><u>No</u></p>	<p><u>Free Tools</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Kansas Computer Literacy Assessment <a href="http://literacy.kent.edu/opas/doc_logs/kcla.pdf">http://literacy.kent.edu/opas/doc_logs/kcla.pdf</a></li> <li><input type="checkbox"/> ASNAT (Assessing Student’s Needs for Assistive Technology)</li> <li><input type="checkbox"/> How Do You Know It? How Do You Show It?</li> </ul> <p><u>Tools for Cost</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> World Wide Web Self-Assessment Skills Checklist (from <u>Informal Assessments for Transition Planning</u>, pg. 91)</li> </ul>

<p><b>Financial Literacy Skills</b>  <u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p>Description of skills---student demonstrates ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make appropriate personal financial choices</li> <li><input type="checkbox"/> Understand credit cards</li> <li><input type="checkbox"/> Understand paycheck deductions</li> <li><input type="checkbox"/> Understanding interest</li> <li><input type="checkbox"/> Understanding loans and contracts</li> <li><input type="checkbox"/> Other</li> </ul> <p>Describe any Assistive Technology the student uses in this area:</p>	<p><u>Yes</u> (consult next column)</p> <p><u>No</u></p>	<p><u>Free Tools</u> None known at this time</p> <p><u>Tools for Cost</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PIAT-R (Peabody Individual Achievement Test-Revised)</li> <li><input type="checkbox"/> Life Centered Career Education (LCCE)</li> <li><input type="checkbox"/> Street Survival Skills Questionnaire (SSSQ)</li> <li><input type="checkbox"/> Brigance</li> </ul>
<p><b>Learning Styles</b>  <u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p>Description of the environment in which the student learns best</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Kinesthetic</li> <li><input type="checkbox"/> Intrapersonal</li> <li><input type="checkbox"/> Interpersonal</li> <li><input type="checkbox"/> Visual/spatial</li> <li><input type="checkbox"/> Logical</li> <li><input type="checkbox"/> Linguistic</li> <li><input type="checkbox"/> Musical</li> <li><input type="checkbox"/> Naturalistic</li> </ul> <p>Describe any Assistive Technology the student uses in this area:</p>	<p><u>Yes</u> (consult next column)</p> <p><u>No</u></p>	<p><u>Free Tools</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="http://www.gigglepotz.com/learnstyles.pdf">http://www.gigglepotz.com/learnstyles.pdf</a></li> <li><input type="checkbox"/> Barsch Learning Style Inventory</li> <li><input type="checkbox"/> Birmingham Grid for Learning</li> <li><input type="checkbox"/> Multiple Intelligences tests</li> </ul> <p><u>Tools for Cost</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> VARK Learning Styles Inventory</li> </ul>
<p><b>Problem-Solving Skills</b>  <u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p>Description of skills</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understanding a problem</li> <li><input type="checkbox"/> Devising a plan</li> <li><input type="checkbox"/> Carry out a plan</li> <li><input type="checkbox"/> Evaluate plan for effectiveness</li> </ul> <p>Describe any Assistive Technology the student uses in this area:</p>	<p><u>Yes</u> (consult next column)</p> <p><u>No</u></p>	<p><u>Free Tools</u> None known at this time</p> <p><u>Tools for Cost</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> TOPS-2 (Test of Problem-Solving, 2<sup>nd</sup> Edition)</li> <li><input type="checkbox"/> ADMQ (Adolescent Decision-Making Questionnaire)</li> </ul>

<p><b>Attention</b> <u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p><input type="checkbox"/> Description of skills (energy level, sustained attention, memory functions, impulse control and activity level):</p> <p>Describe any Assistive Technology the student uses in this area:</p>	<p><u>Yes</u> (consult next column)</p> <p><u>No</u></p>	<p><u>Free Tools</u> None known at this time</p> <p><u>Tools for Cost</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CRS-R (Conners' Rating Scales-Revised)</li> </ul>
<p><b>Study Skills</b> <u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p><input type="checkbox"/> Description of skills (class participation, note taking, keyboarding, organization, homework management, time management, and test taking skills):</p> <p>Describe any Assistive Technology the student uses in this area:</p>	<p><u>Yes</u> (consult next column)</p> <p><u>No</u></p>	<p><u>Free Tools</u> None known at this time</p> <p><u>Tools for Cost</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Study Skills Inventory (from <u>Informal Assessment for Transition Planning, pg. 89-90</u>)</li> <li><input type="checkbox"/> Delis-Kaplan Executive Function System</li> <li><input type="checkbox"/> BRIEF (Behavior Rating Inventory of Executive Functioning)</li> <li><input type="checkbox"/> LASSI-HS (Learning and Study Strategies Inventory—High School)</li> </ul>
<p><b>Information Processing</b> <u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p><input type="checkbox"/> Description of skills (information storage, retrieval, recall):</p> <p>Describe any Assistive Technology the student uses in this area:</p>	<p><u>Yes</u> (consult next column)</p> <p><u>No</u></p>	<p><u>Free Tools</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WKCE scores</li> <li><input type="checkbox"/> District wide assessments _____</li> <li><input type="checkbox"/> RTI progress</li> </ul> <p><u>Tools for Cost</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> TOWL-4 (Test of Written Language-4<sup>th</sup> Edition)</li> <li><input type="checkbox"/> VMI (Visual Motor Integration)</li> <li><input type="checkbox"/> Bender Gestalt Test</li> <li><input type="checkbox"/> WJIII (Woodcock Johnson Tests of Achievement)</li> <li><input type="checkbox"/> WIAT-II (Wechsler Individual Achievement Test-2<sup>nd</sup> Edition)</li> <li><input type="checkbox"/> KTEA-II (Kaufman Test of Educational Achievement)</li> <li><input type="checkbox"/> PIAT-R (Peabody Individual Achievement Test-Revised)</li> <li><input type="checkbox"/> DAB-3 (Diagnostic Achievement Battery-3<sup>rd</sup> Edition)</li> <li><input type="checkbox"/> ACT scores</li> <li><input type="checkbox"/> California Verbal Learning Test</li> <li><input type="checkbox"/> Children's Memory Scale</li> <li><input type="checkbox"/> Wechsler Memory Scale</li> <li><input type="checkbox"/> Differential Abilities Scales</li> <li><input type="checkbox"/> (CAS) Cognitive Assessment System</li> <li><input type="checkbox"/> WRAML (Wide Range Assessment of Memory and Learning)</li> <li><input type="checkbox"/> TOMAL (Tests of Memory and Learning)</li> <li><input type="checkbox"/> Delis-Kaplan Executive Function System</li> <li><input type="checkbox"/> BRIEF (Behavior Rating Inventory of Executive Functioning)</li> </ul>

<p><b>Postsecondary Ed. Prep and Experience</b>  <u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p><input type="checkbox"/> Description of skills (developing goals, visiting campuses, contacting disability services staff, identifying financial aid needs, appropriate course of study, knowledge of disability documentation requirements, etc.):</p> <p>Describe any Assistive Technology the student uses in this area:</p>	<p>___ <b>Yes</b> (consult next column)</p> <p>___ <b>No</b></p>	<p><u>Free Tools</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Opening Doors to Postsecondary Education (WI DPI publication)</li> </ul> <p><u>Tools for Cost</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Transition Planning Inventory (TPI)</li> <li><input type="checkbox"/> ESTR-J (Enderle-Severson Transition Rating Scale Form J-Revised)</li> </ul>
<p><b>Self Awareness</b>  <u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p><input type="checkbox"/> Description of skills (knows strengths, challenges, likes, dislikes, what his/her disability is, how it affects learning, knows effective accommodations and modifications):</p> <p>Describe any Assistive Technology the student uses in this area:</p>	<p>___ <b>Yes</b> (consult next column)</p> <p>___ <b>No</b></p>	<p><u>Free Tools</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> "Opening Doors to Self-Determination" pg. 10</li> <li><input type="checkbox"/> <a href="http://www.mazemaster.on.ca/selfassessment/selfassessment.htm">http://www.mazemaster.on.ca/selfassessment/selfassessment.htm</a></li> </ul> <p><u>Tools for Cost</u></p> <p>None known at this time</p>
<p><b>Self Advocacy</b>  <u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p><input type="checkbox"/> Description of skills (assertively stating wants, needs and rights and determining, pursuing, obtaining, and evaluating needed supports):</p> <p>Describe any Assistive Technology the student uses in this area:</p>	<p>___ <b>Yes</b> (consult next column)</p> <p>___ <b>No</b></p>	<p><u>Free Tools</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> "Opening Doors to Self-Determination" pg. 10</li> <li><input type="checkbox"/> <a href="http://www.mazemaster.on.ca/selfassessment/selfassessment.htm">http://www.mazemaster.on.ca/selfassessment/selfassessment.htm</a></li> </ul> <p><u>Tools for Cost</u></p> <p>None known at this time</p>

<p><b>Self Determination</b>  <u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p><input type="checkbox"/> Description of skills (understanding disability, how it affects learning, knows when and why to disclose disability, can articulate postsecondary goals, identifies strengths and needs, level of independence, identifies learning styles, and has ability to ask for help when needed. Skills, knowledge, and beliefs that enable a person to engage in goal directed, self regulated, autonomous behavior):</p> <p>Describe any Assistive Technology the student uses in this area:</p>	<p><u>Yes</u> (consult next column)</p> <p><u>No</u></p>	<p><u>Free Tools</u> None known at this time</p> <p><u>Tools for Cost</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> AIR Self-Determination Scale and User Guide</li> <li><input type="checkbox"/> The ARC’s Self-Determination Scale</li> <li><input type="checkbox"/> Choicemaker Self-Determination Assessment</li> <li><input type="checkbox"/> The Self-Determination Profile: An Assessment Package</li> <li><input type="checkbox"/> The Self-Determination Assessment Battery</li> <li><input type="checkbox"/> Transition Planning Inventory (TPI)</li> </ul>
<p><b>Social Skills and Behavior</b>  <u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p><input type="checkbox"/> Description of skills (interaction with teachers and peers, confidence level, and emotional and behavioral concerns):</p> <p>Describe any Assistive Technology the student uses in this area:</p>	<p><u>Yes</u> (consult next column)</p> <p><u>No</u></p>	<p><u>Free Tools</u> None known at this time</p> <p><u>Tools for Cost</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Transition Planning Inventory (TPI)</li> <li><input type="checkbox"/> Vineland Adaptive Behavior Scale</li> <li><input type="checkbox"/> SSRS (Social Skills Ratings System)</li> <li><input type="checkbox"/> Scales of Independent Behavior-Revised</li> <li><input type="checkbox"/> Transition Behavior Scale</li> <li><input type="checkbox"/> Functional Behavior Assessment (FBA)</li> <li><input type="checkbox"/> Walker-McConnell Scale of Social Competence and School Adjustment for Adolescents</li> </ul>
<p><b>21<sup>st</sup> Century Skills</b>  <u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p><input type="checkbox"/> Description of skills (learning from and working with people from diverse cultures, religions and lifestyles in personal, work and community environments; understanding other nations and cultures):</p> <p>Describe any Assistive Technology the student uses in this area:</p>	<p><u>Yes</u> (consult next column)</p> <p><u>No</u></p>	<p><u>Free Tools</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Route 21—resources for 21<sup>st</sup> Century Skills <a href="http://route21.p21.org/index.php?option=com_content&amp;view=article&amp;id=40&amp;Itemid=28">http://route21.p21.org/index.php?option=com_content&amp;view=article&amp;id=40&amp;Itemid=28</a></li> </ul> <p><u>Tools for Cost</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning.com 21<sup>st</sup> Century Skills Assessment (<a href="http://www.learning.com/21st-century-skills-assessment/">http://www.learning.com/21st-century-skills-assessment/</a>)</li> <li><input type="checkbox"/> Route 21—resources for 21<sup>st</sup> Century Skills <a href="http://route21.p21.org/index.php?option=com_content&amp;view=article&amp;id=40&amp;Itemid=28">http://route21.p21.org/index.php?option=com_content&amp;view=article&amp;id=40&amp;Itemid=28</a></li> </ul>

<p><b>Other</b>  <u>Formal and Informal</u>  <u>Methods to Gather</u>  <u>Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Updated Assessment Not Needed for this Skill</li> <li><input type="checkbox"/> Description of skills:</li> </ul> <p>Describe any Assistive Technology the student uses in this area:</p>	<p>___ <b>Yes</b>          (consult next column)</p> <p>___ <b>No</b></p>	
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**Summarize student skills, strengths, preferences, and interests in relation to education/training**

# Assessing Employment Skills

Area to Consider for Assessment	Present Level of Student Performance	Need More Info on this Skill?	Possible Tools for Assessment of this Skill
<p><b>Career Exploration</b>  <u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Updated Assessment Not Needed for this Skill</li> <li><input type="checkbox"/> Description of skills: (are goals set, course of study that aligns with goal, job shadowing, variety of work experiences):</li> </ul> <p>Describe any Assistive Technology the student uses in this area:</p>	<p>___ <b>Yes</b> (consult next column)</p> <p>___ <b>No</b></p>	<p style="text-align: center;"><u>Free Tools</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> O'Net</li> <li><input type="checkbox"/> Career Cluster Interest Inventory</li> <li><input type="checkbox"/> Wisconsin Job Center Online</li> <li><input type="checkbox"/> Career Voyager</li> <li><input type="checkbox"/> Career One-Step</li> <li><input type="checkbox"/> Drive of Your Life</li> <li><input type="checkbox"/> WorkNet</li> </ul> <p style="text-align: center;"><u>Tools for Cost</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WisCareers</li> <li><input type="checkbox"/> Enderle-Severson Transition Rating Scale</li> <li><input type="checkbox"/> Kuder Interest Inventory</li> <li><input type="checkbox"/> Career Cruising</li> <li><input type="checkbox"/> MECA</li> <li><input type="checkbox"/> COPSystem</li> </ul>
<p><b>Job Skills</b>  <u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Updated Assessment Not Needed for this Skill</li> <li><input type="checkbox"/> Description of skills:            Resume:            Job Application:            Interview Skills:            Disability Disclosure:            21<sup>st</sup> Century Skills (interpersonal, computer):            Fine and Gross Motor Skills:            Stamina and Endurance:            Reaction to Unpleasant Tasks:            Dependability:            Understanding Boundaries:            Work Habits:            Regulation of Emotions:            Understanding Workplace Safety:</li> </ul> <p>Describe any Assistive Technology the student uses in this area:</p>	<p>___ <b>Yes</b> (consult next column)</p> <p>___ <b>No</b></p>	<p style="text-align: center;"><u>Free Tools</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Opening Doors to Employment</li> <li><input type="checkbox"/> District wide Assessment</li> </ul> <p style="text-align: center;"><u>Tools for Cost</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WISCareers</li> <li><input type="checkbox"/> McCarn-Dial</li> <li><input type="checkbox"/> MECA</li> <li><input type="checkbox"/> Functional Capacity Assessment</li> <li><input type="checkbox"/> LCCE</li> <li><input type="checkbox"/> R-FVII:2 (Reading-Free Vocational Interest Inventory: 2)</li> <li><input type="checkbox"/> Brigance Employability Skills Inventory</li> <li><input type="checkbox"/> Purdue Pegboard Test</li> </ul>

<p><b>Work Experience</b> <u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p><input type="checkbox"/> Description of skills: On-the-job Training: Apprenticeship: Paid work experience: Unpaid work experience: Voluntary work experience: Secure and maintain current or recent employment: Appropriate interactions with peers and supervisors in the workplace: Appropriate work ethics:</p> <p>Describe any Assistive Technology the student uses in this area:</p>	<p><u>Yes</u> (consult next column)</p> <p><u>No</u></p>	<p><u>Free Tools</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Opening Doors to Employment</li> <li><input type="checkbox"/> DPI Employability Skills Standards Certificate</li> <li><input type="checkbox"/> Apprenticeship checklist</li> <li><input type="checkbox"/> District wide assessment</li> </ul> <p><u>Tools for Cost</u></p> <p>None known at this time</p>
<p><b>Skills Certifications, Endorsements, or Licenses</b> <u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p><input type="checkbox"/> List Certifications received by the student (A-Plus, MOUS, DPI Employability Skills Certificate, Co-op skills certificate, child care certificates, CNA, apprenticeship certificates, etc):</p> <p>Describe any Assistive Technology the student uses in this area:</p>	<p><u>Yes</u> (consult next column)</p> <p><u>No</u></p>	<p>Assessment completion inferred by existence of certification, endorsement, or licensure.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> DPI Employability Skills Standards Certificate</li> <li><input type="checkbox"/> Apprenticeship checklist</li> </ul>
<p><b>21<sup>st</sup> Century Skills</b> <u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p><input type="checkbox"/> Description of skills (using entrepreneurial skills to enhance workplace productivity and career options):</p> <p>Describe any Assistive Technology the student uses in this area:</p>	<p><u>Yes</u> (consult next column)</p> <p><u>No</u></p>	<p><u>Free Tools</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Route 21—resources for 21<sup>st</sup> Century Skills <a href="http://route21.p21.org/index.php?option=com_content&amp;view=article&amp;id=40&amp;Itemid=28">http://route21.p21.org/index.php?option=com_content&amp;view=article&amp;id=40&amp;Itemid=28</a></li> </ul> <p><u>Tools for Cost</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning.com 21<sup>st</sup> Century Skills Assessment (<a href="http://www.learning.com/21st-century-skills-assessment/">http://www.learning.com/21st-century-skills-assessment/</a>)</li> <li><input type="checkbox"/> Route 21—resources for 21<sup>st</sup> Century Skills <a href="http://route21.p21.org/index.php?option=com_content&amp;view=article&amp;id=40&amp;Itemid=28">http://route21.p21.org/index.php?option=com_content&amp;view=article&amp;id=40&amp;Itemid=28</a></li> </ul>

<p><b>Other</b>  <u>Formal and Informal</u>  <u>Methods to Gather</u>  <u>Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Updated Assessment Not Needed for this Skill</li> <li><input type="checkbox"/> Description of skills:</li> </ul> <p>Describe any Assistive Technology the student uses in this area:</p>	<p>___ <b>Yes</b>          (consult next column)</p> <p>___ <b>No</b></p>	
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**Summarize student skills, strengths, preferences and interests in relation to employment**

# Assessing Independent Living Skills

Area to Consider for Assessment	Present Level of Student Performance	Need More Info on this Skill?	Possible Tools for Assessment of this Skill
<p><b>Medical</b></p> <p><u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p>Description of skills --student can identify the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Family Doctor</li> <li><input type="checkbox"/> Dentist</li> <li><input type="checkbox"/> Specialists who work with the student</li> <li><input type="checkbox"/> Any medical diagnoses they have and their effects on daily life</li> <li><input type="checkbox"/> Any prescribed medications they take</li> <li><input type="checkbox"/> How to make and keep medical appointments</li> </ul> <p>Describe any Assistive Technology the student uses in this area:</p>	<p><u>Yes</u> (consult next column)</p> <p><u>No</u></p>	<p><u>Free Tools</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WI Community of Practice Health Care Checklist</li> <li><input type="checkbox"/> Ansell-Casey Life Skills</li> </ul> <p><u>Tools for Cost</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Enderle-Severson Transition Rating Scale</li> <li><input type="checkbox"/> LCCE</li> <li><input type="checkbox"/> Street Survival Skills Questionnaire</li> </ul>
<p><b>Self Care</b></p> <p><u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p>Description of skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hygiene:</li> <li><input type="checkbox"/> Feeding:</li> <li><input type="checkbox"/> Grooming:</li> <li><input type="checkbox"/> Personal appearance:</li> <li><input type="checkbox"/> Appropriate dress:</li> </ul> <p>Describe any Assistive Technology the student uses in this area:</p>	<p><u>Yes</u> (consult next column)</p> <p><u>No</u></p>	<p><u>Free Tools</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ansell-Casey Life Skills</li> <li><input type="checkbox"/> AIR Self-Determination Scale</li> <li><input type="checkbox"/> Arc's Self-Determination Scale</li> </ul> <p><u>Tools for Cost</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Brigance</li> <li><input type="checkbox"/> Enderle-Severson Transition Rating Scale</li> <li><input type="checkbox"/> LCCE</li> <li><input type="checkbox"/> Street Survival Skills Questionnaire</li> </ul>
<p><b>Using Relevant Community Agencies</b></p> <p><u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p>Description of skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Access and use of postsecondary education</li> <li><input type="checkbox"/> Access and use of DVR</li> <li><input type="checkbox"/> Access and use of SSI</li> <li><input type="checkbox"/> Access and use of DHS</li> <li><input type="checkbox"/> Access and use of ILC:</li> </ul> <p>Describe any Assistive Technology the student uses in this area:</p>	<p><u>Yes</u> (consult next column)</p> <p><u>No</u></p>	<p><u>Free Tools</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ansell-Casey Life Skills</li> <li><input type="checkbox"/> AIR Self-Determination Scale</li> <li><input type="checkbox"/> Arc's Self-Determination Scale</li> </ul> <p><u>Tools for Cost</u></p> <p>None known at this time</p>

<p><b>Using Relevant Community Resources</b></p> <p><u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p>Description of skills—student demonstrates the ability to use the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Post office</li> <li><input type="checkbox"/> Bank</li> <li><input type="checkbox"/> Doctor’s office</li> <li><input type="checkbox"/> Grocery store</li> <li><input type="checkbox"/> Other</li> </ul> <p>Describe any Assistive Technology the student uses in this area:</p>	<p><u>    </u> <b>Yes</b> (consult next column)</p> <p><u>    </u> <b>No</b></p>	<p><u>Free Tools</u> None known at this time</p> <p><u>Tools for Cost</u> None known at this time</p>
<p><b>Personal Safety</b></p> <p><u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p>Description of skills:</p> <p>Describe any Assistive Technology the student uses in this area:</p>	<p><u>    </u> <b>Yes</b> (consult next column)</p> <p><u>    </u> <b>No</b></p>	<p><u>Free Tools</u> None known at this time</p> <p><u>Tools for Cost</u> None known at this time</p>
<p><b>Transportation</b></p> <p><u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<p><input type="checkbox"/> Updated Assessment Not Needed for this Skill</p> <p>Description of skills (driver’s license, ability and knowledge to access public transportation):</p> <p>Describe any Assistive Technology the student uses in this area:</p>	<p><u>    </u> <b>Yes</b> (consult next column)</p> <p><u>    </u> <b>No</b></p>	<p><u>Free Tools</u> None known at this time</p> <p><u>Tools for Cost</u> None known at this time</p>

<p><b>Understanding of IDEA and ADA</b></p> <p><u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Updated Assessment Not Needed for this Skill</li> <li><input type="checkbox"/> Description of skills:</li> </ul> <p>Describe any Assistive Technology the student uses in this area:</p>	<p><input type="checkbox"/> <b>Yes</b> (consult next column)</p> <p><input type="checkbox"/> <b>No</b></p>	<p><u>Free Tools</u> None known at this time</p> <p><u>Tools for Cost</u> None known at this time</p>
<p><b>Health Literacy</b></p> <p><u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Updated Assessment Not Needed for this Skill</li> <li>Description of skills: <ul style="list-style-type: none"> <li><input type="checkbox"/> Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing:</li> <li><input type="checkbox"/> Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction:</li> <li><input type="checkbox"/> Using available information to make appropriate health-related decisions: Establishing and monitoring personal and family health goals:</li> <li><input type="checkbox"/> Understanding national and international public health and safety issues:</li> </ul> </li> </ul> <p>Describe any Assistive Technology the student uses in this area:</p>	<p><input type="checkbox"/> <b>Yes</b> (consult next column)</p> <p><input type="checkbox"/> <b>No</b></p>	<p><u>Free Tools</u> None known at this time</p> <p><u>Tools for Cost</u> None known at this time</p>
<p><b>Adult Living Skills</b></p> <p><u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Updated Assessment Not Needed for this Skill</li> <li>Description of skills <ul style="list-style-type: none"> <li><input type="checkbox"/> meal preparation</li> <li><input type="checkbox"/> first aid</li> <li><input type="checkbox"/> budgeting</li> <li><input type="checkbox"/> paying bills</li> <li><input type="checkbox"/> laundry</li> <li><input type="checkbox"/> knows social security number</li> <li><input type="checkbox"/> registering to vote</li> <li><input type="checkbox"/> paying taxes</li> <li><input type="checkbox"/> maintaining a residence</li> <li><input type="checkbox"/> parenting</li> </ul> </li> </ul> <p>Describe any Assistive Technology the student uses in this area:</p>	<p><input type="checkbox"/> <b>Yes</b> (consult next column)</p> <p><input type="checkbox"/> <b>No</b></p>	<p><u>Free Tools</u> None known at this time</p> <p><u>Tools for Cost</u> None known at this time</p>

<p><b>Other</b></p> <p><u>Formal and Informal Methods to Gather Information:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Background Info</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Standardized Tests</li> <li><input type="checkbox"/> Curriculum Based Assessment</li> <li><input type="checkbox"/> Performance Samples</li> <li><input type="checkbox"/> Behavior Observation</li> <li><input type="checkbox"/> Situational Assessments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Updated Assessment Not Needed for this Skill</li> <li><input type="checkbox"/> Description of skills:</li> </ul> <p>Describe any Assistive Technology the student uses in this area:</p>	<p>___ <b>Yes</b> (consult next column)</p> <p>___ <b>No</b></p>	<p><u>Free Tools</u> None known at this time</p> <p><u>Tools for Cost</u> None known at this time</p>
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**Summarize student skills, strengths, preferences and interests in relation to independent living**