

Samples from Rubrics for Transition for Students on the Autism Spectrum

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Transition Team Survey

Student Information	
Name _____	
Date _____	

Team Member Information	
Name _____	
Role/Position _____	

Mark "S" for strengths and "N" for skills that need improvement (leave others blank). Then circle priorities.

MG	Verbal and Nonverbal Communication
	Advocating for Self
	Listening Well
	Paying Attention to Speaker
	Following Directions Promptly
	Following Verbal Directions Well
	Following Written Instructions/Procedures Well
	Comprehending Written Information Well
	Writing Clearly and to the Point
	Conversing Effectively on the Telephone
	Speaking Appropriately in the Workplace
	Presenting Ideas in a Clear and Logical Manner
	Promoting Own Ideas Effectively & Appropriately

MG	Restrictive, Repetitive Patterns of Behavior
	Controlling Obsessive and Repetitive Behaviors
	Accepting Consequences
	Dealing Safely with Others
	Coping with Stress
	Using Good Judgement
	Being Trustworthy, Honest, and Ethical
	Making Effective Decisions
	Setting and Achieving Important Goals
	Showing a Desire to Work
	Coming Promptly and Prepared
	Being Personally Organized
	Completing Tasks on Time and to Expectations
	Developing Good Nutritional Habits
	Participating in Regular Health Care
	Saying "No" in Difficult Situations

MG	Social Interaction
	Taking the Perspective of Others
	Being in Control of Emotions
	Showing Respect for Self and Others
	Accepting Responsibility for Actions
	Interacting Well in a Group Setting
	Disagreeing Appropriately
	Being Willing to "Give and Take"
	Handling Teasing and Bullying
	Working Towards Group Goals
	Working Well with Co-Workers
	Working Well with Limited Supervision
	Making an Appropriate Impression
	Having Two-Way Conversations
	Getting People's Attention Appropriately
	Practicing Personal Grooming and Hygiene
	Participating in Leisure Activities
	Developing and Maintaining Friendships
	Maintaining Positive Relationships
	Dating Successfully
	Making Healthy Sexual Choices
	Avoiding Substance Abuse

MG	Miscellaneous
	Solving Problems Effectively
	Carrying Out Math Calculations with Accuracy
	Taking Effective Notes
	Maintaining Personal Fitness
	Practicing Good Citizenship
	Accessing Community Resources
	Using Computer and Internet
	Managing an Email Program
	Managing Assistive Technology (AT) Devices
	Using Effective Money Management Strategies
	Keeping a Checkbook
	Maintaining a Home
	Finding Employment Opportunities
	Having an Effective Resume
	Possessing Effective Interviewing Skills

SAMPLE

Taking the Perspective of Others

Name _____ Date Set _____ Met _____

Above, enter the date the goal is set and met. Below, enter the date each objective is met. On blanks to the left, mark "X" to indicate an important skill. Circle the "X" when it is mastered.

	Date Met	NA
<p>Identifies emotions (feelings).</p> <p><input type="checkbox"/> Recognizes emotions (feelings) in self.</p> <p><input type="checkbox"/> Recognizes emotions (feelings) in others.</p> <p><input type="checkbox"/> Identifies cues which indicate specific emotions (feelings).</p> <p style="padding-left: 20px;">- verbal</p> <p style="padding-left: 20px;">- nonverbal</p>	<p>_____</p>	<p>_____</p>
<p>Recognizes and understands verbal emotional cues.</p> <p><input type="checkbox"/> Recognizes verbal emotional cues.</p> <p style="padding-left: 20px;">- statements of emotion</p> <p style="padding-left: 20px;">- joking, sarcasm, other vocal tones</p> <p><input type="checkbox"/> Understands the meaning of verbal emotional cues.</p> <p><input type="checkbox"/> Asks for clarification when does not understand.</p>	<p>_____</p>	<p>_____</p>
<p>Recognizes and understands nonverbal emotional cues.</p> <p><input type="checkbox"/> Recognizes nonverbal emotional cues.</p> <p style="padding-left: 20px;">- facial expressions</p> <p style="padding-left: 20px;">- gestures/ body language</p> <p><input type="checkbox"/> Understands the meaning of nonverbal emotional cues.</p> <p><input type="checkbox"/> Asks for clarification when does not understand.</p>	<p>_____</p>	<p>_____</p>
<p>Recognizes and understands nonliteral statements.</p> <p><input type="checkbox"/> Recognizes nonliteral statements (figures of speech).</p> <p><input type="checkbox"/> Understands the meaning of nonliteral statements.</p> <p><input type="checkbox"/> Asks for clarification when does not understand.</p>	<p>_____</p>	<p>_____</p>
<p>Takes the perspective of others in many social situations.</p> <p><input type="checkbox"/> Asks questions about well-being, feelings of others.</p> <p><input type="checkbox"/> Recognizes opinions, comments, feelings of others.</p> <p><input type="checkbox"/> Accepts opinions, comments, feelings of others.</p> <p><input type="checkbox"/> Explains feelings and opinions observed in others.</p> <p><input type="checkbox"/> Understands how others might feel in specific situations.</p>	<p>_____</p>	<p>_____</p>

Coping with Stress		
Name _____	Date Set _____	Met _____
Above, enter the date the goal is set and met. Below, enter the date each objective is met. On blanks to the left, mark "X" to indicate an important skill. Circle the "X" when it is mastered.		
<p>Knows what causes stress.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aversions and fears. <input type="checkbox"/> Responsibilities: family, job, and friends. <input type="checkbox"/> Pressure: timelines, deadlines, competition, and expectations. <input type="checkbox"/> Situations: events, gatherings, accidents, and problems. <input type="checkbox"/> Intensity: pushing hard, striving, driving, and focusing on success. <input type="checkbox"/> Lack of routine: not eating, sleeping, and relaxing regularly. <input type="checkbox"/> Illness: colds, injuries, infections, and allergic reactions. <input type="checkbox"/> Emotional stress: arguments, disagreements, and conflicts. <input type="checkbox"/> Environmental factors: extremes in temperature, weather, light. <p>Manages day-to-day stress.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes personal stress limits and works to live within limits. <input type="checkbox"/> Recognizes body indicators of stress. <ul style="list-style-type: none"> - rapid heartbeat - increased body temperature - sweating - red face - pacing - rocking - chewing <input type="checkbox"/> Sets up routines (eating, sleeping, and exercising). <input type="checkbox"/> Nurtures relationships and participates in social activities. <input type="checkbox"/> Schedules leisure time (exercise, recreation, relaxation). <p>Uses coping strategies for stress reduction.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has system for self-monitoring. <input type="checkbox"/> Utilizes sensory activities. <input type="checkbox"/> Identifies communicative replacements. <ul style="list-style-type: none"> - "I need a break" - "It's too loud" - "I need help" <input type="checkbox"/> Seeks out calming places. <input type="checkbox"/> Writes or reviews social story/cartooning. <input type="checkbox"/> Seeks intervention before meltdown occurs. 	<p>Date Met</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>NA</p> <p>_____</p> <p>_____</p> <p>_____</p>

Handling Teasing and Bullying

Name _____ **Date Set** _____ **Met** _____

Above, enter the date the goal is set and met. Below, enter the date each objective is met. On blanks to the left, mark "X" to indicate an important skill. Circle the "X" when it is mastered.

	Date Met	NA
<p>Understands difference between teasing and bullying.</p> <p><input type="checkbox"/> Knows teasing can be friendly.</p> <p><input type="checkbox"/> Knows bullying is never friendly.</p> <p><input type="checkbox"/> Identifies/explains examples of teasing and bullying.</p>	<p>_____</p>	<p>_____</p>
<p>Determines when being teased or bullied.</p> <p><input type="checkbox"/> Determines when being teased (friendly and fun).</p> <p><input type="checkbox"/> Determines when teasing is done in hurtful manner.</p> <ul style="list-style-type: none"> - done to hurt a person - done to put a person down - done to make a person mad - done to gain popularity 	<p>_____</p>	<p>_____</p>
<p>If being bullied, considers options and makes best choice.</p> <p><input type="checkbox"/> Determines if the situation can be handled on own.</p> <ul style="list-style-type: none"> - ignore bullying - continue doing what is currently being done - leave - assertively ask people to stop - explain how teasing makes a person feel - explain that teasing is not appreciated <p><input type="checkbox"/> Determines if peer help is needed.</p> <ul style="list-style-type: none"> - knows whom to ask - asks calmly and honestly <p><input type="checkbox"/> Determines if adult help is needed.</p> <ul style="list-style-type: none"> - knows whom to ask - asks calmly and honestly 	<p>_____</p>	<p>_____</p>

Sample of Using Rubrics to Write Measurable Goals and Objectives

Goal:
Over 36 weeks, John will increase his ability to follow verbal directions from needing multiple cues in dependent settings to needing no more than one cue in dependent settings.

- Short-Term Objectives:**
1. Given five dependent situations and no more than one cue, John will listen to the person giving directions 4 out of 5 trials as measured by teacher observation.
 2. Given five dependent situations and no more than one cue, John will proceed to do what is directed 4 out of 5 times as measured by teacher observation.
 3. Given five dependent situations and no more than one cue, John will continue working until the task is completed 4 out of 5 times as measured by teacher observation.

Following Verbal Directions													
Name _____	Date Set _____												
Met _____													
Above, enter date the goal is set and met. Below right, enter date each objective is met or NA. On blanks to the left, mark "X" to indicate an important skill. Then circle "X" when mastered.													
<p>Before beginning a rubric, consider:</p> <ul style="list-style-type: none"> • Environment (positioning, adaptations, assistive technology). • Opportunity for student to communicate needs/wants. • Levels of required support (prompts and assistance). 	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 10%;">Date Met</th> <th style="width: 10%;">NA</th> </tr> </thead> <tbody> <tr> <td style="border-top: 1px solid black;">_____</td> <td style="border-top: 1px solid black;">_____</td> <td style="border-top: 1px solid black;">_____</td> </tr> <tr> <td style="border-top: 1px solid black;">_____</td> <td style="border-top: 1px solid black;">_____</td> <td style="border-top: 1px solid black;">_____</td> </tr> <tr> <td style="border-top: 1px solid black;">_____</td> <td style="border-top: 1px solid black;">_____</td> <td style="border-top: 1px solid black;">_____</td> </tr> </tbody> </table>		Date Met	NA	_____	_____	_____	_____	_____	_____	_____	_____	_____
	Date Met	NA											
_____	_____	_____											
_____	_____	_____											
_____	_____	_____											
<p>Listens to directions well.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Makes eye contact. <input checked="" type="checkbox"/> Stops doing anything else. <input type="checkbox"/> Watches examples carefully. <input type="checkbox"/> Shows clarity or confusion with gestures, words, and/or pictures. 													
<p>Proceeds to do what is directed.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Nods or says "okay" or "yes." <input type="checkbox"/> Finds things needed to complete directions. <input checked="" type="checkbox"/> Proceeds or begins immediately. <input checked="" type="checkbox"/> Maintains behavior when carrying out directions. 													
<p>Continues working until task is completed.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes up his/her mind to continue working. <input type="checkbox"/> Continues working when he/she is frustrated. <ul style="list-style-type: none"> - recognizes when he/she is frustrated - finishes directions even though frustration is felt <input checked="" type="checkbox"/> Completes directions to own level. <input type="checkbox"/> Checks to see if expectations have been met. <input checked="" type="checkbox"/> Uses redirection to fix or revise task (directions). 													

Progress Report becomes bookends of transition portfolio

Indicates the year in school a skill is a priority

Indicates skill number (page in manual)

Targeting Transition Progress Report														
Name _____						Initial Date _____								
Supervisor		Year		Postsecondary Goals:										
				A.										
				B.										
				C.										
				D.										
				E.										
	Grade(s) in Which the Skill is a Priority							To which Post-secondary Goal Skill Applies	Method G=IEP Goal S=Service C=Course	Quarterly Progress Toward IEP Goals				
	6	7	8	9	10	11	12			12+	Q1	Q2	Q3	Q4
Verbal/Nonverbal Communication														
1		X							A B C D E	G G C				
2									A B C D E	G S C				
3									A B C D E	G S C				
4									A B C D E	G S C				
5									A B C D E	G S C				
6									A B C D E	G S C				
7									A B C D E	G S C				
8									A B C D E	G S C				
9									A B C D E	G S C				
10									A B C D E	G S C				
11									A B C D E	G S C				
12									A B C D E	G S C				
Social Interaction														
13									A B C D E	G S C				
14									A B C D E	G S C				
15									A B C D E	G S C				
16									A B C D E	G S C				
17									A B C D E	G S C				
18									A B C D E	G S C				
19									A B C D E	G S C				
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30									A B C D E	G S C				
31									A B C D E	G S C				
32									A B C D E	G S C				
33									A B C D E	G S C				

Postsecondary goals for training and education, employment, and independent living

To which post-secondary goal(s) a skill applies

Method used to manage a skill
- goal
- service
- course

Quarterly progress for IEP goals