

Samples from Rubrics for Transition for Higher-Functioning Students

| | <u>Page</u> |
|--|-------------|
| Transition Team Survey (assessment form) | 2 |
| Sample rubrics | |
| - Accepting Responsibility for Actions | 3 |
| - Working Without Supervision | 4 |
| - Advocating for Self | 5 |
| - Sample annual goal written from a rubric's wording | 6 |
| Targeting Transition Progress Report (one of two pages) | 7 |

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 | Workplace Skills and Attitudes |
|----|---|
| | Be trustworthy, honest, and ethical. |
| | Show respect for self, others, authority. |
| | Be in control of emotions. |
| | Show a desire to work. |
| | Be open to learning and technology. |
| | Be organized. |
| | Be thorough. |
| | Make effective decisions. |
| | Solve problems effectively. |
| | Learn from experience. |
| | |

| MG | Basic Academic Skills |
|----|--|
| | Carry out math calculations accurately. |
| | Solve problems using math skills. |
| | Comprehend written information well. |
| | Follow written instructions well. |
| | Write clearly and to the point. |
| | Use correct mechanics and grammar. |
| | Present ideas in a clear/logical manner. |
| | Follow verbal directions well. |
| | Take effective notes. |
| | Locate information from many sources. |
| | Practice good citizenship. |

| MG | Responsibility |
|----|---|
| | Come promptly and prepared. |
| | Have a positive work ethic. |
| | Set and meet high quality standards. |
| | Follow directions promptly. |
| | Take initiative. |
| | Do own share of the work. |
| | Work well without supervision. |
| | Complete tasks on time/to expectations. |
| | Accept responsibility for actions. |
| | |

| MG | Habits of Wellness |
|----|-------------------------------------|
| | Practice personal grooming/hygiene. |
| | Develop good nutritional habits. |
| | Maintain personal fitness. |
| | Participate in leisure activities. |
| | Maintain healthy relationships. |
| | Manage stress. |
| | Participate in regular health care. |
| | Make healthy sexual choices. |
| | Avoid substance abuse. |
| | Maintain a home. |

| MG | Interacting Well with Others |
|----|--|
| | Make an appropriate impression. |
| | Be customer friendly. |
| | Work well with co-workers. |
| | Use language appropriate to workplace. |
| | Converse effectively on the telephone. |
| | Interact well in a group setting. |
| | Listen well. |
| | Promote ideas effectively/appropriately. |
| | Consider the contributions of others. |
| | Be willing to "give and take." |
| | Work toward group goals. |
| | Provide leadership when appropriate. |
| | |
| | |

| MG | Planning for Success |
|----|--|
| | Advocate for self. |
| | Set and achieve important goals. |
| | Have an effective portfolio. |
| | Have an effective resume. |
| | Possess effective interviewing skills. |
| | Know how to find employment. |
| | Manage money effectively. |
| | Access community resources. |

| MG | Computer and Internet Skills |
|----|---------------------------------------|
| | Operate a computer with confidence. |
| | Possess basic word processing skills. |
| | Possess basic Internet skills. |
| | Conduct effective Internet searches. |
| | Manage an email program. |

Accepting Responsibility for Actions

Name _____ Date Set _____ Met _____

Above, fill in the date the annual goal was set and met.
To the right, fill in the date that each short-term objective was met or NA if not applicable.

| | Date Met | NA |
|--|--------------|--------------|
| <p>Knows responsibilities and expectations.</p> <p><input type="checkbox"/> Arrives at work promptly and prepared.</p> <p><input type="checkbox"/> Behaves appropriately as a member of the group.</p> <p><input type="checkbox"/> Follows the directions of authority.</p> <p><input type="checkbox"/> Respects the rights and property of others.</p> <p><input type="checkbox"/> Completes the tasks and responsibilities of job.</p> <p><input type="checkbox"/> Contributes to the success of the group.</p> <p><input type="checkbox"/> Cleans up after self.</p> | <p>_____</p> | <p>_____</p> |
| <p>Accepts responsibilities with a positive attitude.</p> <p><input type="checkbox"/> Commits to meeting responsibilities and expectations.</p> <p><input type="checkbox"/> Works continuously to meet responsibilities.</p> <p><input type="checkbox"/> Adjusts as responsibilities and expectations change.</p> | <p>_____</p> | <p>_____</p> |
| <p>Accepts consequences for actions.</p> <p><input type="checkbox"/> Is truthful even though difficult consequences may result.</p> <p><input type="checkbox"/> Admits when responsibilities are not met.</p> <p><input type="checkbox"/> Admits mistakes, failures, and inappropriate behavior.</p> <p><input type="checkbox"/> Accepts consequences for not meeting responsibilities.</p> | <p>_____</p> | <p>_____</p> |
| <p>Adapts to meet responsibilities and expectations.</p> <p><input type="checkbox"/> Is aware of responsibilities that are not being met.</p> <p><input type="checkbox"/> Adapts behavior to meet responsibilities.</p> | <p>_____</p> | <p>_____</p> |

Comments:

Date Met

Advocating for Self

Name _____ Date Set _____ Met _____

Above, fill in the date the annual goal was set and met.
To the right, fill in the date that each short-term objective was met or NA if not applicable.

| | Date Met | NA |
|---|----------|-------|
| <p>Knows what motivates self.</p> <p><input type="checkbox"/> Knows what is important to self.</p> <p><input type="checkbox"/> Knows what he/she likes to do (pleasure, satisfaction).</p> <p><input type="checkbox"/> Knows what drives and excites self (dreams, goals).</p> <p><input type="checkbox"/> Regularly evaluates where his/her life is headed.</p> | _____ | _____ |
| <p>Has a realistic view of self.</p> <p><input type="checkbox"/> Has a realistic view of capabilities and limitations.</p> <p><input type="checkbox"/> Knows own strengths, weaknesses.</p> <p><input type="checkbox"/> Regularly evaluates strengths and weaknesses.</p> <p><input type="checkbox"/> Regularly evaluates use of time, progress, successes.</p> | _____ | _____ |
| <p>Is aware of situations that require self-advocacy.</p> <p><input type="checkbox"/> Knows legal and civil rights.</p> <p><input type="checkbox"/> Knows that maintaining personal safety often requires self-advocacy.</p> <p><input type="checkbox"/> Knows that obtaining services often requires self-advocacy.</p> | _____ | _____ |
| <p>Knows how to go after what is wanted in life.</p> <p><input type="checkbox"/> Regularly evaluates where time and energy are spent.</p> <p><input type="checkbox"/> Uses a variety of approaches to succeed in situations.</p> <p><input type="checkbox"/> Knows fears and has methods of overcoming them.</p> <p><input type="checkbox"/> Takes risks that seem worthwhile.</p> | _____ | _____ |

Comments:

Date Met

Working Well without Supervision

Name _____ Date Set _____ Met _____

Above, fill in the date the annual goal was set and met.
To the right, fill in the date that each short-term objective was met or NA if not applicable.

| | Date Met | NA |
|--|--------------|--------------|
| <p>Is aware of responsibilities.</p> <p><input type="checkbox"/> Knows which tasks need to be completed.</p> <p><input type="checkbox"/> Knows the expectations for completing each task.</p> <p><input type="checkbox"/> Knows when each task should be started and finished.</p> <p><input type="checkbox"/> Is committed to finishing tasks (on time/to expectations).</p> | <p>_____</p> | <p>_____</p> |
| <p>Completes responsibilities without being urged.</p> <p><input type="checkbox"/> Selects tasks to work on without being urged.</p> <p><input type="checkbox"/> Begins working without being urged.</p> <p><input type="checkbox"/> Stays on task without being urged.</p> <p><input type="checkbox"/> Finishes tasks without being urged.</p> <p style="padding-left: 20px;">- on time</p> <p style="padding-left: 20px;">- to expectations</p> | <p>_____</p> | <p>_____</p> |
| <p>Cleans up after self.</p> <p><input type="checkbox"/> Notices how areas are arranged before beginning.</p> <p><input type="checkbox"/> Keeps materials organized while working.</p> <p><input type="checkbox"/> Puts things back as they were when finished.</p> | <p>_____</p> | <p>_____</p> |
| <p>Moves on to something new.</p> <p><input type="checkbox"/> Reviews responsibilities.</p> <p><input type="checkbox"/> Selects new tasks and begins working immediately.</p> | <p>_____</p> | <p>_____</p> |

Comments:

Date Met

Writing Measurable G/Os

Use sub criteria to define objectives in more detail

Goal: John will increase his organizational skills from being organized 20% of the time to being organized 80% of the time as measured by teacher observation and standard grading procedures.

Objectives:

- John will use strategies for being more effective and efficient by deciding how tasks with be done before beginning, storing tasks for easy retrieval, and finishing one task before beginning another 4 out of 5 times as evaluated by a teacher checklist.
- John will keep a daily to-do list by making a list of tasks to be completed, prioritizing tasks, marking tasks off as they are completed, and transferring tasks not completed to the next day's list with 80% accuracy as measured by the classroom teacher.

| Being Organized | |
|--|---------------------------|
| Name _____ Date Set _____ Met _____ | |
| Above, fill in the date the annual goal was set and met. To the right, fill in the date that each short-term objective was met or NA if not applicable | |
| | Date Met NA |
| <p>Uses strategies for being more effective and efficient.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Decides how tasks should be done before beginning. <input checked="" type="checkbox"/> Stores tasks for easy retrieval. <input type="checkbox"/> Writes things down to help remember them later. <input type="checkbox"/> Keeps track of responsibilities and when things are due. <input type="checkbox"/> Has a logical sequence for completing most tasks. <input checked="" type="checkbox"/> Finishes tasks completely before moving to next. | <p>_____ _____</p> |
| <p>Has a plan for organizing living and work areas.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Keeps living and work areas neat and orderly. <input type="checkbox"/> Organizes materials within living and work areas. <input type="checkbox"/> Cleans up areas on a regular basis. | <p>_____ <u>NA</u></p> |
| <p>Keeps a long-term calendar of important events.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Records key events on yearly/monthly/weekly calendar. <input type="checkbox"/> Records key details and tasks (names, dates, places). <input type="checkbox"/> Consults calendar before agreeing to do something. | <p>_____ <u>NA</u></p> |
| <p>Keeps a daily to-do list of specific events and tasks.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Checks previous to-do list at the beginning of each day. <input type="checkbox"/> Consults calendar before making daily to-do list. <input checked="" type="checkbox"/> Makes a list of tasks to be completed on given days. <input checked="" type="checkbox"/> Prioritizes items on the list by deadline and importance. <input type="checkbox"/> Estimates the time needed to complete each task. <input type="checkbox"/> Keeps track of tasks that are completed. <input checked="" type="checkbox"/> Marks off tasks as they are completed. <input type="checkbox"/> Adds new tasks as they come up. <input checked="" type="checkbox"/> Transfers uncompleted tasks to next day's list. | <p>_____ _____</p> |
| <p>Comments: _____</p> | |
| <div style="border: 1px solid black; width: 80px; height: 30px; display: inline-block;"></div> Date Met | |

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 |
| Workplace Skills and Attitudes | | | | | | | | | | | | | | |
| 1 | | X | | | | | | | A B C D E | G S 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 | | | | |
| Responsibility | | | | | | | | | | | | | | |
| 11 | | | | | | | | | A B C D E | G S C | | | | |
| 12 | | | | | | | | | A B C D E | G S C | | | | |
| 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 | | | | |
| Interacting with Others | | | | | | | | | | | | | | |
| 20 | | | | | | | | | A B C D E | G S C | | | | |
| 21 | | | | | | | | | A B C D E | G S C | | | | |
| 22 | | | | | | | | | A B C D E | G S C | | | | |
| 23 | | | | | | | | | A B C D E | G S C | | | | |
| 24 | | | | | | | | | A B C D E | G S C | | | | |
| 25 | | | | | | | | | A B C D E | G S C | | | | |
| 26 | | | | | | | | | A B C D E | G S C | | | | |
| 27 | | | | | | | | | A B C D E | G S C | | | | |
| 28 | | | | | | | | | A B C D E | G S C | | | | |
| 29 | | | | | | | | | A B C D E | G S C | | | | |
| 30 | | | | | | | | | A B C D E | G S C | | | | |
| 31 | | | | | | | | | 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