

Samples from Rubrics for Transition for Students with Severe Disabilities

	<u>Page</u>
Targeting Transition Survey (assessment form)	2
Sample Rubrics	
- Following Verbal Directions	3
- Keeping and Following a Schedule	4
- Advocating for Self	5
- Keeping and Following a Schedule (rubric written as a goal)	6
Targeting Transition Progress Report (one of two pages)	7

Targeting Transition Survey

Student Information

Name _____
Date _____

Team Member Information

Name _____
Role/Position _____

Mark: "S" for strengths and "N" for skills which need improvement (leave others blank).

After rating each item: Circle up to five items you marked "N" that are priorities for improvement.

	Workplace Skills and Attitudes
	Control Emotions
	Make Good Choices
	Demonstrate Work Skills
	Show Respect for Self and Others
	Accept Personal Organization
	Be Open to Learning
	Follow Directions in the Workplace

	Basic Academic Skills
	Basic Money Skills
	Discuss Temperature
	Understand Time
	Use Measuring Tools for Cooking
	Basic Reading Skills
	Basic Writing Skills
	Basic Math Skills
	Follow Written/Picture Directions
	Practice Good Citizenship

	Responsibility
	Follow Verbal Directions
	Keep and Follow a Schedule
	Accept Responsibilities
	Accept Consequences
	Demonstrate Positive Learning Behaviors
	Complete Tasks to Expectations
	Control Behaviors

	Habits of Wellness
	Practice Personal Grooming/Hygiene
	Practice Health Care
	Participate in Leisure Activities
	Manage Stress
	Maintain Personal Fitness
	Maintain Healthy Relationships
	Practice Safety
	Be Responsible for School Living Space
	Do Household Chores
	Do Kitchen Chores
	Do Laundry

	Interacting Well with Others
	Interact in a Group Setting
	Listen
	Promote Own Ideas Effectively
	Be Friendly

	Planning for Success
	Advocate for Self
	Participate in Community Resources
	Set and Achieve Important Goals
	Participate in Employment Opportunities

	Computer and Internet Skills
	Use and Manage Assistive Technology

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.

Before beginning a rubric, consider:

- Environment (positioning, adaptations, assistive technology).
- Opportunity for student to communicate needs/wants.
- Levels of required support (prompts and assistance).

_____ **Date Met** **NA**

Listens to directions well.

- Makes eye contact.
- Stops doing anything else.
- Watches examples carefully.
- Shows clarity or confusion with gestures, words, and/or pictures.

Proceeds to do what is directed.

- Nods or says "okay" or "yes."
- Finds things needed to complete directions.
- Proceeds or begins immediately.
- Maintains behavior when carrying out directions.

Continues working until task is completed.

- Makes up his/her mind to continue working.
- Continues working when he/she is frustrated.
 - recognizes when he/she is frustrated
 - finishes directions even though frustration is felt
- Completes directions to own level.
- Checks to see if expectations have been met.
- Uses redirection to fix or revise task (directions).

Keeping and Following a Schedule

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.

Before beginning a rubric, consider:

- Environment (positioning, adaptations, assistive technology).
- Opportunity for student to communicate needs/wants.
- Levels of required support (prompts and assistance).

_____ **Date Met** **NA**

Organizes a daily schedule.

- ___ Knows the location of schedule.
- ___ Gives opinions concerning schedule.
- ___ Assists in planning schedule.
- ___ Assists in setting up the schedule for the day.
- ___ Reviews and accepts the set schedule.
- ___ Assists with returning schedule to storage location at the end of the day.

Uses a daily schedule.

- ___ Recognizes it is time to use or begin a schedule.
- ___ Follows the sequence of activities on schedule.
- ___ Communicates or indicates completion of each activity.
- ___ Communicates or indicates unfinished activities when time is done.
- ___ Accepts unexpected changes in the schedule.

Uses multiple schedules across environments.

- ___ Tolerates working with more than one schedule at a time.
- ___ Follows sequence of activities of multiple schedules.
- ___ Is able to move back and forth between schedules.

Advocating for Self

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.

Before beginning a rubric, consider:

- Environment (positioning, adaptations, assistive technology).
- Opportunity for student to communicate needs/wants.
- Levels of required support (prompts and assistance).

Date Met NA

Has a sense of self.

- Responds to name.
- Identifies picture of self.
- Knows likes and dislikes.
- Communicates likes and dislikes.
- Sets and works towards goals.

Is in a motivating situation where likes are achieved.

- Enjoys day-to-day environment.
- Participates in motivating activities.
- Maintains motivating relationships.
- Expresses pleasure from achieving likes.

Makes changes when experiencing dislikes.

- Expresses dislikes clearly and properly.
- Communicates desired changes.

Uses supports.

- Asks for/seek help.
- Accepts assistance.
- Allow assistance to be faded.

Sample of Using Rubrics to Write Measurable Goals and Objectives

Goal:

Over 36 weeks, John will increase his ability to keep and follow a schedule from needing multiple cues in a dependent setting to needing no more than one cue in a dependent setting 4 out of 5 times as measured by a teacher check-off sheet.

Short-Term Objectives:

1. Given five supervised situations with no more than one cue per situation, John will organize his daily schedule 4 out of 5 times.

2. Given five supervised situations with no more than one cue per situation, John will follow his daily schedule 4 out of 5 times.

* Major criteria "3" is not applicable for this student in this situation—Mark NA

Keeping and Following a Schedule

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.

Before beginning a rubric, consider:

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- Opportunity for student to communicate needs/wants.
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Date Met NA

_____ **NA**

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						
	Responsibility																			
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						
13													A B C D E	G S C						
14													A B C D E	G S C						
	Interacting Well with Others																			
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						
	Computer and Internet Skills																			
19													A B C D E	G S C						
													A B C D E	G S C						
													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