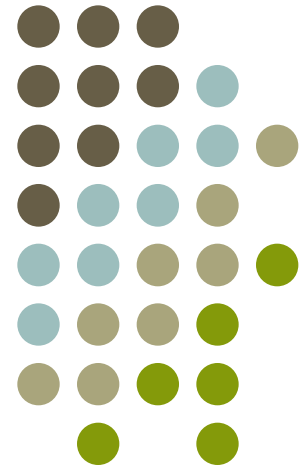
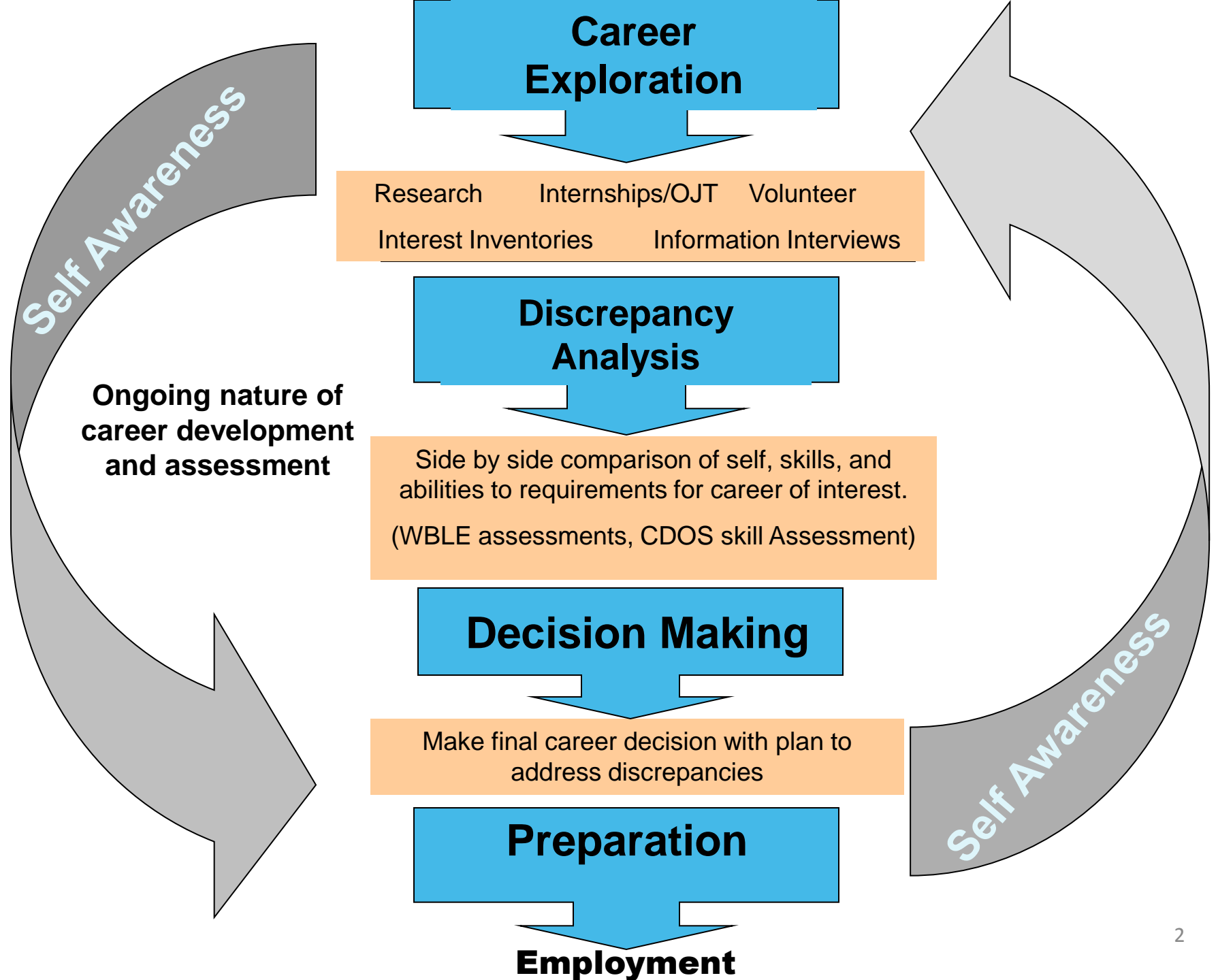


Assessments to Support Work-based Learning Experiences (WBLE)

Letah Graff, Transition Specialist
Capital District/North Country RSE TASC

www.tinyurl.com/transition123

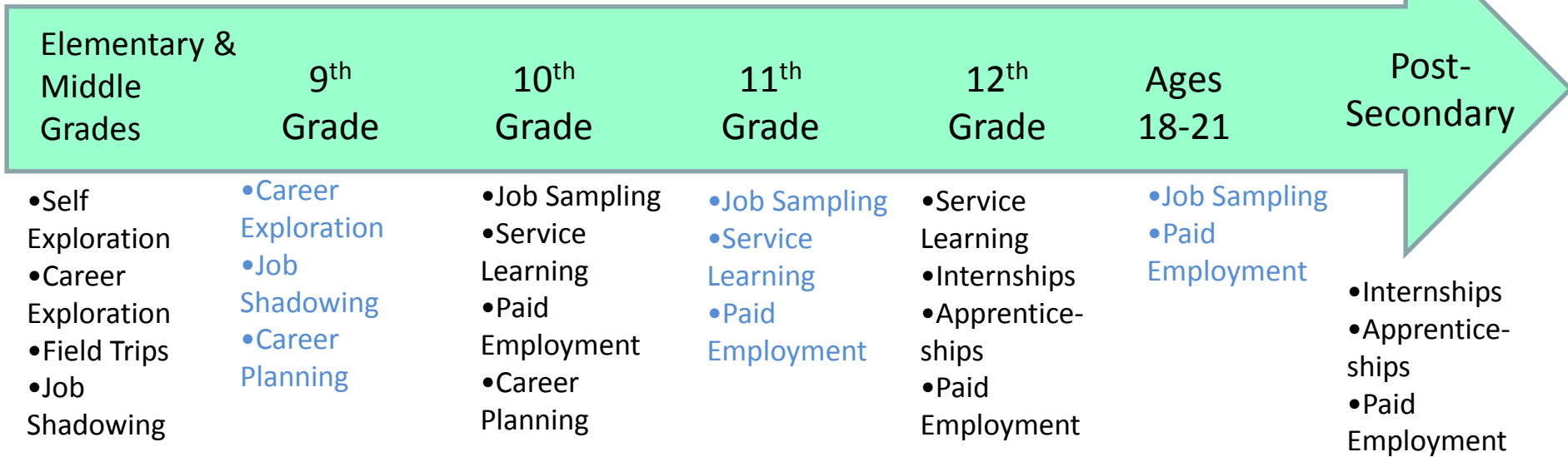


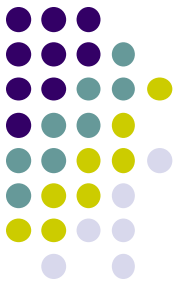


Individualized based on student strengths, interests, preferences

Awareness Exploration Preparation

WBLE Timeline





WBL Assessment Points

- Interest Inventories
- Student, Parent, Employer Interview
- CDOS Skill Development Levels (Abilities and Needs)
- IEP Goals
- Input from TEAM

Prior to WBL E

- Employer Feedback (frequency depends on student and job site)
- Student Self Assessment
- Job Coach Progress notes and On-site Assessments (Progress Monitoring)
- Continual assessment of CDOS skill attainment
- Document hours and job tasks completed
- Consider needs for daily, weekly, monthly evaluations

During WBLE

- Employability Profile
- Student Self-reflection
- Feedback to Teacher, Student and IEP Team
- Document hours on student transcript

At conclusion of WBLE

Prior to
WBL

Career Awareness & Exploration

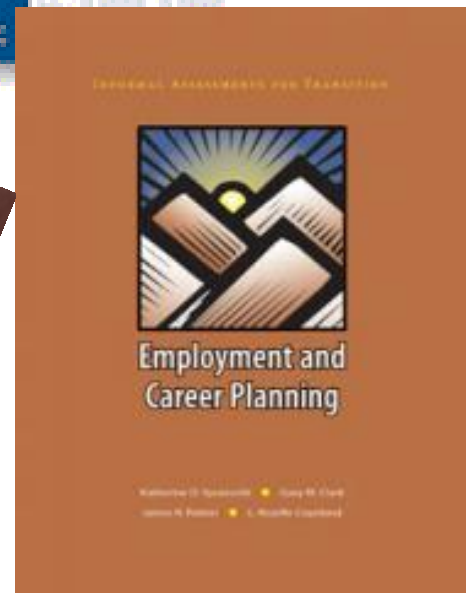
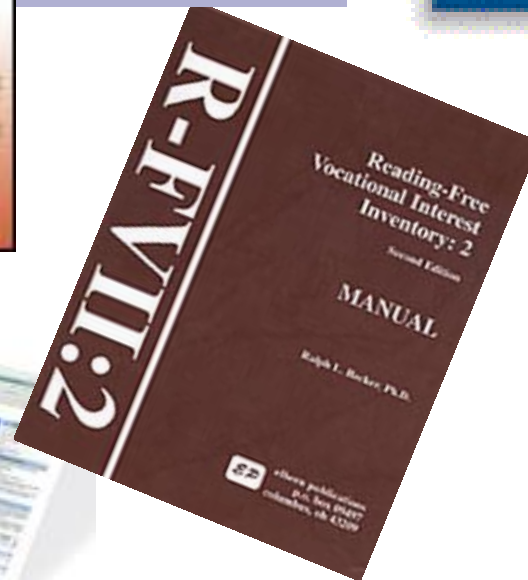
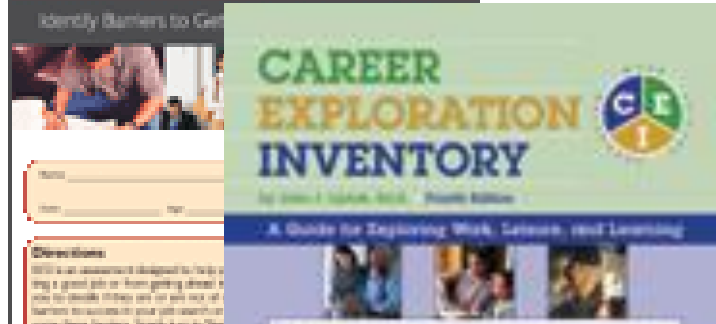
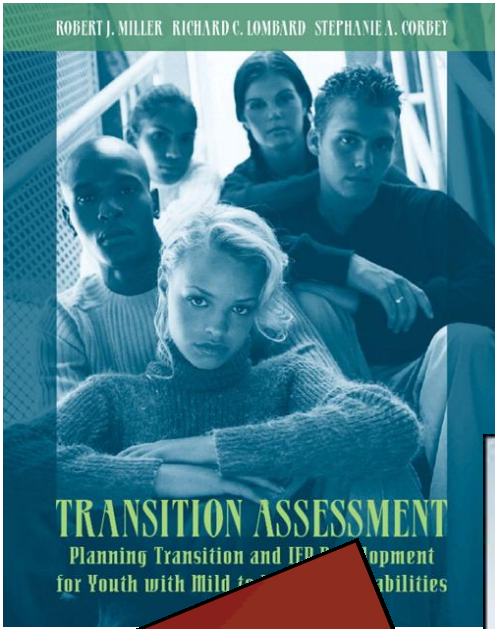


- ☑ Review of Prior Assessments,
 - IEP –PLPs, CSA, Annual Goals.
 - What are the transition service needs based their post secondary goals?

- ☑ Interest Assessments
 - Formal and Informal checklists
 - Interviews
 - On-Line Assessments (CareerZone)

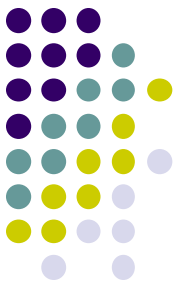
- ☑ Talk to the Team
 - Teachers, Therapists, Teacher Assistants, Job Coaches
 - Students and Parents





During
WBLE

CDOS Skill Development



- Employer Feedback – Student get an understanding of how others view his/her strengths and skills
- Student Self Assessment – Opportunity to dialogue and include student in planning and decision making
- Job Coach Progress notes and On-site Assessments
 - Progress Monitoring of annual goals
 - Assessment of specific skill development
 - Progress on CDOS Skill Obtainment
- Document hours and job tasks completed

CDOS and ASSESSMENT



- CDOS Resource Guide

http://www.p12.nysed.gov/cte/cdl_earn/cdosresourceguide.html

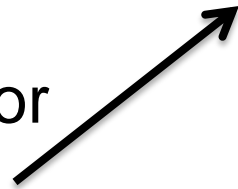
- Student Exit Summary for Skills and Achievement Commencement Credential

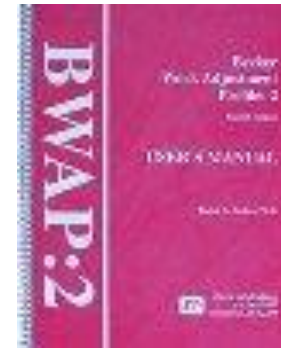
- Personal Qualities and Foundation Skills

- *Student self-assessment*
- *In your packet*

Key for Levels of Independence (with the use of assistive technology and accommodations)	
1: Not Applicable	Student has not had an opportunity or been observed
2: Extensive Support	Student requires ongoing assistance (verbal, physical)
3: Moderate Support	Student requires frequent assistance (verbal, physical)
4: Minimal Support	Student requires occasional assistance (verbal, physical)
5: Independent	Student completes task without assistance/supervision

Universal Foundation Skills		
Basic Skills: Ability to read, write, listen, speak and perform arithmetical and mathematical skills		
Skills/Abilities	Level of Independence	
Reading: Identifies and understands texts and symbols (e.g., stop, exit, and restroom signs)		
Reading: Identifies vocabulary associated with various jobs (e.g., matches tools to words)		
Writing: Creates pictures, symbols and objects and writes words and sentences to communicate information		
Listening: Follows one step directions to complete a given task		
Listening: Follows two or more step directions to complete a given task		
Speaking: Uses language to interact with others (e.g., expresses needs, demonstrates understanding, and interacts socially with others). May include use of augmentative communication, as appropriate.		
Math: Demonstrates basic math skills, including counting with one-to-one correspondence, matching similar objects, and understanding concepts of quantity (e.g., more, less, etc.)		
Functional Math: Applies basic math skills to daily living (e.g., tells time, manages money)		
Thinking Skills: Ability to use ideas and information to make decisions and solve problems		
Skills/Abilities	Level of Independence	
Recognizes that there is a problem and requests assistance		
Solves routine problems in daily life (e.g., indicates choice from menu of items, dresses for the weather)		
Solves less common problems, such as contacting emergency services (e.g., dial 911)		
Demonstrates understanding of cause and effect (e.g., burned when touches hot stove; consequences of		





Becker Work Adjustment Profile

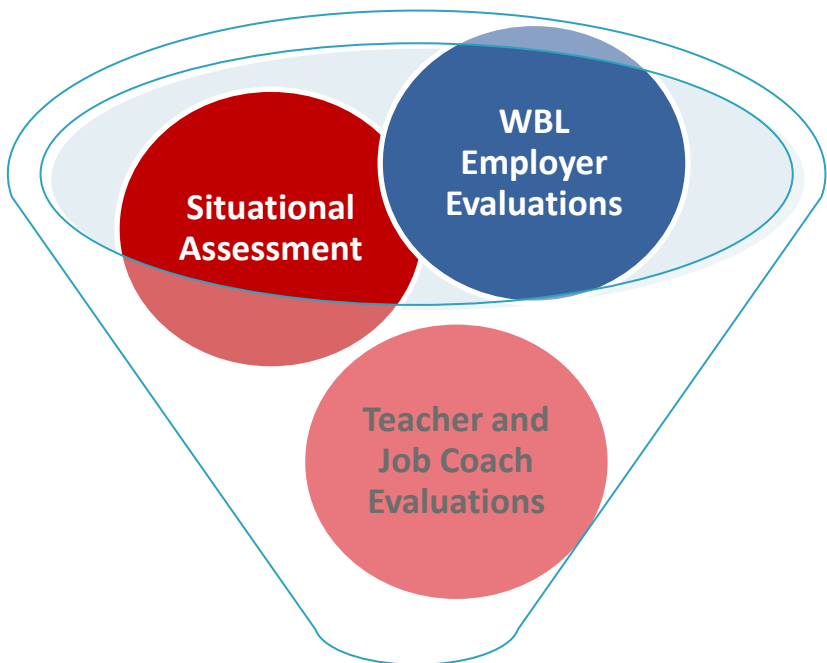
Measures behavioral characteristics most predictive of behavior in society and employment

- Student Self Report
- Teacher Assessment

Format to document observed work behaviors, attitudes and skills needed for work readiness

Considers support needs

- Observed behavior



At the Conclusion of WBLE

Employability Profile

Feedback to Student and IEP Team

Results included in Transition Planning and IEP Development

Student uses information to continue the Career Exploration Process (awareness and discrepancy analysis)

Identify Post-secondary Goals

Annual Goals, Programs and Services, Coordinated Set of Transition Activities, Accommodations and Modifications