

Prairie Lakes AEA Transition Planning Rubric

Student: _____ DOB: _____ Grade: _____ District: _____

Rater's Name: _____ Transition Coordinator: _____ Date: _____

** Mark each cell that best describes the student **

Living:				
Categories:	Limited	Emerging	Satisfactory	Exceptional
Adjustment Skills	<ul style="list-style-type: none"> • Unable to adapt to new situations • Has limited problem solving skills • Does not have skills necessary to resist negative peer influences 	<ul style="list-style-type: none"> • Has difficulty adjusting to new situations • Needs instruction in problem solving & when to seek out additional help • With support, student can resist peer pressure 	<ul style="list-style-type: none"> • Needs some support in adjusting to new situations • Able to seek adult assistance as needed when problems arise • With limited support, student can resist peer pressure 	<ul style="list-style-type: none"> • Adjusts to new situations independently • Has adequate problem solving skills • Is able to resist peer pressure
Domestic Skills	<ul style="list-style-type: none"> • Cannot prepare healthy meals • Cannot clean and organize living space and possessions • Cannot organize and manage simple financial needs independently 	<ul style="list-style-type: none"> • Can prepare healthy meals with direct support & guidance • Can clean and organize living space and possessions with direct support & guidance • Can organize and manage simple financial needs independently with direct support & guidance 	<ul style="list-style-type: none"> • Can prepare healthy meals with limited support • Can clean and organize living space and possessions with limited support • Can organize and manage simple financial needs independently with limited support 	<ul style="list-style-type: none"> • Can prepare healthy meals • Can clean and organize living space and possessions • Can organize and manage simple financial needs independently
Community Living	<ul style="list-style-type: none"> • Has no transportation around community (unable to learn how to use alternate transportation, does not drive) • Cannot access services within the community 	<ul style="list-style-type: none"> • Has driver's license, but does not drive. Has skills to take alternate transportation with guidance • Can access services within the community with support 	<ul style="list-style-type: none"> • Drives, but has no car. Gets rides from others, takes a bus/taxi • Can independently access services within the community with limited support 	<ul style="list-style-type: none"> • Can drive independently in the community for multiple purposes • Can independently access services within the community
Medication (prescription or over the counter)	<ul style="list-style-type: none"> • Takes medication only with adult supervision 	<ul style="list-style-type: none"> • Takes medication with frequent adult prompts 	<ul style="list-style-type: none"> • Takes medication with occasional adult prompts 	<ul style="list-style-type: none"> • Takes medication independently • Able to describe purpose for medication

Learning:

Categories:	Limited	Emerging	Satisfactory	Exceptional
COMPASS Scores: Reading	Below 60	Between 61-79	Between 80-90	Above 91
COMPASS Scores: Writing	Below 37	Between 38-64	Between 65-85	Above 86
COMPASS Scores: Math	Below 33	Between 34-63	Between 64-85	Above 86
Student's Current Grade Levels	Math = _____	Reading = _____	Writing = _____	
Academic Skills	<ul style="list-style-type: none"> • Has academic skill deficits that would prevent employment in vocation of choice • Additional career exploration is needed in order to select a career that matches interests, academic skills and abilities 	<ul style="list-style-type: none"> • Has academic skill deficits that would prevent him/her from working full time in vocation of choice • A related occupation may need to be considered 	<ul style="list-style-type: none"> • Has academic skill deficits, but with accommodations, is able to meet requirements for vocation of choice 	<ul style="list-style-type: none"> • Has academic skill levels to meet the requirements for vocation of choice
Self-Advocacy Self-Determination	<ul style="list-style-type: none"> • Does not accept assistance when needed • Cannot explain disability or request accommodations • Unable to do long-range planning 	<ul style="list-style-type: none"> • Accepts assistance when offered • Knows they have a disability but does not request accommodations • Able to do long-range planning with much support 	<ul style="list-style-type: none"> • Requests assistance sometimes when needed • Able to explain disability and request accommodations with prompts or support • Able to do long-range planning with limited support 	<ul style="list-style-type: none"> • Requests assistance as needed • Able to explain disability and request accommodations • Able to do long-range planning
Current Accommodations /Modifications	<ul style="list-style-type: none"> • Significant program modifications • Significant Accommodations 	<ul style="list-style-type: none"> • Some modifications • Significant Accommodations 	<ul style="list-style-type: none"> • No modifications • Moderate accommodations 	<ul style="list-style-type: none"> • No modifications • Minimal Accommodations
LRE	<ul style="list-style-type: none"> • More than 50% of the day out of general education classes 	<ul style="list-style-type: none"> • 26-50% of the day out of general education classes 	<ul style="list-style-type: none"> • 11-25% of the day out of general education classes 	<ul style="list-style-type: none"> • Less than 10% of the day out of general education classes

Working:

Categories:	Limited	Emerging	Satisfactory	Exceptional
Career Interest(s) (Please list): _____ _____ _____	<ul style="list-style-type: none"> No information available – student has not completed any career interest inventories Unable to describe job or career of interest 	<ul style="list-style-type: none"> Have completed interest inventory Student has identified a career area of interest Unable to provide any information about job duties/requirements in the career of interest 	<ul style="list-style-type: none"> Interest inventories aligned with career choice Able to provide a general statement about job duties and/or job requirements, but no specifics 	<ul style="list-style-type: none"> Has identified a career area of interest that aligns with his/her strengths, interests & preferences Able to verbally describe job tasks and requirements for career of interest
High School Coursework	<ul style="list-style-type: none"> Has taken no vocational courses 	<ul style="list-style-type: none"> Has taken vocational courses, but those courses are not related to his/her vocational area of interest 	<ul style="list-style-type: none"> Has taken minimal vocational courses that relate to areas of vocational interest 	<ul style="list-style-type: none"> Has taken multiple courses that directly relate to areas of vocational interest
Work Experience	<ul style="list-style-type: none"> Has had no work experience. 	<ul style="list-style-type: none"> Has worked for friends, family: babysitting, mowing, etc. 	<ul style="list-style-type: none"> Has work experience Has had no experience in student's career interest area (unpaid, paid, volunteer, job shadow) 	<ul style="list-style-type: none"> Has had paid or unpaid work experience in job related to career choice but needs additional training and skills developed in order to obtain entry-level employment in that occupation
Physical Abilities &/or Health Needs (Physical strength, stamina, fine motor skills, color blindness, allergies, seizures, medications, mental health issues, etc.)	<ul style="list-style-type: none"> Student's physical abilities and/or health issues prevent employment in vocation of choice (e.g., unable to lift 50 pounds but wants a job as CNA; has asthma but wants to go into auto body repair; is color blind but wants to be a police officer) Additional career exploration is needed in order to select a career that matches interests, physical abilities and health 	<ul style="list-style-type: none"> Has physical or health limitations that would negatively impact ability to work full time in vocation of choice A related occupation may need to be considered (student who is color blind changes vocational choice from police officer to corrections officer or security guard) 	<ul style="list-style-type: none"> Has physical or health limitations, but accommodations are available that will prevent a negative impact job performance (student uses hearing aid which allows for full participation in vocation of choice)	<ul style="list-style-type: none"> Has the physical abilities and meets the health requirements for full participation in vocation of choice.

Work Habits/Study Skills:

Categories:	Limited	Emerging	Satisfactory	Exceptional
Attendance Student has attended _____/_____days possible for _____% attendance	<ul style="list-style-type: none"> • High school attendance rate of less than 70%. 	<ul style="list-style-type: none"> • High school attendance rate of 70 - 80%. 	<ul style="list-style-type: none"> • High school attendance rate of 80 - 90%. 	<ul style="list-style-type: none"> • High school attendance rate of 90% or higher.
Tardies Student has had a total of _____ tardies during the previous nine weeks of school	<ul style="list-style-type: none"> • More than 6 tardies to class during previous nine weeks of school 	<ul style="list-style-type: none"> • 5-6 tardies to class during previous nine weeks of school 	<ul style="list-style-type: none"> • 3-4 tardies to class during previous nine weeks of school 	<ul style="list-style-type: none"> • 1-2 tardies to class during previous nine weeks of school
Time Management	<ul style="list-style-type: none"> • Rarely keeps track of assignments and due dates • Materials are not organized and student is frequently unable to locate assignments • Does not complete work outside of class period 	<ul style="list-style-type: none"> • Has no systematic method for keeping track of assignments, but may write assignment on paper or in notebook • Is not always able to locate assignments necessary for class • Has no consistent time or place for working on homework assignments 	<ul style="list-style-type: none"> • Usually uses system for keeping track of assignments (e.g., planner, assignment notebook, computer) • Keeps most assignments in order • Is able to state a time and place in which homework assignments are completed 	<ul style="list-style-type: none"> • Uses time wisely • Consistently uses system for keeping track of assignments (e.g., planner, assignment notebook, computer) • Assignments are kept in order and are readily available for each class • Reports using a daily study time and location
Peer and Adult Relationships	<ul style="list-style-type: none"> • Needs frequent prompting in order to be respectful during interactions with peers and adults • Often angry when confronted • Tries to avoid consequences for inappropriate behavior 	<ul style="list-style-type: none"> • Often respectful • Sometimes gets angry when confronted • Sometimes tries to avoid responsibility and consequences for inappropriate behavior 	<ul style="list-style-type: none"> • Almost always respectful to peers and adults, but may need occasional reminders • Able to control anger and frustration with minimal support • Accepts responsibility and consequences for inappropriate behavior 	<ul style="list-style-type: none"> • Is respectful and helpful to others and demonstrates responsible behavior in school • Able to control anger and frustration • Shows leadership qualities

<p>Initiative</p>	<ul style="list-style-type: none"> • Seldom knows current grade in any class • Needs prompting to begin work on assignments • When asked by adults, is unable to identify the need for assistance with homework, tests, and quizzes 	<ul style="list-style-type: none"> • Sometimes knows current grade in at least one class • Needs minimal prompting to begin work on assignments • If asked by adults, will state the need for assistance with homework, tests, and quizzes • Does what is asked by adults 	<ul style="list-style-type: none"> • Usually knows current grade in most classes • Needs occasional prompting to begin work on assignments • Usually requests assistance as needed for homework, tests, and quizzes • Seeks out tasks to complete, if prompted to do so by adults 	<ul style="list-style-type: none"> • Is able to consistently state current grade in all classes • Begins work without prompting • Requests assistance as needed for homework, tests, and quizzes • Consistently looks for work to do with few reminders needed
<p>Supervision</p>	<ul style="list-style-type: none"> • Unable to complete assigned tasks without an adult supervising work • If on job site, job coach required at all times while working in the community 	<ul style="list-style-type: none"> • Needs close supervision, but is able to work independently once instructions are understood • If on job site, job coach needed intermittently 	<ul style="list-style-type: none"> • Needs supervision only while learning a new task • Is able to work independently with minimal supervision 	<ul style="list-style-type: none"> • Completes assigned work tasks • Needs no supervision on the job
<p>Response to Corrective Feedback</p>	<ul style="list-style-type: none"> • Does not listen to corrective feedback • Verbalizes a resentment of the feedback and often blames others • No change in performance occurs after corrective feedback is provided 	<ul style="list-style-type: none"> • Listens to corrective feedback, but little, if any, attempt is made to change performance to meet expectations of adults/supervisors • Student tends to continue to do things his/her own way 	<ul style="list-style-type: none"> • Accepts corrective feedback and attempts to change performance, however, needs adult modeling to make this change • When performance improves, needs adult reminders to maintain that level of performance 	<ul style="list-style-type: none"> • Accepts corrective feedback and adjusts performance, and as a result, improvement is observed • Few reminders are needed to maintain improved performance

Comments:

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