

Student Transition Assessment Tool Revised

Participation Version





Student Transition Assessment Tool – Revised Participation Version

Guidelines for Administration and Scoring

Student Focused Administration:

- The STAT-R was designed with the intent that a parent or group of adults most familiar with the student (teacher, caseworker, doctor, etc.) would be completing the assessment and marking responses based on their knowledge of the student.
- A "yes" means the student absolutely knows the information or possesses the skill, if any doubt the item should be answered "no".

Repeat Administration:

- The STAT-R can be re-administered (yearly or every two or three years) to assess student progress toward achieving transition goals.
- The same forms can be reused. Have the person completing the STAT-R use a different color pen and re-evaluate the "no" answers to see if they are now a "yes". Then re-total the yes answers for updated scoring.
- The score sheet allows for tracking the student over a five-year period from 8th grade through 12th grade, or over several years in an ungraded school setting.

Scoring With Excel/CD:

- Insert student demographic information.
- Insert Raw Scores (total of yes responses) for each section.
- Raw Scores automatically convert to percentages.
- Percentages yielded are general guidelines to identify areas of strength and concern.
 80 100% Strength, 50 79% Developing Skills, 0 49% Concern.
- "No" answers can be converted to transition goals, services, or activities.

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Pink Lady Press Authors: Sheryl Morris, Linda Ratliff, Martha Smith Contact Info: lratliff@ecsd.us; mlgesmith@hotmail.com



Student Transition Assessment Tool - Revised Participation Version Score Tables

| Productive Oriented A | | Accommo | odations |
|-----------------------|---------|-----------|----------|
| Raw Score | Percent | Raw Score | Percent |
| 0 | 0% | 0 | 0% |
| 1 | 14% | 1 | 33% |
| 2 | 29% | 2 | 67% |
| 3 | 43% | 3 | 100% |
| 4 | 57% | | |
| 5 | 71% | | |
| 6 | 86% | | |
| 7 | 100% | | |

| Prograi | School mming/ g Scores | | Adult Lif | fe Scores | | |
|---------|------------------------------|---------------------------|-----------|--------------|-------|---------|
| Future | e Plans | Communication Advocacy | / Adult | Adult Living | | Living |
| Raw | | Raw | Raw | | Raw | |
| Score | Percent | Score Pero | ent Score | Percent | Score | Percent |
| 0 | 0% | 0 00 | % 0 | 0% | 0 | 0% |
| 1 | 25% | 1 20 | % 1 | 20% | 1 | 9% |
| 2 | 50% | 2 40 | % 2 | 40% | 2 | 18% |
| 3 | 75% | 3 60 | % 3 | 60% | 3 | 27% |
| 4 | 100% | 4 80 | % 4 | 80% | 4 | 36% |
| | | 5 100 |)% 5 | 100% | 5 | 45% |
| | | | | | 6 | 55% |
| | | | | | 7 | 64% |
| | | | | | 8 | 73% |
| | | | | | 9 | 82% |
| | | | | | 10 | 91% |
| | | | | | 11 | 100% |

| Community | Participation | Scores |
|-----------|---------------|--------|
|-----------|---------------|--------|

| | munity riences | Recreation Activ | and Leisure vities |
|-------|-------------------|---------------------|-----------------------|
| Raw | | Raw | |
| Score | Percent | Score | Percent |
| 0 | 0% | | 0% |
| 1 | 25% | 1 | 20% |
| 2 | 50% | 2 | 40% |
| 3 | 75% | 3 | 60% |
| 4 | 100% | 4 | 80% |
| | | 5 | 100% |

Total Scores

| To Producti Oriented | ve Work | Total Pos Progran Traii | nming/ | Total Adult Life | | Total Community Participation | |
|----------------------------|---------|-------------------------------|---------|------------------|---------|-------------------------------|---------|
| Raw Score | Percent | Raw Score | Percent | Raw Score | Percent | Raw Score | Percent |
| 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 1 | 10% | 1 | 25% | 1 | 5% | 1 | 11% |
| 2 | 20% | 2 | 50% | 2 | 6% | 2 | 22% |
| 3 | 30% | 3 | 75% | 3 | 14% | 3 | 33% |
| 4 | 40% | 4 | 100% | 4 | 19% | 4 | 44% |
| 5 | 50% | | | 5 | 24% | 5 | 56% |
| 6 | 60% | | | 6 | 29% | 6 | 67% |
| 7 | 70% | | | 7 | 33% | 7 | 78% |
| 8 | 80% | | | 8 | 38% | 8 | 89% |
| 9 | 90% | | | 9 | 43% | 9 | 100% |
| 10 | 100% | | | 10 | 48% | | |
| | | | | 11 | 54% | | |
| | | | | 12 | 57% | | |
| | | | | 13 | 62% | | |
| | | | | 14 | 67% | | |
| | | | | 15 | 71% | | |
| | | | | 16 | 76% | | |
| | | | | 17 | 81% | | |
| | | | | 18 | 86% | | |
| | | | | 19 | 90% | | |
| | | | | 20 | 95% | · | |
| | | | | 21 | 100% | 7 | |



Future Plans

Training

Total Post School Programming/

Student Transition Assessment Tool - Revised Participation Version Score Sheet

| Student: | | | B | irth Date: | | School: | |
|------------------|----------------------------------|----|-------------------------------------|------------------------------------|------------------------|-----------------------|-----------------------------|
| | | | | | | | |
| | | | Product | ive Work Ori | ented Activiti | ies | |
| Date | Age | | | nt finishes scho to be involved | ol, what produc in? | tive work orie | nted activities |
| - | | | | | | | |
| | | | Product | ive Work Ori | ented Activit | ies | |
| 1 | | | Date: | Date: | Date: | Date: | Date: |
| | | | Age: Percentage Score | Age: Percentage Score | Age: Percentage Score | Age: Percentage Score | Age: Percentage Score |
| Driented | ve Work Activitie odations | es | | | | | |
| Fotal Product | ive Woi d Activi | rk | | | | | |
| | | | Post Sc | hool Prograr | nming/Traini | ng | |
| Date | Age | | fter your stude them to particip | | ol, what adult a | ctivities/progra | ms would you |
| | | | | | | | |
| | | | | | | | |
| | | | Post Sc | hool Program | nming/Traini | ing | |
| | | | Date: | Date: | Date: | Date: | Date: |
| | | | Age: | Age: | Age: | Age: | Age: |
| | | | Percentage Score | Percentage Score | Percentage Score | Percentage Score | Percentage Score |

| Student | | | Birt | th Date: | S | School: | |
|--|--------------------------------------|-----------------|---|---|---|-----------------------|--------------------------|
| | | | | Adult L | ife | | |
| Date | Age | C) Aft | er vour studer | nt finishes scho | ol, as an adult w | here will he/sh | e live? |
| | | | | | | ···· | |
| | | | | | | | |
| | | | | | *************************************** | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | Adult L | ifa | | |
| | | | Date: | Date: | Date: | Date: | Date: |
| | | | Age: | Age: | Age: | Age: | Age: |
| | | | Percentage | Percentage | Percentage | Percentage | Percentage |
| | | | Score | Score | Score | Score | Score |
| Commu | inication/ | , | JC01 C | 70010 | 00010 | 000,0 | |
| | cy Skills | | | | | | |
| | ving Skill | ls | | | | | |
| | ving Skill | | | | | | |
| | dult Life | | | | | | |
| - Cui ri | · | | | | | | |
| | | | : | ommunity Pa | | | |
| | Age | stude | nt to participa | te in? This inclu | d leisure activiti ides any of your ry participating i | current family | recreational |
| | 7.90 | stude | nt to participa | te in? This inclu | ides any of your | current family | recreational |
| | 7.90 | stude | nt to participa ties he/she ma | te in? This inclu ay have difficult | ides any of your | current family | recreational |
| | | stude | nt to participa ties he/she ma | te in? This incluay have difficult | ides any of your y participating i | current family n? | recreational |
| | | stude | nt to participa ties he/she ma Co Date: | te in? This incluay have difficult ommunity Pa Date: | ides any of your by participating in participation Date: | current family n? | recreational Date: Age: |
| | | stude | nt to participa ties he/she ma Ca Date: Age: | te in? This incluay have difficult ommunity Pa Date: Age: | rticipation Date: Age: | Date: | Date: |
| | | stude | nt to participa ties he/she ma Co Date: | te in? This incluay have difficult ommunity Pa Date: | ides any of your by participating in participation Date: | current family n? | recreational Date: |
| Commu | | stude | nt to participa ties he/she ma Co Date: Age: Percentage | ommunity Pa Date: Age: Percentage | rticipation Date: Age: Percentage | Date: Age: Percentage | Date: Age: Percentage |
| | unity | stude | nt to participa ties he/she ma Co Date: Age: Percentage | ommunity Pa Date: Age: Percentage | rticipation Date: Age: Percentage | Date: Age: Percentage | Date: Age: Percentage |
| Experie | unity | stude | nt to participa ties he/she ma Co Date: Age: Percentage | ommunity Pa Date: Age: Percentage | rticipation Date: Age: Percentage | Date: Age: Percentage | Date: Age: Percentage |
| Experie Recreat | unity | stude | nt to participa ties he/she ma Co Date: Age: Percentage | ommunity Pa Date: Age: Percentage | rticipation Date: Age: Percentage | Date: Age: Percentage | Date: Age: Percentage |
| Experie Recreat Total C | unity ences tion and | stude | nt to participa ties he/she ma Co Date: Age: Percentage | ommunity Pa Date: Age: Percentage | rticipation Date: Age: Percentage | Date: Age: Percentage | Date: Age: Percentage |
| Experie Recreat Total C | unity ences tion and | stude | nt to participa ties he/she ma Co Date: Age: Percentage | ommunity Pa Date: Age: Percentage | rticipation Date: Age: Percentage | Date: Age: Percentage | Date: Age: Percentage |
| Experie Recreat Total C Partici | unity ences tion and Commun | stude activi | nt to participa ties he/she ma Co Date: Age: Percentage | ommunity Pa Date: Age: Percentage | rticipation Date: Age: Percentage | Date: Age: Percentage | Date: Age: Percentage |
| Experie Recreat Total C Partici | unity ences tion and | stude activi | nt to participa ties he/she ma Co Date: Age: Percentage | ommunity Pa Date: Age: Percentage | rticipation Date: Age: Percentage | Date: Age: Percentage | Date: Age: Percentage |
| Experie Recreat Total C Partici | unity ences tion and Commun | stude activi | nt to participa ties he/she ma Co Date: Age: Percentage | ommunity Pa Date: Age: Percentage | rticipation Date: Age: Percentage | Date: Age: Percentage | Date: Age: Percentage |
| Total C Partici | unity ences tion and Commun | stude activi | nt to participa ties he/she ma Co Date: Age: Percentage | ommunity Pa Date: Age: Percentage | rticipation Date: Age: Percentage | Date: Age: Percentage | Date: Age: Percentage |
| Experie Recreat Total C Partici | unity ences tion and Commun | stude activi | nt to participa ties he/she ma Co Date: Age: Percentage | ommunity Pa Date: Age: Percentage | rticipation Date: Age: Percentage | Date: Age: Percentage | Date: Age: Percentage |
| Experie Recreat Total C Partici | unity ences tion and Commun | stude activi | nt to participa ties he/she ma Co Date: Age: Percentage | ommunity Pa Date: Age: Percentage | rticipation Date: Age: Percentage | Date: Age: Percentage | Date: Age: Percentage |
| Experie Recreat Total C Partici | unity ences tion and Commun | stude activi | nt to participa ties he/she ma Co Date: Age: Percentage | ommunity Pa Date: Age: Percentage | rticipation Date: Age: Percentage | Date: Age: Percentage | Date: Age: Percentage |



Student Transition Assessment Tool - Revised Standard Parent Version

| 7" | | Birth Date: School: | | <u>ang sebagai da</u> | | , 10 of 10 o |
|--------|-------------|--|--|--|--|--|
| Name: | <u> </u> | Billit Date. | | | | - - 17 1 |
| | | Career/Employment | | | | |
| Data | LΛαο | A) As an adult, what kind of work does your student want to d | o? | | | |
| Date | Age | A) AS all addic, while kind of the | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 | | 1988 P. | SEASON THE |
| Carec | er Goal | | <u> </u> | | | |
| 1. M | y stude | s nt knows what training he/she needs for his/her job or career | | Yes | | No |
| ا ا | anica | | | | | |
| 2. M | ly stude | nt knows who to contact to get more information about | | Yes | | No |
| 1 1 | م مدم ما ال | arear chaica | | | | |
| 3. M | ly stude | ent has worked on his/her EDP (Educational Development | | Yes | | No |
| Р | lan) at | school to help plan for his/her future. | | Yes | | NIC |
| | | ent has researched (looked up) careers on the Internet or in | | | | No |
| a | book. | with the dia a job chadow | | Yes | | No |
| 5. M | 1y stude | ent has participated in a job shadow. | | | 学系 | |
| Care | er Goa | Is Raw Score | | | | |
| 144425 | | | | er Steffenske i Grundske steffenske steffenske steffenske som | | GENERAL SECTION |
| WOT | k Expe | ent knows what vocational or work training is. | | Yes | | No_ |
| | 4 | ant has had vocational or work training in school. | | Yes_ | 10 | No |
| 7. N | Av ctude | ent has had a job baby-sitting, mowing lawns, etc. for pay or | │ | Yes | | No |
| | coluntar | | | | - | |
| 9. N | My stud | ent has had an after school or summer job for pay. | | Yes | | No_ |
| Wor | k Expe | rience Raw Score | <u> </u> | | 7607 | |
| 1,0 | K ZAPC | | 1 XXX 13 202 | | | |
| Gett | ing A J | ob | lσ | Yes | Τσ | No |
| 10 1 | My stud | ent knows what a resume is | | Yes | | No |
| 44 | Mar atual | ant knows how to nut together a resume. | + = | Yes | | No |
| 10 | My chid | ent has looked for a job in the paper or on the internet. | += | Yes | | No |
| 13 | Mv stud | ent knows who to contact for neip inding a job. | | Yes | | No |
| 14. | Mv stud | ent has filled out a job application. | | Yes | | No |
| 15. | My stud | lent has had a job interview. | | 103 | N. I. | |
| Get | ting A | Job Raw Score | | | 基础 | · 在一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个 |
| | | | | . 7-22-33 | 7 2 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 1 | |
| Acc | ommo | dations | omple | ete it. | For | |
| Acc | ommoda | dations ations are when the job or task is adjusted so my student can c | P'\ | | | _ |
| exa | mple: re | eading help, directions written down in steps, more time. | | Yes | | No |
| 16. | My stud | dent can explain his/her disability to others. | | | | No |
| 4 7 | N.4 | dent can explain his/her disability to be a successful learner. dent needs help or accommodations to be a successful learner. dent knows how to ask for the accommodations he/she needs. | 15 | | | |
| 18. | Mv stud | dent knows how to ask for the accommodations he/site needs. | | | | |

| 19. My student understands that he/she may need assistance in college or | | | | |
|---|--------|--|-------------|-------------------------------|
| other training. | | Yes | | No |
| 20. My student understands that he/she may need help or accommodations at his/her future job. | | Yes | | No |
| Accommodations Raw Score | | | | |
| | | Jan Mad | | |
| School Classes 21. My student knows which school classes he/she needs for college, trade | | PALIST YAS | | <u> </u> |
| school, or his/her job or career. | | Yes | | No |
| 22. My student is taking the school classes he/she needs for college, trade | П | Yes | | No |
| school, or his/her job or career. | | , | ļ <u> </u> | |
| 23. My student knows who to ask for help in selecting his/her school classes. | O | Yes | | No |
| 24. My student understands the connection between the classes he/she | П | Yes | _ | No |
| is taking and his/her career choice. | | | 3.F 42.654 | A SERVICE AND A SERVICE AND A |
| School Classes Raw Score | | | 中遊遊 | terutera (s. |
| Post Secondary Education/Training | | | NAME OF ANY | |
| | air et | udent | wani | - ? |
| Date Age B) After school, what additional education or training does yo | ui se | daciic | Walt | |
| | | | | |
| | | | | |
| | | | | |
| | | | <u>-</u> | |
| | | | | |
| | | | | |
| Future Plans | | 734W | | |
| Future Plans 1. My student plans to graduate from school. | | Yes | | No |
| 1. My student plans to graduate from school. | | Yes | | No |
| My student plans to graduate from school. Check <u>only one</u> of the following. Pick the one that your student is | | Yes | | No |
| My student plans to graduate from school. Check <u>only one</u> of the following. Pick the one that your student is most likely to do after leaving school. | | Yes Yes | | No |
| My student plans to graduate from school. Check <u>only one</u> of the following. Pick the one that your student is | | | | No |
| My student plans to graduate from school. Check only one of the following. Pick the one that your student is most likely to do after leaving school. My student plans to go to college. My student plans to go to a trade school or a career or technical school. | | Yes Yes | | No |
| My student plans to graduate from school. Check only one of the following. Pick the one that your student is most likely to do after leaving school. My student plans to go to college. My student plans to go to a trade school or a career or technical school. My student plans to join the military. | | Yes Yes Yes | | No |
| My student plans to graduate from school. Check only one of the following. Pick the one that your student is most likely to do after leaving school. My student plans to go to college. My student plans to go to a trade school or a career or technical school. My student plans to join the military. My student plans to go to work full time right after finishing school. | | Yes Yes | | No No |
| My student plans to graduate from school. Check only one of the following. Pick the one that your student is most likely to do after leaving school. My student plans to go to college. My student plans to go to a trade school or a career or technical school. My student plans to join the military. My student plans to go to work full time right after finishing school. My student knows where to find information about college, trade | | Yes Yes Yes | | No No |
| My student plans to graduate from school. Check only one of the following. Pick the one that your student is most likely to do after leaving school. My student plans to go to college. My student plans to go to a trade school or a career or technical school. My student plans to join the military. My student plans to go to work full time right after finishing school. My student knows where to find information about college, trade schools, jobs, the military, etc. | | Yes Yes Yes Yes | | No |
| My student plans to graduate from school. Check only one of the following. Pick the one that your student is most likely to do after leaving school. My student plans to go to college. My student plans to go to a trade school or a career or technical school. My student plans to join the military. My student plans to go to work full time right after finishing school. My student knows where to find information about college, trade schools, jobs, the military, etc. My student knows who to ask for more information about college, | | Yes Yes Yes Yes | | |
| My student plans to graduate from school. Check only one of the following. Pick the one that your student is most likely to do after leaving school. My student plans to go to college. My student plans to go to a trade school or a career or technical school. My student plans to join the military. My student plans to go to work full time right after finishing school. My student knows where to find information about college, trade schools, jobs, the military, etc. | | Yes Yes Yes Yes | | No |
| My student plans to graduate from school. Check only one of the following. Pick the one that your student is most likely to do after leaving school. My student plans to go to college. My student plans to go to a trade school or a career or technical school. My student plans to join the military. My student plans to go to work full time right after finishing school. My student knows where to find information about college, trade schools, jobs, the military, etc. My student knows who to ask for more information about college, trade schools, jobs, the military, etc. | | Yes Yes Yes Yes | | No |
| My student plans to graduate from school. Check only one of the following. Pick the one that your student is most likely to do after leaving school. My student plans to go to college. My student plans to go to a trade school or a career or technical school. My student plans to join the military. My student plans to go to work full time right after finishing school. My student knows where to find information about college, trade schools, jobs, the military, etc. My student knows who to ask for more information about college, trade schools, jobs, the military, etc. Future Plans Raw Score Family Involvement and Supports | | Yes Yes Yes Yes | | No |
| My student plans to graduate from school. Check only one of the following. Pick the one that your student is most likely to do after leaving school. My student plans to go to college. My student plans to go to a trade school or a career or technical school. My student plans to join the military. My student plans to go to work full time right after finishing school. My student knows where to find information about college, trade schools, jobs, the military, etc. My student knows who to ask for more information about college, trade schools, jobs, the military, etc. Future Plans Raw Score Family Involvement and Supports My student knows his/her family has high expectations (hopes) for | | Yes Yes Yes Yes | | No |
| My student plans to graduate from school. Check only one of the following. Pick the one that your student is most likely to do after leaving school. My student plans to go to college. My student plans to go to a trade school or a career or technical school. My student plans to join the military. My student plans to go to work full time right after finishing school. My student knows where to find information about college, trade schools, jobs, the military, etc. My student knows who to ask for more information about college, trade schools, jobs, the military, etc. Future Plans Raw Score My student knows his/her family has high expectations (hopes) for him/her. | | Yes Yes Yes Yes Yes | | No No |
| My student plans to graduate from school. Check only one of the following. Pick the one that your student is most likely to do after leaving school. My student plans to go to college. My student plans to go to a trade school or a career or technical school. My student plans to join the military. My student plans to go to work full time right after finishing school. My student knows where to find information about college, trade schools, jobs, the military, etc. My student knows who to ask for more information about college, trade schools, jobs, the military, etc. Future Plans Raw Score My student knows his/her family has high expectations (hopes) for him/her. My student knows what those expectations (hopes) are. | | Yes Yes Yes Yes Yes Yes | | No No No No |
| My student plans to graduate from school. Check only one of the following. Pick the one that your student is most likely to do after leaving school. My student plans to go to college. My student plans to go to a trade school or a career or technical school. My student plans to join the military. My student plans to go to work full time right after finishing school. My student knows where to find information about college, trade schools, jobs, the military, etc. My student knows who to ask for more information about college, trade schools, jobs, the military, etc. Future Plans Raw Score My student knows his/her family has high expectations (hopes) for him/her. | | Yes Yes Yes Yes Yes | | No No No |
| My student plans to graduate from school. Check only one of the following. Pick the one that your student is most likely to do after leaving school. My student plans to go to college. My student plans to go to a trade school or a career or technical school. My student plans to join the military. My student plans to go to work full time right after finishing school. My student knows where to find information about college, trade schools, jobs, the military, etc. My student knows who to ask for more information about college, trade schools, jobs, the military, etc. Future Plans Raw Score Family Involvement and Supports My student knows his/her family has high expectations (hopes) for him/her. My student knows what those expectations (hopes) are. My student can depend on his/her family to help him/her make decisions about the future. My student can depend on his/her family to help him/her get | | Yes Yes Yes Yes Yes Yes Yes Yes Yes | | No No No No No |
| My student plans to graduate from school. Check only one of the following. Pick the one that your student is most likely to do after leaving school. My student plans to go to college. My student plans to go to a trade school or a career or technical school. My student plans to join the military. My student plans to go to work full time right after finishing school. My student knows where to find information about college, trade schools, jobs, the military, etc. My student knows who to ask for more information about college, trade schools, jobs, the military, etc. Future Plans Raw Score Family Involvement and Supports My student knows his/her family has high expectations (hopes) for him/her. My student knows what those expectations (hopes) are. My student can depend on his/her family to help him/her make decisions about the future. | | Yes Yes Yes Yes Yes Yes | | No No No No |

| Self Awareness No student feels good about him/herself. No student is usually positive and in a good mood. Yes No student is usually positive and in a good mood. Yes No student is usually makes good decisions, and can accept consequences. Yes No student knows his/her strengths and can tell others what they are. Yes No student knows his/her strengths and can tell others what they are. Yes No student knows his/her limitations and can tell others what they are. Yes No student knows where his/her birth certificate is. Yes No student knows where his/her social security card is. Yes No student knows where his/her social security card is. Yes No student has a driver's license or a state ID card. Yes No student has a driver's license or a state ID card. Yes No student has a driver's license or a state ID card. Yes No student knows what to do in an emergency. Yes No student knows how to write his/her signature in cursive. Yes No student knows hat to do in an emergency. Yes No student knows hat to do in an emergency. Yes No student can create and use a personal/household budget. Yes No student knows hat to do in an emergency. Yes No student knows hat to do in an emergency. Yes No student knows hat to do in an emergency. Yes No student knows hat to do in an emergency. Yes No student knows hat to do in an emergency. Yes No student knows hat to do in an emergency. Yes No student knows hat to do in an emergency. Yes No student knows hat to do in an emergency. Yes No student knows hat to do in an emergency. Yes No student knows hat to do in an emergency. Yes No student knows hat to do in an emergency. Yes No student knows hat to do in an emergency. Yes No student knows hat to do in an emergency. Yes No student knows hat to do in an e | | | Adult Life | 1 (6 . - 1 (1) | | | |
|--|--------|-------------------|--|-------------------------------|------------|--|--|
| Self-Awareness. 1. My student feels good about him/herself. 2. My student feels good about the way he/shc looks. 3. My student is usually positive and in a good mood. 4. My student usually makes good decisions, and can accept consequences. 5. My student knows his/her strengths and can tell others what they are. 7. My student knows his/her limitations and can tell others what they are. 8. My student knows his/her limitations and can tell others what they are. 9. My student knows his/her limitations and can tell others what they are. 9. My student knows his/her birth certificate is. 9. My student knows where his/her social security card is. 9. My student knows where his/her social security card is. 9. My student knows where or a state ID card. 10. My student as a driver's license or a state ID card. 11. My student can write his/her address and phone number. 12. My student knows what to do in an emergency. 13. My student knows what to do in an emergency. 14. My student can create and use a personal/household budget. 15. My student can use a calculator. 16. My student has a savings account. 17. My student can use a validator. 18. My student has a savings account. 29. My student can use the washer and dryer to do his/her laundry. 20. My student can use the washer and dryer to do his/her laundry. 21. My student can use the washer and dryer to do his/her laundry. 22. My student can can shop for his/her own room. 23. My student can shop for proceries. 24. My student can shop for proceries. 25. My student can make a doctor, dentist, or haircut appointment. 26. My student can make change and count money. 27. My student can make change and count money. 28. My student can make change and count money. 29. My student can order food in a restaurant. 29. My student knows bow to use various tools to find information, such as a cell phone, phone book, the Internet, etc. | Date | Age | C) As an adult, where does your student want to live? | | | | |
| 1. My student feels good about him/herself. | | | | | | | |
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| 1. My student feels good about him/herself. | Salf A | waron | OCC 1997 | 13.00% | | 9.4.50 | |
| 2. My student feels good about the way he/she looks. | | | | | Yes | | No |
| 3. My student is usually positive and in a good mood. 4. My student usually makes good decisions, and can accept consequences. 5. My student can handle stress appropriately. 6. My student knows his/her strengths and can tell others what they are. 7. My student knows his/her limitations and can tell others what they are. 8. My student knows his/her limitations and can tell others what they are. 8. My student knows where his/her birth certificate is. 9. My student knows where his/her social security card is. 9. My student knows where his/her social security card is. 9. My student knows where his/her address and phone number. 9. My student an write his/her address and phone number. 9. My student knows whow to write his/her signature in cursive. 9. My student knows what to do in an emergency. 9. My student can crate and use a personal/household budget. 9. Yes No 13. My student can use a calculator. 16. My student can use a calculator. 17. My student can use a calculator. 18. My student can use a calculator. 19. My student can use the washer and dryer to do his/her laundry. 19. My student can use the washer and dryer to do his/her laundry. 19. My student can use the washer and dryer to do his/her laundry. 19. My student can shop for groceries. 19. My student can shop for groceries. 20. My student can shop for proceries. 21. My student can shop for proceries. 22. My student can shop for proceries. 23. My student can make a doctor, dentist, or haircut appointment. 24. My student can make a doctor, dentist, or haircut appointment. 25. My student can make a doctor, dentist, or haircut appointment. 26. My student can make a doctor, dentist, or haircut appointment. 27. Yes No 28. My student can use a checking account, debit card, & on-line banking. 29. My student can use a checking account, debit card, & on-line banking. 29. My student can order food in a restaurant. 29. My student knows basic first aid. 29. My student knows bow to use various tools to find information, such as a cell phone, phone book, the Internet, etc. | | | | | Yes | J | No |
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| 9. My student knows where his/her social security card is. | | | | | Yes | To | No |
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| 29. My student knows how to use various tools to find information, such as a cell phone, phone book, the Internet, etc. | | | | | Yes | | |
| 29. My student knows how to use various tools to find information, such as a cell phone, phone book, the Internet, etc. | 28. M | ly stude | ent knows basic first aid. | | Yes | | No |
| as a cell phone, phone book, the Internet, etc. | | | | | Voc | _ | No |
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| | Community Participation e D) As an adult, what hobbies and activities does your student | wani | -7 | | 25 <u>2</u> |
|---|---|----------|----------------|----------------------------|-------------|
| Date Ag | e D) As an adult, what hobbles and activities does your student | vvaii | - · | | |
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| | | | | | |
| ommun | ty Experiences | | | MY K | |
| My stu | ident can, or may in the future, volunteer in his/her community | П | Yes | | No |
| such a | as the soup kitchen, hospital, rake leaves, etc. | | | | |
| . My sti | ident can walk or ride his/her bike to get around in the | | Yes | | No |
| comm | unity. | | | | N1 - |
| . My sti | ident can drive a car to get around in the community. | | Yes | | No |
| My eti | ident can use public transportation to get around in the | | | | |
| comm | unity, and understands how to read bus schedules, locate bus | | Yes | | No |
| | or contact public transportation providers such as the bus | | | | |
| statio | n, taxi, etc. udent knows who to ask if he/she needs transportation in the | | | | |
| | | | Yes | | No |
| 5. My st | unity. udent knows how and where to register to vote. | | Yes | | No |
| 7. Myst | udent knows now and where to register for the Selective | П | Yes | П | No |
| | ce (military). | | 165 | | INO |
| | ity Experiences Raw Score | | | 1.5 (4.7 m) Vistoria | |
| | | 5 340 G | all the second | - <u>(500 ° 1, 44, 14)</u> | e efektiva. |
| Recreati | on and Leisure Activities | | <u> </u> | | - N1 - |
| 8. My st | udent participates in fun activities in his/her free time. | | Yes | 10 | No |
| 9. My st | udent watches or participates in sporting activities such as | | Vac | | No |
| swim | ming, bowling, fishing, football, basketball, hunting, etc. in | | Yes | | IVO |
| his/h | er free time. | | | - | |
| | udent plays cards, games, goes to movies, or to dances in | | Yes | | No |
| | er free time. udent attends school clubs, church, or family events in his/her | ┼ | | | |
| his/h | | | | i | 8.1 |
| 11. My st | | | Yes | | No |
| 11. My st | ime. | | Yes Yes | | No No |
| 11. My st free | ime. Udent has a hobby or activity he/she enjoys in his/her free time. | | Yes | | No |
| 11. My st free t 12. My st 13. My st | time. udent has a hobby or activity he/she enjoys in his/her free time. udent goes to community events or places such as festivals, | <u> </u> | | | |
| 11. My st free 12. My st 13. My st muse | ime. Udent has a hobby or activity he/she enjoys in his/her free time. | | Yes | | No |



Student Transition Assessment Tool - Revised Standard Parent Version

| Nam | ie: | Birth Date: School: | | | | |
|------|-----------------------|---|----------|-----------|----------------|----------|
| | | Career/Employment | | | | |
| Date | e Age | A) As an adult, what kind of work does your student want to | | | | |
| Date | c Age | A) As all dudic, what kind of work does your stadent want to | <u></u> | | | |
| | | | | | | |
| | | | | | | |
| | | | | | *** | |
| | | | | | | |
| | | '> | | | | |
| | eer Goal | | 1 | | 1 | |
| | choice. | nt knows what training he/she needs for his/her job or career | | Yes | | No |
| | • | nt knows who to contact to get more information about areer choice. | | Yes | | No |
| | My stude | nt has worked on his/her EDP (Educational Development school to help plan for his/her future. | | Yes | | No |
| | My stude | nt has researched (looked up) careers on the Internet or in | | Yes | | No |
| | a book. | -t has restinizated in a job chadow | | Yes | | No |
| | | nt has participated in a job shadow. s Raw Score | | 162 | | INO |
| Саг | eer Goai | S Raw Score | | | l | |
| Wo | rk Exper | ience | | | | |
| | | nt knows what vocational or work training is. | | Yes | | No |
| | | nt has had vocational or work training in school. | | Yes | | No |
| | | nt has had a job baby-sitting, mowing lawns, etc. for pay or | a | Yes | | No |
| 9. | | nt has had an after school or summer job for pay. | | Yes | | No |
| | | ience Raw Score | | | | |
| | | | | | | |
| | ting A Jo | | T = | | | D.1 |
| | | nt knows what a resume is. | | Yes | | No |
| | | nt knows how to put together a resume. | | Yes | | No |
| | | nt has looked for a job in the paper or on the Internet. | | Yes | | No |
| | | nt knows who to contact for help finding a job. | | Yes | | No |
| | | nt has filled out a job application. | | Yes | □ | No No |
| | | nt has had a job interview. | | Yes | | No |
| Get | ting A Jo | b Raw Score | | | ļ <u> </u> | |
| Aga | | bione | | | | |
| | c <mark>ommoda</mark> | ions are when the job or task is adjusted so my student can co | mple | ete it. F | or | |
| | | eding help, directions written down in steps, more time. | | | ~ . | |
| | | ent can explain his/her disability to others. | | Yes | | No |
| 17 | My stude | int needs help or accommodations to be a successful learner. | | Yes | | No |
| | | nt knows how to ask for the accommodations he/she needs. | | Yes | | No |

| | , | t understands that he/she may need assistance in college or | | Yes | | No | |
|---|--|--|--------------|----------|----------|---|--|
| other training. 20. My student understands that he/she may need help or | | | | | | | |
| accommodations at his/her future job. | | | | | | No | |
| Accor | nmoda | tions Raw Score | <u> </u> | ····- | | | |
| Schoo | ol Class | AC | | | | | |
| | | nt knows which school classes he/she needs for college, trade | | Voc | _ | No | |
| so | hool, or | his/her job or career. | | Yes | | No | |
| 22. My student is taking the school classes he/she needs for college, trade | | | | Yes | | No | |
| school, or his/her job or career. 23. My student knows who to ask for help in selecting his/her school | | | | | | | |
| classes. | | | | Yes | | No | |
| 24. My student understands the connection between the classes he/she | | | | V | _ | N.a. | |
| is taking and his/her career choice. | | | | Yes | | No | |
| | | es Raw Score | | | | | |
| | | Post Secondary Education / Training | | | | | |
| Date | Age | Post Secondary Education/Training B) After school, what additional education or training does yo | ur et | udent | want | · ? | |
| Date | Age | B) After school, what additional education of training does yo | ui sc | .uuciit_ | wain | <u> </u> | |
| | <u> </u> | | | | | | |
| - | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| F | o Diane | | | | | | |
| <u></u> | re Plans v studer | nt plans to graduate from school. | | Yes | | No | |
| | | ly one of the following. Pick the one that your student is | | | | | |
| | | ly to do after leaving school. | | | | | |
| M | | dent plans to go to college. | | Yes | | | |
| 2 | | dent plans to go to a trade school or a career or technical | | Yes | | | |
| | school. | | | Yes | | | |
| 125 151 | My stu | dent plans to join the military. dent plans to go to work full time right after finishing school. | | Yes | | | |
| 3. M | | nt knows where to find information about college, trade | | | - | R.f. | |
| | | obs, the military, etc. | | Yes | | No | |
| | | nt knows who to ask for more information about college, | | Yes | | No | |
| | | ools, jobs, the military, etc. | | 100 | <u> </u> | | |
| Futur | re Plans | Raw Score | | | <u> </u> | | |
| Eami | ly Tryo | lvement and Supports | - | | | *************************************** | |
| | | nt knows his/her family has high expectations (hopes) for | | | | N! - | |
| | im/her. | | | Yes | O | No | |
| 6. M | ly študei | nt knows what those expectations (hopes) are. | | Yes | | No | |
| | | nt can depend on his/her family to help him/her make | | Yes | | No | |
| | | about the future. | _ | | + | | |
| 8. M | ıy studei | nt can depend on his/her family to help him/her get | | Yes | | No | |
| | information about employment, education, and community resources. Family Involvement and Supports Raw Score | | | | | | |
| | IN THIO | includent and antihoris was acord | <u> </u> | | | | |

| | | Adult Life | | | |
|-----|---------------|--|------------|-------------|----------|
| Dat | e Age | C) As an adult, where does your student want to live? | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | f Awareı | | Voc | /comg | Na |
| 1. | | ent feels good about him/herself. | Yes Yes | | No No |
| 2. | | ent feels good about the way he/she looks. | Yes | | No |
| 3. | | ent is usually positive and in a good mood. ent usually makes good decisions, and can accept | 163 | | NO |
| 4. | consequ | · | Yes | | No |
| 5. | | ent can handle stress appropriately. | Yes | | No |
| 6. | My stude | ent knows his/her strengths and can tell others what they are. | Yes | | No |
| 7. | My stude | ent knows his/her limitations and can tell others what | Yes | | No |
| | they are | | | | |
| Sel | t Aware | ness Raw Score | | <u> </u> | |
| Λd | ult Living | n Skille | | | |
| 8. | | ent knows where his/her birth certificate is. | Yes | | No |
| 9. | | ent knows where his/her social security card is. | Yes | | No |
| | | ent has a driver's license or a state ID card. | Yes | | No |
| | | ent can write his/her address and phone number. | Yes | | No |
| 12. | Mv stude | ent knows how to write his/her signature in cursive. | Yes | | No |
| | | ent knows what to do in an emergency. | Yes | 0 | No |
| | | ent can create and use a personal/household budget. | Yes | | No |
| | | ent can use a calculator. | Yes | | No |
| 16. | My stude | ent has a savings account. | Yes | | No |
| Adı | ult Livin | g Skills Raw Score | | | |
| | | | | | |
| | ily Living | | ., | 4334 | |
| | | ent completes personal grooming and hygiene daily. | Yes | | No |
| | | ent can cook a meal. | Yes | | No |
| | _ | ent can use the washer and dryer to do his/her laundry. | Yes | | No |
| | | ent can clean his/her own room. | Yes | | No |
| | | ent can shop for groceries. | Yes | | No |
| | | ent can shop for his/her own clothes. | Yes | | No No |
| | | ent can make a doctor, dentist, or haircut appointment. | Yes | | No |
| | | ent can take his/her own medication safely. | Yes | | No |
| | | ent can make change and count money. | Yes | | No |
| | | ent can use a checking account, debit card, & on-line banking. | Yes | | No |
| | | ent can order food in a restaurant. | Yes | | No |
| | | ent knows basic first aid. | Yes | | No |
| 29. | | ent knows how to use various tools to find information, such phone, phone book, the Internet, etc. | Yes | | No |
| Da. | | r Skills Raw Score | | | |

| | | | Community Participation | | | | |
|-----------------------|-----------------------------------|---|---|----------|------------|---|----------|
| Dat | te | Age | D) As an adult, what hobbies and activities does your student | wan | t? | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| <u>C</u> | *** | viinity/ | Experiences | | | | |
| 1. | Mι | / studei | nt can, or may in the future, volunteer in his/her community | | Voc | | No |
| | su | ch as tl | ne soup kitchen, hospital, rake leaves, etc. | | Yes | | INO |
| 2. | Му | / stude | nt can walk or ride his/her bike to get around in the | П | Yes | | No |
| | СО | mmuni | ty. | | | | |
| 3. | My | / stude | nt can drive a car to get around in the community. | | Yes | | No |
| 4. | Μy | y stude: | nt can use public transportation to get around in the | | | | |
| | CO | mmuni | ty, and understands how to read bus schedules, locate bus contact public transportation providers such as the bus | | Yes | | No |
| | | • | axi, etc. | | | | |
| 5. | M | z stude | nt knows who to ask if he/she needs transportation in the | | | | |
| ٦. | | mmuni | | | Yes | | No |
| 6. | M۱ | v stude | nt knows how and where to register to vote. | | Yes | | No |
| 7. | My | y stude | nt knows at age 18 men have to register for the Selective | | Yes | | No |
| | Se | ervice (| military). | | 103 | | |
| Co | mn | nunity | Experiences Raw Score | <u> </u> | | Ì | |
| | | | | | | | |
| | | | and Leisure Activities nt participates in fun activities in his/her free time. | | Yes | | No |
| 8. | - IVI | y stude | nt watches or participates in sporting activities such as | | 103 | | 110 |
| 9. | EN IAL | y Stude vimmin | g, bowling, fishing, football, basketball, hunting, etc. in | | Yes | | No |
| | | | | | | | |
| 10 | | s/her fr | ree time. | | | | |
| | . M۱ | | ree time. nt plays cards, games, goes to movies, or to dances in | | Vac | | No |
| | hi | y stude s/her fi | nt plays cards, games, goes to movies, or to dances in ree time. | | Yes | | No |
| 11 | hi | y stude s/her fi | nt plays cards, games, goes to movies, or to dances in | | | | |
| | hi . M fr | y stude s/her fi y stude ee time | nt plays cards, games, goes to movies, or to dances in ree time. nt attends school clubs, church, or family events in his/her | 0 | Yes | | No |
| 12 | hi . M fr . M | y stude s/her fi y stude ee time y stude | nt plays cards, games, goes to movies, or to dances in ree time. nt attends school clubs, church, or family events in his/her nt has a hobby or activity he/she enjoys in his/her free time. | | | | |
| 12 | hi . M fr . M | y stude s/her fi y stude ee time y stude y stude | nt plays cards, games, goes to movies, or to dances in ree time. nt attends school clubs, church, or family events in his/her nt has a hobby or activity he/she enjoys in his/her free time. nt goes to community events or places such as festivals, | 0 | Yes | | No |
| 12 13 | hi . M· fr· . M· . M· | y stude s/her fi y stude ee time y stude y stude nuseum | nt plays cards, games, goes to movies, or to dances in ree time. nt attends school clubs, church, or family events in his/her nt has a hobby or activity he/she enjoys in his/her free time. nt goes to community events or places such as festivals, s, concerts, the library, etc. in his/her free time. | | Yes Yes | | No No |
| 12 13 | hi . M· fr· . M· . M· | y stude s/her fi y stude ee time y stude y stude nuseum | nt plays cards, games, goes to movies, or to dances in ree time. nt attends school clubs, church, or family events in his/her nt has a hobby or activity he/she enjoys in his/her free time. nt goes to community events or places such as festivals, | | Yes Yes | | No No |
| 12 13 Re | hi . Mv fre . Mv . Mv | y stude s/her fi y stude ee time y stude y stude nuseum | nt plays cards, games, goes to movies, or to dances in ree time. nt attends school clubs, church, or family events in his/her nt has a hobby or activity he/she enjoys in his/her free time. nt goes to community events or places such as festivals, s, concerts, the library, etc. in his/her free time. and Leisure Activities Raw Score | | Yes Yes | | No No |
| 12 13 Re | hi . Mv fre . Mv . Mv | y stude s/her fi y stude ee time y stude y stude nuseum | nt plays cards, games, goes to movies, or to dances in ree time. nt attends school clubs, church, or family events in his/her nt has a hobby or activity he/she enjoys in his/her free time. nt goes to community events or places such as festivals, s, concerts, the library, etc. in his/her free time. | | Yes Yes | | No No |
| 12 13 Re | hi . Mv fre . Mv . Mv | y stude s/her fi y stude ee time y stude y stude nuseum | nt plays cards, games, goes to movies, or to dances in ree time. nt attends school clubs, church, or family events in his/her nt has a hobby or activity he/she enjoys in his/her free time. nt goes to community events or places such as festivals, s, concerts, the library, etc. in his/her free time. and Leisure Activities Raw Score | | Yes Yes | | No No |
| 12 13 Re | hi . Mv fre . Mv . Mv | y stude s/her fi y stude ee time y stude y stude nuseum | nt plays cards, games, goes to movies, or to dances in ree time. nt attends school clubs, church, or family events in his/her nt has a hobby or activity he/she enjoys in his/her free time. nt goes to community events or places such as festivals, s, concerts, the library, etc. in his/her free time. and Leisure Activities Raw Score | | Yes Yes | | No No |
| 12 13 Re | hi . Mv fre . Mv . Mv | y stude s/her fi y stude ee time y stude y stude nuseum | nt plays cards, games, goes to movies, or to dances in ree time. nt attends school clubs, church, or family events in his/her nt has a hobby or activity he/she enjoys in his/her free time. nt goes to community events or places such as festivals, s, concerts, the library, etc. in his/her free time. and Leisure Activities Raw Score | | Yes Yes | | No No |
| 12 13 Re | hi . Mv fre . Mv . Mv | y stude s/her fi y stude ee time y stude y stude nuseum | nt plays cards, games, goes to movies, or to dances in ree time. nt attends school clubs, church, or family events in his/her nt has a hobby or activity he/she enjoys in his/her free time. nt goes to community events or places such as festivals, s, concerts, the library, etc. in his/her free time. and Leisure Activities Raw Score | | Yes Yes | | No No |
| 12 13 Re | hi . Mv fre . Mv . Mv | y stude s/her fi y stude ee time y stude y stude nuseum | nt plays cards, games, goes to movies, or to dances in ree time. nt attends school clubs, church, or family events in his/her nt has a hobby or activity he/she enjoys in his/her free time. nt goes to community events or places such as festivals, s, concerts, the library, etc. in his/her free time. and Leisure Activities Raw Score | | Yes Yes | | No No |