

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
ISASP – Reading/ELA standard score	Proficient = _____ Student Score = _____	Proficient = _____ Student Score = _____	Proficient = _____ Student Score = _____	Above Proficient = _____ Student Score = _____
ISASP – Math standard score	Proficient = _____ Student Score = _____	Proficient = _____ Student Score = _____	Proficient = _____ Student Score = _____	Above Proficient = _____ Student Score = _____
Use of Assistive Technology (if needed)	Unable or unwilling to access/use assistive technology	Willing to use help to learn how to access assistive technology	Can use fairly independently, but needs occasional help	Can use independently
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:

It is the policy of Prairie Lakes Area Education Agency to not discriminate on the basis of race, creed, color, sex, sexual orientation, physical traits, gender identity, national origin, gender, disability, religion, age, political party affiliation, socioeconomic status, or actual or potential parental, family or marital status in its programs, activities or employment practices. The agency is committed to affirmative action. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the agency's Equity Coordinator, Michelle Dowd, 1235 5th Ave S., Fort Dodge, IA 50501 or phone 866-540-3858 ext 57138. Email: mdowd@plaea.org