



**Sample Rubrics and Checklists
For
Secondary IEP Goals
Spring 2009**

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Completed by _____ Student _____ Date: _____

Cal-Wheat Transition Career Checklist

(M=mastered, PM=partially, NM=not)

M	PM	NM	Objectives
			Objective #1 Evaluate interests, abilities and skills.
			Objective #2 Reflect and draw conclusions from individual assessment processes.
			Objective #3 Identify personal, educational and work goals
			Objective #4 Relate abilities and desires to a specific job, e.g., directing others, working alone, having specific responsibilities.
			Objective #5 Relate needs to a specific occupational environment.
			Objective #6 Describe the characteristics of occupations consistent with interests.
			Objective #7 Identify one or more occupations/jobs that is interesting to pursue.
			Objective #8 Describe ways that an occupation relates to future goals.
			Objective #9 identify personal and social needs met through work.
			Objective #10 identify status needs met through work, e.g., respect, role within community.
			Objective #11 Use a variety of resources. including electronic media to explore career information and options.
			Objective #12 Describe the jobs associated with a selected career cluster.
			Objective #13 Obtain specific information about jobs of interest, e.g., qualifications, salary, age requirements.
			Objective #14 Describe entry-level skills associated within a given career cluster.
			Objective #15 Describe higher level work skills associated within a given career cluster.
			Objective #16 Identify job opportunities related to a given career cluster.
			Objective #17 Describe differences and employment opportunities in varying localities.
			Objective #18 Describe training requirements and wages relating to common job classifications.
			Objective #19 Use a variety of methods, e.g., job shadowing. internship, community job placement, etc. to explore career options.
			Objective #20 Assess career opportunities. e.g., employment. Industry and economic trends: working conditions, benefits and opportunities for change and growth.
			Objective #21 State whether identified jobs are commensurate with abilities. interests. physical and psychological needs.

Comments: _____

COLLEGE READINESS RUBRIC

Categories and Descriptions	Exceeds Expectations “7”	Meets Expectations “5”	Improving “3”	Needs Improvement “1”
Test Preparation and Study Strategies	Regularly utilizes at least 5 test preparation/study strategies independently.	Can identify at least 5 strategies and utilized them occasionally or with reminders.	Can identify and describe 1-4 study/test preparation strategies.	Starting to learn various study and test preparation strategies.
Test Taking Strategies	Utilizing AT as appropriate, student applies a variety of strategies to take tests independently with self-reported low or no anxiety.	Utilizing AT as appropriate, student takes tests independently, utilizing 3-4 strategies, with self-reported “medium” anxiety.	Utilizing AT as appropriate and some rephrasing assistance, student utilizes 1-2 strategies and takes tests with self-reported medium anxiety.	Student may or may not utilize AT for test-taking. Needs regular rephrasing assistance. Starting to learn various test-taking strategies. Self report medium to high test anxiety.
Self Advocacy Skills for Post-Secondary	Student reports “comfort” with disclosing disability to instructors; requests all accommodations appropriately and independently.	Student discloses disability to instructors, but remains uncomfortable doing so. Student requests accommodations appropriately with occasional Special Education support.	Student discloses disability and requests accommodations in some classes, with guidance and support from Special Education teacher.	Special Education teacher assists in informing instructors of student’s need for accommodations. Student may be requesting some supports beyond the definition of “accommodations”.
Use of Assistive Technology	Student fully describes AT features that are helpful and has a specific plan in place for meeting AT needs in post-secondary. Student utilizes all AT independently.	Student describes some AT features that are helpful. Has met or talked with Post-Secondary providers about AT. Student utilizes AT with minimal assistance.	Student is aware of features that are helpful when asked. Student utilizes AT with regular supports from Special Education Teacher.	Student identifies names of AT devices but not “features”. Student utilizes AT with regular supports from AT Team and Special Education Teacher.
Post-Secondary Linkages	Student has visited at least 2-3 colleges, including Disability Services. Vocational Rehabilitation file is open and career goal/plan is set. Has taken ACT with accommodations.	Student has had contact with 1-2 colleges. Vocational Rehabilitation eligibility determination is underway. Has signed up to take ACT with accommodations.	Student has had contact with 1 college. Has met Vocational Rehabilitation Counselor. Has discussed ACT accommodations with Guidance Counselor.	Student is considering going to college. Has been referred to Vocational Rehabilitation. Thinking about ACT and needed preparation, documentation for accommodations.

Cooper Decision-Making Rubric

Decision-Making Components	“3” Exceeds Expectations	“2” Meets Expectations	“1” Needs Improvement
Describe the classroom learning problem	Able to describe independently.	Able to describe with prompts.	Unable to describe with prompts or denies there is a problem.
Identify accommodations or strategies	Able to identify 2 or more independently.	Able to identify 1 or more with prompts/assistance.	Unable to identify any accommodations or strategies
Predict consequences of accommodations	Able to state pros and cons independently.	Able to state pros and cons with prompts.	Unable to state pros and cons with prompts.
Choose accommodation or strategy	Chooses one independently.	Able to choose one with assistance	Unable to choose or refuses to choose accommodation or strategy
Utilize the chosen accommodation(s) or strategy	Utilizes the chosen accommodation or strategy independently	Utilizes the chosen accommodation or strategy with prompting.	Unable or refuses to utilize the chosen accommodation or strategy
Evaluate the results of choices made	Evaluates independently	Evaluates with assistance	Unable or uncooperative in evaluating the chosen accommodation or strategy
Complete self-monitoring checklist	Completes independently daily.	Completes daily with reminders or assistance.	Unable or refuses to complete with assistance.

Within 36 weeks, by utilizing the decision-making rubric and completing daily self-monitoring, Cooper will score a “2” in **all** components of decision-making for 9 consecutive weeks.

Name: _____ **Grade:** _____ **Date:** _____

School: _____ **Setting:** _____

Possible Goal: By _____ (the next annual review date), the student will demonstrate appropriate compensatory strategies by using self-advocacy skills as measured by achieving ____ out of ____ points on the Transition Rubric.

Dates:	Baseline	1st	2nd	3rd	4th
Self-advocacy					
Appropriately seeks help					
Requests processing time					
Asks for rephrasing/restatement					
Seeks preferential/flexible seating					
Requests access to lecture notes/outlines					
Requests use of a technology					
Requests interpreter, as needed (sign language/system preference)					
Equipment					
Maintains personal equipment (i.e. batteries, cleaning) with assistance					
Maintains personal equipment (i.e. batteries, cleaning) independently					
Wears personal equipment daily					
Informs staff when not working effectively					
Hearing Loss					
Explain my specific diagnosis (i.e. hearing loss)					
Describe possible limitations					
Explain impact on academic performance and career					
Compiles documentation related to disability					
Requesting Services					
Identify agencies (i.e. NCDHH, VR, HHS, SS, Student Services)					
Know legal rights (ADA) relating to state and local requirement in academic and career settings					

scoring key
 0 = never/not observed/inappropriate - 0
 1 = rare/occasional/very inconsistent - 25%
 2 = some of the time/partial - 50%
 3 = most of the time/fairly consistent - 75%
 4 = always/complete - 100%