



**Oregon Statewide Assessment System
Extended Career and Life Role Assessment System
Alignment with Oregon Standards**

**Developed for the Oregon Department of Education
by
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Alignment of Extended CLRAS with Oregon Standards

The Extended Career and Life Role Assessment System (Extended CLRAS) is conducted during a live performance assessment in the natural environment. Students are assessed while they perform functional routines and individualized skills related to the selected routines. Initially, an assessor rates a student on all functional routines using the Baseline/Annual Assessment Checklist (BAAC). The BAAC rating is completed by an assessor and is based on the assessor's professional knowledge and experience with the student. The rating is determined by the student's level of independence as s/he performs the routine. The rating scale (the Independence Measurement Scale) ranges from Independent to not being able to complete a routine or skill even with full physical assistance. After the assessor completes the BAAC, a sub-set of routines are selected for observation during an in-depth, live performance assessment. The routines selected for performance assessment are routines the student cannot perform independently. A related skill assessment is conducted simultaneously with the routine assessment.

The example below illustrates the assessment process for a student named Joe Smith. Table 1 illustrates the Oregon Content Standards as they relate to the BAAC rating and routine selection for Joe. A more in depth alignment process is shown as for the Living Skills domain for Joe. Table 2 addresses the routine assessment and alignment with Oregon State Standards. The alignment process follows the criteria outlined by Webb in the following four domains: 1) categorical concurrence, 2) depth of knowledge, 3) range of knowledge, and 4) balance of representation.

Routine Assessment for Joe Smith

As you will see in Table 1, the Living Skills domain consists of six routines: Eating Lunch, Using the Bathroom, Grooming at School, Dressing for an Activity/Weather, Purchasing an Item at School, and Dressing for P.E. (Physical Education). These six routines address two out of the six Oregon Standards (33%). Initially, Joe was rated on all six routines. After the initial rating, Joe's teacher selected a high priority routine (based on the Extended CLRAS guidelines and Joe's Individual Education Program [IEP]) for the in-depth, live performance assessment.

For the in-depth, live performance assessment, Joe was assessed on Purchasing an Item at School (Table 2), including the steps within the Purchasing an Item at School routine, five out of the six (83%) criteria for the Problem Solving standard, and five out of six (83%) for the Communication standard.

Scoring of the task is accomplished by the teacher scoring the student on his level of independence as he performs each step of the Purchasing an Item at School Routine. The teacher follows the Independence Measurement Scale when scoring a student:

- 4 = Independent
- 3 = Gestures/visual/verbal prompts needed
- 2 = Partial physical assistance needed
- 1 = Full physical assistance needed
- 0 = Could not complete with full physical assistance
- N = Routine, step, or skill is not applicable

Joe was assessed on 14 steps during the Purchasing an Item routine. Every student that takes the CLRAS is not necessarily scored on the Purchasing an Item routine. However, every student that is assessed while performing this routine is assessed on the same 14 steps. The following categories outlined below are analyzed in relation to the live, in-depth performance assessment of Purchasing an Item at School (Table 2).

Categorical concurrence:

After considering whether the behaviors assessed with the CLRAS are access or target skills, it was determined that all of the routine steps involve target skills (14 out of 14 address the problem solving standard). When the entire assessment is taken into account for this student, it appears that all seven standards are addressed predominantly focusing on target skills (98%).

Table 2 illustrates the alignment process for categorical concurrence in relation to the problem solving standard for Joe's Extended CLRAS assessment. The Purchasing an Item at School routine also is aligned with the Communication standard. A similar analysis can occur for each routine and related skill in relation to each standard.

Depth of Knowledge:

Looking at the example for Purchasing an Item, Joe's target skills fall predominantly between Levels two and three for depth of knowledge. For the Problem Solving standard, two steps are performed at Level 1 (steps 5 & 7), five steps are performed at Level 2 (steps 6, 8, 9, 10 & 12), six steps are performed at Level 3 (steps 1, 2, 4, 11, 13, & 14), and one step is performed at Level 4 (step 3). Joe performs the majority of steps at, or above, the level required by the Problem Solving standard. In addition to the level required by the standard, the items were rated on their complexity with the Webb 4-point rating scale. All routine steps score a 3 (discrimination behavior is present with choice points for engaging in complex responses) or a 4 (response classes are described with complex behavioral routines in multiple contexts). Steps 4-8, and 10 were rated a three. Steps 1-3, 9, and 11-14 were rated a four. All Purchasing an Item at school steps were more advanced, thus requiring more complex behavior than the standard calls for.

Range of knowledge:

In the end, all of the 14 steps for the Purchasing an Item at School routine addressed at least five out of the six criteria for the Problem Solving standard. Two out of the 14 steps addressed all six criteria. Thus, there was a wide range of knowledge tested during the Purchasing an Item at School routine. A similar process can be conducted comparing each routine identified for a student and comparing it to all applicable standards and related criteria.

Balance of representation:

When examining the balance of representation for the relationship between the Problem Solving standard and the Purchasing an Item at School routine of the Extended CLRAS for this student, the items are balanced in the following ways:

Five out of the six criteria for Problem Solving have equal emphasis in relation to the Purchasing an Item at School routine (e.g. all fourteen steps address these five criteria). Only two steps address one of the six criteria during the routine. This might suggest that the routine be

modified to address the sixth criteria more directly. However, when the entire Extended CLRAS is taken into account (the remaining six routines not discussed in this example), it is evident that the balance of representation far exceeds expectation. Due to the nature of the range of routines assessed for each student (at least six per student) and the assessment of related skills in multiple contexts, the Extended CLRAS overall has a strong balance of representation across all Oregon Standards and Criteria.

Related Skill Assessment

A related skill assessment is conducted concurrently with the assessment of routines. Skills are selected in the following six related skill domains: expressive communication, receptive communication, problem solving, teamwork/social skills, motor skills, and employment foundations. A sub-set of related skills are selected for each student (Table 3). To complete the alignment process, related skills can be analyzed for congruence with State standards according to Webb's procedure.

Table 1: Oregon Content Standards and Extended CLRAS Routines

Oregon Content Standard	CLRAS BAAC	Joe's BAAC	CLRAS Routines	Joe's Routines
	Living Skills		Living Skills	
Problem Solving Communication	Eating Lunch	√	Eating Lunch	
	Using the Bathroom	√	Using the Bathroom	
	Grooming at School	√	Grooming at School	
	Dressing for an Activity/Weather	√	Dressing for an Activity/Weather	
	Purchasing an Item at School	√	Purchasing an Item at School	√
	Dressing for P.E.	√	Dressing for P.E.	
	Transition		Transition	
Personal Management Problem Solving Communication Organizations and Systems Employment Foundations Career Development	Arrival	√	Arrival	
	Departure	√	Departure	
	Transitioning Within the Classroom Between Activities	√	Transitioning Within the Classroom Between Activities	√
	Transitioning Between Classes	√	Transitioning Between Classes	
	Academic Activities		Academic Activities	
Personal Management Problem Solving Communication Organizations and Systems Employment Foundations Career Development	Individual Seatwork	√	Individual Seatwork	
	Group Project/Activity	√	Group Project/Activity	√
	Listening in a Group Setting	√	Listening in a Group Setting	
	Occupying Classroom Free Time	√	Occupying Classroom Free Time	
	Using a Computer	√	Using a Computer	
	Using the Library	√	Using the Library	
	Daily Leisure		Daily Leisure	
Personal Management Problem Solving Communication Organizations and Systems	Occupying Classroom Free Time Outside the Classroom	√	Occupying Classroom Free Time Outside the Classroom	
	Socializing With Friends (Hanging out)	√	Socializing With Friends (Hanging out)	
	Playing a Game	√	Playing a Game	
	Fitness Routine/P.E.	√	Fitness Routine/P.E.	√
	Attending an Assembly	√	Attending an Assembly	
	Generic Daily Leisure	√	Generic Daily Leisure	
	Making a Phone Call	√	Making a Phone Call	
	Community		Community	
Personal Management Problem Solving Communication Organizations and Systems	Riding in a Car/Bus	√	Riding in a Car/Bus	
	Crossing the Street	√	Crossing the Street	
	Generic Community	√	Generic Community: School Dance	√
	Eating Out at a Fast Food Restaurant	√	Eating Out at a Fast Food Restaurant	
	Eating in a Sit-Down Restaurant	√	Eating in a Sit-Down Restaurant	
	Making a Phone Call for Safety	√	Making a Phone Call for Safety	
	Purchasing an Item in the Community	√	Purchasing an Item in the Community	
	Transporting Oneself to/from Community Locations	√	Transporting Oneself to/from Community Locations	
	Vocational		Vocational	
Personal Management Problem Solving Communication Organizations and Systems Employment Foundations Career Development	School Vocational	√	School Vocational	√
	Community Vocational	√	Community Vocational	
	Career Development		Career Development	
Personal Management Problem Solving Communication Organizations and Systems Employment Foundations Career Development	Interviewing / Job Shadowing an Employer / Employee	√	Interviewing / Job Shadowing an Employer / Employee	√
	Creating a Resume	√	Creating a Resume	
	Finding a Job	√	Finding a Job	
	Applying for a Job	√	Applying for a Job	
	Interviewing for a Job	√	Interviewing for a Job	

Oregon Content Standard And Criteria	Joe's Selected CLRAS Routines	Routine Steps	Steps Assessed	Target v. Access Skills
<p>Personal Management: Exhibit appropriate work ethic and behaviors in school, community, and workplace.</p> <p>Problem Solving Standard: Apply decision-making and problem-solving techniques in school, community, and workplace.</p> <p>Communication Standard: Demonstrate effective communication skills to give and receive information in school, community, and workplace.</p> <p>Organizations and Systems: Describe how individuals fit into organizations and systems</p> <p>Employment Foundations: Demonstrate academic, technical, and organizational knowledge and skills required for successful employment</p> <p>Career Development: Demonstrate career development skills in planning for post high school experiences</p> <p>See Table 4 for Oregon Standard Criteria</p>	<p>Transition</p> <p>Transitioning Within the Classroom Between Activities</p>	<p>Transition</p> <ol style="list-style-type: none"> 1. Attends to cue that activity has been completed 2. Terminates activity in appropriate manner 3. Identifies materials to put away 4. Gathers materials from activity 5. Identifies appropriate location for materials 6. Places materials in proper place 7. Attends to cues regarding next activity 8. Identifies necessary materials for new activity 9. Obtains materials for new activity 10. Identifies location of new activity 11. Arranges self in front of new materials at appropriate location 12. Begins work on new activity 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p>

T= Target
A = Access

Oregon Content Standard And Criteria	Joe's Selected CLRAS Routines	Routine Steps	Steps Assessed	Target v. Access Skills
<p>Personal Management: Exhibit appropriate work ethic and behaviors in school, community, and workplace.</p> <p>Problem Solving Standard: Apply decision-making and problem-solving techniques in school, community, and workplace.</p> <p>Communication Standard: Demonstrate effective communication skills to give and receive information in school, community, and workplace.</p> <p>Organizations and Systems: Describe how individuals fit into organizations and systems</p> <p>Teamwork: Demonstrate effective teamwork in school, community, and workplace</p> <p>Employment Foundations: Demonstrate academic, technical, and organizational knowledge and skills required for successful employment</p> <p>Career Development: Demonstrate career development skills in planning for post high school experiences</p> <p>See Table 4 for Oregon Standard Criteria</p>	<p>Academic Activities Group Project/ Activity</p>	<p>Academic Activities</p> <ol style="list-style-type: none"> 1. Focuses on teacher with eye contact 2. Receives teacher's directions re: group members and assignment 3. Orients to other group members 4. Locates group meeting place 5. Listens to other members re: task 6. Interacts with other members re: task 7. Demonstrates collaborative attitude and behaviors 8. Remains task-oriented throughout activity 9. Finishes assigned portion of task 10. Gathers personal materials involved in task 11. Returns to desk 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p>

T= Target
A = Access

Oregon Content Standard And Criteria	Joe's Selected CLRAS Routines	Routine Steps	Steps Assessed	Target v. Access Skills
	Vocational	Vocational		
<p>Personal Management: Exhibit appropriate work ethic and behaviors in school, community, and workplace.</p> <p>Problem Solving Standard: Apply decision-making and problem-solving techniques in school, community, and workplace.</p> <p>Communication Standard: Demonstrate effective communication skills to give and receive information in school, community, and workplace.</p> <p>Organizations and Systems: Describe how individuals fit into organizations and systems</p> <p>Teamwork: Demonstrate effective teamwork in school, community, and workplace</p> <p>Employment Foundations: Demonstrate academic, technical, and organizational knowledge and skills required for successful employment</p> <p>Career Development: Demonstrate career development skills in planning for post high school experiences</p> <p>See Table 4 for Oregon Standard Criteria</p>	School Vocational	<ol style="list-style-type: none"> 1. Arrives on time 2. Identifies job responsibilities 3. Follows directions of supervisors 4. Follows steps of job activities 5. Stays on task 6. Works without disrupting others 7. Is polite to adults and peers 8. Allows others to assist as needed 9. Responds appropriately to feedback about job activities 10. Demonstrates initiative/independence 11. Work is orderly and accurate (job quality) 12. Works at a good pace and amount (job quantity) 13. Cleans up materials and workspace 14. Leaves at appropriate time 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p>
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Oregon Content Standard And Criteria	Joe's Selected CLRAS Routines	Routine Steps	Steps Assessed	Target v. Access Skills
<p>Personal Management: Exhibit appropriate work ethic and behaviors in school, community, and workplace.</p> <p>Problem Solving Standard: Apply decision-making and problem-solving techniques in school, community, and workplace.</p> <p>Communication Standard: Demonstrate effective communication skills to give and receive information in school, community, and workplace.</p> <p>Organizations and Systems: Describe how individuals fit into organizations and systems</p> <p>Employment Foundations: Demonstrate academic, technical, and organizational knowledge and skills required for successful employment</p> <p>Career Development: Demonstrate career development skills in planning for post high school experiences</p> <p>See Table 4 for Oregon Standard Criteria</p>	<p>Career Development</p> <p>Interviewing / Job Shadowing an Employer / Employee</p>	<p>Career Development</p> <ol style="list-style-type: none"> 1. Identifies a job of interest 2. Calls or sends letter asking for an interview or job shadow 3. Generates an appropriate list of questions 4. Arrives at location of interview/job shadow on time 5. Conducts interview or job shadow 6. Describes positive aspects of the job 7. Describes negative aspects of the job 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T= Target A = Access</p>

Table 3: Related Skills Assessment

Oregon Content Standard	CLRAS Related Skills	Joe's Related Skills	Oregon Content Standard	CLRAS Related Skills	Joe's Related Skills
	Expressive Communication			Motor Skills	
Personal Management Problem Solving Communication Organizations and Systems Employment Foundations Career Development	Meeting Basic Needs		Personal Management Problem Solving Communication Employment Foundations Career Development	Gross Motor	
	Greeting			Fine Motor	
	Seeking Attention			Supporting Self	
	Expressing Preferences (both negative & positive)			Hand-Eye Coordination	
	Expressing Emotions			Mobility	
	Labeling Objects			Stretching	
	Acknowledging People			Strength	√
	Introductions			Aerobic conditioning	
	Relaying Information	√		Playing Games	
	Obtaining Permission	√		Range of Motion	
	Describing Action			Balance/Coordination	
Describing Events (past, present or future)		Rhythm			
	Receptive Communication			Employment Foundations	
Personal Management Problem Solving Communication Organizations and Systems Employment Foundations Career Development	Attends to Others		Personal Management Problem Solving Communication Organizations and Systems Employment Foundations Career Development	MATH	
	Follows One Step Command			Time Telling	
	Recognizing Who/People			Sorting	
	Recognizing Objects	√		Making Payments	√
	Recognizing Action			Counting/Numbers	
	Recognizes When Action is Needed			Calendar	
	Recognizes Location			Addition	
	Recognizing Attributes			Reporting to Work on Time	
	Recognizing How			READING	
	Recognizing Why	√		Following Schedule	√
Follows Complex Directions	√	Alphabet			
	Problem Solving			Reading	
Personal Management Problem Solving Communication Organizations and Systems Employment Foundations Career Development	Recognizes a Problem Exists		Personal Management Problem Solving Communication Organizations and Systems Employment Foundations Career Development	WRITING	
	Sizes up a problem	√		Writing (Personal Info)	
	Considers possible solutions for a problem	√		Writing (General Communication)	√
	Initiates a solution				
	Re-evaluates solution				
	Teamwork-Social Skills				
Personal Management Problem Solving Communication Organizations and Systems Employment Foundations Career Development	Play		Personal Management Problem Solving Communication Organizations and Systems Employment Foundations Career Development		
	Participation in Group Outings	√			
	Dealing with Emotions				
	Group Dining				
	Interpersonal Differences/Conflicts				
	Sports				
	Sportsmanship				
	Phone Usage				
	Disability Awareness				
	Messages				
	Personal Appearance				
	Accepts Feedback				
	Communication (Volume)				
Personal Space					

Table 4: Oregon Content Standards and Criteria

Oregon Content Standard	Criteria
<p>Personal Management: Exhibit appropriate work ethic and behaviors in school, community, and workplace.</p>	<ol style="list-style-type: none"> 1. Identify tasks that need to be done and initiate action to complete the tasks. 2. Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality. 3. Take responsibility for decisions and actions and anticipate consequences of decisions and actions. 4. Maintain regular attendance and be on time. 5. Maintain appropriate interactions with colleagues.
<p>Problem Solving Standard: Apply decision-making and problem-solving techniques in school, community, and workplace.</p>	<ol style="list-style-type: none"> 1. Identify problems and locate information that may lead to solutions. 2. Identify alternatives to solve problems. 3. Assess the consequences of the alternatives. 4. Select and explain a proposed solution and course of action. 5. Develop a plan to implement the selected course of action. 6. Assess results and take corrective action.
<p>Communication Standard: Demonstrate effective communication skills to give and receive information in school, community, and workplace.</p>	<ol style="list-style-type: none"> 1. Locate process, and convey information using traditional & technological tools. 2. Listen attentively and summarize key elements of verbal & non-verbal communication 3. Give and receive feedback in a positive manner. 4. Read technical/instructional materials for information and apply to specific tasks. 5. Write instructions, technical reports, and business communications clearly and accurately. 6. Speak clearly, accurately, and in a manner appropriate for the intended audience when giving oral instructions, technical reports, and business communications.
<p>Organizations and Systems: Describe how individuals fit into organizations and systems</p>	<ol style="list-style-type: none"> 1. Identify parts of organizations and systems. 2. Describe how the parts of organizations and systems fit together. 3. Describe how work moves through a system. 4. Describe the changing nature of work, workplaces, and work processes on individuals, organizations, and systems.
<p>Teamwork: Demonstrate effective teamwork in school, community, and workplace</p>	<ol style="list-style-type: none"> 1. Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork. 2. Demonstrate skills that improve team effectiveness (e.g. , negotiation, compromise, consensus building, conflict management, shared decision-making and goal-setting).
<p>Employment Foundations: Demonstrate academic, technical, and organizational knowledge and skills required for successful employment</p>	<ol style="list-style-type: none"> 1. Apply academic knowledge and technical skills in a career context. 2. Select, apply, and maintain tools and technologies appropriate for the workplace. 3. Identify parts of organizations and systems and how they fit together. 4. Describe how work moves through a system. 5. Describe the changing nature of work, workplaces, and work processes on individuals, organizations, and systems. 6. Demonstrate dress, appearance, and personal hygiene appropriate for the work environment and situation. 7. Explain and follow health and safety practices in the work environment. 8. Explain and follow regulatory requirements, security procedures, and ethical practices.
<p>Career Development: Demonstrate career development skills in planning for post high school experiences</p>	<ol style="list-style-type: none"> 1. Assess personal characteristics related to educational and career goals. 2. Research and analyze career and educational information. 3. Develop and discuss a current plan designed to achieve personal educational, and career goals. 4. Monitor and evaluate educational and career goals. 5. Demonstrate job-seeking skills (e.g. , writing resumes, completing applications, and participating in interviews).

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