

Extended Career and Life Role Assessment System

Based on the Career Related Learning Standards
identified with the CAM

Administration Manual
2002-2003

Developed for the Oregon Department of Education
through a Grant with
Portland State University

By Joel Arick, Gary Nave, and Tera Hoffman

This assessment was developed for the Oregon Department of Education by Joel Arick, Gary Nave and Tera Hoffman,
Portland State University under grant CFDA 87.027A, IDEA.

Note: In order to assess a student using the Extended CLRAS for the statewide assessment, a teacher must have received training and completed the qualification standards from an Extended CLRAS trainer. Contact your Special Education Administrator to identify qualified trainers in your district.

Oregon Department of Education
Office of Assessment and Evaluation
255 Capitol Street NE
Salem OR 97310-0203



Extended Career and Life Role Assessment System

Administration Manual

Developed by Joel Arick, Gary Nave, and Tera Hoffman

Copyright © 2002 by Arick, Nave, and Hoffman

This assessment was developed for the Oregon Department of Education by Joel Arick, Gary Nave and Tera Hoffman, Portland State University under grant CFDA 87.027A, IDEA.

These assessment and training materials were produced for the
Office of Assessment and Evaluation
Oregon Department of Education
By Portland State University

Office of Assessment and Evaluation
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310-0203

All or any part of this document may be photocopied for
education assessment purposes within Oregon without permission from the
Oregon Department of Education.

If you have any questions or comments, contact:
Pat Almond, Evaluation Specialist (503) 378-3600 ext. 2267
(FAX) (503) 373-7968 or pat.almond@state.or.us

TABLE OF CONTENTS

Extended Career and Life Role Assessment System

<u>CONTENTS</u>	<u>PAGE #</u>
Chapter I Extended Career and Life Role Assessment System Introduction	1
Chapter II Extended Career and Life Role Assessment System Instructions	
Elementary School Level	13
Middle/Secondary School Level	18
Chapter III Example Student Assessment	
Step 1: Completion of the Baseline/Annual Assessment Checklist	23
Step 2: Selection of Routines	37
Step 3: Selection of Related Skills	39
Step 4: Performance Assessments	41
Appendices	
Appendix A: Extended CLRAS Forms	
Baseline/Annual Assessment Checklist: Elementary School	50
Baseline/Annual Assessment Checklist: Middle/Secondary School	69
Routine Assessment Forms	89
Related Skill Assessment Forms	136
Appendix B: Related Skills Resource Booklet	137
Appendix C: Extended CLRAS Qualification Criteria	145
References	147

CHAPTER I

Extended CLRAS

Introduction

Oregon Extended Career and Life Role Assessment System Based on the Career Related Learning Standards identified with the CAM

This assessment was developed for the Oregon Department of Education by Joel Arick, Gary Nave and Tera Hoffman, Portland State University under grant CFDA 87.027A, IDEA.

Assessment Administration Support
Available from Portland State University
Project Phone: 503.725.4255
Email: extendedclras@pdx.edu

Oregon Statewide Assessment Information
Office of Assessment and Evaluation
Oregon Department of Education
Web: <http://www.ode.state.or.us/>

Extended Career and Life Role Assessment System Overview

The appropriate and accurate assessment of students with disabilities is a major concern in the implementation of educational reform in the state of Oregon. During the 1998-99 school year, the Oregon Department of Education (ODE) committed to the extension of the statewide assessment system to better serve students who were exempted from, or not well served by, the existing system. ODE contracted with faculty members at Portland State University and the University of Oregon to develop two new assessment components.

Portland State University developed the Extended Career and Life Role Assessment System (Extended CLRAS) to implement a functional assessment approach appropriate for students with moderate to severe disabilities. Extended CLRAS extends assessment of student functioning in content areas that match the Career and Life Role education standards of the Common Curriculum Goals (CCG). The University of Oregon team led a complementary ODE project to create the Extended Reading, Writing, and Mathematics assessments to assess existing CIM academic content standards below the third grade benchmark level.

The two assessment components will be introduced for the 2000-01 school year as new options for students within Oregon's comprehensive assessment system. Thus, the state of Oregon will be in compliance with the important new federal requirements of IDEA-97 for alternate assessment through the normal assessment channels rather than creating cumbersome and exclusionary alternative systems. Each student's IEP team will determine which components of the CIM, Extended CLRAS, and Extended Reading, Writing and Mathematics assessments should comprise the student's assessment. In general, a student being assessed with Extended CLRAS will likely meet four criteria:

1. The student has previously been exempted from the available CIM assessments.
2. The student has IEP goals and objectives in the functional daily living skills area and/or participates in a functional daily living skills curriculum.
3. The student has been identified as having a moderate/severe disability (e.g. mental retardation, autism, multiple disabilities, etc.).
4. A) The student is enrolled in grades 3, 5, 8, or 10, or
B) If the student's program is ungraded, as of September 1 the student's age is equivalent to other students in grades 3 (age 8), 5 (age 10), 8 (age 13) or 10 (age 15).

Brief History of Extended CLRAS Development

There were two main goals for the Extended CLRAS project's first year in 1998-1999. The first goal was for PSU faculty to work with Oregon Department of Education staff and the special education community in Oregon to develop a strong initial alternate assessment process for students with moderate to severe disabilities. The second goal was to pilot-test the process with teachers and students in several elementary and secondary schools.

Extended CLRAS was developed to align to Oregon's CCG and the Career Related Learning Standards. The functional routines to be assessed were identified by reviewing current literature, curriculum materials, and talking with professionals in the field of education. Numerous advisory meetings were held with special education instructors, administrators, and Portland State University staff to identify and prioritize essential routines based on the potential to contribute to a fully functioning life for the student.

The initial Extended CLRAS was pilot tested in the spring of 1999 with 34 teachers. They assessed 114 students and provided feedback on how the system worked for students and instructors. Teacher feedback and the results of student assessments were analyzed to determine what modifications to make to the Extended CLRAS.

During the 1999-2000 school year, the Oregon Department of Education, Portland State University and the University of Oregon implemented a statewide field test of the Extended CLRAS and the Extended Reading, Writing, and Mathematics assessments. The purpose of the field test was to implement the two systems together on a statewide level. Nine Educational Service Districts (ESDs) and 32 school districts volunteered for the field test within Oregon's eight educational regions. One Regional Representative was appointed for each region to be the liaison between project staff and participating teachers. The Regional Representatives were responsible for attending all training workshops, coordinating follow-up meetings with teachers, fielding questions about the two assessment systems, and soliciting feedback from Portland State University and the University of Oregon regarding difficult questions. One hundred and thirty three teachers participated in the field test and assessed 478 students. Training for the Field Test began in early February and the assessment process was completed in May 2000.

Student results on the Extended CLRAS from both the pilot test of 1998-99 and the field test of 1999-2000 support three important overarching findings. First, it is clear that a vast majority of the students with moderate to severe disabilities are able to attain some measurable level of success on important life routines. Second, the rating scale used in Extended CLRAS successfully spreads student performance across the five levels of independence. Finally, results varied across routines in relation to functioning levels and difficulty of routine. Teacher feedback was positive on the utility of the Extended CLRAS, but has identified areas where the system could be improved. In addition, both validity and reliability measures of the Extended CLRAS were computed. Concurrent validity with the Vineland Adaptive Behavior Scale was adequate. Inter-rater reliability between two independent raters was found to be high. A Technical Adequacy Manual for the Extended CLRAS is being written and will be available when the data entry and analysis of all results from the 1999-2000 field test are completed.

Relationship of Extended CLRAS to Oregon Career and Life Role Standards

Students who participate in the Extended CLRAS are assessed on their ability to perform typical daily “routines” while incorporating essential “related skills” for living. All people engage in a broad range of routines every day of their lives.

Routines: naturally occurring purposeful events in daily life that consist of a number of core steps that have a beginning, middle, and end. *Examples: eating lunch, academic seatwork, socializing with friends, arriving at school, going shopping.*

Routines serve as the basic unit for assessment in Extended CLRAS. First, students are rated on their ability to independently perform a broad range of routines. Later they are assessed on a small number of routines through performance assessments conducted in the natural environment. During the performance assessment of each routine, students are also assessed on specific related skills that enhance their ability to engage in routines more effectively. Related skills are often identified from the student’s IEP goals and objectives.

Related Skills: specific personal skills that **enhance** the quality of the student’s performance across routines. *Examples: acknowledging people, making introductions, recognizing a problem exists, dealing with emotions, specific gross and fine motor skills.*

Table 1 shows how the content areas of the Extended CLRAS match the Career and Life Role Strands of the Common Curriculum Goals (CCG’s). The functional living skills areas found in the literature for students with disabilities aligned nicely to the Personal Management and Career Development areas of the CCG’s. Extended CLRAS defines Personal Management more specifically through the following categories: a) daily school routines, b) daily leisure routines, and c) community routines. Career Development categories are: a) school vocational routines, b) community vocational routines, and c) career development activities. The *Selection Guide of Extended CLRAS Routines for Performance Assessment* found on the last page of the *Baseline/Annual Assessment Checklist* lists all routines within these categories for the 2000-01 school year.

Table 1 also shows that four of the Career and Life Role Strands match to the related skills assessed by the Extended CLRAS. Communication, problem solving, social skills and teamwork, and employment foundations each correspond one to one from the Career and Life Role Strands to Extended CLRAS. Motor Skills is the only category of related skills within Extended CLRAS that did not find a direct match in the standards. They were included in Extended CLRAS because they are crucial skills for many students with disabilities, especially those with multiple disabilities.

Table 1: Career and Life Role Strands Linked To Extended CLRAS

Career and Life Role Strands	Corresponding Content Areas Assessed by the Extended CLRAS
	DAILY ROUTINES
Personal Management	Functional Daily Routines: <ul style="list-style-type: none">• Daily School Routines• Daily Leisure Routines• Community Routines• Self-care skills (incorporated)• Health & safety skills (incorporated)
Career Development	Career & Vocational Skills <ul style="list-style-type: none">• School Vocational Routines• Community Vocational Routines• Career Development Routines
	RELATED SKILLS
Communication	Communication <ul style="list-style-type: none">• Expressive Communication• Receptive Communication
Problem Solving	Problem Solving
Team Work	Social Skills/Team Work
Employment Foundations	Employment Foundations (Functional Academics)
<i>Motor Skills</i> (not a Career and Life Role strand but important for Extended Assessment)	Motor Skills

Note: Assessment of Daily Routines are conducted using a combination of teacher rating and performance assessment. Assessment of related skills will be conducted while students are engaged in Daily Routines.

Introduction to the Extended CLRAS Assessment Process

Students involved in the Extended Career and Life Role Assessment System will be assessed in the two domain areas of Personal Management and Career Development. The Personal Management domain focuses on daily living activities. The Career Development domain focuses on vocational activities.

The assessment process includes a checklist rating form entitled the *Baseline/Annual Assessment Checklist*. The checklist is completed by a Qualified Extended CLRAS Assessor and rates the student on all Personal Management and Career Development routines. After the checklist has been completed by the teacher, the IEP team determines which routines the student will perform for assessment in the natural environment. Five routines are selected for performance assessment from the Personal Management domain in the following five categories: 1) Daily School: Living Skills, 2) Daily School: Transition, 3) Daily School: Academic Activities, 4) Leisure, and 5) Community. Career Development routines are selected in the following areas: 1) a School or Community* Vocational Activity and, 2) one Career Exploration Activity*.

Concurrent with the selection of routines, the IEP team identifies related skills from the student's IEP goals and objectives. Related skills are assessed concurrent with routines during the performance assessment.

Table 2 provides an outline of the assessment process.

Table 2. EXTENDED CLRAS OVERVIEW

	Extended CLRAS Domains							ASSESSMENTS
	PERSONAL MANAGEMENT					CAREER DEVELOPMENT		
	Living Skills	Transition	Academic Activities	Leisure	Community	School or Community* Vocational	Career* Exploration	
ROUTINE ASSESSMENT	6 routines	4 routines	6 routines	6-7 routines	7-8 routines	1 routine	5 routines	CHECKLIST RATING: Baseline/Annual Assessment Checklist
	1 selected routine	1 selected routine	1 selected routine	1 selected routine	1 selected routine	1 selected routine (if applicable)	1 selected routine (if applicable)	PERFORMANCE ASSESSMENT: Routine and Related Skill Assessment Forms are completed simultaneously
RELATED SKILL ASSESSMENT**	set of selected skills	set of selected skills	set of selected skills	set of selected skills	set of selected skills	set of selected skills	Set of selected Skills	

* Middle/Secondary only

**Related skills assessment includes 0-3 skills from each of the following areas: expressive communication, receptive communication, problem solving, teamwork & social skills, motor skills, employment foundations (math, reading and writing). The same set of related skills are assessed across all routines.

The forms used to conduct the assessment process shown in Table 2 are depicted in Figure 1. These example forms are intended to draw a connection between the steps of the Extended CLRAS and the forms that are used within those steps. Detailed instructions for the assessment process are included in Chapter II of the Administration Manual for elementary school students and for middle/secondary school students. Chapter III provides a very detailed walk through of an example student assessment. The steps involved in the Extended CLRAS are:

- 1) Complete **Baseline/Annual Assessment Checklist (BAAC)**.
- 2) Select **Routines** to be formally assessed by completing the *Selection Guide of Extended CLRAS Routines for Performance Assessment*
- 3) Select specific **Related Skills** for assessment
- 4) Conduct assessment of the selected 6-7 routines, depending on the student's age, and their corresponding related skills.

For all assessments in the Extended CLRAS the following student rating scale is used:

Independence Measurement Scale

4 = completes independently

3 = completes with visual, verbal or gesture prompting

2 = completes with partial physical prompting (requires at least one physical prompt, but not continuous physical prompts)

1 = completes with full physical prompting (requires continuous physical prompts)

0 = does not complete even with physical prompting

N= not applicable (due to student's medical needs, the school environment does not provide an opportunity to perform, or the IEP team deems the routine/activity inappropriate for the student)

See Figure 1 on the following page

Figure 1. Extended Career and Life Role Assessment System

STEP 1

**Complete the Baseline/Annual
Assessment Checklist**

This is a screenshot of the 'Baseline/Annual Assessment Checklist' form. It contains a table with various assessment categories and a grid for recording scores or observations. The form is titled 'Baseline/Annual Assessment Checklist' and includes a header with the organization's name and logo.

STEP 2

Select Routines to Assess

This is a screenshot of the 'Select Routines to Assess' form. It features a list of routines on the left and a grid on the right for selecting which routines to assess. The form is titled 'Select Routines to Assess' and includes a header with the organization's name and logo.

STEP 3

Select Related Skills

This is a screenshot of the 'Select Related Skills' form. It displays a table with columns for 'Skill Category', 'Skill', 'Related Skills', and 'Notes'. The form is titled 'Select Related Skills' and includes a header with the organization's name and logo.

STEP 4

Conduct Performance Assessments for

Routines

This is a screenshot of the 'Routines Performance Assessment' form. It contains a table for recording performance data for various routines. The form is titled 'Routines Performance Assessment' and includes a header with the organization's name and logo.


Related Skills

This is a screenshot of the 'Related Skills Performance Assessment' form. It displays a table for recording performance data for various related skills. The form is titled 'Related Skills Performance Assessment' and includes a header with the organization's name and logo.

Step 1: Baseline/Annual Assessment Checklist

The *Baseline/Annual Assessment Checklist (BAAC)* has two unique forms: one for elementary school students and one for middle and secondary school students. Although the forms are similar in content, they call for the Qualified Extended CLRAS Assessor to rate several routines which are appropriate for either elementary or secondary students. The *BAAC* is a teacher-rating checklist based on how independently the student would likely perform the entire set of routines defined within the Extended CLRAS. The teacher estimates how the student would perform, as opposed to actually observing the student perform. Therefore, the teacher selects the most appropriate score from the Independence Measurement Scale for a given routine based on how the student is likely to perform the routine four out of five times if actually tested. The core steps of each routine are defined in the *BAAC* to help the teacher understand what a particular routine entails.

Figure 2 is a partial example of the *BAAC*


 Extended Assessment ID# 003331

Baseline/Annual Assessment Checklist Middle/Secondary School Level

PERSONAL MANAGEMENT - Daily School Routines: Living Skills

Instructions:

- Review the following routines:
- For each routine, indicate the level of independence to which the student completes all essential components 4 out of 5 times. All in the most appropriate bubble according to whether the student can complete the routine:
 - * Independently: "with gestures, visual and/or verbal prompts,"
 - * With partial physical assistance (student can complete a part of the routine without full physical assistance),
 - * With full physical assistance, or
 - * If the student does not complete with full physical assistance.
 If the routine is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an opportunity to complete a routine, fill in the bubble in the left hand column.
- Identify the steps within the routine that are performed independently. Transfer the selected routine to the Assessment Guide of Extended CLRAS.

Routine for Performance Assessment that step of this document.

Daily School Routines: Living Skills			Level of completion 4 out of 5 times			
TRM	Personal Management Routine	Core activities involved in routine	Independent (may include minimal physical assistance)	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance
				Partial (Level 1)	Full	
<input type="checkbox"/>	Eating Lunch	1. Locate cafeteria 2. Locate food service line 3. Select food 4. Place money in tray 5. Prepare to eat 6. Consume food 7. Put away utensils, tray etc. 8. Leave cafeteria	●	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	Using the Bathroom	1. Recognize the need to go to the restroom 2. Locate restrooms 3. Locate appropriate stall 4. Use restroom appropriately 5. Exit restroom	●	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	Grooming at School	1. Checks appearance 2. Adjusts appearance 3. Put away grooming materials	●	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	Dressing for an Activity: Weather	1. Checks for weather 2. Locate appropriate clothing 3. Dress	●	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	Packaging an Item at School	1. Locate mailing machine 2. Weigh merchandise 3. Pay for merchandise 4. Complete merchandise	<input type="radio"/>	●	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	Dressing for P.E.	1. Locate locker room 2. Locate locker 3. Change clothing 4. Put away clothing and items	<input type="radio"/>	<input type="radio"/>	●	<input type="radio"/>

*TRM/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR RETURN ANOTHER PAGE

3

Step 2: Selection Guide of Extended CLRAS Routines for Performance Assessment

After completing the *BAAC* for a given student, the routines to be assessed are identified by completing the *Selection Guide of Extended CLRAS Routines for Performance Assessment*. This is a one page guide on the last page of the *BAAC* that consolidates responses and guides the assessor to select certain routines to use in the formal performance assessment.

Figure 3 is an example *Selection Guide of Extended CLRAS Routines for Performance Assessment*:

Selection Guide of Extended CLRAS Routines for Performance Assessment: Middle/Secondary School

For each middle/secondary student, routines need to be selected for assessment in each of the following areas: Daily School Routines, Daily Leisure Routines, Community Routines, Vocational and Career Development. Please follow the instructions below to select the routines for assessment in the natural environment. **Instructions:** 1) Refer to the Routines/Items of Assessment (checklist to identify appropriate routines for assessment); 2) Using the table below, **highlight in the first routine in each section the student does not complete independently.** If this routine is not appropriate (NA) due to a student's individual needs, lack of opportunity to perform the routine in the school environment or the IEP team deems the routine inappropriate, select the next routine the student does not complete independently. If the student is independent in routines in a category, select the last routine in the category to assess. 3) The routines selected on this page are the routines to be assessed for the student. (From the *Extended Career and Life Skills Assessment System Routines Form* to assess the selected routines.)

PERSONAL MANAGEMENT			
Daily School Routines (Select 1 from each category)	Daily Leisure Routines (Select 1)	Community Routines (Select 1)	CAREER DEVELOPMENT (Select 1)
Living Routines <input type="checkbox"/> Eating lunch <input type="checkbox"/> Using the bathroom <input type="checkbox"/> Dressing at school <input type="checkbox"/> Dressing for an activity/teacher <input checked="" type="checkbox"/> Purchasing an item at school <input type="checkbox"/> Dressing for P.E. Transition <input type="checkbox"/> Arrival <input type="checkbox"/> Departure <input checked="" type="checkbox"/> Transitioning within the classroom between activities <input type="checkbox"/> Transitioning between classes Academic Activities <input type="checkbox"/> Individual work <input checked="" type="checkbox"/> Group project/activity <input type="checkbox"/> Learning in a group setting <input type="checkbox"/> Occupying classroom free time <input type="checkbox"/> Using a computer <input type="checkbox"/> Using the library	<input type="checkbox"/> Changing the time outside classroom <input type="checkbox"/> Socializing with friends (hanging out) <input type="checkbox"/> Playing a game <input checked="" type="checkbox"/> Fitness routine (P.E.) <input type="checkbox"/> Attending an assembly <input type="checkbox"/> Making a phone call <input type="checkbox"/> If routines 1-6 are performed independently or are not applicable, refer to the <i>Leisure Activities List</i> and select a leisure activity Leisure Activity Selected: Activity Code # <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Refer to <i>Leisure Activities List</i>	<input type="checkbox"/> Riding in a car/pool <input type="checkbox"/> Using the street <input type="checkbox"/> Using shopping <input type="checkbox"/> Eating out at a fast food restaurant <input type="checkbox"/> Eating in a sit-down restaurant <input type="checkbox"/> Making a phone call for safety <input type="checkbox"/> Transporting oneself to/from community location <input checked="" type="checkbox"/> If routines 1-7 are performed independently or are not applicable, refer to the <i>Community Activities List</i> and select a community activity Community Activity Selected: Activity Code # <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Refer to <i>Community Activities List</i>	<input checked="" type="checkbox"/> School Vocational Activity (if appropriate) School Vocational Activity: Cleaning overalls Activity Code # <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Refer to <i>School Vocational Activities List</i> OR <input type="checkbox"/> Community Vocational Activity (if appropriate) Community Vocational Activity: Activity Code # <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Refer to <i>Community Activities List</i> CAREER DEVELOPMENT (Select if appropriate) <input type="checkbox"/> Career Exploration Activity

Step 3: Selection of Related Skills

The *Related Skills Resource Booklet* (see **Appendix B**) identifies potential related skills to assess and their corresponding skill number. The selection process to identify related skills involves defining the skills the student is currently working on and then consulting with the student's IEP team to select the most important skills for assessment. Names of the selected skills are written on a blank *Related Skill Assessment Form* and placed in the student's folder. Related Skills are assessed simultaneously with routines during performance assessment in the natural environment.

Figure 4 is a partial example of the *Related Skills Resource Booklet*:

Related Skills			
<p>The following is a list of skills that are commonly used when assessing daily routines. Related Skills should be identified by a student's goals and objectives outlined by the IEP team. This list is provided as an adjunct for educators to select from in order to identify additional related skills. The skills have been organized into three categories: 1) Emerging Skills, 2) Beginning Skills, and 3) Traditional Skills. After selecting a skill, transfer the skill name and code number to the Related Skills Assessment Form. The code number can be found in the bottom right hand corner of each skill box. If a specific skill is not found on the list, please add the skill to the list at the end of each section, keeping in mind the following definitions for each developmental level:</p> <p>Emergent Level: Skills that utilize a non-traditional mode of expression. This is the most restrictive form of a skill (e.g. eye contact for communication).</p> <p>Beginning Level: On a continuum of skills within the same category, a beginning skill is a skill where the student is starting to use a traditional form of a skill, but is not fully functioning within the specific skill (e.g. waves or gestures to greet).</p> <p>Traditional Level: On a continuum of skills within the same category, a traditional skill is the traditional form of a skill used in practice (e.g. signs/verbalisms "hello").</p> <p>Students may use verbalizations, sign language, or picture systems to produce each skill. Scoring is not based on the mode of communication used, but on the mastery of the concept. When "verbalism" appears as a skill, assume that "sign language" or "picture system" can be substituted in its place.</p>			
Expressive Communication			
Skill Category	Emerging	Beginning	Traditional
Meeting Basic Needs	Chooses preferred object (physical experimentation) Example: Points to juice (10)	Indicates needs in simple terms Example: "Hungry" (10)	Requests attention to needs/explain Example: "I am hungry. I need to eat lunch." (10)
Greeting	Eye Contact (10)	Waves/Verbalism/Sign (10)	Signs/verbalisms "Hello" (10)
Seeking Attention	Uses proximity Example: Moves closer to person (10)	Uses simple vocalization, or non-verbal cues, to gain attention Example: Shouts for other (10)	Initiates interactions/conversations verbally (10)
Expressing Preferences (both neg. & positive)	Accepts/rejects away/refuses Cries/whines/cries/laughs (10)	Gestures/signs/verbalisms "Yes/No" (10)	Explains preference Example: "No carrots, please" (10)
Expressing Emotions	Labels various emotions Example: "Sad, happy, angry, excited" (10)	Labels various emotions Example: "Sad, happy, angry, excited" (10)	Describes feelings/complains Example: "I am scared of big dogs." (10)
Labeling Objects	Says/signs partial word – naming object (10)	Says/signs partial word – naming object (10)	Says/signs object (10)
Acknowledging People	Gestures to, or partially verbally acknowledges other person (10)	Identifies/names other familiar person (10)	Identifies/names multiple community members/roles (10)
Introductions	Gives approximation of name (10)	Gives complete name Example: "My name is _____" (10)	Introduces self Example: "My name is Robert" (10)
Relaying Information	Gestures/points to person/object/location (10)	Relays notes/gives simple verbal message "John went to the office." (10)	Relays information/gives details (10)
Obtaining Permission	Gestures for permission (10)	Request permission with one word request Example: "Bathroom." (10)	Requests permission with complete sentence Example: "May I go to the bathroom?" (10)
Describing Action	Demonstrates action through gestures Example: Uses waving gesture (11)	Uses approximation of verb to describe action Example: "Play" for person swinging (11)	Verbalisms/signs correct verb Example: "He is swinging." (11)
Describing Events (past, present or future)	Shows picture/gestures to describe (11)	Uses one word approximation to describe Example: "Swing" (11)	Uses sentence to describe Example: "I ate lunch today." (11)

Step 4: Performance Assessment of Routines and Related Skills

Once the *Routine Assessment Forms* have been selected and the *Related Skills Assessment Form* has been drafted, the Qualified Extended CLRAS Assessor will observe the student while s/he performs the appropriate routines and activities. The student is rated using the Independence Measurement Scale while performing each routine step and each related skill. The teacher completes both forms concurrently. The teacher completes 6-7 Routine Assessment Forms. The same set of Related Skills (selected by the IEP team) are assessed across all 6-7 routines.

Figures 5 and 6 are examples of a *Routine Assessment Form* and a *Related Skill Assessment Form*:

Extended CLRAS Qualification Criteria

In order to assess a student using the Extended CLRAS for the statewide assessment, a teacher must receive training and meet the qualification standards from an Extended CLRAS trainer. Contact your Special Education Administrator to identify qualified trainers in your district.

Assessor Qualification Standards

1. Receive training from a Qualified Extended CLRAS Trainer in the use of the assessment system.
2. By watching a videotaped example, accurately score a *Routine and Related Skill Assessment Form* while the student performs the routine.
3. After training, conduct one full student assessment using the Extended CLRAS. This is a practice assessment and will not be used for the Oregon Statewide Assessment.
4. Submit the practice student assessment forms to the Qualified Extended CLRAS Trainer for review.
5. After materials have been reviewed by the Qualified Extended CLRAS Trainer and are found to be complete and accurate, the teacher will become a Qualified Assessor.

CHAPTER II

Extended CLRAS

Detailed Instructions

Extended CLRAS

Detailed Instructions

Elementary School Level

PERSONAL MANAGEMENT AND CAREER DEVELOPMENT ASSESSMENT PROCESS: Elementary Students

Review the following four steps and use the *Completion Checklist* to indicate when the assessment tasks have been completed for each student.

Step 1: Complete the Baseline/Annual Assessment Checklist (BAAC)

The rating of the *BAAC* is completed based on the teacher's knowledge of the student. Follow the Independence Measurement Scale outlined below while rating the student based on his/her current level of performance.

Independence Measurement Scale

4 = completes independently
3 = completes with visual, verbal or gesture prompting
2 = completes with partial physical prompting (requires at least one physical prompt, but not continuous physical prompts)
1 = completes with full physical prompting (requires continuous physical prompts)
0 = does not complete even with physical prompting
N= not applicable (due to student's medical needs, the school environment does not provide an opportunity to perform, or the IEP team deems the routine/activity inappropriate for the student)

Review the Personal Management and Career Development *Baseline/Annual Assessment Checklist* (Appendix A). After reviewing the checklist, the instructor will determine the level of independence at which the student is able to perform the Personal Management and Career Development Routines 4 out of 5 times. Thus, a teacher would rate a student with a score of '3' if she believes a student could successfully complete a routine at least four out of five times if given visual or verbal prompting. Thus, it is possible for a student to receive a score of '3' on a routine even though the teacher believes that student might require partial physical prompting one out of the five times.

Step 2: Select Routines to assess

Use the completed *BAAC* to select the highest priority routines and activities for each student. High priority routines are identified by referring to the student's IEP and reflecting on the student's current level of performance.

Routine Selection Process

Since the routines have been organized in priority order, it is suggested that the instructor select the first routine and/or activity within each section the student cannot complete independently. If the first routine is not appropriate due to a student's medical needs, the lack of opportunity to perform the routine in the school environment, or the IEP team deems the routine inappropriate, select the next routine the student does not complete independently.

Select routines from each of the following contexts:

- Three (3) Daily School Routines:
 - 1 Living Skills Routine
 - 1 Transition Routine
 - 1 Academic Skills Routine
- One (1) Daily Leisure Routine or Activity
- One (1) Community Routine
- One (1) School Vocational Activity

Indicate the routines that have been selected by completing the *Selection Guide for Extended CLRAS Routines for Performance Assessment* (last page of the *BAAC*). Fill in the bubble next to the routines and activities that will be assessed for each student. This guide is a condensed version of the *BAAC*. The purpose of the guide is to document the routines to assess.

Identify the appropriate assessment instruments needed by referring to the *Extended Career and Life Role Assessment System Forms* section of this manual (Appendix A). Obtain the appropriate *Routine Assessment Forms* needed for the student.

Step 3: Select Related Skills

Identify the Related Skills that will be assessed simultaneously during the performance of each routine. Complete one (1) *Related Skill Assessment Form* (Appendix A). All selected skills will be assessed across all routines on the same form.

Related Skill Selection Process

The instructor is encouraged to meet with the student's IEP team to identify relevant related skills. The instructor is also encouraged to refer to the *Related Skills Resource Booklet* (Appendix B) for further identification of related skills. After selecting relevant related skills, the instructor compiles **one master list** of all skills utilized in all of the routines and activities. The instructor writes the selected skills, and their respective codes, on the *Related Skills Assessment Form*.

The instructor may select 0-3 skills to assess in each category. Only select skills for which the student needs or receives instruction.

The *Related Skills Assessment Form* allows multiple skills to be assessed in the following six areas:

- 1) Expressive Communication
- 2) Receptive Communication
- 3) Problem Solving
- 4) Team Work/Social Skills
- 5) Motor Skills
- 6) Employment Foundations (Functional Academics)

After completing the *Related Skills Assessment Form*, the form is then used to assess skills for all routine and activity assessments.

Step 4: Conduct Performance Assessments for Routines and Related Skills

The performance assessment of routines and related skills are conducted by observing the student in the natural environment. Follow the Independence Measurement Scale outlined below while observing the student perform each routine and related skill.

Independence Measurement Scale

4 = completes independently
3 = completes with visual, verbal or gesture prompting
2 = completes with partial physical prompting (requires at least one physical prompt, but not continuous physical prompts)
1 = completes with full physical prompting (requires continuous physical prompts)
0 = does not complete even with physical prompting
N= not applicable (due to student's medical needs, the school environment does not provide an opportunity to perform, or the IEP team deems the routine/activity inappropriate for the student)

During the performance assessment of routines, the teacher actually observes and scores the student's level of independence on each of the core steps listed on that routine's scoring form. The teacher uses the Independence Measurement Scale to score the student on each of the core steps by measuring how the student actually performs. It is possible for a core step of a routine to occur more than one time in a performance assessment situation. If it does, the score should reflect the greatest level of support provided to the student during any occurrence of a particular step. Thus, a teacher would rate a student at the '2' level on a core step if the student required partial physical prompting even once for that step during the assessment.

In addition to scoring routines, the student is assessed on his/her ability to perform individual related skills. These skills are assessed in the natural environment during the performance assessment for each selected routine. The same scoring criterion used for routines is employed for scoring related skills. Teachers again use the Independence Measurement Scale described above to score students. The score should reflect the greatest level of support during any occurrence of a particular skill. For example, a student may be working on the skill "recognizing a problem exists." If the student engaged in the skill "recognizing a problem" 3 times during the routine, but requires a full physical prompt one of the three times, the score would be a '1' for full physical prompt.

The *Routine Assessment Forms* and the *Related Skills Assessment Form* are assessed concurrently. The teacher completes the selected 6-7 Routine Assessment Forms. The same set of related skills (selected by the IEP team) are assessed across all 6-7 routines.

Refer to the *Completion Checklist* document on page 17 to verify that all assessment tasks have been completed for each student.

If you have questions about the assessment administration process, please contact the Extended Career and Life Role Assessment office at:

Portland State University
Department of Special and Counselor Education
Graduate School of Education
503.725.4255
Email: extendedclras@pdx.edu

This assessment is one component of Oregon's comprehensive and inclusive statewide assessment system. Students with disabilities who are unable to take the statewide writing assessment or the reading/literature and mathematics knowledge and skills (multiple choice) assessment(s) and who are receiving instruction in life skills are expected to take the Extended CLRAS. For more information about the Oregon Statewide Assessment System please contact Pat Almond, Evaluation Specialist at (503) 378-3600 ext. 2267.

Office of Assessment and Evaluation
Oregon Department of Education
255 Capitol Street NE
Salem, Oregon 97310-0203
www.ode.state.or.us

Extended Career and Life Role Assessment System Completion Checklist

Please complete the following checklist for each student to verify all steps of the Extended CLRAS have been completed.

--

School District _____ **Student Name** _____
Student Grade _____ **School** _____
Assessor Name _____

--

- Step 1 Complete *Baseline/Annual Assessment Checklist* _____
- Step 2 Complete *Selection Guide of Extended CLRAS Routines for Performance Assessment* _____
- Step 3 Select Related Skills _____
- Step 4 Complete Performance Assessments:
- A. Complete *Routine Assessment Forms*:
- 1 Daily School Routine: Living Skills _____
 - 1 Daily School Routine: Transition _____
 - 1 Daily School Routine: Academic Activities _____
 - 1 Daily Leisure Routine _____
 - 1 Community Routine _____
 - 1 School Vocational Routine or 1 Community Vocational Routines _____
 - (if applicable) _____
 - 1 Career Exploration Routine (if applicable) _____
- B. Complete one *Related Skills Assessment Form* that includes skills for all routines identified above: _____

--

If you have any questions about any of the steps outlined above, see the Detailed Instructions section of the Administration Manual for your grade level. If you have further questions, please contact the Extended CLRAS office or the Oregon Department of Education at:

Portland State University
Department of Special and Counselor Education
Graduate School of Education
503.725.4255
Email: extendedclras@pdx.edu

Office of Assessment and Evaluation
Oregon Department of Education
255 Capitol Street NE
Salem, Oregon 97310-0203
www.ode.state.or.us

Extended CLRAS

Detailed Instructions

Middle/Secondary School Level

PERSONAL MANAGEMENT AND CAREER DEVELOPMENT ROUTINE ASSESSMENT PROCESS: Middle/Secondary Students

Review the following four steps and use the *Completion Checklist* to indicate when the assessment tasks have been completed for each student.

Step 1: Complete the Baseline/Annual Assessment Checklist (BAAC)

The rating of the *BAAC* is completed based on the teacher's knowledge of the student. Follow the Independence Measurement Scale outlined below while rating the student based on his/her current level of performance.

Independence Measurement Scale

4 = completes independently
3 = completes with visual, verbal or gesture prompting
2 = completes with partial physical prompting (requires at least one physical prompt, but not continuous physical prompts)
1 = completes with full physical prompting (requires continuous physical prompts)
0 = does not complete even with physical prompting
N= not applicable (due to student's medical needs, the school environment does not provide an opportunity to perform, or the IEP team deems the routine/activity inappropriate for the student)

Review the Personal Management and Career Development *Baseline/Annual Assessment Checklist* (Appendix A). After reviewing the checklist, the instructor will determine the level of independence at which the student is able to perform the Personal Management and Career Development Routines 4 out of 5 times. Thus, a teacher would rate a student with a score of '3' if she believes a student could successfully complete a routine at least four out of five times if given visual or verbal prompting. Thus, it is possible for a student to receive a score of '3' on a routine even though the teacher believes that student might require partial physical prompting one out of the five times.

Step 2: Select Routines to assess

Use the completed *BAAC* to select the highest priority routines and activities for each student. High priority routines are identified by referring to the student's IEP and reflecting on the student's current performance.

Routine Selection Process

Since the routines have been organized in priority order, it is suggested that the instructor select the first routine and/or activity within each section that the student cannot complete independently. If the first routine is not appropriate due to a student's medical needs, the lack of opportunity to perform the routine in the school environment, or the IEP team deems the routine inappropriate, select the next routine the student does not complete independently.

Select routines from each of the following contexts:

- Three (3) Daily School Routines:
 - 1 Living Skills Routine
 - 1 Transition Routine
 - 1 Academic Skills Routine
- One (1) Daily Leisure Routine or Activity
- One (1) Community Routine
- One (1) School or Community Vocational Activity
- Career Exploration

Indicate the routines that have been selected by completing the *Selection Guide for Extended CLRAS Routines for Performance Assessment* (last page of the *BAAC*). Fill in the bubble next to the routines and activities that will be assessed for each student. This guide is a condensed version of the *BAAC*. The purpose of the guide is to document the routines to assess.

Obtain the appropriate assessment instruments by referring to the *Extended Career and Life Role Assessment System Forms* section of this manual (Appendix A). Obtain the appropriate *Routine Assessment Forms* needed for the student.

Step 3: Select Related Skills

Identify the Related Skills that will be assessed simultaneously during the performance of each routine. Complete one (1) *Related Skill Assessment Form* (Appendix A). All selected skills will be assessed across all routines and activities on the same form.

Related Skill Selection Process

The instructor is encouraged to meet with the student's IEP team to identify relevant related skills. The instructor is also encouraged to refer to the *Related Skills Resource Booklet* (Appendix B) for further identification of related skills. After selecting relevant related skills, the instructor compiles **one master list** of all skills utilized in all of the routines and activities. The instructor writes the selected skills, and their respective codes, on the *Related Skills Assessment Form*.

The instructor may select 0-3 skills to assess in each category. Only select skills for which the student needs or receives instruction.

The *Related Skills Assessment Form* allows multiple skills to be assessed in the following six areas:

- 1) Expressive Communication
- 2) Receptive Communication
- 3) Problem Solving
- 4) Team Work/Social Skills
- 5) Motor Skills
- 6) Employment Foundations (Functional Academics)

After completing the *Related Skills Assessment Form*, the form is then used to assess skills for all routine and activity assessments.

Step 4: Conduct Assessments for Routines and Related Skills

The performance assessment of routines and related skills are conducted by observing the student in the natural environment. Follow the Independence Measurement Scale outlined below while observing the student perform each routine and related skill.

Independence Measurement Scale

4 = completes independently
3 = completes with visual, verbal or gesture prompting
2 = completes with partial physical prompting (requires at least one physical prompt, but not continuous physical prompts)
1 = completes with full physical prompting (requires continuous physical prompts)
0 = does not complete even with physical prompting
N= not applicable (due to student's medical needs, the school environment does not provide an opportunity to perform, or the IEP team deems the routine/activity inappropriate for the student)

During the performance assessment of routines, the teacher actually observes and scores the student's level of independence on each of the core steps listed on that routine's scoring form. The teacher uses the Independence Measurement Scale to score the student on each of the core steps by measuring how the student actually performs. It is possible for a core step of a routine to occur more than one time in a performance assessment situation. If it does, the score should reflect the greatest level of support provided to the student during any occurrence of a particular step. Thus, a teacher would rate a student at the '2' level on a core step if the student required partial physical prompting even once for that step during the assessment.

In addition to scoring routines, the student is assessed on his/her ability to perform individual related skills. These skills are assessed in the natural environment during the performance assessment for each selected routine. The same scoring criterion used for routines is employed for scoring related skills. Teachers again use the above Independence Measurement Scale to score students. The score should reflect the greatest level of support during any occurrence of a particular skill. For example, a student may be working on the skill "recognizing a problem exists." If the student engaged in the skill "recognizing a problem" 3 times during the routine, but requires a full physical prompt one of the three times, the score would be a '1' for full physical prompt.

The *Routine Assessment Forms* and the *Related Skills Assessment Form* are assessed concurrently. The teacher completes the selected 6-7 Routine Assessment Forms. The same set of related skills (selected by the IEP team) are assessed across all 6-7 routines.

Refer to the *Completion Checklist* document on page 22 to verify that all assessment tasks have been completed for each student.

If you have questions about the assessment administration process, please contact the Extended Career and Life Role Assessment office at:

Portland State University
Department of Special and Counselor Education
Graduate School of Education
503.725.4255
Email: extendedclras@pdx.edu

This assessment is one component of Oregon's comprehensive and inclusive statewide assessment system. Students with disabilities who are unable to take the statewide writing assessment or the reading/literature and mathematics knowledge and skills (multiple choice) assessment(s) and who are receiving instruction in life skills are expected to take the Extended CLRAS. For more information about the Oregon Statewide Assessment System please contact Pat Almond, Evaluation Specialist, at (503) 378-3600 ext. 2267.

Office of Assessment and Evaluation
Oregon Department of Education
255 Capitol Street NE
Salem, Oregon 97310-0203
www.ode.state.or.us

Extended Career and Life Role Assessment System Completion Checklist

Please complete the following checklist for each student to verify all steps of the Extended CLRAS have been completed.

--

School District _____	Student Name _____
Student Grade _____	School _____
	Assessor Name _____

--

- | | | |
|--------|---|-------|
| Step 1 | Complete <i>Baseline/Annual Assessment Checklist</i> | _____ |
| Step 2 | Complete <i>Selection Guide of Extended CLRAS Routines for Performance Assessment</i> | _____ |
| Step 3 | Select Related Skills | _____ |
| Step 4 | Complete Performance Assessments: | |
| | A. Complete <i>Routine Assessment Forms</i> : | |
| | 1 Daily School Routine: Living Skills | _____ |
| | 1 Daily School Routine: Transition | _____ |
| | 1 Daily School Routine: Academic Activities | _____ |
| | 1 Daily Leisure Routine | _____ |
| | 1 Community Routine | _____ |
| | 1 School Vocational Routine <u>or</u> 1 Community Vocational Routines | _____ |
| | (if applicable) | |
| | 1 Career Exploration Routine (if applicable) | _____ |
| | B. Complete one <i>Related Skills Assessment Form</i> that includes skills for all routines identified above: | _____ |

--

If you have any questions about any of the steps outlined above, see the Detailed Instructions section of the Administration Manual for your grade level. If you have further questions, please contact the Extended CLRAS office or the Oregon Department of Education.

Portland State University
Department of Special and Counselor Education
Graduate School of Education
503.725.4255
Email: extendedclras@pdx.edu

Office of Assessment and Evaluation
Oregon Department of Education
255 Capitol Street NE
Salem, Oregon 97310-0203
www.ode.state.or.us

CHAPTER III

Example Student Assessment

PERSONAL MANAGEMENT AND CAREER DEVELOPMENT ROUTINE AND RELATED SKILLS ASSESSMENT

The following example is provided to illustrate the assessment process for a Middle/Secondary school student. The same steps apply for elementary students. The only difference is that elementary students are not assessed on a community vocational or a career exploration activity.

Ms. Smith assesses Joe

Step 1: Ms. Smith completes the *Baseline/Annual Assessment Checklist (BAAC)*

Ms. Smith, who is a Qualified Extended CLRAS Assessor, has worked with Joe for the past year and knows him well. At the beginning of the assessment process Ms. Smith takes some time to reflect on Joe's level of performance. Ms. Smith begins the assessment process by reviewing the Personal Management and Career Development *Baseline/Annual Assessment Checklist* (Appendix A). After reviewing the checklist Ms. Smith uses her professional knowledge as Joe's instructor to indicate whether Joe can perform each routine independently four out of five times. Ms. Smith rates Joe using the Independence Measurement Scale.

After completing the *BAAC*, it becomes clear to Ms. Smith that there are nine (9) Daily School Routines, two (2) Daily Leisure Routines, five (5) Community Routines, one (1) School Vocational Activity, and one (1) Career Exploration Routine that Joe has difficulty accomplishing independently four out of five times. See example *Baseline/Annual Assessment Checklist* on the following pages (pp. 24-41).

Extended
Assessment ID#

2006

Student Name: J. Smith

Secure
Student ID# 1234567896

52720

Extended Career and Life Role Assessment System

2002-2003 Extended Assessment Administration

Baseline/Annual Assessment Checklist (BAAC)**Middle/Secondary School Level****Student Information**

Student's First Name

J O E

MI

R

Student's Last Name

S M I T H

Student's Initials

J R S

Secure Student Id Number

1 2 3 4 5 6 7 8 9 0

Gender

☒ Male☐ Female

Grade of Enrollment (Oregon Statewide Assessment)

☐ Grade 8 (If ungraded, age 13.)☒ Grade 10 (If ungraded, age 15.)

F M L

Student's Attending School Name

E V E R G R E E N

School Institution Id Number

5 0 9

Date of Birth

1 0 / 1 5 / 8 8

MONTH

DAY

YEAR

Assessor Information

Assessor's First Name

J A N E

MI

S

Assessor's Last Name

S M I T H

Assessor's Phone #

(5 3 0) 6 0 0 - 6 0 0 0

Person Who Receives Report

First Name

J A N E

MI

S

Last Name

S M I T H

District Name

E V E R G R E E N

District Number

2 2 2 2

School Name

E V E R G R E E N

Date Assessment Completed

1 0 / 1 5 / 0 2

MONTH

DAY

YEAR

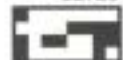
For optimum accuracy, please print with number 2 pencil or black ink only,
in capital letters and avoid contact with the edge of the box.

Please note the following format:

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Oregon Department of Education
Office of Assessment and Evaluation

52720





Extended
Assessment ID#

Student Name:

Secure
Student ID#

23707

Baseline/Annual Assessment Checklist
Middle/Secondary School Level

PERSONAL MANAGEMENT - Daily School Routines: Living Skills

Instructions:

1. Review the following routines.
2. For each routine, indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete the routine * independently, * with gestures, visual and/or verbal prompts, * with partial physical assistance (student can complete a part of the routine without full physical assistance), * with full physical assistance, or * if the student does not complete with full physical assistance. **If the routine is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an opportunity to complete a routine, fill in the bubble in the left hand column.**
3. Identify the first routine the student does not perform independently. Transfer the selected routine to the *Selection Guide of Extended CLRAS Routines for Performance Assessment* (last page of this document).

Daily School Routines: Living Skills			Level of completion 4 out 5 times				
*N/A	Personal Management Routine	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance
					Prompt Level		
					Partial	Full	
<input type="radio"/>	Eating Lunch	1. Locates cafeteria 2. Locates food service line 3. Selects food 4. Finds seating location 5. Prepares to eat 6. Consumes food 7. Puts away utensils, tray etc. 8. Leaves cafeteria	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Using the Bathroom	1. Recognizes the need to go to the restroom 2. Notifies teacher 3. Locates restroom 4. Uses restroom appropriately 5. Exits restroom	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Grooming at School	1. Checks appearance 2. Adjusts appearance 3. Puts away grooming materials	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Dressing for an Activity/ Weather	1. Checks the weather 2. Locates appropriate clothing 3. Dresses	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Purchasing an item at school	1. Locates vending machine 2. Selects merchandise 3. Pays for merchandise 4. Consumes merchandise	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Dressing for P.E.	1. Locates locker room 2. Locates locker 3. Changes clothing 4. Puts away clothing not in use	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



11/11/2019

Secure Student ID#

*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



CLIRAS ID#

2000

Student Name:

Jill Smith

Score

Student ID#

1234567890

Student Initials

J R S
F M LBaseline/Annual Assessment Checklist
Middle/Secondary School Level

PERSONAL MANAGEMENT - Daily School Routines: Academic Activities

Daily School Routines: Academic Activities			Level of completion 4 out 5 times				
*N/A	Personal Management Routine	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance
					Prompt Level		
					Partial	Full	
<input type="radio"/>	Individual Seatwork	1. Attends to teacher's directions re: assignment 2. Gathers appropriate materials for individual seatwork 3. Completes activity 4. Collects materials after completion of activity	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Group Project/ Activity	1. Attends to teacher's directions 2. Locates members of small group, as assigned 3. Follows instructions and begins working on task 4. Focuses on task throughout activity 5. Completes activity	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Listening in a Group Setting	1. Attends to teacher re: lecture material 2. Demonstrates appropriate behavior throughout lecture 3. Interacts with teacher appropriately	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Occupying Classroom Free Time	1. Makes choice re: involvement in free time activity 2. Locates who, what, when and where of activity 3. Participates in activity with appropriate focus and behavior 4. Completes activity	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Using a Computer	1. Locates computer 2. Accesses desired computer program 3. Interacts with computer program 4. Completes activity	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Using the Library	1. Locates library 2. Finds location of materials 3. Removes materials from location 4. Checks out materials	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



13829

Extended
Assessment ID#

Student Name:

Secure
Student ID#**Baseline/Annual Assessment Checklist
Middle/Secondary School Level****PERSONAL MANAGEMENT - Daily Leisure Routines****Instructions:**

- Review the following routines.
- For each routine, indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete the routine * independently, * with gestures, visual and/or verbal prompts, * with partial physical assistance (student can complete a part of the routine without full physical assistance), * with full physical assistance, or * if the student does not complete with full physical assistance. **If the routine is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an opportunity to complete a routine, fill in the bubble in the left hand column.**
- If all of the following routines are not appropriate for the student, assess a Generic Leisure Activity (see the following page).
- Identify the first routine the student does not perform independently. Transfer the selected routine to the *Selection Guide of Extended CLRAS Routines for Performance Assessment* (last page of this document).

Daily Leisure Routines			Level of completion 4 out 5 times				
*N/A	Personal Management Routine	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance
					Prompt Level Partial	Full	
<input type="radio"/>	Occupying Free Time Outside Classroom	1. Locates outside area 2. Chooses to be involved with others during free time 3. Ceases activity at an appropriate time	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Socializing With Friends (Hanging Out)	1. Initiates social interaction 2. Spends time with friends 3. Terminates social interaction	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Playing a Game	1. Identifies game to be played 2. Obtains necessary equipment and location to play game 3. Learns rules of game and shares with others 4. Plays game 5. Puts away equipment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Fitness Routine/P.E.	1. Locates place to participate in fitness activity 2. Changes into proper workout attire 3. Locates proper equipment for workout 4. Engages in workout routine 5. Finishes workout	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Attending an Assembly	1. Locates assembly 2. Finds seat at assembly 3. Demonstrates appropriate behavior during assembly 4. Leaves assembly	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Making a Phone Call	1. Locates telephone 2. Locates phone number 3. Follows procedure for using phone 4. Utilizes telephone	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX

Baseline/Annual Assessment Checklist
Middle/Secondary School Level**PERSONAL MANAGEMENT - Generic Daily Leisure Activity (Optional)****Instructions:**

1. Complete the Generic Daily Leisure Activity only if the previous Daily Leisure Routines are not appropriate for the student or if the student can complete all of the leisure routines independently.
2. Select a Leisure Activity from the following page. Fill in the activity name and code # in the space below.
3. Indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete each component of the activity * independently, * with gestures, visual and/or verbal prompts, * with partial physical assistance (student can complete a part of the routine without full physical assistance), * with full physical assistance, or * if the student does not complete with full physical assistance.
4. At the bottom of this page please describe the Leisure Activity that was chosen.
5. Transfer the selected routine to the *Selection Guide of Extended CLRS Routines for Performance Assessment* (last page of this document).
6. If the optional Generic Leisure Activity will not be assessed for this student, fill in the bubble in the left hand column (N/A).

Generic Daily Leisure Activity (Optional)			Level of completion 4 out of 5 times				
*N/A	Personal Management Routine	Care activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance
					Prompt Level		
					Partial	Full	
<input checked="" type="radio"/>	Leisure Activity Name	1. Expresses interest/preference for leisure activity 2. Selects appropriate leisure activity 3. Initiates leisure activity with others 4. Initiates leisure activity with self 5. Obtains materials/equipment for leisure activity 6. Performs leisure activity 7. Demonstrates appropriate behavior during activity 8. Cooperates with others during activity 9. Follows directions/rules of leisure activity 10. Has a good attitude 11. Demonstrates initiative/independence 12. Terminates leisure activity 13. Cleans up activity area after use (puts away materials/equipment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Activity Code #						

Description of Activity:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX

* If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



1434

Extended
Assessment ID#

Student Name:

Secure
Student ID#**Leisure Activities Resource List**
Middle/Secondary School Level

Select an appropriate leisure activity for assessment from the following list of activities. If an appropriate leisure activity is not found, additional leisure activities may be identified for a student. If an additional activity is needed, please add an appropriate leisure activity below. Transfer the additional activity onto the Generic Daily Leisure Activity section of this document on the previous page.

Leisure Activities									
LEISURE CODE #									
2	1	1	Caring for pets/animals						
2	1	2	Participating in a leisure class/activity						
2	1	3	Watching television						
2	1	4	Participating in a hobby activity						
2	1	5	Going to the movies						
2	1	6	Going shopping						
2	1	7	Participating in a club/organization						
2	1	8	Reading a book/magazine						
2	1	9	Going to the park						
2	2	0	Playing an instrument						
2	2	1	Listening to music						
2	2	2	Going on a trip						
2	2	3	Participating in a sporting event/activity						
2	2	4	Going for a walk						
2	2	5	Participating in an exercise routine						
2	2	6	Participating in a craft activity						
2	2	7	Going camping						
2	2	8	Going boating						
2	2	9	Going downtown for a weekend event						
2	3	0	Going swimming						
2	3	1	Going for a bike ride						
2	3	2	Gardening						
			Additional Leisure Activity						
2	0	3	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>						



10727

CLRAS ID#

2000

Student Name:

Joe Smith

Secure
Student ID#

1234567890

Student Initials

JAS
P M L

Baseline/Annual Assessment Checklist

Middle/Secondary School Level

PERSONAL MANAGEMENT - Community Routines

Instructions:

1. Review the following routines:

2. For each routine, indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete the routine * independently, * with gestures, visual and/or verbal prompts, * with partial physical assistance (student can complete a part of the routine without full physical assistance), * with full physical assistance, or * if the student does not complete with full physical assistance. If the routine is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an opportunity to complete a routine, fill in the bubble in the left hand column.

3. If all of the following routines are not appropriate for the student, assess a Generic Community Activity (see the following page).

4. Transfer the selected routine to the Selection Guide of Extended CLRAS Routines for Performance Assessment (last page of this document).

Community Routines			Level of completion 4 out 5 times				
*N/A	Personal Management Routine	Core activities involved in routine	Independent (may include minimal post assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance
					Prompt Level		
					Partial	Full	
<input type="radio"/>	Riding in a Car/Bus	1. Gathers belongings 2. Locates transportation 3. Utilizes transportation 4. Exits transportation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Crossing the Street	1. Identifies need to cross the street 2. Reads crosswalk signal 3. Moves across the street	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Going Shopping	1. Pre-planning for shopping 2. Locates store 3. Shops 4. Checks out and pays for shopping items 5. Leaves store	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Eating Out at a Fast Food Restaurant	1. Community pre-planning activity 2. Locates restaurant 3. Locates line 4. Orders food 5. Consumes meal 6. Leaves restaurant	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Eating in a Sit-Down Restaurant	1. Community pre-planning activity 2. Locates restaurant 3. Waits for service 4. Orders food 5. Consumes meal 6. Pays bill 7. Leaves restaurant	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Making a Phone Call for Safety	1. Identifies need to make phone call 2. Operates phone 3. Communicates effectively	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Transporting Oneself to/from Community Locations	1. Travel preparation 2. Accesses and utilizes transportation 3. Reaches destination 4. Spends time at location 5. Returns from location	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Purchasing an Item in the Community	1. Identifies need to purchase an item 2. Pays for item 3. Puts away item	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS

Extended
Assessment ID#

Student Name:

Secure
Student ID#**Baseline/Annual Assessment Checklist
Middle/Secondary School Level****PERSONAL MANAGEMENT - Generic Community Activity (Optional)****Instructions:**

1. Complete the Generic Community Activity only if the previous Daily Community Routines are not appropriate for the student or if the student can complete all of the leisure routines independently.
2. Select a Community Activity from the following page. Fill in the activity name and code # in the space below.
3. Indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete each component of the activity * independently, * with gestures, visual and/or verbal prompts, * with partial physical assistance (student can complete a part of the routine without full physical assistance), * with full physical assistance, or * if the student does not complete with full physical assistance.
4. At the bottom of this page please describe the Community Activity that was chosen.
5. Transfer the selected routine to the *Selection Guide of Extended CLRAS Routines for Performance Assessment* (last page of this document).
6. If the optional Generic Community Activity will not be assessed for this student, fill in the bubble in the left hand column (N/A).

Generic Community Activity (Optional)			Level of completion 4 out 5 times				
*N/A	Personal Management Routine	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance
					Prompt Level		
					Partial	Full	
<input type="radio"/>	Community Activity Name School Dance <div style="border: 1px solid black; padding: 2px; display: inline-block;">404</div> Activity Code #	1. Locates community activity in a safe manner 2. Expresses need to appropriate person 3. Demonstrates appropriate boundaries when interacting with strangers 4. Maintains appropriate behavior while in the community 5. Stays with the group 6. Identifies appropriate people in community to contact when in need of assistance 7. Completes activity in community 8. Identifies current location throughout activity 9. Secures appropriate transportation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Description of Activity:

Joe is working on his social and dancing skills, so he attended a dance at the local community center. The IEP team identified this as a priority routine.

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX

* If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



5549

Extended
Assessment ID#

Student Name:

Secure
Student ID#**Community Activities Resource List**
Middle/Secondary School Level

Select an appropriate community activity for assessment from the following list of activities. If an appropriate community activity is not found, additional community activities may be identified for a student. If an additional activity is needed, please add an appropriate community activity below. Transfer the additional activity onto the Generic Community Activity section of this document on the previous page.

COMMUNITY CODE #			Community Activities
4	1	3	Going to the bank
4	1	4	Going to the post office
4	1	5	Going to the library
4	1	6	Going to the laundromat
4	1	7	Accessing community services
4	1	8	Going to a museum
Additional Community Activities			
4	0	4	SCHOOL DANCE

Extended
Assessment ID#

42077

Student Name:

Secure
Student ID#Baseline/Annual Assessment Checklist
Middle/Secondary School Level

CAREER DEVELOPMENT - Vocational Activities

Instructions:

1. Select a School Vocational or Community Vocational Activity from the following pages. Select an activity the student is currently involved in. Fill in the activity name in the appropriate space below.
2. Indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete the routine * independently, * with gestures, visual and/or verbal prompts, * with partial physical assistance (student can complete a part of the routine without full physical assistance), * with full physical assistance, or * if the student does not complete with full physical assistance. **If the routine is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an opportunity to complete a routine, fill in the bubble in the left hand column.**
3. At the bottom of this page please describe the Vocational Activity that was chosen.
4. Transfer either the School or Community vocational routine to the *Selection Guide of Extended CLRAS Routines for Performance Assessment* (last page of this document).

CAREER DEVELOPMENT: School			Level of completion 4 out 5 times				
*N/A	Career Development	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts) Prompt Level		Student does not complete with full physical assistance
					Partial	Full	
<input type="radio"/>	School Vocational Activity Name clean overheads <div style="border: 1px solid black; padding: 2px; display: inline-block;">701</div> Activity Code #	1. Arrives on time 2. Identifies job responsibilities 3. Follows directions of supervisors 4. Follows steps of job activity 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	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Community Vocational Activity Name <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px;"></div> Activity Code #	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 work space 14. Leaves at appropriate time	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Description of Activity:

Student obtains overheads from teacher and follows cleaning directions in a designated location.

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX

*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX

**Vocational Activities List****Middle/Secondary School Level**

Select an appropriate vocational activity for assessment from the following list of activities. If an appropriate vocational activity is not found, additional vocational activities may be identified for a student. If an additional activity is needed, please write the additional vocational activity in the space provided below. Transfer the additional activity onto the School Vocational or Community Vocational section of this document on the previous page.

School Vocational Activities				Community Vocational Activities			
VOCATIONAL CODE #				VOCATIONAL CODE #			
7	0	2	Helping the classroom teacher	6	0	2	Working for the classroom teacher
7	0	3	Cleaning the classroom	6	0	3	Working in the school library
7	0	4	Delivering mail/messages	6	0	4	Working in the school store
7	0	5	Passing out papers/materials	6	0	5	Working in the cafeteria
7	0	9	Recycling	6	0	6	Working in the school office
7	1	2	Taking attendance	6	0	7	Recycling
7	1	3	Working in the cafeteria	6	0	8	Sweeping floors
				6	0	9	Doing laundry
				6	1	0	Working in a grocery store
				6	1	1	Working at a retail store
				6	1	2	Working as a janitor
				6	1	3	Working in a social service profession
				6	1	4	Working in a restaurant
				6	1	5	Working in an office
				6	1	6	Working in a warehouse
				6	1	7	Working in construction
				6	1	8	Working in a health profession
Additional Community Vocational Activity							
6	0	1					
Additional School Vocational							
7	0	1	C	L	E	A	N
			I	N	G	O	V
			E	R	H	E	A
			D	S			



27779

Extended
Assessment ID#

Student Name:

Secure
Student ID#

Baseline/Annual Assessment Checklist
Middle/Secondary School Level
CAREER DEVELOPMENT - Career Exploration

Instructions:

1. Review the following Career Exploration Activity.
2. Indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete the routine * independently, * with gestures, visual and/or verbal prompts, * with partial physical assistance (student can complete a part of the routine without full physical assistance), * with full physical assistance, or * if the student does not complete with full physical assistance. If the routine is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an opportunity to complete a routine, fill in the bubble in the left hand column.
3. Indicate which one of the following Career Exploration activities will be assessed on the *Selection Guide of Extended CLRAS Routines for Performance Assessment* (last page of this document).

CAREER DEVELOPMENT: Career Exploration			Level of completion 4 out 5 times				
*N/A	Career Development	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance
					Prompt Level		
					Partial	Full	
<input type="radio"/>	Interviewing /Job Shadowing an Employer /Employee	1. Identifies a job of interest 2. Prepares for interview or job shadow 3. Conducts interview or job shadow 4. Describes positive and negative aspects of job	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Creating a Resume	1. Identifies information needed for a resume 2. Drafts resume 3. Requests feedback about resume 4. Finalizes resume	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Finding a Job	1. Identifies jobs and characteristics 2. Identifies personal skills and needs relating to a job 3. Conducts job search	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Applying for a Job	1. Completes application 2. Completes cover letter 3. Requests feedback about cover letter 4. Obtains references 5. Completes application process	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Interviewing for a job	1. Prepares for interview 2. Participates in interview	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX

Selection of Routines

Step 2: Ms. Smith completes the *Selection Guide of Extended CLRAS Routines for Performance Assessment*

The second step for Ms. Smith is to select the routines for assessment. Ms. Smith selects the first routine that Joe could not complete independently from each of the following areas:

- Three (3) Daily School Routines:
 - 1 Living Skills Routine
 - 1 Transition Routine
 - 1 Academic Skills Routine
- One (1) Daily Leisure Routine or Activity
- One (1) Community Routine
- One (1) School Vocational Activity (elementary and middle/secondary) OR
One (1) Community Vocational Activity (middle/secondary only)
- One Career Exploration Routine (middle/secondary only)

On the following page you will find a *Selection Guide of Extended CLRAS Routines for Performance Assessment* (last page of BAAC). As you will see from the selection guide, Ms. Smith has bubbled in the routines selected for assessment. They are as follows:

Daily School Routines

- Purchasing an Item
- Transitioning Within the Classroom Between Activities
- Group Project/Activity

Daily Leisure Routine

- Fitness Routine/P.E.

Community Routine

- School Dance at Community Center

School Vocational Activity

- Cleaning Overheads

Career Exploration

- Interviewing/Job Shadowing and Employer/Employee

After identifying the routines to assess, Ms. Smith refers to the Extended CLRAS Forms section (Appendix A) of this manual to obtain the routines documented on the *Selection Guide of Extended CLRAS Routines for Performance Assessment*.

Selection Guide of Extended CLRAS Routines for Performance Assessment: Middle/Secondary School

For each middle/secondary student, routines need to be selected for assessment in each of the following areas: Daily School Routines, Daily Leisure Routines, Community Routines, Vocational and Career Development. Please follow the instructions below to select the routines for assessment in the natural environment. **Instructions:** 1) Refer to the *Baseline/Assessment Checklist* to identify appropriate routines for assessment. 2) Using the table below, bubble in the first routine in each section the student does **not** complete independently. If this routine is not appropriate (NA) due to a student's medical needs, lack of opportunity to perform the routine in the school environment or the IEP team deems the routine inappropriate, select the next routine the student does not complete independently. If the student is independent in routines in a category, select the last routine in the category to assess. 3) The routines selected on this page are the routines to be assessed for the student. Obtain the *Extended Career and Life Role Assessment System Routines Form* to assess the selected routines. The routine number is printed in parentheses after the routine name.

PERSONAL MANAGEMENT		CAREER DEVELOPMENT	
Daily School Routines (Select 1 from each category)	Daily Leisure Routines (Select 1)	Community Routines (Select 1)	Vocational (Select 1)
<p>Living Skills</p> <p><input type="radio"/> Eating lunch (004)</p> <p><input type="radio"/> Using the bathroom (008)</p> <p><input type="radio"/> Grooming at school (005)</p> <p><input type="radio"/> Dressing for an activity/weather (001)</p> <p><input checked="" type="radio"/> Purchasing an item at school (006)</p> <p><input type="radio"/> Dressing for P.E. (002)</p> <p>Transition</p> <p><input type="radio"/> Arrival (009)</p> <p><input type="radio"/> Departure (010)</p> <p><input checked="" type="radio"/> Transitioning within the classroom between activities (012)</p> <p><input type="radio"/> Transitioning between classes (011)</p> <p>Academic Activities</p> <p><input type="radio"/> Individual seatwork (014)</p> <p><input checked="" type="radio"/> Group project/activity (013)</p> <p><input type="radio"/> Listening in a group setting (015)</p> <p><input type="radio"/> Occupying classroom free time (016)</p> <p><input type="radio"/> Using a computer (017)</p> <p><input type="radio"/> Using the library (018)</p>	<p><input type="radio"/> Occupying free time outside classrooms (203)</p> <p><input type="radio"/> Socializing with friends (hanging out) (209)</p> <p><input type="radio"/> Playing a game (208)</p> <p><input checked="" type="radio"/> Fitness routines P.E. (202)</p> <p><input type="radio"/> Attending an assembly (201)</p> <p><input type="radio"/> Making a phone call (204)</p> <p><input type="radio"/> If routines 1-6 are performed independently or are not applicable, refer to the <i>Leisure Activities List</i> and select a leisure activity. (Generic Leisure Activity Assessment Form)</p> <p>Leisure Activity Selected:</p> <p>Activity Code # </p> <p>Refer to <i>Leisure Activities List</i></p>	<p><input type="radio"/> Riding in a car/bus (409)</p> <p><input type="radio"/> Crossing the street (401)</p> <p><input type="radio"/> Going shopping (406)</p> <p><input type="radio"/> Eating out at a fast food restaurant (403)</p> <p><input type="radio"/> Eating in a sit-down restaurant (402)</p> <p><input type="radio"/> Making a phone call for safety (407)</p> <p><input type="radio"/> Transporting oneself to/from community location (416)</p> <p><input type="radio"/> Purchasing an item in the community (408)</p> <p><input checked="" type="radio"/> If routines 1-7 are performed independently or are not applicable, refer to the <i>Community Activities List</i> and select a community activity. (Generic Community Activity Assessment Form)</p> <p>Community Activity Selected:</p> <p>Activity Code # 4 0 4</p> <p>Refer to <i>Community Activities List</i></p>	<p><input checked="" type="radio"/> School Vocational Activity (If appropriate)</p> <p>School Vocational Activity: <u>cleaning car-bus</u></p> <p>Activity Code # 7 0 1</p> <p>Refer to <i>School Vocational Activities List</i></p> <p style="text-align: center;">OR</p> <p><input type="radio"/> Community Vocational Activity (If appropriate)</p> <p>Community Vocational Activity: </p> <p>Activity Code # </p> <p>Refer to <i>Community Activities List</i></p> <p>CAREER DEVELOPMENT (Select If appropriate)</p> <p><input checked="" type="radio"/> Interviewing/Job Shadowing an Employer/Employee (801)</p> <p><input type="radio"/> Creating a resume (802)</p> <p><input type="radio"/> Finding a job (803)</p> <p><input type="radio"/> Applying for a job (804)</p> <p><input type="radio"/> Interviewing for a job (805)</p>

Step 3: Ms. Smith Selects Related Skills

The next step for Ms. Smith is to meet with Joe's IEP Team. The purpose of the meeting will be to review goals and objectives and select related skills for assessment. After reviewing Joe's IEP, the team selects skills that Joe is currently working on. Ms. Smith writes these skills on the Related Skills Assessment Form (Appendix A). On the following page you will find an unscored Related Skills Assessment Form. As you will see from the assessment form, each skill will be assessed while Joe performs each routine. The skills identified for Joe are as follows:

Expressive Communication

- Gestures to situation
- Requests permission

Receptive Communication

- Distinguishes when to act
- Simple cause and effect
- Follows 1-2 step direction

Problem Solving

- Requests help
- Cooperates

Team Work/Social Skills

- Stays with group

Motor Skills

- Performs modified sit-ups

Employment Foundations

Math

- Recognizes coins and bills

Reading

- Reads simple schedule
- Reads functional words

Writing

- Copies lists

Student Name:

Related Skill Assessment Form

Student Initials [F][M][L]: URS

Write in the selected Related Skills for this student. Fill in the choice-bubbles for the appropriate score based on the student's performance for each skill during each routine assessed. Follow the scoring key.

Routine Skill Code# (SC)	Related Skills				Daily School Routine Codes				Leisure Routine Code	Community Routine Code	School/Community Vocational Code	Career Exploration Code
	Scoring Key: 4 = Independent; 3 = with prompts/visual/verbal prompts; 2 = Partial physical assistance; 1 = Full physical assistance; 0 = Did not complete with full physical assistance; N = Not applicable	Living Skills	Transition	Academic Activities	Living Skills	Transition	Academic Activities					
9 A	9 A Gestures to object/situation	0	0	0	0	0	0	0	0	0	0	0
10 B	10 B Requests permission	0	0	0	0	0	0	0	0	0	0	0
18 B	18 B Distinguishes when to act	0	0	0	0	0	0	0	0	0	0	0
22 B	22 B Understands simple cause & effect	0	0	0	0	0	0	0	0	0	0	0
23 A	23 A Follows 1-2 step directions	0	0	0	0	0	0	0	0	0	0	0
25 A	25 A Requests help	0	0	0	0	0	0	0	0	0	0	0
26 A	26 A Cooperates with others	0	0	0	0	0	0	0	0	0	0	0
30 A	30 A Stays with group	0	0	0	0	0	0	0	0	0	0	0
49 B	49 B Performs modified sit-ups	0	0	0	0	0	0	0	0	0	0	0
57 A	57 A Recognizes coins & bills	0	0	0	0	0	0	0	0	0	0	0
62 B	62 B Reads simple schedule	0	0	0	0	0	0	0	0	0	0	0
64 B	64 B Reads functional words	0	0	0	0	0	0	0	0	0	0	0
66 A	66 A Copies lists	0	0	0	0	0	0	0	0	0	0	0



22946

Secure Student ID:

1234567890

Extended Assessment ID:

004937

Assessment in Natural Environment

Step 4: Performance Assessments

Now that Ms. Smith and Joe's IEP team have identified the routines and related skills Joe will be assessed on, Ms. Smith is ready to observe him as he performs each routine. Ms. Smith completes the Personal Management and Career Development *Routine Assessment Forms* and *Related Skills Assessment Form* concurrently. Example *Routine Assessment Forms* and a *Related Skill Assessment Form* have been included on Pages 47-54. As you will see, seven *Routine Assessment Forms* (one for each routine identified) and one *Related Skill Assessment Form* (assessing skills across all routines) are included.



Extended
Assessment ID#

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Secure
Student ID#

863

Date

Context: **Daily School Routine: Living Skills**

06 / 05 / 01

Routine Assessed: **Purchasing an Item at School # [006]**

MONTH DAY YEAR

Student Name: Joe Smith

Student Initials

J R S
F M L

Purpose of routine: To generalize math, reading and social behavior skills to make purchases at vending machines or from a student store.

Assessor Name: Ms. Smith

School Name: Evergreen

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Prompt Level			
				Partial	Full		
Core Steps of Routine							
1. Locates vending machine or student store	#1 Enters location of vending machine or student store	●	○	○	○	○	○
	#2 Orients toward vending machine or student store	●	○	○	○	○	○
	#3 Navigates self to vending machine or student store	○	●	○	○	○	○
2. Selects merchandise	#4 Chooses item from among alternatives	○	●	○	○	○	○
	#5 For student store, tells student clerk of preferred selection	○	○	○	○	○	●
3. Pays for merchandise	#6 Identifies cost of item	●	○	○	○	○	○
	#7 Selects appropriate amount of money	●	○	○	○	○	○
	#8 Puts money in vending machine or gives to student clerk	●	○	○	○	○	○
	#9 Pushes correct button for item in vending machine	●	○	○	○	○	○
	#10 Verifies proper change is received	○	●	○	○	○	○
	#11 Obtains item from vending machine or from student clerk	●	○	○	○	○	○
4. Consumes merchandise	#12 Opens packaging of item	○	○	○	○	○	●
	#13 Utilizes merchandise in appropriate manner	○	○	○	○	○	●
DATA SUMMARY							
A	Total steps evaluated (not including N/A)	10	10	10	10	10	
B	Total # scored as ●	7	3	0	0	0	
C	% scored as ● (B/A x 100)	70%	30%	0%	0%	0%	

Adaptations and Modifications

Comments



23167

Extended Assessment ID#

004937

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: Daily School Routine: Transition

Routine Assessed: Transitioning Within classroom
Between Activities Code # [012]

Date

06 / 04 / 01
MONTH DAY YEAR

Student Initials

Student Name: Joe Smith

J R S
F M L

Purpose of routine: To learn starting and stopping sequences for organized movement from activity to activity.

Assessor Name: Ms. Smith

School Name: Evergreen

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Prompt Level	Full		
Core Steps of Routine							
1. Completes activity	01 Attends to cue that activity has been completed	●	○	○	○	○	○
	02 Terminates activity in appropriate manner	●	○	○	○	○	○
2. Puts away materials	03 Identifies materials to put away	○	●	○	○	○	○
	04 Gathers materials from activity	○	○	●	○	○	○
	05 Identifies appropriate location for materials	○	○	●	○	○	○
3. Locates materials for new activity	06 Places materials in proper place	○	●	○	○	○	○
	07 Attends to cues regarding next activity	○	○	●	○	○	○
	08 Identifies necessary materials for new activity	○	○	●	○	○	○
4. Begins new activity	09 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	○	●	○	○	○	○
DATA SUMMARY							
A	Total steps evaluated (not including N/A)	12	12	12	12	12	
B	Total # scored as ●	2	5	5	0	0	
C	% scored as ● (B/A x 100)	16.7%	42%	42%	0%	0%	

Adaptations and Modifications

Comments



23234

Extended Assessment ID#

004937

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: Daily School Routine: Academic Activities

Date

Routine Assessed: Group Project/Activity: Code # [013]

0	6	/	0	4	/	0	1
MONTH			DAY			YEAR	

Student Initials

Student Name: Joe Smith

J	R	S
F	M	L

Purpose of routine: To ensure student participation in a collaborative manner.

Assessor Name: Ms. Smith

School Name: Evergreen

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Partial	Full		
Core Steps of Routine							
1. Attends to teacher's directions	01 Focuses on teacher with eye contact	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Receives teacher's directions re: group members and assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Locates members of small group as assigned	03 Orients to other group members	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	04 Locates group meeting place	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Follows instructions and begins work on task	05 Listens to other members re: task	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06 Interacts with other members re: task	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Demonstrates collaborative attitude and behaviors	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Focuses on task throughout activity	08 Remains task-oriented throughout activity	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Finishes assigned portion of task	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Completes activity	10 Gathers personal materials involved in task	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11 Returns to desk	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A Total steps evaluated (not including N/A)		11	11	11	11	11	
B Total # scored as ●		3	5	2	1	0	
C % scored as ● (B/A x 100)		27%	45%	18%	9%	0%	

Adaptations and Modifications

--

Comments

--



27204

Extended Assessment ID#

004937

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: Daily Leisure Routine

Routine Assessed: Fitness Routine/P.E. : Code # [202]

Date

06	/	05	/	01
MONTH		DAY		YEAR

Student Initials

J	R	S
F	M	L

Student Name: Joe Smith

Purpose of activity: To learn necessary skills to engage in the lifelong need for exercise.

Assessor Name: Jane Smith

School Name: Evergreen HS

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Partial	Full		
Core Steps of Routine							
1. Locates place to participate in fitness activity	01. Identifies options for exercise	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02. Chooses from among alternatives	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	03. Navigates oneself to place of fitness	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Changes into proper workout attire	04. Locates locker room	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05. Locates locker	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06. Opens locker	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07. Obtains belongings from locker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	08. Changes into clothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Locates proper equipment for workout	09. Secures locker	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10. Locates workout equipment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Engages in workout routine	11. Orients in front of equipment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12. Warm up prior to exercise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	13. Follows workout routine	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	14. Participates in a safe and appropriate manner	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Finishes workout	15. Sustains workout for beneficial effects	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	16. Cools down after workout	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	17. Terminates activity at appropriate time	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)	16	16	16	16	16	
B	Total # scored as ●	6	1	7	2	0	
C	% scored as ● (B/A x 100)	38%	6%	44%	13%	0%	

Adaptations and Modifications

Comments



25180

Generic Community Activity Assessment Form

Community Routines

Activity Name: School Dance

Activity Code

404

Student Initials

JRS

F M L

Date

06 / 05 / 01

MONTH

DAY

YEAR

Student Name: Joe Smith

Purpose of routine: To learn the basic skills that will allow one to navigate within the community in a safe manner while accessing community resources.

Assessor Name: Smith

School Name: Evergreen

Instructions: Choose one community activity from the Community Activities Resource List. Through observation, assess whether the student participates in the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Keep in mind the following nine characteristics when making your assessment. Score the routine as outlined below.

Scoring Procedure:		Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)	Step was not completed with full physical assistance	N/A
Fill in the appropriate response bubble completely: ●						
Fill in the (N/A) bubble if the community activity step is not applicable to the student and/or situation.						
Community Activity Steps				Prompt Level Partial Full		
01	Locates community activity in a safe manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
02	Expresses needs to appropriate person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
03	Demonstrates appropriate boundaries when interacting with strangers	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
04	Maintains appropriate behavior while in the community	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
05	Stays with the group	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
06	Identifies appropriate people in community to contact when in need of assistance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
07	Identifies current location throughout activity	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
08	Completes activity in community	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
09	Secures appropriate transportation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY						
A	Total steps evaluated (not including N/A)	9	9	9	9	9
B	Total # scored as ●	3	3	1	2	0
C	% scored as ● (B/A x 100)	33%	33%	11%	22%	0%

Adaptations and Modifications

Comments



25543

Extended Assessment ID#

004937

Career Development Assessment Form: School Vocational Activity

Activity Name: Cleaning Overheads

Activity Code: 701

Student Initials: JRS

Student Name: Joe Smith

Student Initials: JRS

Student Initials: F M L

Date: 06 / 05 / 01

MONTH DAY YEAR

Purpose of routine: *To learn basic work skills that will be applied to any future job opportunity.*

Assessor Name: Jane Smith School Name: Evergreen

Instructions: Choose one vocational activity from the School Vocational List. Through observation, assess whether the student participates in the activity independently, with gestures, visual and/or verbal prompts (only), or with physical assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Assess the following fourteen characteristics.

Scoring Procedure:		Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)	Step was not completed with full physical assistance	N/A
Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the School Vocational Activity Step is not applicable to the student and/or						
School Vocational Activity Steps						
				Prompt Level		
				Partial	Full	
01	Arrives on time	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
02	Identifies job responsibilities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
03	Follows directions of supervisors	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
04	Follows steps of job activities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
05	Stays on task	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
06	Works without disrupting others	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
07	Is polite to adults and peers	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
08	Allows others to assist as needed	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
09	Responds appropriately to feedback about job activities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Demonstrates initiative/independence	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Work is orderly and accurate (job quality)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Works at a good pace and amount (job quantity)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Cleans up materials and workspace	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Leaves at appropriate time	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY						
A	Total steps evaluated (not including N/A)	14	14	14	14	14
B	Total # scored as ●	4	8	2	0	0
C	% scored as ● (B/A x 100)	29%	57%	14%	0%	0%

Adaptations and Modifications

Comments



Draft

CAREER DEVELOPMENT ASSESSMENT FORM

Context:

Interviewing/Job Shadowing an Employer/Employee
Code # [801]

Date

09 / 10 / 01
MONTH DAY YEAR

Routine Assessed:

Student Initials

Student

Name:

Joe Smith

J R S
F M L**Purpose of activity:** To learn 1) the nature of potential jobs and 2) the necessary skills in order to identify personal interests and qualifications needed for a job.

Assessor Name:

Jane Smith

School Name:

Evergreen

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

	Work Characteristics	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)	Step was not completed with full physical assistance	N/A
Core Steps of Routine				Prompt Level Partial Full		
Identifies a job of interest	1. Identifies a job of interest	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares for interview or job shadow	2. Calls or sends letter asking for an interview or job shadow	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. Generates an appropriate list of questions	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. Arrives at location of interview/job shadow on time	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducts interview or job shadow	5. Conducts interview or job shadow	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describes positive and negative aspects of job	6. Describes positive aspects of the job	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	7. Describes negative aspects of the job	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY						
A	Total steps evaluated (not including N/A)	7	7	7	7	7
B	Total # scored as ●	2	4	1	1	1
C	% scored as ● (B/A x 100)	29%	57%	14%	-	-

Adaptations and Modifications

Comments

Write in the selected Related Skills for this student. Fill in the choice-bubble for the appropriate score based on the student's performance for each skill during each routine assessed. Follow the scoring key.

Routine Skill Code (SC)	Related Skills				Daily School Routine Code				Leisure Routine Code	Community Routine Code	School/Community Vocational Code	Career Exploration Code												
	Expressive Communication	Receptive Communication	Living Skills	Transition	Academic Activities	Transition	Academic Activities																	
9A	Gestures to object/situation				0	0	0	1	2	0	1	3	2	0	2	4	0	4	7	0	1	8	0	1
10B	Requests permission				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18B	Distinguishes when to act				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22B	Understands simple cause and effect				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23A	Follows 1-2 step directions				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25A	Requests help				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26A	Cooperates with others				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30A	Stays with group				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
49B	Performs modified sit ups				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
57A	Recognizes coins + bills				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
62B	Reads simple schedule				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
64B	Reads functional words				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
66A	Copies lists				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

22946



Secure Student ID:

1234567890

Extended Assessment ID:

004937

Appendix A

Extended Career and Life Role Assessment System

Forms

Baseline/Annual Assessment Checklist

Elementary



59209

Extended
Assessment ID#

Student Name:

Secure
Student ID#

Extended Career and Life Role Assessment System

2002-2003 Extended Assessment Administration

Baseline/Annual Assessment Checklist (BAAC)

Elementary School Level

Student Information

Student's First Name	MI	Student's Last Name	Student's Initials
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Secure Student Id Number	Gender	Grade of Enrollment (Oregon Statewide Assessment)	F M L
<input type="text"/>	<input type="radio"/> Male <input type="radio"/> Female	<input type="radio"/> Grade 3 (If ungraded, age 8.) <input type="radio"/> Grade 5 (If ungraded, age 10.)	
Student's Attending School Name	School Institution Id Number		
<input type="text"/>	<input type="text"/>		
Date of Birth	<input type="text"/> / <input type="text"/> / <input type="text"/>		
	MONTH DAY YEAR		

Assessor Information

Assessor's First Name	MI	Assessor's Last Name
<input type="text"/>	<input type="text"/>	<input type="text"/>
Assessor's Phone #		
(<input type="text"/> <input type="text"/> <input type="text"/>) <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/>		

Person Who Receives Report

First Name	MI	Last Name	
<input type="text"/>	<input type="text"/>	<input type="text"/>	
District Name	District Number		
<input type="text"/>	<input type="text"/>		
School Name	Date Assessment Completed		
<input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>		
	MONTH DAY YEAR		

For optimum accuracy, please print with number 2 pencil or black ink only,
in capital letters and avoid contact with the edge of the box.
Please note the following format:

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Oregon Department of Education
Office of Assessment and Evaluation



59209



This assessment was developed for the Oregon Department of Education by Joel Arick, Gary Nave and Tera Hoffman, Portland State University under grant CFDA 87.027A, IDEA.

Go to next page

TABLE OF CONTENTS

Personal Management and Career Development Baseline/Annual Assessment Checklist Elementary School Level

<u>CONTENTS</u>	<u>PAGE #</u>
Instructions	54
Personal Management: Daily School Routines	
Living Skills	56
Transition	57
Academic Activities	58
Personal Management: Daily Leisure Routines	
Leisure Routines	59
Generic Daily Leisure Activity	60
Leisure Activities Resource List	61
Personal Management: Community Routines	
Community Routines	62
Generic Community Activity	64
Community Activities Resource List	65
Career Development: School Vocational	
School Vocational Activity	66
Vocational Activities List	67
Selection Guide of Extended CLRAS Routines for Performance Assessment	68

Instructions

The Baseline/Annual Assessment Checklist (BAAC) is a rating checklist. Its purpose is to evaluate a student's functioning level on commonly performed routines. The BAAC is a perception pre-rating checklist to be completed by the student's special education instructor. The instructor rates the level of independence at which a student is generally able to perform the identified routines. Ideally, the BAAC will identify high priority areas in need of development for the student. The goal of this selection process is to encourage the student to strive toward further independence in the most important areas of his/her life.

The BAAC is organized into Personal Management and Career Development domains. Within each domain students are assessed in the following contexts:

PERSONAL MANAGEMENT	CAREER DEVELOPMENT
Daily School Routines: Living Skills Transition Academic Activities	School Vocational Activities
Daily Leisure Routines	Community Vocational Activities
Community Routines	Career Exploration Activities

Completing the Baseline/Annual Assessment Checklist

- Familiarize yourself with the format of the BAAC.**
- Review the instructions at the beginning of each domain section** (Daily School Routines, Daily Leisure Routines, Community Routines, Vocational Activities and Career Exploration Activities).
- Become acquainted with the core activities involved in each routine. The core activities are meant to be a guide** for the routines. Not all school environments will allow for all activities in a routine. The core activities are meant to provide a general framework within which to rate the student.
- Familiarize yourself with the scoring procedure.** Rate the student on your perception of his/her general level of independence while performing each routine. Mark whether the student completes the routine • independently, • with gestures, verbal, and/or visual prompts, • with partial physical assistance, • with full physical assistance, or whether • the student does not complete the routine with full physical assistance. Mark the category labeled N/A if the routine is not applicable due to the student's medical needs or the school environment does not provide an opportunity for the student to perform the routine.
- Bring the BAAC to the student's IEP meeting.** As a team, select the highest priority routines to assess for the student. Select the indicated number of routines within the following contexts:
 - Daily School Routines:
 - One (1) Living Skill Routine
 - One (1) Transition Routine
 - One (1) Academic Activities Routine
 - Daily Leisure Routines:
 - One (1) Leisure Routine
 - Community Routines:
 - One (1) Community Routine
 - Vocational Routines:
 - One (1) School Vocational
- Refer to the back page of the BAAC. Mark the routines selected for assessment.** The routines on the *Selection Guide of Extended CLRAS Routines for Performance Assessment* have been placed in priority order. It is suggested that the teacher assess the first routine the student cannot complete independently.

Go to next page



Student Name: _____

Secure
Student ID#

PERSONAL MANAGEMENT - Daily School Routines: Living Skills

Student Initials

--	--	--

F	M	L

Instructions:

1. Review the following routines.
2. For each routine, indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete the routine * independently, * with gestures, visual and/or verbal prompts, * with partial physical assistance (student can complete a part of the routine without full physical assistance), * with full physical assistance, or * if the student does not complete with full physical assistance. **If the routine is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an opportunity to complete a routine, fill in the bubble in the left hand column.**
3. Identify the first routine the student cannot complete independently. Transfer the selected routine to the *Selection Guide of Extended CLRAS Routines for Performance Assessment* (last page of this document).

Daily School Routines: Living Skills			Level of completion 4 out 5 times				
			Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance
*N/A	Personal Management Routine	Core activities involved in routine			Prompt Level		
					Partial	Full	
○	Eating Lunch	1. Locates cafeteria 2. Locates food service line 3. Selects food 4. Finds seating location 5. Prepares to eat 6. Consumes food 7. Puts away utensils, tray etc. 8. Leaves cafeteria	○	○	○	○	○
○	Using the Bathroom	1. Recognizes the need to go to the restroom 2. Notifies teacher 3. Locates restroom 4. Uses restroom appropriately 5. Exits restroom	○	○	○	○	○
○	Dressing for the Outdoors	1. Locates outdoor clothing 2. Dresses for an outdoor environment 3. Prepares to go outside	○	○	○	○	○
○	Removing Outdoor Clothing	1. Finds location for outdoor clothing 2. Removes outdoor clothing	○	○	○	○	○
○	Grooming at School	1. Checks appearance 2. Adjusts appearance 3. Puts away grooming materials	○	○	○	○	○

*If N/A is selected, please explain in the space provided:



CLRAS ID#

11/11/2019

Student Name: _____

Secure
Student ID#



23693

Student Initials

F	M	L

Baseline/Annual Assessment Checklist
Elementary School Level
PERSONAL MANAGEMENT - Daily School Routines: Transition

Daily School Routines: Transition			Level of completion 4 out 5 times				
*N/A	Personal Management Routine	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance
					Prompt Level		
					Partial	Full	
○	Arrival	1. Exits source of transportation 2. Locates school 3. Locates classroom 4. Puts away/organizes belongings 5. Locates seat in classroom	○	○	○	○	○
○	Departure	1. Gathers belongings 2. Leaves classroom 3. Leaves building to locate transportation 4. Enters transportation	○	○	○	○	○
○	Transitioning Within the Classroom Between Activities	1. Completes activity 2. Puts away materials 3. Locates materials for new activity 4. Begins new activity	○	○	○	○	○
○	Transitioning Between Classes	1. Completes class activity 2. Finds location of new class 3. Locates seat in new classroom	○	○	○	○	○

*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



53252

CLRAS ID#

Student Name:

Secure

Student ID#

Student Initials

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

F M L

Baseline/Annual Assessment Checklist

Elementary School Level

PERSONAL MANAGEMENT - Daily School Routines: Academic Activities

Daily School Routines: Academic Activities			Level of completion 4 out 5 times				
*N/A	Personal Management Routine	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance
					Prompt Level		
					Partial	Full	
<input type="radio"/>	Individual Seatwork	1. Attends to teacher's directions re: assignment 2. Gathers appropriate materials for individual seatwork 3. Completes activity 4. Collects materials after completion of activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Group Project/Activity	1. Attends to teacher's directions 2. Locates members of small group, as assigned 3. Follows instructions and begins working on task 4. Focuses on task throughout activity 5. Completes activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Listening in a Group Setting	1. Attends to teacher re: lecture material 2. Demonstrates appropriate behavior throughout lecture 3. Interacts with teacher appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Occupying Classroom Free Time	1. Makes choice re: involvement in free time activity 2. Locates who, what, when and where of activity 3. Participates in activity with appropriate focus and behavior 4. Completes activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Using a Computer	1. Locates computer 2. Accesses desired computer program 3. Interacts with computer program 4. Completes activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Using the Library	1. Locates library 2. Finds location of materials 3. Removes materials from location 4. Checks out materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



--	--	--

F M I

PERSONAL MANAGEMENT - Daily Leisure Routines

1. Review the following routines.

2. For each routine, indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete the routine * independently, * with gestures, visual and/or verbal prompts, * with partial physical assistance (student can complete a part of the routine without full physical assistance), * with full physical assistance, or * if the student does not complete with full physical assistance. **If the routine is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an opportunity to complete a routine, fill in the bubble in the left hand column.**
3. If all of the following routines are not appropriate for the student, assign a Generic Leisure Activity (see the following page).
4. Transfer the selected routine to the *Selection Guide of the Extended CLRAS Routines for Performance Assessment* (last page of this document).

Daily Leisure Routines			Level of completion 4 out 5 times				
*N/A	Personal Management Routine	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance
					Prompt Level		
					Partial	Full	
<input type="radio"/>	Using the Playground With Others	1. Locates equipment and play area 2. Chooses to be involved with others during activity 3. Ceases activity at an appropriate time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Socializing With Friends (Hanging Out)	1. Initiates social interaction 2. Spends time with friends 3. Terminates social interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Playing a Game	1. Identifies game to be played 2. Obtains necessary equipment and location to play game 3. Learns rules of game and shares with others 4. Plays game 5. Puts away equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Fitness Routine/P.E.	1. Locates place to participate in fitness activity 2. Changes into proper workout attire 3. Locates proper equipment for workout 4. Engages in workout routine 5. Finishes workout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Participating in a Music Activity	1. Prepares to leave classroom 2. Follows rules during activity 3. Finishes activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Participating in Arts and Crafts	1. Listens for directions 2. Focuses on project 3. Student completes activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Attending an Assembly	1. Locates assembly 2. Finds seat at assembly 3. Demonstrates appropriate behavior during assembly 4. Leaves assembly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



47804

CLRAS ID#

Student Name:

Secure

Student ID#

Student Initials

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

F M L

Baseline/Annual Assessment Checklist

Elementary School Level

PERSONAL MANAGEMENT - Generic Daily Leisure Activity (Optional)

Instructions:

1. Complete the Generic Leisure Activity only if the previous Daily Leisure Routines are not appropriate for the student or if the student can complete all of the leisure routines independently.
2. Select a Leisure Activity from the following page. Fill in the activity name and code # in the space below.
3. Indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete each component of the activity * independently, * with gestures, visual and/or verbal prompts, * with partial physical assistance (student can complete a part of the routine without full physical assistance), * with full physical assistance, or * if the student does not complete with full physical assistance.
4. At the bottom of this page please describe the Leisure Activity that was chosen.
5. Transfer the selected routine to the *Selection Guide of Extended CLRAS Routines for Performance Assessment* (last page of this document).
6. If the optional Generic Leisure Activity will not be assessed for this student, fill in the bubble in the left hand column (N/A).

Generic Daily Leisure Activity (Optional)			Level of completion 4 out 5 times				
*N/A	Personal Management Routine	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance
					Prompt Level		
					Partial	Full	
<input type="radio"/>	Leisure Activity Name <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px auto;"></div> Activity Code #	1. Expresses interest/preference for leisure activity 2. Selects appropriate leisure activity 3. Initiates leisure activity with self 4. Initiates leisure activity with others 5. Obtains materials/equipment for leisure activity 6. Performs leisure activity 7. Demonstrates appropriate behavior during activity 8. Cooperates with others during activity 9. Follows directions/rules of leisure activity 10. Has a good attitude 11. Demonstrates initiative/independence 12. Terminates leisure activity 13. Cleans up activity area after use (puts away materials/equipment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Description of Activity:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX

*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



62816

CLRAS ID#

Student Name:

Secure

Student ID#

Student Initials

<input type="text"/>	<input type="text"/>	<input type="text"/>
F	M	L

Leisure Activities Resource List Elementary School Level

Select an appropriate leisure activity for assessment from the following list of activities. If an appropriate leisure activity is not found, additional leisure activities may be identified for a student. If an additional activity is needed, please add an appropriate leisure activity below. Transfer the additional activity onto the Generic Daily Leisure Activity section of this document on the previous page.

Leisure Activities			
LEISURE CODE #			
2	1	1	Caring for pets/animals
2	1	2	Participating in a leisure class/activity
2	1	3	Watching television
2	1	4	Participating in a hobby activity
2	1	5	Going to the movies
2	1	6	Going shopping
2	1	7	Participating in a club/organization
2	1	8	Reading a book/magazine
2	1	9	Going to the park
2	2	0	Playing an instrument
2	2	1	Listening to music
2	2	2	Going on a trip
2	2	3	Participating in a sporting event/activity
2	2	4	Going for a walk
2	2	5	Participating in an exercise routine
2	2	6	Participating in a craft activity
2	2	7	Going camping
2	2	8	Going boating
2	2	9	Going downtown for a weekend event
2	3	0	Going swimming
2	3	1	Going for a bike ride
2	3	2	Gardening
			Additional Leisure Activity
2	0	3	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>



41205

CLRAS ID#

Student Name:

Secure

Student ID#

Student Initials

<input type="text"/>	<input type="text"/>	<input type="text"/>
F	M	L

**Baseline/Annual Assessment Checklist
Elementary School Level**

PERSONAL MANAGEMENT - Community Routine

Instructions:

- Review the following routines.
- For each routine, indicate the level of independence at which the student completes *all* relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete the routine * independently, * with gestures, visual and/or verbal prompts, * with partial physical assistance (student can complete a part of the routine without full physical assistance), * with full physical assistance, or * if the student does not complete with full physical assistance. **If the routine is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an opportunity to complete a community routine, fill in the bubble in the left hand column.**
- If all of the following routines are not appropriate for the student, assess a generic community activity (see the following page).
- Transfer the selected routine to the *Selection Guide of Extended CLRAS Routines for Performance Assessment* (last page of this document).

Community Routines			Level of completion 4 out 5 times				
*N/A	Personal Management Routine	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance
					Prompt Level		
					Partial	Full	
<input type="radio"/>	Riding in a Car/Bus (to/from school)	1. Gathers belongings 2. Locates transportation 3. Utilizes transportation 4. Exits transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Crossing the Street (in front of school)	1. Identifies need to cross the street 2. Reads crosswalk signal 3. Moves across the street	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Purchasing an Item at School	1. Identifies need to purchase item 2. Pays for item 3. Puts away item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Going on a Field Trip	1. Remains in close proximity of group throughout the field trip 2. Participates with group during field trip activity 3. Returns to school with group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX

Go to next page



2770

CLRAS ID#

Student Name:

Secure
Student ID#

Student Initials

F	M	L
---	---	---

**Baseline/Annual Assessment Checklist
Elementary School Level**

PERSONAL MANAGEMENT - Generic Community Activity (Optional)

Instructions:

1. Complete the Generic Community Activity only if the previous Daily Community Routines are not appropriate for the student or if the student can complete all of the leisure routines independently.
2. Select a Community Activity from the following page. Fill in the activity name and code # in the space below.
3. Indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete each component of the activity * independently, * with gestures, visual and/or verbal prompts, * with partial physical assistance (student can complete a part of the routine without full physical assistance), * with full physical assistance, or * if the student does not complete with full physical assistance.
4. At the bottom of this page please describe the Community Activity that was chosen.
5. Transfer the selected routine to the *Selection Guide of Extended CLRAS Routines for Performance Assessment* (last page of this document).
6. If the optional Generic Community Activity will not be assessed for this student, fill in the bubble in the left hand column (N/A).

Generic Community Activity (Optional)			Level of completion 4 out of 5 times				
*N/A	Personal Management Routine	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance
					Prompt Level		
					Partial	Full	
<input type="radio"/>	Community Activity Name <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px auto;"></div> Activity Code #	1. Locates community activity in a safe manner 2. Expresses needs to appropriate person 3. Demonstrates appropriate boundaries when interacting with strangers 4. Maintains appropriate behavior while in the community 5. Stays with the group 6. Identifies appropriate people in community to contact when in need of assistance 7. Completes activity in community 8. Identifies current location throughout activity 9. Secures appropriate transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Description of Activity:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX

*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



64477

CLRAS ID#

Student Name:

Secure

Student ID#

Student Initials

F	M	L
---	---	---

Baseline/Annual Assessment Checklist
Elementary School Level
CAREER DEVELOPMENT - School Vocational

Instructions:

1. Select a School Vocational Activity from the following page that the student is currently involved in. Fill in the activity name and code # in the space below.
2. Indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete each component of the activity * independently, * with gestures, visual and/or verbal prompts, * with partial physical assistance (student can complete a part of the routine without full physical assistance), * with full physical assistance, or * if the student does not complete with full physical assistance. **If the activity is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an opportunity to complete a school vocational routine, fill in the bubble in the left hand column.**
3. At the bottom of this page please describe the School Vocational Activity that was chosen.
4. Transfer the selected routine to the *Selection Guide of Extended CLRAS Routines for Performance Assessment* (last page of this document).

CAREER DEVELOPMENT: School			Level of completion 4 out 5 times				
*N/A	Career Development	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance
					Prompt Level		
					Partial	Full	
<input type="radio"/>	School Vocational Activity Name <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px auto;"></div> Activity Code #	1. Arrives on time 2. Identifies job responsibilities 3. Follows directions of supervisors 4. Follows steps of job activity 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 work space 14. Leaves at appropriate time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Description of Activity:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX

*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



CLRAS ID#

Student Name:

Secure

Student ID#

41337

Student Initials

--	--	--

F M L

School Vocational Activities List Elementary Level

Select an appropriate vocational activity for assessment from the following list of activities. If an appropriate vocational activity is not found, additional vocational activities may be identified for a student. If an additional activity is needed, please add an additional vocational activity below. Transfer the additional activity onto the School Vocational section of this document on the previous page.

VOCATIONAL CODE #			Vocational Activities
7	0	2	Being classroom helper
7	0	3	Cleaning up the classroom
7	0	4	Delivering mail/messages
7	0	5	Passing out papers/materials
7	0	6	Washing tables/desks
7	0	7	Serving food
7	0	8	Sorting items
7	0	9	Recycling
7	1	0	Washing dishes
7	1	1	Shredding
7	1	2	Attendance
			Additional Vocational Activity
7	0	1	

Selection Guide of Extended CLRAS Routines for Performance Assessment: Elementary School Level

For each elementary student, routines need to be selected for assessment in each of the following areas: Daily School Routines, Daily Leisure Routines, Community Routines and School Vocational. Please follow the instructions below to select the routines for assessment in the natural environment.

Instructions: 1) Refer to the *Baseline/Annual Assessment Checklist* to identify appropriate routines for assessment. 2) Using the table below, bubble in the first routine in each section the student does not complete independently. If this routine is not appropriate (NA) due to a student's medical needs, lack of opportunity to perform a routine in the school environment or the IEP team deems the routine inappropriate, select the next routine the student does not complete independently. If the student is independent in routines in a category, select the last routine in the category to assess. 3) The routines filled in on this page are the routines to be assessed for the student. Obtain the *Extended Career and Life Role Assessment System Routine Routine Forms* to assess the selected routines. The routine number is printed in parentheses after the routine name.

PERSONAL MANAGEMENT			CAREER DEVELOPMENT
Daily School Routines (Select 1 from each category)*	Daily Leisure Routines (Select 1)	Community Routines (Select 1)	School Vocational (Select 1)
Living Skills <input type="radio"/> Eating Lunch (004) <input type="radio"/> Using the bathroom (008) <input type="radio"/> Dressing for the outdoors (003) <input type="radio"/> Removing outdoor clothing (007) <input type="radio"/> Grooming at school (005) <hr/> Transition <input type="radio"/> Arrival (009) <input type="radio"/> Departure (010) <input type="radio"/> Transitioning within the classroom between activities (012) <input type="radio"/> Transitioning between classes (011) <hr/> Academic Activities <input type="radio"/> Individual seatwork (014) <input type="radio"/> Group project/activity (013) <input type="radio"/> Listening in a group setting (015) <input type="radio"/> Occupying classroom free time (016) <input type="radio"/> Using a computer (017) <input type="radio"/> Using the library (018)	<input type="radio"/> Using the playground with others (210) <input type="radio"/> Socializing with friends (hanging out) (209) <input type="radio"/> Playing a game (208) <input type="radio"/> Fitness routine/P.E. (202) <input type="radio"/> Participating in a music activity (206) <input type="radio"/> Participating in arts and crafts (207) <input type="radio"/> Attending an assembly (201) <input type="radio"/> If routines 1-7 are performed independently or are not applicable, refer to the <i>Leisure Activities List</i> and select a leisure activity. (Generic Leisure Activity Assessment Form) <hr/> Leisure Activity Selected: Activity Code # <input type="text"/> <input type="text"/> <input type="text"/> Refer to <i>Leisure Activities List</i>	<input type="radio"/> Riding in a car/bus (to/from school) (409) <input type="radio"/> Crossing the street (in front of school) (401) <input type="radio"/> Purchasing an item at school (006) <input type="radio"/> Going on a field trip (405) <input type="radio"/> If routines 1-4 are performed independently or are not applicable, refer to the <i>Community Activities List</i> and select an appropriate community activity. (Generic Community Activity Assessment Form) <hr/> Community Activity Selected: Activity Code # <input type="text"/> <input type="text"/> <input type="text"/> Refer to <i>Community Activities List</i>	<input type="radio"/> Select one School Vocational Activity from the <i>School Vocational Activities List</i> (Career Development Assessment Form: School Vocational Activity) <hr/> School Vocational Activity selected: Activity Code # <input type="text"/> <input type="text"/> <input type="text"/> Refer to <i>School Vocational Activities List</i>

Baseline/Annual Assessment Checklist

Middle/Secondary

**Extended Career and Life Role Assessment System****2002-2003 Extended Assessment Administration****Baseline/Annual Assessment Checklist (BAAC)****Middle/Secondary School Level****Student Information**

Student's First Name

MI

Student's Last Name

Student's Initials

Secure Student Id Number

Gender

Grade of Enrollment (Oregon Statewide Assessment)

F M L

☐ Male☐ Grade 8 (If ungraded, age 13.)☐ Female☐ Grade 10 (If ungraded, age 15.)

Student's Attending School Name

School Institution Id Number

Date of Birth

MONTH

DAY

YEAR

Assessor Information

Assessor's First Name

MI

Assessor's Last Name

Assessor's Phone #

Person Who Receives Report

First Name

MI

Last Name

District Name

District Number

School Name

Date Assessment Completed

MONTH

DAY

YEAR

For optimum accuracy, please print with number 2 pencil or black ink only,
in capital letters and avoid contact with the edge of the box.

Please note the following format:

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z



Go to next page

TABLE OF CONTENTS

Personal Management and Career Development Baseline/Annual Assessment Checklist Middle/Secondary School Level

<u>CONTENTS</u>	<u>PAGE #</u>
Instructions	72
Personal Management: Daily School Routines	
Living Skills	74
Transition	75
Academic Activities	76
Personal Management: Daily Leisure Routines	
Leisure Routines	77
Generic Daily Leisure Activity	78
Leisure Activities Resource List	79
Personal Management: Community Routines	
Community Routines	80
Generic Community Activity	82
Community Activities Resource List	83
Career Development: School Vocational and Community Vocational	
School Vocational Activity	84
Community Vocational Activity	84
Vocational Activities List	85
Career Development: Career Exploration	
Career Exploration Activities	86
Selection Guide of Extended CLRAS Routines for Performance Assessment	87

Instructions

The Baseline/Annual Assessment Checklist (BAAC) is a rating checklist. Its purpose is to evaluate a student's functioning level on commonly performed routines. The BAAC is a perception pre-rating checklist to be completed by the student's special education instructor. The instructor rates the level of independence at which a student is generally able to perform the identified routines. Ideally, the BAAC will identify high priority areas in need of development for the student. The goal of this selection process is to encourage the student to strive toward further independence in the most important areas of his/her life.

The BAAC is organized into Personal Management and Career Development domains. Within each domain students are assessed in the following contexts:

PERSONAL MANAGEMENT	CAREER DEVELOPMENT
Daily School Routines: Living Skills Transition Academic Activities	School Vocational Activities
Daily Leisure Routines	Community Vocational Activities
Community Routines	Career Exploration Activities

Completing the Baseline/Annual Assessment Checklist

- Familiarize yourself with the format of the BAAC.**
- Review the instructions at the beginning of each domain section** (Daily School Routines, Daily Leisure Routines, Community Routines, Vocational Activities and Career Exploration Activities).
- Become acquainted with the core activities involved in each routine.** The core activities are meant to be a guide for the routines. Not all school environments will allow for all activities in a routine. The core activities are meant to provide a general framework within which to rate the student.
- Familiarize yourself with the scoring procedure.** Rate the student on your perception of his/her general level of independence while performing each routine. Mark whether the student completes the routine • independently, • with gestures, verbal, and/or visual prompts, • with partial physical assistance, • with full physical assistance, or whether •the student does not complete the routine with full physical assistance. •Mark the category labeled N/A if the routine is not applicable due to the student's medical needs or the school environment does not provide an opportunity for the student to perform the routine.
- Bring the BAAC to the student's IEP meeting.** As a team, select the highest priority routines to assess for the student. Select the indicated number of routines within the following contexts:

E. Daily School Routines:	One (1) Living Skill Routine One (1) Transition Routine One (1) Academic Activities Routine
F. Daily Leisure Routines:	One (1) Leisure Routine
G. Community Routines:	One (1) Community Routine
H. Vocational Routines:	One (1) School Vocational OR One (1) Community Vocational Activity
I. Career Exploration:	One (1) Career Exploration Activity
- Refer to the back page of the BAAC. Mark the routines selected for assessment.** The routines on the Selection Guide of Extended CLRAS Routines have been placed in priority order. It is suggested that the teacher assess the first routine the student cannot complete independently.

Go to next page



Secure
Student ID#

14424

Student Initials

F	M	L

Middle/Secondary School Level

PERSONAL MANAGEMENT - Daily School Routines: Living Skills

Instructions:

1. Review the following routines.
2. For each routine, indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete the routine * independently, * with gestures, visual and/or verbal prompts, * with partial physical assistance (student can complete a part of the routine without full physical assistance), * with full physical assistance, or * if the student does not complete with full physical assistance. **If the routine is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an opportunity to complete a routine, fill in the bubble in the left hand column.**
3. Identify the first routine the student does not perform independently. Transfer the selected routine to the *Selection Guide of Extended CLRAS Routines for Performance Assessment* (last page of this document).

Daily School Routines: Living Skills			Level of completion 4 out 5 times				
*N/A	Personal Management Routine	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance
					Prompt Level		
					Partial	Full	
<input type="radio"/>	Eating Lunch	1. Locates cafeteria 2. Locates food service line 3. Selects food 4. Finds seating location 5. Prepares to eat 6. Consumes food 7. Puts away utensils, tray etc. 8. Leaves cafeteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Using the Bathroom	1. Recognizes the need to go to the restroom 2. Notifies teacher 3. Locates restroom 4. Uses restroom appropriately 5. Exits restroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Grooming at School	1. Checks appearance 2. Adjusts appearance 3. Puts away grooming materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Dressing for an Activity/ Weather	1. Checks the weather 2. Locates appropriate clothing 3. Dresses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Purchasing an item at school	1. Locates vending machine 2. Selects merchandise 3. Pays for merchandise 4. Consumes merchandise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Dressing for P.E.	1. Locates locker room 2. Locates locker 3. Changes clothing 4. Puts away clothing not in use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



54973

CLRAS ID#

Student Name: _____

Secure
Student ID#

Student Initials

F	M	L

Baseline/Annual Assessment Checklist
Middle/Secondary School Level
PERSONAL MANAGEMENT - Daily School Routines: Transition

Daily School Routines: Transition			Level of completion 4 out 5 times				
*N/A	Personal Management Routine	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance
					Prompt Level		
					Partial	Full	
<input type="radio"/>	Arrival	1. Exits source of transportation 2. Locates school 3. Locates classroom 4. Puts away/organizes belongings 5. Locates seat in classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Departure	1. Gathers belongings 2. Leaves classroom 3. Leaves building to locate transportation 4. Enters transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Transitioning Within the Classroom Between Activities	1. Completes activity 2. Puts away materials 3. Locates materials for new activity 4. Begins new activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Transitioning Between Classes	1. Completes class activity 2. Finds location of new class 3. Locates seat in new classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX
--



8552

CLRAS ID#

Student Name:

Secure

Student ID#



Student Initials

<input type="text"/>	<input type="text"/>	<input type="text"/>
F	M	L

Baseline/Annual Assessment Checklist

Middle/Secondary School Level

PERSONAL MANAGEMENT - Daily School Routines: Academic Activities

Daily School Routines: Academic Activities			Level of completion 4 out 5 times				
*N/A	Personal Management Routine	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance
					Prompt Level		
					Partial	Full	
<input type="radio"/>	Individual Seatwork	1. Attends to teacher's directions re: assignment 2. Gathers appropriate materials for individual seatwork 3. Completes activity 4. Collects materials after completion of activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Group Project/ Activity	1. Attends to teacher's directions 2. Locates members of small group, as assigned 3. Follows instructions and begins working on task 4. Focuses on task throughout activity 5. Completes activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Listening in a Group Setting	1. Attends to teacher re: lecture material 2. Demonstrates appropriate behavior throughout lecture 3. Interacts with teacher appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Occupying Classroom Free Time	1. Makes choice re: involvement in free time activity 2. Locates who, what, when and where of activity 3. Participates in activity with appropriate focus and behavior 4. Completes activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Using a Computer	1. Locates computer 2. Accesses desired computer program 3. Interacts with computer program 4. Completes activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Using the Library	1. Locates library 2. Finds location of materials 3. Removes materials from location 4. Checks out materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



48894

CLRAS ID#

Student Name:

Secure

Student ID#

Student Initials

P M L

Baseline/Annual Assessment Checklist

Middle/Secondary School Level

PERSONAL MANAGEMENT - Daily Leisure Routines

Instructions:

1. Review the following routines.
2. For each routine, indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete the routine * independently, * with gestures, visual and/or verbal prompts, * with partial physical assistance (student can complete a part of the routine without full physical assistance), * with full physical assistance, or * if the student does not complete with full physical assistance. **If the routine is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an opportunity to complete a routine, fill in the bubble in the left hand column.**
3. If all of the following routines are not appropriate for the student, assess a Generic Leisure Activity (see the following page).
4. Identify the first routine the student does not perform independently. Transfer the selected routine to the *Selection Guide of Extended CLRAS Routines for Performance Assessment* (last page of this document).

Daily Leisure Routines			Level of completion 4 out 5 times				
*N/A	Personal Management Routine	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance
					Prompt Level		
					Partial	Full	
<input type="radio"/>	Occupying Free Time Outside Classroom	1. Locates outside area 2. Chooses to be involved with others during free time 3. Ceases activity at an appropriate time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Socializing With Friends (Hanging Out)	1. Initiates social interaction 2. Spends time with friends 3. Terminates social interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Playing a Game	1. Identifies game to be played 2. Obtains necessary equipment and location to play game 3. Learns rules of game and shares with others 4. Plays game 5. Puts away equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Fitness Routine/P.E.	1. Locates place to participate in fitness activity 2. Changes into proper workout attire 3. Locates proper equipment for workout 4. Engages in workout routine 5. Finishes workout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Attending an Assembly	1. Locates assembly 2. Finds seat at assembly 3. Demonstrates appropriate behavior during assembly 4. Leaves assembly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Making a Phone Call	1. Locates telephone 2. Locates phone number 3. Follows procedure for using phone 4. Utilizes telephone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



21605

CLRAS ID#

Student Name:

Secure

Student ID#

Student Initials

<input type="text"/>	<input type="text"/>	<input type="text"/>
F	M	L

Baseline/Annual Assessment Checklist**Middle/Secondary School Level****PERSONAL MANAGEMENT - Generic Daily Leisure Activity (Optional)****Instructions:**

1. Complete the Generic Daily Leisure Activity only if the previous Daily Leisure Routines are not appropriate for the student or if the student can complete all of the leisure routines independently.
2. Select a Leisure Activity from the following page. Fill in the activity name and code # in the space below.
3. Indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete each component of the activity * independently, * with gestures, visual and/or verbal prompts, * with partial physical assistance (student can complete a part of the routine without full physical assistance), * with full physical assistance, or * if the student does not complete with full physical assistance.
4. At the bottom of this page please describe the Leisure Activity that was chosen.
5. Transfer the selected routine to the *Selection Guide of Extended CLRAS Routines for Performance Assessment* (last page of this document).
6. If the optional Generic Leisure Activity will not be assessed for this student, fill in the bubble in the left hand column (N/A).

Generic Daily Leisure Activity (Optional)			Level of completion 4 out of 5 times				
*N/A	Personal Management Routine	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)	Student does not complete with full physical assistance	
			Prompt Level				
			Partial Full				
<input type="radio"/>	Leisure Activity Name <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px auto;"></div> Activity Code #	1. Expresses interest/preference for leisure activity 2. Selects appropriate leisure activity 3. Initiates leisure activity with others 4. Initiates leisure activity with self 5. Obtains materials/equipment for leisure activity 6. Performs leisure activity 7. Demonstrates appropriate behavior during activity 8. Cooperates with others during activity 9. Follows directions/rules of leisure activity 10. Has a good attitude 11. Demonstrates initiative/independence 12. Terminates leisure activity 13. Cleans up activity area after use (puts away materials/equipment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Description of Activity:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX

*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



53654

CLRAS ID#

Student Name:

Secure

Student ID#

Student Initials

F M L

Leisure Activities Resource List

Middle/Secondary School Level

Select an appropriate leisure activity for assessment from the following list of activities. If an appropriate leisure activity is not found, additional leisure activities may be identified for a student. If an additional activity is needed, please add an appropriate leisure activity below. Transfer the additional activity onto the Generic Daily Leisure Activity section of this document on the previous page.

Leisure Activities									
LEISURE CODE #									
2	1	1	Caring for pets/animals						
2	1	2	Participating in a leisure class/activity						
2	1	3	Watching television						
2	1	4	Participating in a hobby activity						
2	1	5	Going to the movies						
2	1	6	Going shopping						
2	1	7	Participating in a club/organization						
2	1	8	Reading a book/magazine						
2	1	9	Going to the park						
2	2	0	Playing an instrument						
2	2	1	Listening to music						
2	2	2	Going on a trip						
2	2	3	Participating in a sporting event/activity						
2	2	4	Going for a walk						
2	2	5	Participating in an exercise routine						
2	2	6	Participating in a craft activity						
2	2	7	Going camping						
2	2	8	Going boating						
2	2	9	Going downtown for a weekend event						
2	3	0	Going swimming						
2	3	1	Going for a bike ride						
2	3	2	Gardening						
			Additional Leisure Activity						
2	0	3	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>						



10727

CLRAS ID#

Student Name:

Secure

Student ID#

Student Initials

<input type="text"/>	<input type="text"/>	<input type="text"/>
F	M	L

Baseline/Annual Assessment Checklist
Middle/Secondary School Level
PERSONAL MANAGEMENT - Community Routines

Instructions:

- Review the following routines.
- For each routine, indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete the routine * independently, * with gestures, visual and/or verbal prompts, * with partial physical assistance (student can complete a part of the routine without full physical assistance), * with full physical assistance, or * if the student does not complete with full physical assistance. **If the routine is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an opportunity to complete a routine, fill in the bubble in the left hand column.**
- If all of the following routines are not appropriate for the student, assess a Generic Community Activity (see the following page).
- Transfer the selected routine to the *Selection Guide of Extended CLRAS Routines for Performance Assessment* (last page of this document).

Community Routines			Level of completion 4 out 5 times				
*N/A	Personal Management Routine	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance
					Prompt Level		
					Partial	Full	
<input type="radio"/>	Riding in a Car/Bus	1. Gathers belongings 2. Locates transportation 3. Utilizes transportation 4. Exits transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Crossing the Street	1. Identifies need to cross the street 2. Reads crosswalk signal 3. Moves across the street	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Going Shopping	1. Pre-planning for shopping 2. Locates store 3. Shops 4. Checks out and pays for shopping items 5. Leaves store	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Eating Out at a Fast Food Restaurant	1. Community pre-planning activity 2. Locates restaurant 3. Locates line 4. Orders food 5. Consumes meal 6. Leaves restaurant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Eating in a Sit-Down Restaurant	1. Community pre-planning activity 2. Locates restaurant 3. Waits for service 4. Orders food 5. Consumes meal 6. Pays bill 7. Leaves restaurant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Making a Phone Call for Safety	1. Identifies need to make phone call 2. Operates phone 3. Communicates effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Transporting Oneself to/from Community Locations	1. Travel preparation 2. Accesses and utilizes transportation 3. Reaches destination 4. Spends time at location 5. Returns from location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Purchasing an Item in the Community	1. Identifies need to purchase an item 2. Pays for item 3. Puts away item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS

Go to next page



50127

CLRAS ID#

Student Name:

Secure

Student ID#

Student Initials

<input type="text"/>	<input type="text"/>	<input type="text"/>
F	M	L

Checklist of Student Independence
Middle/Secondary School Level

PERSONAL MANAGEMENT - Generic Community Activity (Optional)

Instructions:

1. Complete the Generic Community Activity only if the previous Daily Community Routines are not appropriate for the student or if the student can complete all of the leisure routines independently.
2. Select a Community Activity from the following page. Fill in the activity name and code # in the space below.
3. Indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete each component of the activity * independently, * with gestures, visual and/or verbal prompts, * with partial physical assistance (student can complete a part of the routine without full physical assistance), * with full physical assistance, or * if the student does not complete with full physical assistance.
4. At the bottom of this page please describe the Community Activity that was chosen.
5. Transfer the selected routine to the *Selection Guide of FACTER Routines for Performance Assessment* (last page of this document).
6. If the optional Generic Community Activity will not be assessed for this student, fill in the bubble in the left hand column (N/A).

Generic Community Activity (Optional)			Level of completion 4 out 5 times				
*N/A	Personal Management Routine	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance
					Prompt Level		
					Partial	Full	
<input type="radio"/>	Community Activity Name <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px auto;"></div> Activity Code #	1. Locates community activity in a safe manner 2. Expresses need to appropriate person 3. Demonstrates appropriate boundaries when interacting with strangers 4. Maintains appropriate behavior while in the community 5. Stays with the group 6. Identifies appropriate people in community to contact when in need of assistance 7. Completes activity in community 8. Identifies current location throughout activity 9. Secures appropriate transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Description of Activity:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX

*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



59693

CLRAS ID#

Student Name:

Secure

Student ID#

Student Initials

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

P M L

Community Activities Resource List Middle/Secondary School Level

Select an appropriate community activity for assessment from the following list of activities. If an appropriate community activity is not found, additional community activities may be identified for a student. If an additional activity is needed, please add an appropriate community activity below. Transfer the additional activity onto the Generic Community Activity section of this document on the previous page.

COMMUNITY CODE: #			Community Activities																					
4	1	3	Going to the bank																					
4	1	4	Going to the post office																					
4	1	5	Going to the library																					
4	1	6	Going to the laundromat																					
4	1	7	Accessing community services																					
4	1	8	Going to a museum																					
Additional Community Activities																								
4	0	4	<table border="1"> <tr> <td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td> </tr> </table>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>				



49097

CLRAS ID#

Student Name:

Secure
Student ID#

Student Initials

<input type="text"/>	<input type="text"/>	<input type="text"/>
F	M	L

Baseline/Annual Assessment Checklist
Middle/Secondary School Level
CAREER DEVELOPMENT - Vocational Activities

Instructions:

1. Select a School Vocational or Community Vocational Activity from the following pages. Select an activity the student is currently involved in. Fill in the activity name in the appropriate space below.
2. Indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete the routine * independently, * with gestures, visual and/or verbal prompts, * with partial physical assistance (student can complete a part of the routine without full physical assistance), * with full physical assistance, or * if the student does not complete with full physical assistance. **If the routine is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an opportunity to complete a routine, fill in the bubble in the left hand column.**
3. At the bottom of this page please describe the Vocational Activity that was chosen.
4. Transfer either the School or Community vocational routine to the *Selection Guide of Extended CLRAS Routines for Performance Assessment* (last page of this document).

CAREER DEVELOPMENT: School			Level of completion 4 out 5 times				
*N/A	Career Development	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance
					Prompt Level		
					Partial	Full	
<input type="radio"/>	School Vocational Activity Name <div style="border: 1px solid black; width: 50px; height: 30px; margin: 5px auto;"></div> Activity Code #	1. Arrives on time 2. Identifies job responsibilities 3. Follows directions of supervisors 4. Follows steps of job activity 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Community Vocational Activity Name <div style="border: 1px solid black; width: 50px; height: 30px; margin: 5px auto;"></div> Activity Code #	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 work space 14. Leaves at appropriate time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Description of Activity:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX

* If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX



17246

CLRAS ID#

Student Name:

Secure

Student ID#

Student Initials

F M L

Vocational Activities List**Middle/Secondary School Level**

Select an appropriate vocational activity for assessment from the following list of activities. If an appropriate vocational activity is not found, additional vocational activities may be identified for a student. If an additional activity is needed, please write the additional vocational activity in the space provided below. Transfer the additional activity onto the School Vocational or Community Vocational section of this document on the previous page.

School Vocational Activities				Community Vocational Activities			
VOCATIONAL CODE #				VOCATIONAL CODE #			
7	0	2	Helping the classroom teacher	6	0	2	Working for the classroom teacher
7	0	3	Cleaning the classroom	6	0	3	Working in the school library
7	0	4	Delivering mail/messages	6	0	4	Working in the school store
7	0	5	Passing out papers/materials	6	0	5	Working in the cafeteria
7	0	9	Recycling	6	0	6	Working in the school office
7	1	2	Taking attendance	6	0	7	Recycling
7	1	3	Working in the cafeteria	6	0	8	Sweeping floors
				6	0	9	Doing laundry
				6	1	0	Working in a grocery store
				6	1	1	Working at a retail store
				6	1	2	Working as a janitor
				6	1	3	Working in a social service profession
				6	1	4	Working in a restaurant
				6	1	5	Working in an office
				6	1	6	Working in a warehouse
				6	1	7	Working in construction
				6	1	8	Working in a health profession
Additional Community Vocational Activity							
6	0	1					
Additional School Vocational							
7	0	1					



Student ID# _____

Student Initials: _____

F	M	L

Baseline/Annual Assessment Checklist
Middle/Secondary School Level
CAREER DEVELOPMENT - Career Exploration

Instructions:

1. Review the following Career Exploration Activity.
2. Indicate the level of independence at which the student completes all relevant components 4 out of 5 times. Fill in the most appropriate bubble according to whether the student can complete the routine * independently, * with gestures, visual and/or verbal prompts, * with partial physical assistance (student can complete a part of the routine without full physical assistance), * with full physical assistance, or * if the student does not complete with full physical assistance. **If the routine is not applicable (N/A) due to the student's medical needs or if the school environment does not provide the student with an opportunity to complete a routine, fill in the bubble in the left hand column.**
3. Indicate which one of the following Career Exploration activities will be assessed on the *Selection Guide of FACTER Routines for Performance Assessment* (last page of this document).

CAREER DEVELOPMENT: Career Exploration			Level of completion 4 out 5 times				
*N/A	Career Development	Core activities involved in routine	Independent (may include minimal peer assistance)	With gestures, verbal and/or visual prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Student does not complete with full physical assistance
					Prompt Level		
					Partial	Full	
<input type="radio"/>	Interviewing /Job Shadowing an Employer /Employee	1. Identifies a job of interest 2. Prepares for interview or job shadow 3. Conducts interview or job shadow 4. Describes positive and negative aspects of job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Creating a Resume	1. Identifies information needed for a resume 2. Drafts resume 3. Requests feedback about resume 4. Finalizes resume	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Finding a Job	1. Identifies jobs and characteristics 2. Identifies personal skills and needs relating to a job 3. Conducts job search	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Applying for a Job	1. Completes application 2. Completes cover letter 3. Requests feedback about cover letter 4. Obtains references 5. Completes application process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Interviewing for a job	1. Prepares for interview 2. Participates in interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*If N/A is selected, please explain in the space provided:

DO NOT WRITE BELOW THIS LINE OR OUTSIDE OF THIS BOX

Selection Guide of Extended CLRAS Routines for Performance Assessment: Middle/Secondary School

For each middle/secondary student, routines need to be selected for assessment in each of the following areas: Daily School Routines, Daily Leisure Routines, Community Routines, Vocational and Career Development. Please follow the instructions below to select the routines for assessment in the natural environment. **Instructions:** 1) Refer to the *Baseline/Annual Assessment Checklist* to identify appropriate routines for assessment. 2) Using the table below, bubble in the first routine in each section the student does not complete independently. If this routine is not appropriate (NA) due to a student's medical needs, lack of opportunity to perform the routine in the school environment or the IEP team deems the routine inappropriate, select the next routine the student does not complete independently. If the student is independent in routines in a category, select the last routine in the category to assess. 3) The routines selected on this page are the routines to be assessed for the student. Obtain the *Extended Career and Life Role Assessment System Routine Forms* to assess the selected routines. The routine number is printed in parentheses after the routine name.

PERSONAL MANAGEMENT			CAREER DEVELOPMENT
Daily School Routines (Select 1 from each category)	Daily Leisure Routines (Select 1)	Community Routines (Select 1)	Vocational (Select 1)
<p>Living Skills</p> <p><input type="radio"/> Eating lunch (004)</p> <p><input type="radio"/> Using the bathroom (008)</p> <p><input type="radio"/> Grooming at school (005)</p> <p><input type="radio"/> Dressing for an activity/weather (001)</p> <p><input type="radio"/> Purchasing an item at school (006)</p> <p><input type="radio"/> Dressing for P.E. (002)</p> <hr/> <p>Transition</p> <p><input type="radio"/> Arrival (009)</p> <p><input type="radio"/> Departure (010)</p> <p><input type="radio"/> Transitioning within the classroom between activities (012)</p> <p><input type="radio"/> Transitioning between classes (011)</p> <hr/> <p>Academic Activities</p> <p><input type="radio"/> Individual seatwork (014)</p> <p><input type="radio"/> Group project/activity (013)</p> <p><input type="radio"/> Listening in a group setting (015)</p> <p><input type="radio"/> Occupying classroom free time (016)</p> <p><input type="radio"/> Using a computer (017)</p> <p><input type="radio"/> Using the library (018)</p>	<p><input type="radio"/> Occupying free time outside classroom (205)</p> <p><input type="radio"/> Socializing with friends (hanging out) (209)</p> <p><input type="radio"/> Playing a game (208)</p> <p><input type="radio"/> Fitness routines/P.E. (202)</p> <p><input type="radio"/> Attending an assembly (201)</p> <p><input type="radio"/> Making a phone call (204)</p> <p><input type="radio"/> If routines 1-6 are performed independently or are not applicable, refer to the <i>Leisure Activities List</i> and select a leisure activity. (Generic Leisure Activity Assessment Form)</p> <hr/> <p>Leisure Activity Selected:</p> <p>Activity Code # </p> <p>Refer to <i>Leisure Activities List</i></p>	<p><input type="radio"/> Riding in a car/bus (409)</p> <p><input type="radio"/> Crossing the street (401)</p> <p><input type="radio"/> Going shopping (406)</p> <p><input type="radio"/> Eating out at a fast food restaurant (403)</p> <p><input type="radio"/> Eating in a sit-down restaurant (402)</p> <p><input type="radio"/> Making a phone call for safety (407)</p> <p><input type="radio"/> Transporting oneself to/from community location (416)</p> <p><input type="radio"/> Purchasing an item in the community (408)</p> <p><input type="radio"/> If routines 1-7 are performed independently or are not applicable, refer to the <i>Community Activities List</i> and select a community activity. (Generic Community Activity Assessment Form)</p> <hr/> <p>Community Activity Selected:</p> <p>Activity Code # </p> <p>Refer to <i>Community Activities List</i></p>	<p><input type="radio"/> School Vocational Activity (If appropriate)</p> <p>School Vocational Activity:</p> <p>Activity Code # </p> <p>Refer to <i>School Vocational Activities List</i></p> <p>-----OR-----</p> <p><input type="radio"/> Community Vocational Activity (If appropriate)</p> <p>Community Vocational Activity:</p> <p>Activity Code # </p> <p>Refer to <i>Community Activities List</i></p> <hr/> <p style="text-align: center;">CAREER DEVELOPMENT (Select if appropriate)</p> <p><input type="radio"/> Interviewing/Job Shadowing an Employer/Employee (801)</p> <p><input type="radio"/> Creating a resume (802)</p> <p><input type="radio"/> Finding a job (803)</p> <p><input type="radio"/> Applying for a job (804)</p> <p><input type="radio"/> Interviewing for a job (805)</p>

Go to next page

Extended CLRAS

Routine Assessment Forms

Elementary and Middle/Secondary

INDEX OF ROUTINES

The following is a list of all Extended CLRAS elementary and middle/secondary routines. They are arranged in alphabetical order within each routine domain. Refer to the *Selection Guide of Extended CLRAS Routines for Performance Assessment* to select routines.

CONTENTS

PERSONAL MANAGEMENT ROUTINES

Daily School Routines: Living Skills

Dressing for an Activity/Weather
Dressing for P.E.
Dressing for the Outdoors
Eating Lunch
Grooming at School
Purchasing an Item at School
Removing Outdoor Clothing
Using the Bathroom

Daily School Routines: Transition

Arrival
Departure
Transitioning Between Classes
Transitioning within the Classroom Between Activities

Daily School Routines: Academic Activities

Group Project/Activity
Individual Seatwork
Listening in a Group Setting
Occupying Classroom Free Time
Using a Computer
Using the Library

Daily Leisure Routines

Attending an Assembly
Fitness Routine/P.E.
Generic Leisure Activity
Making a Phone Call
Occupying Free Time Outside the Classroom
Participating in a Music Activity
Participating in Arts and Crafts
Playing a Game
Socializing with Friends (Hanging Out)
Using the Playground with Others

CONTENTS

Community Routines

Crossing the Street
Eating in a Sit-Down Restaurant
Eating Out at a Fast Food Restaurant
Generic Community Activity
Going on a Field Trip
Going Shopping
Making a Phone Call for Safety
Purchasing an Item in the Community
Riding in a Car/Bus
Transporting Oneself to/from a Community Location

CAREER DEVELOPMENT ROUTINES

Vocational Activities

Community Vocational Activity
School Vocational Activity

Career Development

Interviewing/Job Shadowing an Employer/Employee
Creating a Resume
Finding a Job
Applying for a Job
Interviewing for a Job



41311

CLRAS ID#

Secure
Student ID#

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Date

MONTH	

DAY	

YEAR	

Context: **Daily School Routine: Living Skills**Routine Assessed: **Dressing for an Activity/Weather: Code # [001]**

Student Initials

F	M	L

Student Name: _____

Assessor Name: _____

School Name: _____

Purpose of routine: *To learn dressing and personal management skills that can be applied in home, school and community*

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Prompt Level			
				Partial	Full		
1. Checks the weather	#1 Looks out classroom window to assess weather conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	#2 Consults teacher or another student about weather conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Locates appropriate clothing	#3 Identifies location of clothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	#4 Moves toward clothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Dresses	#5 Chooses appropriate clothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	#6 Puts clothing on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	#7 Adjusts clothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

--

Comments

--



35766

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Daily School Routine: Living Skills**Routine Assessed: **Dressing for P. E. : Code # [002]**

Date

<input type="text"/>	<input type="text"/>	/	<input type="text"/>	<input type="text"/>	/	<input type="text"/>	<input type="text"/>
MONTH			DAY			YEAR	

Student Initials

<input type="text"/>	<input type="text"/>	<input type="text"/>
F	M	L

Purpose of routine: *To learn dressing and personal management skills that can be applied in home, school and community environments.*

Student Name: _____

Assessor Name: _____

School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Prompt Level			
	Core Steps of Routine			Partial	Full		
1. Locates locker room	01 Orients toward locker room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Moves to locker room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	03 Enters locker room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Locates locker	04 Orients toward locker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05 Moves to locker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06 Physically opens locker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Changes clothing	07 Removes clothing from locker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	08 Undresses from street clothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Chooses correct clothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Puts away clothing not in use	10 Dresses into P.E. clothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11 Places street clothing in locker when not in use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12 Shuts locker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	13 Locks locker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	14 Orients toward exit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	15 Exits locker room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

--

Comments

--



41387

CLRAS ID#

Secure
Student ID#

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: Daily School Routine: Living Skills

Routine Assessed: Dressing for the Outdoors: Code # [003]

Date

MONTH

DAY

YEAR

Student Name: _____

Student Initials

F M L

Assessor Name: _____

Purpose of routine: To learn dressing and personal management skills that can be applied in home, school and community environments.

School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Partial	Full		
Core Steps of Routine							
1. Locates outdoor clothing	01 Orients towards outdoor clothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Moves to location of outdoor items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Dresses for an outdoor environment	03 Selects personal coat, gloves, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	04 Obtains coat, gloves, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05 Puts on coat, gloves, etc. appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06 Buttons/zips clothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Puts on clothing in appropriate order	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Prepares to go outside	08 Lines up for outdoor activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

Comments

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

52473

Date

Context: Daily School Routine: Living Skills

		/			/		
Month			Day			Year	

Routine Assessed: Eating Lunch: Code # [004]

Student Initials

Purpose of routine: To participate in lunch time activities to increase self-sufficiency in a school environment.

Student Name: _____

F	M	L

Assessor Name: _____

School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if a core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Prompt Level			
Core Steps of Routine				Partial	Full		
1. Locates cafeteria	01 Selects needed lunch items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Obtains needed lunch items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	03 Follows teacher direction to line up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	04 Moves with line (alert to start and stop movement of line) to cafeteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05 Enters cafeteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Locates food service line	06 Moves toward food service line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Moves through line with appropriate manners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Selects food	08 Obtains necessary utensils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Indicates food preference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10 Obtains food item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11 Pays for food/places ticket in appropriate place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Finds seating location	12 Carries food items to table	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	13 Moves toward seat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	14 Sits down	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Prepares to eat	15 Opens packaged food item (e.g. milk, chips, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	16 Places utensils & napkin in proper place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Consumes food	17 Utilizes utensils properly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	18 Brings food/drink to mouth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	19 Chews and swallows food/drink	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Puts away utensils, tray, etc.	20 Places utensils/drink on tray	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	21 Gathers belongings and food service items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	22 Moves toward refuse area in cafeteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	23 Dumps refuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	24 Places food and tray in appropriate places	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Leaves cafeteria	25 Locates exit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	26 Exits cafeteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

Comments



PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Daily School Routine: Living Skills**Routine Assessed: **Grooming at School: Code # [005]**

Date

--	--

MONTH

--	--

DAY

--	--

YEAR

Student Initials

--	--	--

F M L

Student Name: _____

Assessor Name: _____

School Name: _____

Purpose of routine: 1) To learn to appear presentable to others for enhanced social opportunities and 2) to feel good about oneself by looking good and feeling clean.

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Partial	Full		
Core Steps of Routine							
1. Checks appearance	01 Locates mirror	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Moves toward mirror	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	03 Looks at self in mirror	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	04 Indicates areas in need of attention/alert others to areas in need of attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Adjusts appearance	05 Obtains grooming materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06 Adjusts clothing, applies grooming materials (deodorant, toothpaste, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Modifies hair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	08 Washes face, hands, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Puts a way grooming materials	09 Re-checks self to make sure all areas were attended to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10 Gathers grooming materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11 Places materials in appropriate place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12 Leaves location of mirror	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

--

Comments

--



34888

CLRAS ID#

Secure
Student ID#

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Daily School Routine: Living Skills**Routine Assessed: **Purchasing an Item at School # [006]**

Date

MONTH

DAY

YEAR

Student Name: _____

Student Initials

F M L

Assessor Name: _____

School Name: _____

Purpose of routine: *To generalize math, reading and social behavior skills to make purchases at vending machines or from a student store.***Instructions:** Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Prompt Level			
				Partial	Full		
1. Locates vending machine or student store	01 Enters location of vending machine or student store	○	○	○	○	○	○
	02 Orients toward vending machine or student store	○	○	○	○	○	○
	03 Navigates self to vending machine or student store	○	○	○	○	○	○
2. Selects merchandise	04 Chooses item from among alternatives	○	○	○	○	○	○
	05 For student store, tells student clerk of preferred selection	○	○	○	○	○	○
3. Pays for merchandise	06 Identifies cost of item	○	○	○	○	○	○
	07 Selects appropriate amount of money	○	○	○	○	○	○
	08 Puts money in vending machine or gives to student clerk	○	○	○	○	○	○
	09 Pushes correct button for item in vending machine	○	○	○	○	○	○
	10 Verifies proper change is received	○	○	○	○	○	○
4. Consumes merchandise	11 Obtains item from vending machine or from student clerk	○	○	○	○	○	○
	12 Opens packaging of item	○	○	○	○	○	○
	13 Utilizes merchandise in appropriate manner	○	○	○	○	○	○
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

Comments



21223

CLRAS ID#

Secure
Student ID#

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Daily School Routine: Living Skills**

Date

MONTH

DAY

YEAR

Routine Assessed: **Removing Outdoor Clothing: Code # [007]**

Student Initials

F M L

Student Name: _____

Assessor Name: _____

School Name: _____

Purpose of routine: *To learn dressing and personal management skills that can be applied in home, school and community environments.***Instructions:** Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Prompt Level			
				Partial	Full		
1. Finds location for outdoor clothing	01 Orients towards location for outdoor clothing (cubby, coat hanger, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Moves to location for placement of outdoor clothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Removes outdoor clothing	03 Indicates proper location of outdoor clothing items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	04 Unbuttons/unzips coat, sweater, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05 Removes personal coat, gloves, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06 Places outdoor clothing items in proper place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

Comments



36142

CLRAS ID#

Secure
Student ID#

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Date

Month

Day

Year

Context: Daily School Routine: Living Skills

Routine Assessed: Using the Bathroom: Code # [008]

Student Name: _____

Student Initials

F M L

Purpose of routine: To learn personal management skills in toileting to increase self confidence and self sufficiency with decreased support from others.

Assessor Name: _____

School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if a core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Prompt Level			
	Core Steps of Routine			Partial	Full		
1. Recognizes need to go to the restroom	01 Waits until appropriate time to request to leave	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Moves to request to leave	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Notifies teacher	03 Gains teacher's attention in private manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	04 Expresses need to use restroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05 Requests permission from teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Locates restroom	06 Gathers materials needed for toileting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Exits current location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	08 Locates restroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Indicates correct door to enter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10 Enters restroom/opens door	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Uses restroom appropriately	11 Finds appropriate stall in restroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12 Enters stall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	13 Unfastens clothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	14 Pulls clothing down	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	15 Voids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	16 Utilizes toilet paper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	17 Pulls clothing up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	18 Fastens clothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	19 Flushes toilet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	20 Exits stall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	21 Moves forward to wash/dry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	22 Washes/dries hands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Exits restroom	23 Gathers personal items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	24 Orients toward exit of restroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	25 Exits restroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

Comments

62483

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Daily School Routine: Transition**Routine Assessed: **Arrival: Code # [009]**

Date

Month

Day

Year

Student Initials

F M L

Student Name: _____

Assessor Name: _____

Purpose of routine: *To increase independence in navigating through different environments with responsibility for personal items and location identification.*

School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if a core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Prompt Level Partial	Full		
Core Steps of Routine							
1. Exits source of transportation	01 Orients toward exit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Physically moves from transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Locates school	03 Identifies safe travel route (over curbs, across streets, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	04 Navigates over curbs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05 Navigates to school safely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06 Opens door to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Enters school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Locates classroom	08 Orients toward classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Identifies route of travel at junctions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10 Navigates through hallways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11 Identifies correct classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12 Enters classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Puts away/organizes belongings	13 Locates cubby hole/place for belongings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	14 Takes off coat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	15 Places belongings in cubby hole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	16 Identifies items needed for day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	17 Gets out items needed for day (materials, homework, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	18 Places items in appropriate spot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Locates seat in classroom	19 Locates placement of desk in classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	20 Moves toward desk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	21 Stops at desk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	22 Sits down at desk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

Comments



64700

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Daily School Routine: Transition**Routine Assessed: **Departure: Code # [010]**

Date

MONTH

DAY

YEAR

Student Initials

F M L

Purpose of routine: *To increase independence in navigating through different environments with responsibility for personal items and location identification*

Student Name: _____

Assessor Name: _____

School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Prompt Level			
	Core Steps of Routine			Partial	Full		
1. Gathers belongings	01 Locates cubby hole/place for belongings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Identifies items that go home (homework, books, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	03 Collects belongings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	04 Places belongings in backpack	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05 Puts coat on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Leaves classroom	06 Orients toward exit when directed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Exits classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Leaves building to locate transportation	08 Identifies route of travel at junctions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Navigates through hallways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10 Identifies exit door	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11 Opens exit door	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12 Exits school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	13 Identifies transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Enters transportation	14 Moves toward transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	15 Enters transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

Comments



12860

CLRAS ID#

Secure
Student ID#

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Daily School Routine: Transition**Routine Assessed: **Transitioning Between Classes: Code # [011]**

Date

MONTH

DAY

YEAR

Student Initials

F M L

Purpose of routine: *To learn starting and stopping sequences for organized movement from place to place.*

Student Name: _____

Assessor Name: _____

School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Partial	Full		
Core Steps of Routine							
1. Completes class activity	01 Attends to cue that activity has been completed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Terminates activity in appropriate manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	03 Physically places materials in appropriate place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	04 Identifies need to take personal possessions to next location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05 Gathers personal possessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Finds location of new class	06 Exits classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Navigates through hallways in appropriate manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	08 Recognizes location of new classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Enters classroom for new activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Locates seat in new classroom	10 Follows teacher directions for seat placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11 Orients towards seat in new classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12 Moves towards seat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	13 Sits down in appropriate location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

Comments



51690

CLRAS ID#

Secure
Student ID#

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Daily School Routine: Transition**Routine Assessed: **Transitioning Within classroom
Between Activities Code # [012]**

Date

MONTH

DAY

YEAR

Student Initials

F M L

Student Name: _____

Assessor Name: _____

Purpose of routine: *To learn starting and stopping sequences for organized movement from activity to activity.*

School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Partial	Full		
Core Steps of Routine							
1. Completes activity	01 Attends to cue that activity has been completed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Terminates activity in appropriate manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Puts away materials	03 Identifies materials to put away	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	04 Gathers materials from activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05 Identifies appropriate location for materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06 Places materials in proper place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Locates materials for new activity	07 Attends to cues regarding next activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	08 Identifies necessary materials for new activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Obtains materials for new activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Begins new activity	10 Identifies location of new activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11 Arranges self in front of new materials at appropriate location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12 Begins work on new activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

Comments



52852

CLRAS ID#

Secure
Student ID#

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: Daily School Routine: Academic Activities

Routine Assessed: Group Project/Activity: Code # [013]

Date

MONTH

DAY

YEAR

Student Initials

F M L

Purpose of routine: To ensure student participation in a collaborative manner.

Student Name: _____

Assessor Name: _____

School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Prompt Level Partial	Full		
Core Steps of Routine							
1. Attends to teacher's directions	01 Focuses on teacher with eye contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Receives teacher's directions re: group members and assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Locates members of small group as assigned	03 Orients to other group members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	04 Locates group meeting place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Follows instructions and begins work on task	05 Listens to other members re: task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06 Interacts with other members re: task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Demonstrates collaborative attitude and behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Focuses on task throughout activity	08 Remains task-oriented throughout activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Finishes assigned portion of task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Completes activity	10 Gathers personal materials involved in task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11 Returns to desk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

Comments



7931

CLRAS ID#

Secure
Student ID#

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Daily School Routine: Academic Activities**Routine Assessed: **Individual Seatwork: Code # [014]**

Date

MONTH	

DAY	

YEAR	

Student Initials

F	M	L

Purpose of routine: 1) To learn to apply information in activities after receiving directions, and 2) to focus on tasks for appropriate lengths of time.

Student Name: _____

Assessor Name: _____

School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Partial	Full		
Core Steps of Routine							
1. Attends to teacher's directions re: assignment	01 Focuses on teacher with eye contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Receives directions from teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Gathers appropriate materials for individual seatwork	03 Identifies needed materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	04 Obtains needed materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05 Orients in front of materials related to class assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Completes activity	06 Focuses on work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Remains on task for appropriate amount of time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	08 Completes work without error	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Completes all work assigned by teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Collects materials after completion of activity	10 Stops working at appropriate time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11 Gathers material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12 Puts materials away	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

--

Comments

--



9014

CLRAS ID#

Secure
Student ID#

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Daily School Routine: Academic Activities**Routine Assessed: **Listening in a Group Setting: Code # [015]**

Date

<input type="text"/>	<input type="text"/>	/	<input type="text"/>	<input type="text"/>	/	<input type="text"/>	<input type="text"/>
MONTH			DAY			YEAR	

Student Initials

Student Name: _____

<input type="text"/>	<input type="text"/>	<input type="text"/>
F	M	L

Assessor Name: _____

Purpose of routine: 1) To learn to apply skills that will allow appropriate participation in listening activities, and 2) to gain information orally.

School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Prompt Level			
				Partial	Full		
1. Attends to teacher re: lecture material	01 Orients to teacher giving directions	○	○	○	○	○	○
	02 Listens to teacher	○	○	○	○	○	○
2. Demonstrates appropriate behavior throughout lecture	03 Remains oriented to teacher throughout lecture	○	○	○	○	○	○
	04 Focuses on visuals presented	○	○	○	○	○	○
	05 Behaves in a socially acceptable manner	○	○	○	○	○	○
3. Interacts with teacher	06 Demonstrates feedback to teacher (head nodding, laugh, etc.)	○	○	○	○	○	○
	07 Asks appropriate questions	○	○	○	○	○	○
	08 Answers questions appropriately	○	○	○	○	○	○
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

--

Comments

--



PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Daily School Routine: Academic Activities**Routine Assessed: **Occupying Classroom Free Time: Code # [016]**

Date

MONTH

DAY

YEAR

Student Initials

F M L

Student Name: _____

Assessor Name: _____

Purpose of routine: *To learn how to utilize "down" time between tasks in ways that do not disrupt others' work.*

School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Prompt Level			
Core Steps of Routine							
1. Makes choice re: involvement in free time activity	01 Attends to teacher cue for free time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Selects constructive activities to fill free time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Locates who, what, when and where of activity	03 Orients to desired activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	04 Moves towards activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05 Identifies materials for activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06 Gathers materials for activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Participates in activity with appropriate focus and behavior	07 Initiates involvement in activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	08 Behaves in an appropriate manner during activity (does not disrupt others)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Maintains activity for appropriate amount of time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10 Responds to any teacher instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Completes activity	11 Terminates activity at appropriate time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12 Puts away materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

Comments



PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: Daily School Routine: Academic Activities

Routine Assessed: Using a Computer: Code # [017]

Date

Month

Day

Year

Student Name: _____

Student Initials

F M L

Assessor Name: _____

Purpose of routine: To gain computer skills which can
1) increase learning, 2) offer access to leisure opportunities,
3) provide an avenue to access vast amounts of information
and 4) provide a tool for communication.

School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if a core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Partial	Full		
Core Steps of Routine							
1. Locates computer	01 Identifies location of computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Moves toward computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	03 Arranges self in front of computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Accesses desired computer program	04 Turns on computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05 Chooses computer program, disk, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06 Opens program, inserts disk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Interacts with computer program	07 Uses computer program in appropriate manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	08 Uses mouse & keyboard accurately and appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Stays on task while using computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10 Successfully navigates through program options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Completes activity	11 Saves information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12 Prints information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	13 Stops at appropriate time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	14 Closes program/removes disk at the end of use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	15 Returns materials (e.g. disks) to proper place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	16 Turns computer off/leaves for screensaver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

Comments



19852

CLRAS ID#

Secure
Student ID#

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Daily School Routine: Academic Activities**Routine Assessed: **Using the Library: Code # [018]**

Date

Month

Day

Year

Student Initials

F M L

Purpose of routine: *To learn how to access community resources for personal use.*

Student Name: _____

Assessor Name: _____

School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if a core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Prompt Level			
Core Steps of Routine				Partial	Full		
1. Locates library	#1 Orients oneself to library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	#2 Navigates to library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	#3 Enters library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Finds location of materials	#4 Locates appropriate source of information to find materials (person, computer, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	#5 Inquires about location of materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	#6 Finds physical location of materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Removes materials from location	#7 Scans shelf for materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	#8 Locates materials on shelf	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	#9 Chooses book at ability level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	#10 Removes materials from shelf	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	#11 Replaces unwanted books in correct location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Checks out materials	#12 Orients to check-out desk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	#13 Moves toward check-out desk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	#14 Requests to check-out materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	#15 Gives card or code to librarian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	#16 Gathers checked out materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	#17 Carries checked out materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	#18 Moves toward exit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	#19 Exits library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

Comments



PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Daily Leisure Routine**Routine Assessed: **Attending an Assembly: Code #[201]**

Date

MONTH

DAY

YEAR

Student Initials

F M L

Purpose of routine: *To learn necessary skills to attend group performances where one can apply listening and appreciation skills.*

Student Name: _____

Assessor Name: _____

School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Partial	Full		
Core Steps of Routine							
1. Locates assembly	01 Identifies location of assembly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Navigates to location of assembly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	03 Enters room where assembly is held	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Finds seat at assembly	04 Orients toward appropriate seating area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05 Moves toward seating area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06 Finds and takes a seat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Orients toward stage/speaker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Demonstrates appropriate behavior during assembly	08 Remains quiet at appropriate times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Demonstrates appropriate behavior throughout assembly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10 Applauds when assembly is finished	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Leaves assembly	11 Orients toward exit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12 Moves toward exit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	13 Exits room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

Comments



9090

CLRAS ID#

Secure
Student ID#

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Daily Leisure Routine**Routine Assessed: **Fitness Routine/P.E. : Code # [202]**

Date

MONTH

DAY

YEAR

Student

Name: _____

Student Initials

F M L

Purpose of activity: *To learn necessary skills to engage in the lifelong need for exercise.*

Assessor Name: _____ School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Partial	Full		
Core Steps of Routine							
1. Locates place to participate in fitness activity	01 Identifies options for exercise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Chooses from among alternatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	03 Navigates oneself to place of fitness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Changes into proper workout attire	04 Locates locker room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05 Locates locker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06 Opens locker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Obtains belongings from locker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	08 Changes into clothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Secures locker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Locates proper equipment for workout	10 Locates workout equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11 Orients in front of equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Engages in workout routine	12 Warms up prior to exercise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	13 Follows workout routine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	14 Participates in a safe and appropriate manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	15 Sustains workout for beneficial effects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Finishes workout	16 Cools down after workout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	17 Terminates activity at appropriate time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

Comments

13285

GENERIC LEISURE ACTIVITY ASSESSMENT FORM: Daily Leisure Routine

Activity

Name: _____

Activity Code

--	--	--

Date

--	--

MONTH

--	--

DAY

--	--

YEAR

Student

Name: _____

Student Initials

--	--	--

F M L

Purpose of routine: To learn the importance of having personal hobbies and leisure interests, both independently and with others, to help occupy time with a lifelong leisure focus.

Assessor Name: _____

School Name: _____

Instructions: Select an appropriate leisure activity from the Leisure Activities Resource List. Through observation, assess whether the student performs the following 13 steps of the activity Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below.

Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the leisure activity step is not applicable to the student and/or situation.		Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Prompt Level Partial	Full		
Leisure Activity Steps							
01	Expresses interest/preference for leisure activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
02	Selects appropriate leisure activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
03	Initiates leisure activity with self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
04	Initiates leisure activity with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
05	Obtains materials/equipment for leisure activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
06	Performs leisure activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
07	Demonstrates appropriate behavior during activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
08	Cooperates with others during activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
09	Follows directions/rules of leisure activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Has a good attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Demonstrates initiative/independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Terminates leisure activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Cleans up activity area after use (puts away materials/equipment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

--

Comments

--



10246

CLRAS ID#

Secure
Student ID#

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Daily Leisure Routine**Routine Assessed: **Making a Phone Call: Code # [204]**

Date

MONTH

DAY

YEAR

Student

Name: _____

Student Initials

F M L

Purpose of activity: *To learn how to use the phone which will enable one to access community services, request transportation, get assistance, socialize and increase access to many of life's opportunities.*

Assessor Name: _____ School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts).		Step was not completed with full physical assistance	N/A
				Partial	Full		
Core Steps of Routine							
1. Locates telephone	01 Finds location of telephone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Moves to telephone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Locates phone number	03 Finds phonebook/place where # is written	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	04 Reads phone number	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Follows procedure for using phone	05 Lifts receiver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06 Listens for dial tone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Places appropriate amount of money in phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	08 Pushes buttons that correspond to phone number	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Allows phone to ring appropriate number of times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Utilizes telephone	10 Presses correct number on automated messages to get to live person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11 Presses correct number on automated messages to get correct information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12 Greets person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	13 Speaks loud enough and clearly enough to be understood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	14 Maintains conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	15 Asks questions to gain information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	16 Responds to questions asked	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	17 Terminates phone call	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	18 Hangs up phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A Total steps evaluated (not including N/A)							
B Total # scored as ●							
C % scored as ● (B/A x 100)							

Adaptations and Modifications

Comments



42777

CLRAS ID#

Secure
Student ID#

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Daily Leisure Routine**Routine Assessed: **Occupying Free Time Outside the Classroom:**
Code # [205]

Date

<input type="text"/>	<input type="text"/>	/	<input type="text"/>	<input type="text"/>	/	<input type="text"/>	<input type="text"/>
MONTH			DAY			YEAR	

Student

Name: _____

Student Initials

<input type="text"/>	<input type="text"/>	<input type="text"/>
F	M	L

Purpose of activity: 1) To learn from others through observation and participation, and 2) to engage in leisure activities in a freestyle format by oneself or with others needs.

Assessor Name: _____ School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Prompt Level Partial	Full		
Core Steps of Routine							
1. Locates outside area	01 Locates materials needed to engage in activity (coat, ball, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Obtains needed materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	03 Exits classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	04 Orients to location of outside area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05 Transports materials safely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Chooses to be involved during free time	06 Initiates interactions with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Occupies self, if choosing not to interact with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	08 Uses materials/equipment appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Expresses needs and desires during activity in appropriate manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10 Takes turn in activities with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Ceases activity at an appropriate time	11 Cooperates with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12 Terminates activity and interaction with others in appropriate manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	13 Exits outside area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

--

Comments

--



50322

CLRAS ID#

Secure
Student ID#

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Daily Leisure Routine**Routine Assessed: **Participating in a Music Activity: Code # [206]**

Date

MONTH

DAY

YEAR

Student

Name: _____

Student Initials

F M L

Purpose of activity: *To learn how to adapt to a specialty class and develop an appreciation for music needs.*

Assessor Name: _____ School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Partial	Full		
Core Steps of Routine							
1. Prepares to leave classroom	01 Lines up to leave classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Exhibits proper behavior en route to music room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	03 Enters music room in an orderly manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Follows rules during activity	04 Listens for instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05 Responds to teacher's instructions (gets instrument, sheet music, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06 Participates in activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Remains on task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Finishes activity	08 Puts materials away when instructed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Lines up at door	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10 Exhibits proper behavior en route to classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

Comments



8524

CLRAS ID#

Secure
Student ID#

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: Daily Leisure Routine

Date

Routine Assessed: Participating in Arts and Crafts: Code # [207]

<input type="text"/>	<input type="text"/>	/	<input type="text"/>	<input type="text"/>	/	<input type="text"/>	<input type="text"/>
MONTH			DAY			YEAR	

Student Initials

Student

Name: _____

<input type="text"/>	<input type="text"/>	<input type="text"/>
F	M	L

Purpose of activity: To learn to engage in activities that develop and enhance creativity needs.

Assessor Name: _____ School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Partial	Full		
Core Steps of Routine							
1. Listens for directions	01 Orients toward teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Attends to teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	03 Locates art supplies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	04 Identifies needed materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05 Obtains supplies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06 Brings supplies to arts and crafts location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Focuses on project	07 Uses supplies in appropriate manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	08 Remains on task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Completes activity	09 Completes project (or as much as expected)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10 Stops working at appropriate time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11 Puts away art supplies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

--

Comments

--



1568

CLRAS ID#

Secure
Student ID#

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Date

MONTH

DAY

YEAR

Context: **Daily Leisure Routine**Routine Assessed: **Playing a Game: Code # [208]**

Student Initials

F M L

Purpose of routine: *To engage in leisure activities with others where commonly understood rules are applied.*

Student Name: _____

Assessor Name: _____

School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Partial	Full		
Core Steps of routine							
1. Identifies game to be played	01 Identifies options for games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Chooses from among alternatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Obtains necessary equipment and location to play game	03 Moves toward location to get equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	04 Identifies correct equipment from choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05 Physically obtains equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06 Locates specific area to play game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Moves to area to play game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Learns rules of game and shares with others	08 Reads rules of game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Attends to speaker when rules are being told	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10 Explains rules of game to participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Plays game	11 Distributes equipment in appropriate manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12 Orients so all can play game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	13 Takes turns at appropriate time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	14 Follows rules of game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	15 Demonstrates knowledge of game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	16 Keeps score accurately during game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Puts away equipment	17 Physically collects game equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	18 Moves to location to put away equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	19 Places equipment in appropriate place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

Comments



52378

CLRAS ID#

Secure
Student ID#

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: Daily Leisure Routine

Routine Assessed: Socializing with Friends (Hanging Out): Code # [209]

Date

MONTH

DAY

YEAR

Student

Name: _____

Student Initials

F M L

Purpose of activity: To develop a basis for all communication exchanges in order to have success conversing with others. Improved communication will enhance success on the job and in social arenas.

Assessor Name: _____ School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Partial	Full		
Core Steps of Routine							
1. Initiates social interaction	01 Moves within proximity of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Greets others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	03 Initiates social interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	04 Responds to social interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Spends time with friends	05 Participates in communication exchanges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06 Initiates appropriate non-verbal cues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Responds to non-verbal cues by others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	08 Expresses emotion appropriate to communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Terminates social interaction	09 Terminates social interaction in appropriate manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

Comments



33753

CLRAS ID#

Secure
Student ID#

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Daily Leisure Routine**Routine Assessed: **Using the Playground with Others : Code # [210]**

Student

Name: _____

Student Initials

--	--	--

F M L

Date

--	--

MONTH

--	--

DAY

--	--

YEAR

Purpose of activity: 1) To learn from others through observation and participation and 2) to engage in leisure activities which utilize large and small equipment in a freestyle format with self or others.

Assessor Name: _____ School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Partial	Full		
Core Steps of Routine							
1. Locates equipment and play area	01 Locates materials needed to engage in activity (coat, ball, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Obtains needed materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	03 Lines up with class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	04 Exits classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05 Transports materials safely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06 Orients to location of playground	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Locates playground equipment area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Chooses to be involved with others during activity	08 Initiates interactions with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Uses materials/equipment appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10 Uses materials/equipment safely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11 Takes turns in activities with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Ceases activity at an appropriate time	12 Cooperates with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	13 Terminates activity and interaction with others in an appropriate manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	14 Exits playground	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

--

Comments

--



15401

CLRAS ID#

Secure
Student ID#

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Community Routines**Routine Assessed: **Crossing the Street: Code # [401]**

Date

MONTH

DAY

YEAR

Student Initials

F M L

Student Name: _____

Purpose of routine: *To learn how to get to/from school, work and community activities in a safe manner.*

Assessor Name: _____

School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
Core Steps of Routine				Prompt Level			
				Partial	Full		
1. Identifies need to cross street	01 Identifies appropriate person for assistance	○	○	○	○	○	○
	02 Identifies traffic intersection	○	○	○	○	○	○
	03 Approaches crosswalk	○	○	○	○	○	○
	04 Stops at crosswalk	○	○	○	○	○	○
2. Reads crosswalk signal	05 Locates crosswalk signal	○	○	○	○	○	○
	06 Reads signal	○	○	○	○	○	○
	07 Waits appropriately for "walk" signal	○	○	○	○	○	○
3. Moves across the street	08 Looks both directions	○	○	○	○	○	○
	09 Stays in crosswalk	○	○	○	○	○	○
	10 Navigates over curb	○	○	○	○	○	○
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications**Comments**



28882

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: Community Routine

Routine Assessed: Eating in a Sit-Down Restaurant Code # [402]

Date

MONTH

DAY

YEAR

Student

Name: _____

Student Initials

F M L

Purpose of activity: To learn how to 1) access community eating resources, 2) be able to utilize math and reading skills, and 3) develop a better understanding of social behavior skills.

Assessor Name: _____ School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Prompt Level			
	Core Steps of Routine			Partial	Full		
1. Community pre-planning activity	01 Identifies options for restaurants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Chooses from among options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	03 Identifies personal items needed for outing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	04 Obtains personal items for outing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Locates restaurant	05 Orients towards transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06 Moves to transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Enters transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	08 Exits transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Moves toward restaurant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10 Opens door	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11 Enters restaurant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Waits for service	12 Steps in entryway and waits for host/hostess	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	13 Follows host/hostess to table	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	14 Sits down	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Orders food	15 Reads menu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	16 Orients to waitperson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	17 Expresses preference to waitperson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	18 Gives menu to waitperson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Consumes meal	19 Waits appropriately for food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	20 Uses utensils appropriately while eating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	21 Consumes food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	22 Exhibits proper table manners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Pays bill	23 Pays with correct amount of money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	24 Waits for change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	25 Leaves appropriate gratuity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	26 Puts money away	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Leaves restaurant	27 Orients toward door	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	28 Exits restaurant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

Comments



45148

CLRAS ID#

Secure
Student ID#

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Community Routine**

Routine Assessed: **Eating Out at a Fast Food Restaurant: Code # [403]**

Student Name: _____

Student Initials

F	M	L
---	---	---

Date

		/			/		
MONTH			DAY			YEAR	

Purpose of activity: To learn how to 1) access community eating resources, 2) be able to utilize math and reading skills and 3) develop a better understanding of social behavior skills.

Assessor Name: _____ School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, with gestures, visual and/or verbal prompts (only), or with physical assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Prompt Level Partial	Full		
Core Steps of Routine							
1. Community pre-planning activity	01 Identifies options for restaurants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Chooses from among options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	03 Sets up wallet for ordering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	04 Identifies materials for outing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05 Obtains materials for outing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Locates restaurant	06 Orients towards transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Moves to transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	08 Enters transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Exits transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10 Moves toward restaurant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11 Opens door	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12 Enters restaurant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Locates line	13 Locates shortest line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	14 Waits patiently in line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Orders food	15 Reviews menu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	16 Locates materials to assist in ordering food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	17 Orients to correct clerk when clerk is ready	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	18 Expresses preferences to clerk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	19 Pays with correct amount of money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	20 Waits for change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	21 Puts away money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Consumes meal	22 Waits for order	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	23 Obtains appropriate utensils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	24 Carries food to open table	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	25 Sits down oriented to table	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	26 Prepares food for consumption	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	27 Uses utensils for eating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	28 Exhibits proper table manners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Leaves restaurant	29 Identifies location of garbage can	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	30 Moves toward garbage can	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	31 Throws garbage away	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	32 Orients toward door	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	33 Exits restaurant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

Comments



9783

Generic Community Activity Assessment Form

Community Routines

Activity

Name: _____

Activity Code

--	--	--

Student Initials

--	--	--

F M L

Date

--	--

MONTH

--	--

DAY

--	--

YEAR

Purpose of routine: To learn the basic skills that will allow one to navigate within the community in a safe manner while accessing community resources.

Student

Name: _____

Assessor Name: _____

School Name: _____

Instructions: Choose one community activity from the Community Activities Resource List. Through observation, assess whether the student participates in the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Keep in mind the following nine characteristics when making your assessment. Score the routine as outlined below.

Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the community activity step is not applicable to the student and/or situation.		Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)	Step was not completed with full physical assistance	N/A
Community Activity Steps				Prompt Level		
				Partial	Full	
01	Locates community activity in a safe manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
02	Expresses needs to appropriate person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
03	Demonstrates appropriate boundaries when interacting with strangers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
04	Maintains appropriate behavior while in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
05	Stays with the group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
06	Identifies appropriate people in community to contact when in need of assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
07	Identifies current location throughout activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
08	Completes activity in community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
09	Secures appropriate transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY						
A	Total steps evaluated (not including N/A)					
B	Total # scored as ●					
C	% scored as ● (B/A x 100)					

Adaptations and Modifications

Comments

7907

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Community Routine**
 Routine Assessed: **Going on a Field Trip: Code # [405]**

Date

		/			/		
MONTH			DAY			YEAR	

Student Name: _____

Student Initials

F	M	L

Purpose of activity: *To generalize known skills while learning new information within a group structure at community locations.*

Assessor Name: _____ School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)	Step was not completed with full physical assistance	N/A
Core Steps of Routine				Prompt Level		
				Partial	Full	
1. Remains in close proximity of group throughout trip	01 Lines up with group in appropriate manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Moves with group throughout activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Participates with group during field trip activity	03 Demonstrates appropriate behavior during field trip activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	04 Follows teacher's directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05 Requests permission from others when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06 Orients self to each activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Focuses on activity for appropriate amount of time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	08 Uses community bathroom appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Returns to school with group	09 Manages personal materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10 Arrives at point of departure from field trip activity at appropriate time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11 Demonstrates proper behavior while utilizing method of transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY						
A	Total steps evaluated (not including N/A)					
B	Total # scored as ●					
C	% scored as ● (B/A x 100)					

Adaptations and Modifications

--

Comments

--

60950

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Community Routine**Routine Assessed: **Going Shopping: Code # [406]**Student
Name: _____

Student Initials

F	M	L
---	---	---

Date

		/			/		
MONTH			DAY			YEAR	

Purpose of activity: To generalize math, reading, and social behavior to make purchases for self-care, leisure, supplies, food and other household and personal items.

Assessor Name: _____ School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Prompt Level Partial	Full		
Core Steps of Routine							
1. Pre-planning for shopping	01 Obtains materials to make list for shopping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Indicates items to purchase when shopping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	03 Makes list of necessary items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Locates store	04 Identifies location of store	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05 Utilizes transportation to reach store	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Shops	06 Enters store	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Obtains carrying cart for shopping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	08 Navigates through store	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Requests assistance to find item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10 Finds area where item is located	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11 Seams shelf/location to find item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12 Obtains item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	13 Places item in cart	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Checks out and pays for shopping items	14 Obtains all needed items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	15 Locates shortest checkstand line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	16 Places items in proper place to be checked out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	17 Indicates proper amount of money to pay for items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	18 Gives money to clerk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	19 Obtains proper change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	20 Puts change in proper place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Leaves store	21 Obtains purchased items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	22 Locates exit of store	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	23 Carries items to exit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	24 Exits store with purchased items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

--

Comments

--



22666

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: Community Routine

Routine Assessed: Making a Phone Call for Safety: Code # [407]

Date

 / /
MONTH DAY YEAR

Student Initials

F M L

Student

Name: _____

Purpose of activity: To learn how to make a phone call for assistance in an urgent or emergency situation.

Assessor Name: _____

School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)	Step was not completed with full physical assistance	N/A
	Core Steps of Routine			Prompt Level Partial Full		
1. Identifies need to make a phone call	01 Finds appropriate person for help if needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Locates phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	03 Moves toward phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Operates phone	04 Lifts receiver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05 Listens for dial tone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06 Places appropriate amount of money in slot (if pay phone)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Refers to written phone number	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Communicates effectively	08 Presses buttons that correspond to number	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Greets person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10 Speaks loudly and clearly enough to be understood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11 Maintains conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12 Ends conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	13 Hangs up receiver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY						
A Total steps evaluated (not including N/A)						
B Total # scored as ●						
C % scored as ● (B/A x 100)						

Adaptations and Modifications

Comments



19656

CLRAS ID#

Secure
Student ID#

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Community Routine**

Routine Assessed: **Purchasing an item in the Community: Code # [408]**

Student Name: _____

Student Initials

F	M	L

Date

MONTH	DAY

DAY	YEAR

YEAR	YEAR

Purpose of activity: *To generalize math, reading, and social behavior skills to purchase an item.*

Assessor Name: _____ School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Partial	Full		
Core Steps of Routine							
1. Identifies need to purchase an item	01 Orients to merchant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Approaches merchant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	03 Makes request to purchase item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Pays for item	04 Inquires about the cost of item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	05 Selects appropriate amount of money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06 Gives money to merchant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Obtains change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	08 Verifies proper amount of change received	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Obtains item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Puts away item	10 Places item in appropriate place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

--

Comments

--



23622

CLRAS ID#

Secure
Student ID#

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Community Routine**

Date

Routine Assessed: **Riding in a Car/Bus: Code # [409]**

<input type="text"/>	<input type="text"/>	/	<input type="text"/>	<input type="text"/>	/	<input type="text"/>	<input type="text"/>
MONTH			DAY			YEAR	

Student Initials

Student

Name: _____

<input type="text"/>	<input type="text"/>	<input type="text"/>
F	M	L

Purpose of activity: *To learn safe mobility skills in community environments.*

Assessor Name: _____ School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Prompt Level Partial	Full		
Core Steps of Routine							
1. Gathers belongings	01 Identifies materials to take on outing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Gathers materials for outing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Locates transportation	03 Identifies location of transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	04 Orients towards transportation at appropriate time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Utilizes transportation	05 Enters door of correct transportation vehicle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06 Locates seat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Fastens seat belt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	08 Demonstrates appropriate behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Exits transportation	09 Removes seatbelt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10 Leaves seat at appropriate time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11 Exits transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

--

Comments

--



21703

PERSONAL MANAGEMENT ROUTINE ASSESSMENT FORM

Context: **Community Routine**Routine Assessed: **Transporting Oneself to/from a
Community Location: Code # [410]**

Date

MONTH

DAY

YEAR

Student Initials

F M L

Student
Name: _____**Purpose of activity:** *To learn how to get to/from
work, home, community services and leisure
activities in a safe, direct manner.*

Assessor Name: _____ School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Activities involved in Routine	Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Prompt Level Partial	Full		
	Core Steps of Routine						
1. Travel preparation	01 Identifies current location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	02 Identifies new location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	03 Chooses from among transportation options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	04 Obtains emergency phone #'s and places them in easily accessible place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Accesses & utilizes transportation	05 Boards transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	06 Lets driver know location of destination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	07 Pays for travel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	08 Follows personal safety rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	09 Demonstrates appropriate behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Reaches destination	10 Requests assistance for exiting transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11 Exits transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12 Moves to destination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Spends time at location	13 Initiates activity at new location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	14 Ceases activity at appropriate time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Returns from location	15 Moves to transportation vehicle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	16 Boards transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	17 Lets driver know location of destination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	18 Pays for travel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	19 Requests assistance for exiting transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	20 Exits transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	21 Moves to destination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications**Comments**



13963

Career Development Assessment Form: Community Vocational Activity

Activity
Name: _____

Activity Code		

Student Initials

Student Initials		
F	M	L

Student
Name: _____

Date							
		/			/		
MONTH			DAY			YEAR	

Purpose of activity: To learn basic work skills that will be applied to any future job opportunity in a community setting.

Assessor Name: _____ School Name: _____

Instructions: Choose one vocational activity from the Community Vocational List. Through observation, assess whether the student participates in the activity independently, with gestures, visual and/or verbal prompts (only), or with physical assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Assess the following fourteen characteristics.

Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the Community Vocational Activity step is not applicable to the student and/or situation.		Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts).		Step was not completed with full physical assistance	N/A
				Prompt Level Partial	Full		
Community Vocational Activity Steps							
01	Arrives on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
02	Identifies job responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
03	Follows directions of supervisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
04	Follows steps of job activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
05	Stays on task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
06	Works without disrupting others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
07	Is polite to adults and peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
08	Allows others to assist as needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
09	Responds appropriately to feedback about job activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Demonstrates initiative/independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Work is orderly and accurate (job quality)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Works at a good pace and amount (job quantity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Cleans up materials and workspace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Leaves at appropriate time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

--

Comments

--



53697

Career Development Assessment Form: School Vocational Activity

Activity

Name: _____

Activity Code

--	--	--

Student Initials

--	--	--

F M L

Date

--	--

MONTH

--	--

DAY

--	--

YEAR

Purpose of routine: To learn basic work skills that will be applied to any future job opportunity.

Assessor Name: _____

School Name: _____

Instructions: Choose one vocational activity from the School Vocational List. Through observation, assess whether the student participates in the activity Independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Assess the following fourteen characteristics.

Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the School Vocational Activity Step is not applicable to the student and/or situation.		Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Prompt Level Partial	Full		
School Vocational Activity Steps							
01	Arrives on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
02	Identifies job responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
03	Follows directions of supervisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
04	Follows steps of job activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
05	Stays on task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
06	Works without disrupting others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
07	Is polite to adults and peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
08	Allows others to assist as needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
09	Responds appropriately to feedback about job activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Demonstrates initiative/independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Work is orderly and accurate (job quality)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Works at a good pace and amount (job quantity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Cleans up materials and workspace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Leaves at appropriate time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

--

Comments

--



CAREER DEVELOPMENT ASSESSMENT FORM

Context: Career Development

Routine Assessed: Interviewing/Job Shadowing an Employer/Employee
Code # [801]

Student

Name: _____

Student Initials

F	M	L

Date

MONTH	DAY

DAY	YEAR

YEAR	YEAR

Purpose of activity: To learn 1) the nature of potential jobs and 2) the necessary skills in order to identify personal interests and qualifications needed for a job.

Assessor Name: _____ School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Work Characteristics		Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation.							
Core Steps of Routine				Prompt Level			
				Partial	Full		
1. Identifies a job of interest	1. Identifies a job of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Prepares for interview or job shadow	2. Calls or sends letter asking for an interview or job shadow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. Generates an appropriate list of questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. Arrives at location of interview/job shadow on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Conducts interview or job shadow	5. Conducts interview or job shadow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Describes positive and negative aspects of job	6. Describes positive aspects of the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	7. Describes negative aspects of the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

--

Comments

--



55863

CAREER DEVELOPMENT ASSESSMENT FORM

Context: Career Development

Routine Assessed: Creating a Resume: Code # [802]

Student

Name: _____

Student Initials

F	M	L
---	---	---

Date

		/			/		
MONTH			DAY			YEAR	

Purpose of activity: To learn 1) the nature of potential jobs and 2) the necessary skills in order to identify personal interests and qualifications needed for a job.

Assessor Name: _____ School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

	Work Characteristics Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
				Partial	Full		
	Core Steps of Routine						
1. Identifies information needed for a resume	1. Lists educational background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. Lists work/volunteer experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. Lists all additional information for resume	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Drafts resume	4. Selects resume format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5. Makes a draft of resume following format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Requests feedback about resume	6. Requests feedback about content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	7. Requests feedback about format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Finalizes resume	8. Makes final draft of resume	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

--

Comments

--



CAREER DEVELOPMENT ASSESSMENT FORM

Context: Career Development

Date

MONTH

DAY

YEAR

Routine Assessed: Finding a Job: Code # [803]

Student Initials

F M L

Purpose of activity: To learn 1) the nature of potential jobs and 2) the necessary skills in order to identify personal interests and qualifications needed for a job.

Student

Name: _____

Assessor Name: _____ School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

Work Characteristics		Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation.				Prompt	Level		
Core Steps of Routine				Partial	Full		
1. Identifies jobs and skills	1. Lists possible jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. Lists skills required for each job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Identifies personal skills and needs relating to a job	3. Matches personal skills to list of skills required for each job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. Identifies possible adaptations/modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Conducts job search	5. Conducts job search using appropriate methods (e.g. newspaper, personal contact, Internet)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6. Finds one or more jobs to apply for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY							
A	Total steps evaluated (not including N/A)						
B	Total # scored as ●						
C	% scored as ● (B/A x 100)						

Adaptations and Modifications

Comments



17724

CAREER DEVELOPMENT ASSESSMENT FORM

Context: Career Development

Routine Assessed: Applying for a Job: Code # [804]

Student

Name: _____

Student Initials

F	M	L
---	---	---

Date

		/			/		
MONTH			DAY			YEAR	

Purpose of activity: To learn 1) the nature of potential jobs and 2) the necessary skills in order to identify personal interests and qualifications needed for a job.

Assessor Name: _____ School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

	Work Characteristics Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)	Step was not completed with full physical assistance	N/A
Core Steps of Routine				Prompt Level Partial Full		
1. Completes Application	1. Requests application from appropriate person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. Fills out application (gives all requested information)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Completes Cover Letter	4. Drafts cover letter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. Selects format for cover letter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Requests Feedback about Cover Letter	5. Requests feedback re: content of letter and application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6. Requests feedback re: format of letter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Obtains References	7. Lists references	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	8. Requests person to be used as a reference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Completes Application Process	9. Submits application packet within timeline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10. Inquires into follow-up steps to determine if job was obtained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA SUMMARY						
A	Total steps evaluated (not including N/A)					
B	Total # scored as ●					
C	% scored as ● (B/A x 100)					

Adaptations and Modifications

--

Comments

--



29075

CAREER DEVELOPMENT ASSESSMENT FORM

Context: Career Development

Date

<input type="text"/>	<input type="text"/>	/	<input type="text"/>	<input type="text"/>	/	<input type="text"/>	<input type="text"/>
MONTH			DAY			YEAR	

Routine Assessed: Interviewing for a Job: Code # [805]

Student Initials

<input type="text"/>	<input type="text"/>	<input type="text"/>
F	M	L

Student

Name: _____

Purpose of activity: To learn 1) the nature of potential jobs and 2) the necessary skills in order to identify personal interests and qualifications needed for a job.

Assessor Name: _____ School Name: _____

Instructions: Review the following Routine and Core Steps of the routine. Through observation, determine whether the student completes each step of the routine independently, With Gestures, Visual and/or Verbal Prompts (only), or With Physical Assistance (may include gestures, visual and/or verbal prompts). If the student could not complete a step even with physical assistance, please explain in the comments section below. Score the routine as outlined below.

		Work Characteristics Scoring Procedure: Fill in the appropriate response bubble completely: ● Fill in the (N/A) bubble if the core step is not applicable to the student and/or situation.	Independent (may include minimal peer assistance)	With gestures, visual and/or verbal prompts only	With physical assistance (may include gestures, visual and/or verbal prompts)		Step was not completed with full physical assistance	N/A
					Prompt Partial	Level Full		
		Core Steps of Routine						
1. Prepares for Interview	1. Generates list of potential interview questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. Practices answering interview questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. Dresses appropriately for interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. Arrives at interview on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Participates in Interview	5. Uses appropriate language throughout interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6. Follows appropriate social norms (e.g. body position, eye contact)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	7. Answers interview questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	8. Thanks interviewer for interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		DATA SUMMARY						
A	Total steps evaluated (not including N/A)							
B	Total # scored as ●							
C	% scored as ● (B/A x 100)							

Adaptations and Modifications

--

Comments

--

Extended CLRAS

Related Skills Assessment Form

Student Name:

Related Skill Assessment Form

Student Initials [F][M][L]:

Write in the selected Related Skills for this student. Fill in the choice-bubble for the appropriate score based on the student's performance for each skill during each routine assessed. Follow the scoring key.

Routine Skill Code/ (SC)	Expressive Communication			Receptive Communication			Related Skills			Daily School Routine Code/			Leisure Routine Code/			Community Routine Code/			School/Community Vocational Code/			Career Exploration Code/		
	Living Skills	Transition	Academic Activities	Living Skills	Transition	Academic Activities	Living Skills	Transition	Academic Activities	Living Skills	Transition	Academic Activities	Living Skills	Transition	Academic Activities	Living Skills	Transition	Academic Activities	Living Skills	Transition	Academic Activities	Living Skills	Transition	Academic Activities
SC																								
SC																								
SC																								
SC																								
SC																								
SC																								
SC																								

22946

Secure Student ID:

Extended Assessment ID:

Appendix B

Extended Career and Life Role Assessment System

Related Skills Resource Booklet

INDEX OF SKILLS

Extended CLRAS Related Skill Resource Booklet

CONTENTS

Introduction

Expressive Communication

Receptive Communication

Problem Solving

Teamwork/Social Skills

Motor Skills

Employment Foundations (Functional Academics)

Related Skills

The Related Skills Resource Booklet provides a list of skills that are commonly utilized during the execution of daily routines. Related Skills should be identified by the goals and objectives outlined by each student's IEP team. This list is provided as an adjunct for educators to select from in order to identify additional related skills. The skills have been organized into the following three levels:

- 1) **Emerging Skills** - Skills that utilize a non-traditional mode of expression. This is the most restrictive form of a skill (e.g. eye contact for communication).
- 2) **Beginning Skills** - On a continuum of skills within the same category, a beginning skill is a skill where the student is starting to use a traditional form of a skill, but is not fully functioning within the specific skill (e.g. waves or gestures to greet).
- 3) **Traditional Skills** - On a continuum of skills within the same category, a traditional skill is the traditional form of a skill used in practice (e.g. signs/verbalizes "hello").

After selecting a skill, transfer the skill name and code number to the Related Skills Assessment Form. The code number can be found in the bottom right hand corner of each skill box. If a specific skill is not found on the list, please describe the skill in the appropriate space at the end of each section. Please be specific.

Mode of Communication

Students may use verbalizations, sign language, or picture systems to produce each skill. Scoring is not based on the mode of communication used, but on the mastery of the concept.

When "verbalizes" appears as a skill, assume that "sign language" or "picture system" can be substituted in its place.

Related Skills

Expressive Communication

Skill Category	Emerging	Beginning	Traditional
Meeting Basic Needs	Chooses preferred object (physical expression/action) <i>Example: Points to juice</i> (1a)	Indicates needs in simple terms <i>Example: "Hungry"</i> (1b)	Requests attention to needs/explains <i>Example: "I am hungry. I need to eat lunch."</i> (1c)
Greeting	Eye Contact (2a)	Waves/Gestures/Coos (2b)	Signs/verbalizes "Hello" (2c)
Seeking Attention	Uses proximity <i>Example: Moves closer to person</i> (3a)	Uses simple vocalization, or non-verbal cues, to gain attention <i>Example: Reaches for other</i> (3b)	Initiates interactions/conversations verbally (3c)
Expressing Preferences (both negative & positive)	Accepts/pushes away/refuses (4a)	Gestures/Signs/verbalizes "Yes/No" (4b)	Explains preference <i>Example " No carrots, please"</i> (4c)
Expressing Emotions	Cries/screams/smiles/laughs (5a)	Labels various emotions <i>Examples: "Sad, happy, angry, excited"</i> (5b)	Describes feelings/explains <i>Example: "I am scared of big dogs."</i> (5c)
Labeling Objects	Gestures/signs for object (6a)	Says/signs partial word – naming object (6b)	Says/signs object (6c)
Acknowledging People	Gestures to, or partially verbally acknowledges other person (7a)	Identifies/names other familiar person (7b)	Identifies/names multiple community members/roles (7c)
Introductions	Gives approximation of name (8a)	Gives complete name <i>Example: "Joe Smith"</i> (8b)	Introduces self <i>Example: My name is Robert</i> (8c)
Relaying Information	Gestures/points to person/object/situation (9a)	Relays notes/gives simple verbal message <i>"John went to the office."</i> (9b)	Relays information/gives details (9c)
Obtaining Permission	Gestures for permission (10a)	Request permission with one word request <i>Example: "Bathroom."</i> (10b)	Requests permission with complete sentence <i>Example: "May I go to the bathroom?"</i> (10c)
Describing Action	Demonstrates action through gestures <i>Example: Uses running gesture</i> (11a)	Uses approximation of verb to describe action <i>Example: "Play" for person swinging</i> (11b)	Verbalizes/signs correct verb <i>Example: "He is swinging."</i> (11c)
Describing Events (past, present or future)	Shows picture/gestures to describe (12a)	Uses one word approximation to describe <i>Example: "Eating."</i> (12b)	Uses sentence to describe <i>Example: "I ate lunch today."</i> (12c)
Skill Category	Additional Skills		
	Code 999		
	Code 999		
	Code 999		

Related Skills

Receptive Communication

Skill	Emerging	Beginning	Traditional
Attends to Others	Attends to speaker/activity (13a)	Maintains orientation and attends to speaker/activity (13b)	Maintains orientation and attends to speaker/activity in a variety of settings <i>Example: Shifts attention between various speakers</i> (13c)
Follows One Step Command	Acknowledges command through gesture (14a)	Initiates action to follow simple directive <i>Example: Attempts to stand when told "Stand"</i> (14b)	Initiates and follows through when given simple directive (14c)
Recognizing Who/People	Physically reacts to familiar person <i>Example: Physically reacts when shown father's picture</i> (15a)	Distinguishes between familiar and unfamiliar people <i>Example "I don't know him"</i> (15b)	Distinguishes variety of community members <i>Example: policeman, teacher, gas attendant</i> (15c)
Recognizing Objects	Distinguishes a few basic objects <i>Example: ball, juice, banana</i> (16a)	Discriminate multiple objects, both familiar and unfamiliar (16b)	Distinguishes purpose for objects <i>Example: A ball is something people play with</i> (16c)
Recognizing Action	Gestures understanding of simple actions <i>Example: physically acknowledges when told to drink</i> (17a)	Distinguishes between a number of actions <i>Example: running/jumping/playing</i> (17b)	Identifies actions and appropriate response (17c)
Recognizes When Action is Needed	Responds to natural cue to begin action (18a)	Distinguishes when action is needed (18b)	Distinguishes when action is needed and appropriate response in an unfamiliar situation (18c)
Recognizes location	Physically reacts to different locations (19a)	Recognizes different locations that are unfamiliar (19b)	Recognizes relationships of different unfamiliar locations (19c)
Recognizing Attributes	Reacts to differences in objects (20a)	Identifies multiple sizes/shape/colors in combination (20b)	Identifies comparative relationship: <i>Example: bigger/heavier/shorter</i> (20c)
Recognizing How	Identifies simple objects used in action (21a)	Understands that objects relate to one another (21b)	Understands how objects work together (21c)
Recognizing Why	Recognizes that a cause exists (22a)	Simple cause and effect understanding <i>Ex: I won't touch it because it's hot</i> (22b)	Understands the reasons that explain the cause and effect relationship (22c)
Follows Complex Directions	Follows 1-2 step directions <i>Example: Get broom & sweep floor</i> (23a)	Follows multi-step directions (23b)	Executes if/then directions <i>Example: If the salt shaker is half empty then fill it.</i> (23c)
Skill Category	Additional Skills		
	Code 999		
	Code 999		

Related Skills Problem Solving

Skill	Emerging	Beginning	Traditional
Recognizes a Problem Exists	Gestures to indicate problem/ Verbalizes that problem exists <i>Example: "Hurt"</i> (24a)	Describes a problem <i>Example: "He is cut"</i> (24b)	Describes a problem and potential help that is needed (24c)
Sizes up a problem	Requests assistance only when it is required/ Cooperates with others to define a problem (25a)	Recognizes different aspects of a problem (25b)	Gathers information and analyzes information about a problem (25c)
Considers possible solutions for a problem	Cooperates with others to list possible solutions (26a)	Acknowledges multiple possible solutions (26b)	Considers multiple ways to solve problem (26c)
Initiates a solution	Cooperates while others solve problem (27a)	Verbally requests help and/or Physically assists in solving problem <i>Example "I need help"</i> (27b)	Implements solution plan independently or as part of a group (27c)
Re-evaluates solution	Continues to cooperate to solve problem <u>OR</u> Moves on to next activity when appropriate (28a)	Continues to physically assist in solving problem <u>OR</u> Moves on to next activity (28b)	Continues to solve problem independently or as part of a group <u>OR</u> Moves on to next activity (28c)
Skill Category	Additional Skills		
	Code 999		
	Code 999		

Following are examples of situations where a student can employ the problem solving skills:

First Aid	Pedestrian Safety
Illness	Providing Emergency Information
Getting Lost	Emergency Response
Inappropriate Stranger Approach	
Personal Hygiene Problems	
Natural Hazards	

Related Skills

Teamwork-Social Skills

Skill	Emerging	Beginning	Traditional
Play	Plays in parallel to others/plays independently/ tolerates others <i>Example: plays with toy around others</i> (29a)	Plays with others (29b)	Shares toys (29c)
Participation in Group Outings	Stays with group during a field trip (30a)	Interacts/assists peers in community outing (30b)	Plans & participates in community activities with a peer (30c)
Dealing with Emotions	Expresses own emotions <i>Example: "I'm angry."</i> (31a)	Recognizes own emotions <i>Example: "Johnny is happy."</i> (31b)	Responds appropriately to emotions (own & others) <i>Ex.: "Suzie is sad. She needs a hug."</i> (31c)
Group Dining	Eats with others in group (32a)	Asks for food/passes food on request (32b)	Demonstrates good table manners <i>Example: "Please pass milk/thank you/Would you like more potatoes?"</i> (32c)
Interpersonal Differences/Conflicts	Pushes away/leaves area/no response (33a)	Describes problem/seek assistance <i>Example: "John won't share."</i> (33b)	Negotiates/shares/compromises (33c)
Sports	Participates in individual events <i>Example: wheelchair race, swimming</i> (34a)	Plays/interacts with others <i>Example: Frisbee/plays catch/shoots baskets</i> (34b)	Cooperates in team sport, follows rules (34c)
Sportsmanship	Shows emotions when winning/losing <i>Example: claps</i> (35a)	Participates in team cheers/shakes opponent's hand after game (35b)	Accepts losing without blaming others/ compliments others performance (35c)
Phone Usage	Receives phone call/listens (36a)	Dials phone, talks with friend (36b)	Uses home & pay phone appropriately <i>Example: Calls at appropriate hour/ frequency</i> (36c)
Disability Awareness	Recognizes disability in self <i>Example: "I can't hear."</i> (37a)	Recognizes limitations/strengths of others/self (37b)	Advocates for own needs relative to disability (37c)
Messages	Carries note to/from home and school (38a)	Gives simple verbal message <i>Example: "I need a sack lunch tomorrow."</i> (38b)	Takes simple phone message/ Relates complex message <i>Example: name & phone number</i> (38c)
Personal Appearance	Recognizes clean/dirty messy/neat Assists with self care (39a)	Recognizes & adjusts appearance given mirror/prompt (39b)	Independently assesses & adjusts appearance (39c)
Accepts Feedback	Listens to feedback but protests <i>Example: "I was not late."</i> (40a)	Adapts behavior/ performance even when objecting to feedback <i>Example: Sweeps floor again after objecting</i> (40b)	Accepts feedback & adapts behavior/ performance (40c)
Communication (Volume)	Responds to "stop" or "quiet" (41a)	Adjusts voice volume upon request/ Lowers voice when asked (41b)	Appropriately matches voice to setting (41c)
Personal Space	Responds to cue "Don't touch, hands to yourself" (42a)	Keeps hands to self without prompting (42b)	Initiates social/ physical contact appropriately (42c)
Skill Category	Additional Skill		
	Code 999		

Related Skills

Motor Skills

Skill	Emerging	Beginning	Traditional
Gross Motor	Moves limbs/grasps/releases (43a)	Sits & stands with assistance/grasps and releases large objects (43b)	Sits & stands independently/manipulates large objects in both hands (43c)
Fine Motor	Attempts to grasp an object/activates a switch (44a)	Picks up & holds a small object <i>Example: spoon/ pencil</i> (44b)	Picks up/holds/ manipulates small objects <i>Example: feeds self with spoon/draws with pencil/ties shoes/buttoning</i> (44c)
Supporting Self	Assists/cooperates with positioning and movement (45a)	Sits and stands independently (45b)	Sits and stands with normal posture (45c)
Hand-Eye Coordination	Touches different parts of body <i>Example: touches own nose w/finger</i> (46a)	Catches large object (46b)	Catches/hits various objects <i>Example: slow pitch softball, frisbee</i> (46c)
Mobility	Assists with walking/transferring / attempts to walk (47a)	Walks/uses wheelchair independently/ climbs stairs (47b)	Jogs/walks/uses wheelchair independently on a variety of surfaces (47c)
Stretching	Cooperates/assists with stretching (48a)	Performs stretches given model/assistance (48b)	Demonstrates a variety of stretches independently (48c)
Strength	Supports weight standing/holds light object (49a)	Performs modified sit-ups/push ups/weight lifting (Prompts or assistance) (49b)	Performs repetitive sit ups/push ups/weight lifting with proper form (49c)
Aerobic conditioning	Walks/performs repetitive motion to increase heart rate (50a)	Performs repetitive motion sufficient to increase heart rate to target rate (50b)	Maintains repetitive motion to sustain target heart rate for 20 minutes (50c)
Playing Games	Gives limited involvement/simple motor <i>Example: throws ping pong ball</i> (51a)	Gives moderate involvement with modifications <i>Example: bowling with ramp/T-ball</i> (51b)	Gives complex involvement, including fine & gross motor skills <i>Example: bowling/ baseball</i> (51c)
Range of Motion	Uses limited ROM with arms, legs, neck, spine (52a)	Attempts to extend ROM (52b)	Utilizes/maintains/extends ROM in activities (52c)
Balance/Coordination	Stands independently (53a)	Stands on one leg/jumps with both feet together (53b)	Jumps rope/walks on a balance beam (53c)
Rhythm	Sways body/nods head to music or beat (54a)	Claps hands to music or beat (54b)	Marches/dances to music or beat (54c)
Skill Category	Additional Skill		
	Code 999		
	Code 999		
	Code 999		

Related Skills

Employment Foundations (Functional Academics)

Skill	Emerging	Beginning	Traditional
MATH			
Time Telling	Identifies general time of day <i>Example: morning, night, lunchtime</i> (55a)	Reads digital clock/standard clock to the hour (55b)	Reads standard clock to 5 minutes (55c)
Sorting	Matches objects/picture to object 1:1 <i>Example: matches colors/basic shapes</i> (56a)	Sorts by singular attributes <i>Example: size, color, shape</i> (56b)	Sorts by several attributes <i>Example: nuts & bolts by size & shape</i> (56c)
Making Payments	Recognizes or points to most coins/bills by name/ amount (57a)	Pay with next larger dollar amount to \$5 given \$1 bills <i>Example: Pays \$4 for \$3.75 item</i> (57b)	Pays with next largest dollar amount to \$20/gives 5 common coin combinations <i>Ex: \$10.77 = \$11.00/ 4 quarters = \$1</i> (57c)
Counting/Numbers	Counts to 10 (58a)	Counts objects to 10/reads numbers to 100 (58b)	Counts to 60 by 5's/counts beginning at a given number <i>Example: counts from 25-30</i> (58c)
Calendar	Finds "what's next" on schedule/calendar <i>Example: Picture cues/days of week</i> (59a)	Reads a calendar <i>Example: month,, day, year</i> (59b)	Follows a simple schedule in a daily planner (59c)
Addition	Adds 1 to numbers less than 10 <i>Example: 7 + 1 = 8</i> (60a)	Adds two 3-digit numbers with a calculator (60b)	Adds cost of 3 items using calculator placing decimal point (60c)
Reporting to Work on Time	Cooperates when assisted/transported to work site (61a)	Reports when told/follows others (61b)	Uses watch/alarm, reports independently (61c)
READING			
Following Schedule	Follows picture card schedule (62a)	Reads simple schedule w/transition prompts <i>Example: "Your break is over now."</i> (62b)	Independently reads multitask work schedule (using natural cues only) <i>Examples: bells, clocks</i> (62c)
Alphabet	Points to capital letters (63a)	Recites alphabet/matches letters upper to lower case (63b)	Files alphabetically to 2 letters/ uses phonebook (63c)
Reading	Points to name and a few survival signs (64a)	Reads some functional words/symbols <i>Example: danger, hamburger, rain</i> (64b)	Reads a variety of functional material/simple stories <i>Example: menu, weather forecasts</i> (64c)
WRITING			
Writing (Personal Info)	Traces name/ Prints first name (65a)	Signature/copies basic personal info <i>Example: address, phone number</i> (65b)	Fills out simple forms (65c)
Writing (General Communication)	Copies lists/phrases (66a)	Creates/writes simple lists/sentences (66b)	Keeps a diary or planner/writes simple messages or notes <i>Example: Writes a thank you note</i> (66c)
Skill Category	Additional Skill		
	Code 999		

Appendix C

Extended Career and Life Role Assessment System

Qualification Criteria

Extended CLRAS Qualification Criteria

In order to assess a student using the Extended CLRAS for the statewide assessment, a teacher must receive training and meet the qualification standards from an Extended CLRAS trainer. Contact your Special Education Administrator to identify qualified trainers in your district.

Assessor Qualification Standards

1. Receive training from a Qualified Extended CLRAS Trainer in the use of the assessment system.
2. By watching a videotaped example, accurately score a *Routine* and *Related Skill Assessment Form* while the student performs the routine.
3. After training, conduct one full student assessment using the Extended CLRAS. This is a practice assessment and will not be used for the Oregon Statewide Assessment.
4. Submit the practice student assessment forms to the Qualified Extended CLRAS Trainer for review.
5. After materials have been reviewed by the Qualified Extended CLRAS Trainer and are found to be complete and accurate, the teacher will become a Qualified Assessor.

Extended CLRAS Training Qualification

In order to become a Qualified Extended CLRAS Trainer for the Oregon Statewide Assessment, an educator will go through a two-step process. The first step will require the educator to receive training and become proficient in the use of the Extended CLRAS with at least one student and become a Qualified Extended CLRAS Assessor. The second step of the process requires a trainer to provide training to one teacher in the use of the Extended CLRAS. After successfully completing the two steps, the educator will provide training to additional teachers in their district.

Trainer Qualification Standards

Step 1: Become a Qualified Extended CLRAS Assessor (see Extended CLRAS Assessor Qualification Standards document)

Step 2: Trainer Qualification

- A. With the help of the Special Education Administrator in each district, select one teacher to train in the use of the Extended CLRAS.
- B. Provide training to the identified teacher using the training videotape, Administration Manual, and practice assessment forms provided at the training workshop.
- C. Using a videotaped example provided during the training workshop, ensure the identified teacher accurately scores a *Routine* and *Related Skill Assessment Form* while the student performs the routine.
- D. Direct the teacher to conduct one full student assessment using the Extended CLRAS.
- E. Collect the completed student assessment and review paperwork for accuracy. Make sure all of the paperwork has been fully completed and is accurate.
- F. Return your assessment materials, along with the trainee's student assessment forms to Portland State University for review.
- G. After your materials have been reviewed by Portland State University, continue on to the next section.

Conducting District Training Tasks

- A. After becoming a Qualified Extended CLRAS Trainer you may train other teachers within the State of Oregon.
- B. Notify the Special Education Director and the District Testing Coordinator after becoming a Qualified Extended CLRAS Trainer.

Appendix D

Extended Career and Life Role Assessment System

References

Materials Reviewed for the Development of the *Extended Career and Life Role Assessment System*

Alvares, R. & Sternberg, L. (1994). Communication & Language Development. In L. Sternberg's (Ed.) Individuals with Profound Disabilities: Instructional Assistive Strategies (pp. 193-229) Third edition. Austin, TX: Pro-ed, inc.

Agran, M. (1997). Health and Safety. In P. Wehman and J. Kregel's (Eds.) Functional Curriculum for Elementary, Middle, and Secondary Age Students With Special Needs (pp. 283-308). Austin, TX: Pro-Ed, Inc.

Alberto, P.A. Logan, K.R., Waylor-Brown, T. & Kona, T.G. (1994). Curriculum & Instruction for Elementary-Aged Students with Profound Disabilities In L. Sternberg's (Ed.) Individuals with Profound Disabilities: Instructional Assistive Strategies (pp. 417-453) Third edition. Austin, TX: Pro-ed, inc.

Banks, K.C. (1997). Financial Planning and Money Management. In P. Wehman and J. Kregel's (Eds.) Functional Curriculum for Elementary, Middle, and Secondary Age Students With Special Needs (pp. 105-122). Austin, TX: Pro-Ed, Inc.

Bender, M. & Valletutti, P.J. (1982). Teaching Functional Academics: A Curriculum Guide for Adolescents and Adults with Learning Problems. Austin, TX: Pro-Ed, Inc.

Brandt, B.B., Heyne, L.A., Meyer, L.H. & Schleien, S.J (1995). Lifelong Leisure and Lifestyles for Persons with Developmental Disabilities. Baltimore, Maryland: Paul H. Brookes Publishing Co., Inc.

Browder, D.M. & Snell, M.E. (1993a). Functional Academics. In M. Snell's (Ed.) Instruction of Students with Severe Disabilities (pp. 442-479). Upper Saddle River, NJ: Merrill.

Browder, D.M. & Snell, M.E. (1993b). Daily Living and Community Skills. In M. Snell's (Ed.) Instruction of Students with Severe Disabilities (pp. 480-525). Upper Saddle River, NJ: Merrill.

Browder, D.M. (1991). Assessment of Individuals With Severe Disabilities: An Applied Behavior Approach to Life Skills Assessment. Baltimore, Maryland: Paul H. Brookes Publishing Co.

Chandler, S.K. & Pankaskie, S.C. (1997). Socialization, Peer Relationships, and Self-Esteem. In P. Wehman and J. Kregel's (Eds.) Functional Curriculum for Elementary, Middle, and Secondary Age Students With Special Needs (pp. 123-154). Austin, TX: Pro-Ed, Inc.

Clark, G.M., Field, S., Patton, J.R., Brolin, D.E. & Sitlington, P.L. (1994). Life Skills Instruction: A necessary component for all students with disabilities. A position statement of the Division on Career Development and Transition. Career Development for Exceptional Individuals, 17, 125-134.

Dymond, S.K. (1997). Community Living. In P. Wehman and J. Kregel's (Eds.) Functional Curriculum for Elementary, Middle, and Secondary Age Students With Special Needs (pp. 197-226). Austin, TX: Pro-Ed, Inc.

Edwards, J. & Wapnick, S. (1979). Being Me: A social/sexual training guide for those who work with the developmentally disabled. Portland, OR: EDNICK Communications.

Falco, R., Arick, J., Bowman-Wilgus, K., Reeves, M., Park, G. & Aschbacher, V. (1990). Quality Educational Training Project: Project QUEST.

Falvey, M.A. (1995). Communication Skills. In M.A. Falvey's (Ed.) Inclusive and Heterogeneous Schooling: Assessment, Curriculum, and Instruction. Baltimore, Maryland: Paul H. Brookes Publishing Co.

Falvey, M.A. & Rosenberg, R.L. (1995). Developing and Fostering Friendships. In M.A. Falvey's (Ed.) Inclusive and Heterogeneous Schooling: Assessment, Curriculum, and Instruction. Baltimore, Maryland: Paul H. Brookes Publishing Co.

Ford, A., Schnorr, R. Meyer, L., Davern, L. Black, J. & Dempsey, P. (1989a). Self-management/Home Living. In A. Ford, R. Schnorr, L. Meyer, L. Davern, J. Black & P. Dempsey's (Eds.) The Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities (pp 29-44). Baltimore, Maryland: Paul H. Brookes Publishing Co.

Ford, A., Black, J., Rogan, P., Schnorr, R., Meyer, L., Davern, L. & Dempsey, P. (1989b). Vocational Domain. In A. Ford, R. Schnorr, L. Meyer, L. Davern, J. Black & P. Dempsey's (Eds.) The Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities (pp 45-62). Baltimore, Maryland: Paul H. Brookes Publishing Co.

Ford, A., Davern, L., Meyer, L., Schnorr, R., Black, J. & Dempsey, P. (1989c). Recreation/Leisure. In A. Ford, R. Schnorr, L. Meyer, L. Davern, J. Black & P. Dempseys (Eds.) The Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities (pp 63-76). Baltimore, Maryland: Paul H. Brookes Publishing Co.

Ford, A., Schnorr, R., Meyer, K., Davern, L., Black, J. & Dempsey, P. (1989d) General Community Functioning. In A. Ford, R. Schnorr, L. Meyer, L. Davern, J. Black & P. Dempseys (Eds.) The Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities (pp 77-88). Baltimore, Maryland: Paul H. Brookes Publishing Co.

Ford, A., Schnorr, R., Davern, L., Black, J. & Kaiser, K. (1989e). Reading and Writing. In A. Ford, R. Schnorr, L. Meyer, L. Davern, J. Black & P. Dempseys (Eds.) The Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities (pp. 93-116). Baltimore, Maryland: Paul H. Brookes Publishing Co.

Ford, A., Davern, L., Schnorr, R., Black, J. & Kaiser, K. (1989f). Money Handling. In A. Ford, R. Schnorr, L. Meyer, L. Davern, J. Black & P. Dempsey's (Eds.) The Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities (pp 117-148). Baltimore, Maryland: Paul H. Brookes Publishing Co.

Ford, A., Black J., Davern, L. & Schnorr, R. (1989g). Time Management. In A. Ford, R. Schnorr, L. Meyer, L. Davern, J. Black & P. Dempsey's (Eds.) The Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities (pp 149-170). Baltimore, Maryland: Paul H. Brookes Publishing Co.

Giangreco, M.F., Cloninger, C.J. & Iverson, V.S. (1993). Choosing Options and Accommodations for Children: A guide to Planning Inclusive Education. Baltimore, Maryland: Paul H. Brookes Publishing Co.

Hanley-Maxwell, C. & Collet-Klingenberg, L. (1997). Curricular Choices Related to Work: Restructuring Curricula for Improved Work Outcomes. In P. Wehman and J. Kregel's (Eds.) Functional Curriculum for Elementary, Middle, and Secondary Age Students With Special Needs (pp. 155-184). Austin, TX: Pro-Ed, Inc.

Hannah, M. (1977). SCIL: Systematic Curriculum for Independent Living. Novato, CA: Academic Therapy Publications, Inc.

Jorgensen, B. Fones, C. & Marshall-Rubey, S. (1998). Functional Living Skills and Severe Health Needs Program: Curriculum Guide. Portland, OR: Multnomah Education Service District.

Kaiser, A.P. (1993). Functional language. In M. Snell's (Ed) Instruction of Students with Severe Disabilities (pp. 347-379). Upper Saddle River, NJ: Merrill.

Kimm, C.H., Falvey, M.A., Bishop, K.D. & Rosenberg, R. L. (1995). Motor Skills and Personal Care Skills. In M.A. Falvey's (Ed.). Inclusive and Heterogeneous Schooling: Assessment, Curriculum, and Instruction. Baltimore, Maryland: Paul H. Brookes Publishing Co.

Kregel, J. (1997). Designing Instructional Programs. In P. Wehman and J. Kregel's (Eds.) Functional Curriculum for Elementary, Middle, and Secondary Age Students With Special Needs (pp. 19-42). Austin, TX: Pro-Ed, Inc.

Logan, K.R., Alberto, P.A., Kana, T.G. & Waylore-Bowen, T. (1994). Curriculum Development and Instructional Design for Students with Profound Disabilities. In L. Sternberg's (Ed.) Individuals with Profound Disabilities: Instructional and Assistive Strategies. Austin, TX: Pro-Ed, Inc.

Mirenda, P. & Smith-Lewis, M. (1989). Communication Skills. In A. Ford, R. Schnorr, L. Meyer, L. Davern, J. Black & P. Dempsey's (Eds.) The Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities (pp. 189-210). Baltimore, Maryland: Paul H. Brookes Publishing Co.

Moon, M.S. & Inge, K. (1993). Vocational Preparation and Transition. In M. Snell's (Ed.) Instruction of Students with Severe Disabilities (pp. 556-587). Upper Saddle River, NJ: Merrill.

Rainforth, B., Giangreco, M. & Dennis, R. (1989). Motor Skills. In A. Ford, R. Schnorr, L. Meyer, L. Davern, J. Black & P. Dempsey's (Eds.) The Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities. Baltimore, Maryland: Paul H. Brookes Publishing Co.

Schleien, S.J., Green, F.P. & Heyne, L.A. (1993). Integrated Community Recreation. In M. Snell's (Ed.) Instruction of Students with Severe Disabilities (pp. 526-555). Upper Saddle River, NJ: Merrill.

Siegel-Causey, E. & Wetherby, A. (1993). Nonsymbolic Communication. In M. Snell's (Ed.) Instruction of Students with Severe Disabilities (pp.290-318). Upper Saddle River, NJ: Merrill.

Snell, M.E. & Farlow, L.J. (1993). Self-Care Skills. In M. Snell's (Ed.) Instruction of Students with Severe Disabilities (pp. 380-441). Upper Saddle River, NJ: Merrill.

Snell, M.E. (1988). Curriculum and Methodology for Individuals with Severe Disabilities. Education and Training in Mental Retardation, 23, 302-314.

Sparrow, S.S., Balla, D.A. & Cicchetti, D.V. (1984). Vineland Adaptive Behavior Scales: Interview Edition. Circle Pines, MN: American Guidance Service, Inc.

St. Peter, S.M., Ayres, B.J., Meyer, L. & Park-Lee, S. (1989). Social Skills. In A. Ford, R. Schnorr, L. Meyer, L. Davern, J. Black & P. Dempsey's (Eds.) The Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities (pp 171-188). Baltimore, Maryland: Paul H. Brookes Publishing Co.

Steer, S.E. & Burcroff, T.L. (1997). Living at Home. In P. Wehman and J. Kregel's (Eds.) Functional Curriculum for Elementary, Middle, and Secondary Age Students With Special Needs (pp. 227-250). Austin, TX: Pro-Ed, Inc.

Wehman, P., Renzaglia, A. & Bates P. (1985). Functional Living Skills For Moderately and Severely Handicapped Individuals. Austin, TX: Pro-Ed, Inc.

Wehman, P. & McLaughlin, P.J. (1980). Vocational Curriculum for Developmentally Disabled Persons. Austin, TX: Pro-Ed, Inc.

West, M., Wittig, K. & Dowdy, V. (1997). Travel and Mobility Training: An Essential Component of Increasing Student Choice and Self-Determination. In P. Wehman and J. Kregel's (Eds.) Functional Curriculum for Elementary, Middle, and Secondary Age Students With Special Needs (pp. 185-196). Austin, TX: Pro-Ed, Inc.