#### DOCUMENT RESUME

ED 288 303 EC 200 774

AUTHOR Stodden, Robert A.; Ianacone, Robert N.

TITLE Curriculum-Based Vocational Assessment Handbook: A

Guide to the Implementation of Curriculum-Based

Vocational Assessment Activities. Revised.

INSTITUTION Dependents Schools (DOD), Washington, D.C. European

Area.

PUB DATE Jul 86

CONTRACT DAAG-34-85-M-3666; DAJA-37-85-M-0461

NOTE 69p.

PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation

Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS \*Disabilities; \*Education Work Relationship;

\*Prevocational Education; Secondary Education; Skill

Analysis; \*Vocational Education; \*Vocational

Evaluation; Work Experience Programs

IDENTIFIERS \*Curriculum Based Assessment; \*Dependents Schools

# **ABSTRACT**

This handbook is for persons, especially teachers, who collect, evaluate, and apply vocational assessment information for handicapped students in the Department of Defense Dependents Schools (DoDDS). The approach used is a developmental curriculum-based assessment process which responds to the career/vocational programming sequence through the junior high/middle school and high school years. Chapter 1 presents the rationale for vocational education programs, describes the DoDDS approach, and identifies what benefits/outcomes can be expected. Chapter 2 describes the model for the program encompassing three levels: (1) initial assessment of readiness and awareness beginning in junior high/middle school prevocational courses and activities; (2) assessment of work-related behaviors and skills in high school vocational education course work; and (3) assessment of work-related behaviors and skills in work experience settings. Chapter 3 gives a detailed breakdown of implementation steps with specific instructions for those personnel participating. Appendices include assessment rating forms and listings of references and resources for those who wish to further investigate the basis for the proposed activities. (WV)

Reproductions supplied by EDRS are the best that can be made







CURRICULUM-BASED
VOCATIONAL ASSESSMENT
HANDBOOK





716 000 i

U S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality

 Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

#### CURRICULUM-BASED

# VOCATIONAL ASSESSMENT HANDBOOK

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) "

A Guide to the Implementation of Curriculum-Based Vocational Assessment Activities

Prepared

by

Robert A. Stodden, Ph.D. Chairman and Associate Professor Department of Special Education University of Hawaii

and

Robert N. Ianacone, Ed.D.
STTEP Coordinator and Associate Professor
Department of Special Education
The George Washington University

This material was developed as a part of the Vocational Assessment Project, in accordance with the conditions of Contract No. DAAG 34-85-M-3656, United States Department of Defense Dependents Schools, 1985. This handbook was revised in July 1986 under Contract No. DAJA 37-85-M-0461.





# DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

# OFFICE OF THE REGIONAL DIRECTOR GERMANY REGION APO NEW YORK 09633-4005

PEPLY TO ATTENTION OF DODDS-G Education Division 10111 00000

October 1986

### FOREWORD

The Curriculum-Based Vocational Assessment Handbook has been developed by the DoDDS-Germany Regional Office and school-level personnel from career, vocational, and special education backgrounds in coordination with nationally prominent consultants.

This modified version is the result of a successful field test of the original procedures piloted in School Year 1985-86.

The handbook is intended to be used by teachers to contribute to the assessment profile of special needs students as they participate in career or vocational courses and activities throughout the secondary school years. The assessment criteria are primarily taken from DoDDS instructional objectives and may be modified or enhanced, depending upon the specific program.

The results of curriculum-based assessment make a strong contribution to the overall vocational assessment required for secondary level students with handicaps. Teachers offering career and vocational education programs should participate when handicapped students are enrolled in their courses.

All such students, their parents, and teachers should be provided with profiles of progress emanating from curriculum-based assessment procedures.

J. H. BLACKSTEAD

Distribution: B, D, E

DoDDS, -A, -M, -P, -PA



TABLE OF CONTENTS	Page
Title Page	. i
Foreword	. ii
Table of Contents	.iii
Acknowledgements	. v
Chapter One. Introduction To Curriculum-Based Vocational	
Assessment	. 1
I. Rationale	
II. Approach	. 2
III. Benefits/Outcomes	
IV. Definition of Terms	
	. ,
Chapter Two. Model Description	. 8
I. Level I: Assessment of Readiness and Awareness	. 8
II. Level II: Assessment of Work Related Behaviors and Skills	. 8
III. Level III: Assessment of Work Related Behaviors	
and Skills	. 12
Chapter Three. Implementation Procedures	. 14
I. Responsibilities	. 14
II. Implementation Activities	. 14
III. Directions for Implementation	
A. Student Entry Procedures	
B. Student Transition Procedures	
- The controlled hopeoparone but in characters.	
E. Vocational Assessment Rating Forms	. 19
F. Data Collection Process	
1. Observation	
2. Recording Information	. 22
3. How to Complete Assessment Rating Forms	
G. Coordinating Vocational Assessment Rating	•
Forms	. 24
H. Applying Assessment Data	
I. Contributions that Career/Vocational Education	- •
Teachers Can Make in Developing/Modifying an	
Individualized Education Plan	. 25
Reference List	. 27
Resource Listing	. 28



71	127	7	AP.	CO	MPP	ENTS	
_ 1			ur .	L		DO 143	۱

# Page

# APPENDICES

I.	Vocational Assessment Rating Forms I-1-I-21
	1. Automotive Technology/Mechanics I-1
	2. Automotive Technolgy/Small Engine Repair I-2
	3. Business Enterprise I-3
	4. Business Lab I-4
	5. Computing, Educational I-5
	6. Cooperative Work Experience I-6
	7. Cosmetology I-7
	8. Electricty I-8
	9. Electronics I-9
	10. Graphic Arts I-10
	11. Home Economics-Child Care I-11
	12. Home Economics-Clothing/Textiles I-12
	13. Home Economics-Foods/Nutrition I-13
	14. Industrial Technology-Drafting I-14
	15. Industrial Technology-Metals I-15
	16. Industrial Technology-Woods I-16
	17. JROTC I-17
	18. Modeling I-18
	19. Photography
	20. Typing I-20
	21. Blank Vocational Assessment Rating Form I-21
II.	Work Related Behavior Guide Sheat II-1-II-2
III.	Sample Handout Sheets for Vocational Instructors III-1-III-3
	1. Sources of Assessment Information III-1
	2. How to Complete Assessment Rating Forms III-2
	3. Sample Instructional Modifications III-3
IV.	Sample Completed Vocational Assessment Rating Form
	and an Individualized Education Plan IV-1-IV-2
	1. Completed Vocational Assessment Rating Form IV-1
	2. Completed Individualized Education Plan TV-2
٧.	Annual Support Roles of the Educational
	Prescriptionist V-1



### **ACKNOWLEDGEMENTS**

Special acknowledgement is made to several individuals in the Department of Defense Dependents Schools (DoDDS) Germany Region for their work and commitment to the Vocational Assessment Project. The time and energy they have put forth within the DoDDS system has made this project a reality. The Vocational Assessment Project was conceptualized and its activities were directed by Dr. Mahlon E. Porter, Chief, Supplementary Education Branch, DoDDS-Germany Region. Consultation and special support assistance were provided to the project by Mr. Mark Carstens, Career/Vocational Education Coordinator, DoDDS-Germany Region, and Ms. Judith L. Kern, Special Education Coordinator, DoDDS-Germany Region. Their assistance and support in the planning and preparation of this handbook were of critical importance.

Upon utilization of the Vocational Assessment Project, a Task Force was organized within the DoDDS-Germany Region to provide input, support, and assistance with implementation of project activities. Members of the Task Force proved to be an invaluable resource in the planning and preparation of this handbook and project inservice training activities. Appreciation is given to the following persons on the Vocational Assessment Task Force:

Mr. De Basarich Princi<sub>r</sub>al

Ms. Elvira S. Germino Educational Prescriptionist

Ms. Gerry Goodwin
Educational Prescriptionist

Ms. Vicki Hanicak Educational Prescriptionist

Ms. Fran Halupka Educational Prescriptionist

Ms. Sharon T. Hewitt Educational Prescriptionist

Ms. Margaret Hughes
Educational Prescriptionist

Ms. Minnie F. Jefferson Teacher, Mildly Handicapped Ms. Barbara Kirschner Teacher, Mildly Handicapped

Mr. Gary Kleeman Cooperative Work Experience Coordinator

Ms. Kathy Lewis Teacher, Severely Handicapped

Ms. Pat McKay Educational Prescriptionist

Ms. Phyllis Massie Educational Prescriptionist

Ms. Nancy J. Newburg Special Education Specialist

Ms. Marlaine Newman Vocational Assessment Consultant

Mr. Larry Sessions Special Education Specialist

Ms. Monica Wolfe-Jaramillo Educational Prescriptionist



v

The authors of this handbook would also like to recognize the valuable input of junior high/middle school and high school Learning Impaired teachers and Cooperative Work Experience teachers who participated in project inservice activities. Their review of the project model and data collection instruments provided essential input assisting the completion of this handbook.

Also, special recognition is due those persons who contributed to the publication of this handbook: Ms. Rosalie Boone for editing; Ms. Gayle Tasukada and Mrs. Nancy Logan for typing; Ms. Lori Taniguchi graphics; Mr. Terry Kelly for assistance in development of the assessment rating forms; and Ms. Carol Mauch, DoDDS-Germany Regional Art Coordinator, for the cover art work.



#### CHAPTER ONE

# INTRODUCTION TO CURRICULUM-BASED VOCATIONAL ASSESSMENT

This handbook is for persons participating in the process of collecting, evaluating, and applying vocational assessment information for handicapped students. The purpose of this handbook is to provide background information and specific directions for implementing vocational assessment activities. The approach presented in this handbook is a developmental curriculum-based assessment process which responds to the career/vocational programming sequence through the junior high/middle school and high school years. This handbook will present: (1) a brief rationale for vocational assessment activities, (2) a description of curriculumbased vocational assessment. (3) how this approach interfaces with DoDDS career/vocational program curriculum sequences, (4) the benefits and outcomes of this approach for educators and students, and (5) a detailed breakdown of implementation steps with specific instructions for those personnel participating. The appendices of the handbook include assessment rating forms and listings of references and resources for those who wish to further investigate the basis for the proposed activities.

### I. RATIONALE

# A. Why Are Vocational Assessment Activities Necessary for Handicapped Students?

Public Law 94-142, "Education for All Handicapped Children Act of 1975, " requires that schools focus upon the identification and provision of appropriate, least restrictive services for students with handicapping conditions. Department of Defense Instruction (DoDI) 1342.12, subject: Education of Handicapped Children in the DoD Dependents Schools, dated December 17, 1981, establishes policies and procedures for identifying and providing free appropriate public education to handicapped children receiving instruction within Department of Defense Dependents Schools (DoDDS). This instruction defines Special Education as, "Specially designed instruction, at no cost to the child or parent, to meet the unique educational needs of a handicapped child, including education provided in a school, at home, in a hospital or in an institution, physical education programs, and vocational education programs, (see paragraph 17, page 7; DoDI 1342.12). The instruction further defines Vocational Education as, "Organized educational programs directly related to the preparation for paid or unpaid employment or for additional training in a career requiring other than a baccalaureate or advanced degree" (see paragraph 17.c., page 7; DoDI 1342.12).

The vehicle for determining appropriate career/vocational services for handicapped students is the individualized education program (IEP). The Case Study Committee (CSC) responsible for developing the IEP relies upon an efficient and valid career/vocational assessment process for data and information to make decisions. Further, DoD Instruction 1342.12 calls for vocational assessment/evaluation activities which are necessary and appropriate to develop a statement of present level of performance for the child.



9

# B. What Purposes Does Vocational Assessment Serve?

Programming decisions are based upon present performance information; thus, it is critical that vocational assessment data collection be initiated in the early secondary school years (junior high/middle school). Vocational assessment data will further assist prevocational and vocational instructors to develop program options, alternatives and specific accommodations necessary for the successful participation of handicapped students within vocational curricula. The data will also assist special education personnel to more appropriately serve as a resource to vocational instructors and, therefore, increase the probability of successful participation of handicapped students in vocational programs.

#### II. APPROACH

# A. What Kind of Vocational Assessment Is Appropriate for Handicapped Students?

# 1. The Problem:

Traditionally, vocational assessment/evaluation services have consisted of a strict evaluation and predictive procedure conducted by psychologists and rehabilitation personnel. The purpose of vocational evaluation activities has been to determine vocational capability and predict employment limitations and potential success for disabled individuals in particular work situations. Often traditional evaluation processes in vocational rehabilitation have been oriented towards the needs of adult clients who have past experience in the world of work. During the past several years, researchers and program developers studied the implications of traditional vocational evaluation for use with younger handicapped students in educational settings (Stodden, Casale, and Schwartz, 1977; Stodden, Ianacone, and Lazar, 1979; Stodden and Lazar, 1979). Research from this period indicated that traditional concepts, instrumentation, and vocational assessment strategies did not readily lend themselves to the needs of more developmentally focused assessment needed in educational settings.

# 2. The Response:

More recent studies have focused on the development of curriculum-based vocational assessment models. These models have been generated within a career development context and focus upon collecting information necessary for making appropriate programming decisions for handicapped students (Stodden and Petzy, 1980a, 1980b; Richter-Stein and Stodden, 1981; Stodden and Ianacone, 1981). The development of these new vocational assessment models has brought to the forefront a number of program considerations. The following considerations served as reference points in the development of the DoDDS program model for vocational assessment.



- a. Vocational assessment activities should be integral i the delivery of career/vocational services for handicapped students.
- b. Vocational assessment information should contribute to ongoing career/vocational programming decisions and assist in the determination of least restrictive learning environments for handicapped students.
- c. Validity is an important consideration; therefore, a curriculum-based vocational assessment model should address the relationship of evaluation to the curriculum content and instructional priorities.
- d. Handicapped students often lack the readiness and awareness (related skills and behaviors) necessary to participate in vocational courses and community job activities. Thus, vocational assessment activities should begin at the junior high/middle school level.
- d. Model programs for vocational assessment should address the legal and procedural guidelines of current regulations affecting service delivery to handicapped students (DoDI 1342.12).
- f. Vocational assessment activities should provide data that will increase the performance level of handicapped students on career/vocational tasks.
- g. The most appropriate persons to collect vocational assessment information are those instructors teaching career/ vocational activities.
- h. Situational factors (specific to work roles) often affect the performance of handicapped students on career/vocational tasks, thus assessment activities should be situational (in vocational classrooms and actual work sites) whenever possible.
- B. How Can Appropriate Vocational Assessment Be Accomplished?

The approach presented in this handbook is a developmental vocational assessment process which is related to the career/vocational curriculum in the secondary school environment. The DoDDS career/vocational curriculum follows a sequence of career development.

# The Student:

- 1. Participates in practical arts and business enterprise courses/activities acquiring basic awareness and exploratory information at the junior high/middle school level.
- 2. Participates in vocational education courses and activities acquiring skills and behaviors appropriate for various vocational areas.



3. Participates in cooperative work experience (CWE) settings gaining an opportunity to apply skills and behaviors in various school and community work sites.

Proposed vocational assessment activities provide data at each of these developmental levels of the career/vocational curriculum. As handicapped students participate in curriculum areas, data are collected by instructors/supervisors, and coordinated for use by the CSC in making program decisions.

This approach to vocational assessment involves the active participation of teachers and instructors in data collection. The chairpersons for the CSC are involved in the evaluation and application of data for individualized program development. The handicapped student's IEP (as developed by the CSC) determines what subsequent career/vocational areas will be assessed and who will collect assessment data. The specific skills and behaviors assessed are those performed on a daily basis by handicapped students in career/vocational courses and activities. Detailed procedures and rating forms for implementing this approach within the DoDDS system are presented in the implementation section of this handbook.

# III. BENEFITS/OUTCOMES

# A. What Factors Influenced the DoDDS Model?

The DoDDS curriculum-based vocational assessment model can be viewed as a data collection, decision-making process for increasing the handicarped student's awareness and understanding of him-/herself in relation to the world of work. A prime function of the model is the collection of developmental information which will contribute to career growth decisions during student's formative education years. Formulation of the DoDDS model for vocational assessment was influenced by:

- 1. Research and development work conducted by the authors during the past 10 years.
- 2. A number of exemplary program model development considerations generated from research in vocational assessment.
- 3. The developmental curriculum sequence of career/vocational programs published by the DoDDS system (to include general, program, and instructional objectives within each content area).

# B. What Are the Specific Benefits of the Proposed Vocational Assessment Activities?

The DoDDS curriculum-based vocational assessment process has numerous positive outcomes for teachers, other service providers, CSC members, parents, and handicapped students. Implementation of the proposed activities results in the following specific outcomes and benefits:



- 1. All data collected are directly relevant to the handicapped student's career/vocational curriculum and those persons teaching that curriculum.
- 2. The collection and evaluation of assessment information are of an ongoing developmental nature (rather than a one time test) taking into account the readiness and awareness skills and behaviors prerequisite to vocational course work and CWE placements.
- 3. Vocational information is collected by instructors delivering curriculum to handicapped students and the information is evaluated and applied by those persons who must make program decisions.
- 4. Career/vocational information is collected from several sources (vocational curriculums) over a period of time, thus increasing the validity and usability of the assessment information in making program decisions.
- 5. Maximized use of situational assessment (within prevocational/vocational curriculum and CWE sites) increases the extent to which performance-based data can be collected.
- 6. Observation and rating of student performance identifies factors which may influence the handicapped student's functioning on an assessment task. Factors, such as learning style, physical, or sensory limitation, self-concept, or reinforcer system, may influence the performance of handicapped students in new situations.
- 7. Curriculum-based vocational assessment activities facilitate the integration of academic skill outcomes within the context of career/vocational curriculum areas.
- 8. An open entry/exit process occurs and students can participate based on their individual needs.

# IV. DEFINITION OF TERMS

- A. <u>Career Development:</u> A process of becoming increasingly aware and understanding one's self in relation to the world of work. (Developmental stages include increasing awareness, exploration, understanding, and participation in the world of work.)
- B. <u>Career/Vocational Curriculum Areas:</u> Exploratory courses and activities offered at the junior high/middle school level. Vocational courses and related CWE's at the high school level, e.g.:



Automotive Technology
Business Enterprise
Business Education Laboratory
Computing, Educational
Cooperative Work Experience
Cosmetology/Modeling
Electricity and Electronics
Graphic Communications/Photography
Home Economics
Industrial Technology
Junior Reserve Officers Training Corps

- C. <u>Career/Vocational Information</u>: Course and activity content learned by students in career/vocational curriculum areas and directly correlated with roles in the world of work.
- D. <u>Vocational Assessment:</u> The collection of career/vocational information to ascertain vocationally related behaviors and skills, interests, and aptitudes.
- E. <u>Curriculum-Based Vocational Assessment:</u> The collection of information on student's performance in career/vocational course work and related activities. Vocational information is collected in career/vocational curriculum areas through observation and rating of work related behaviors, generalized instructional outcomes, and specific skill outcomes.
- F. Work Related Behaviors: Observable intra- and inter-personal behaviors, contributing to a student's ability to function appropriately in prevocational courses and activities, vocational courses, and CWE programs.
- G. Generalized Instructional Outcomes: General vocational abilities necessary for understanding and applying specific skill competencies in prevocational courses and activities, vocational courses, and CWE programs.
- H. Specific Skill Outcomes: Specific occupational skills needed to successfully perform within prevocational courses and activities, vocational courses, and CWE programs.
- I. <u>Vocational Evaluation:</u> The review and interpretation of vocational assessment information by CSC members for the purpose of making programming decisions.
- J. Application of Vocational Assessment Information: The process of integrating and interpreting vocational assessment information to prepare an IEP for the hand capped student.
- K. <u>Cooperative Work Experience</u>: Coordinated training in an occupation, trade, business, or profession undertaken as part of the requirements of a school course in which CWE coordinators and job supervisors rate student performance.



- L. On-The-Job Training: A short term job training assignment which is sponsored by an employer.
- M. <u>Job Placement:</u> A service provided by school personnel for the purpose of helping students gain employment.



. .



### CHAPTER TWO

# MODEL DESCRIPTION

The curriculum-based vocational assessment has three levels (Figure I), which encompass junior high prevocational courses and CWE programs. Level I initial assessment activities begin in the junior high/middle school and assess student readiness and awareness behaviors and skills, as demonstrated in exploratory prevocational courses and activities. Level II assessment activities begin as students move to high school. At this level, assessment of work related behaviors and skills in vocational course work takes place. Level III assessment activities occur as students perform work related behaviors and skills in school/community and CWE programs. Following the collection of data at each of the assessment levels, information is coordinated and prepared for evaluation and application in the decision-making process of the CSC.

# I. Level I: Assessment of Readiness and Awareness

Level I is designed to collect assessment information which describes the student's awareness of and interaction with the world of work. (Figure II depicts the flow of assessment information in Level I.) Prevocational courses and activities in the junior high school curriculum provide typical settings in which Level I performance outcomes can be assessed. In DoDDS, these courses and activities include industrial technology, home economics, business education, typing, computing educational, and various business enterprise programs.

The assessment information collected covers three areas: work related behaviors, generalized instructional outcomes, and specific skill outcomes. Handicapped students are rated by their instructors in each of these areas for every career/vocational course or activity in which they are enrolled during a quarter. At the end of each quarter the teacher/instructor completes a Vocational Assessment Rating Form for each handicapped student enrolled in his/her courses. Completed rating forms are sent to the CSC chairperson who logs in the completed form and shares the information with the CSC members. The assessment data received from each course instructor are then discussed and considered in making programming and placement decisions which contribute to the student's career/vocational development. For example, vocational information may be utilized in the formulation of IEP goals and objectives and in the development of instructional modifications designed to facilitate student participation in the vocational curriculum offered at the high school level.

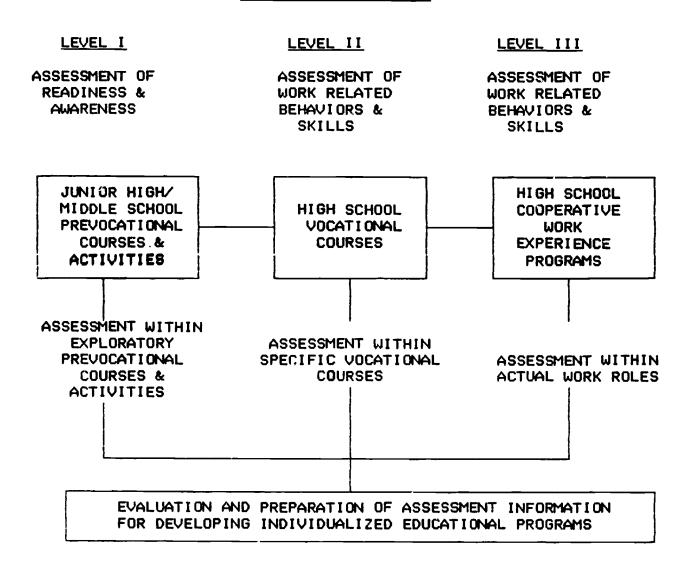
# II. <u>Level II: Assessment of Work Related Behaviors and Skills in High School Vocational Education Course Work</u>

Level II (Figure III) assessment activities follow Level I assessment and are designed to collect in-depth exploratory and vocational skill development information. Level II assessment takes place at the high school level. Level II assessment should expand and elaborate on the initial awareness and exploratory information collected in the student's junior high school program (Level I assessment).



# FIGURE 1

# VCCATIONAL ASSESSMENT OF HANDICAPPED STUDENTS

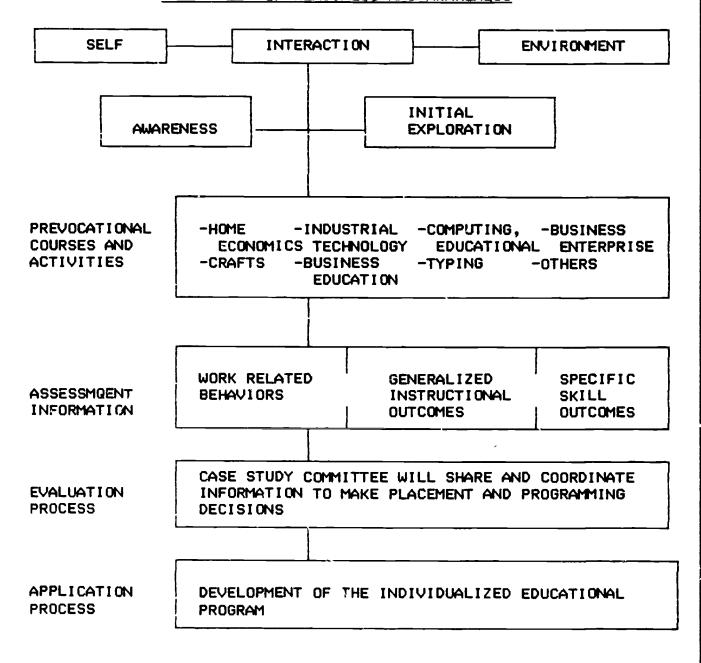




# FIGURE II

# LEVEL I

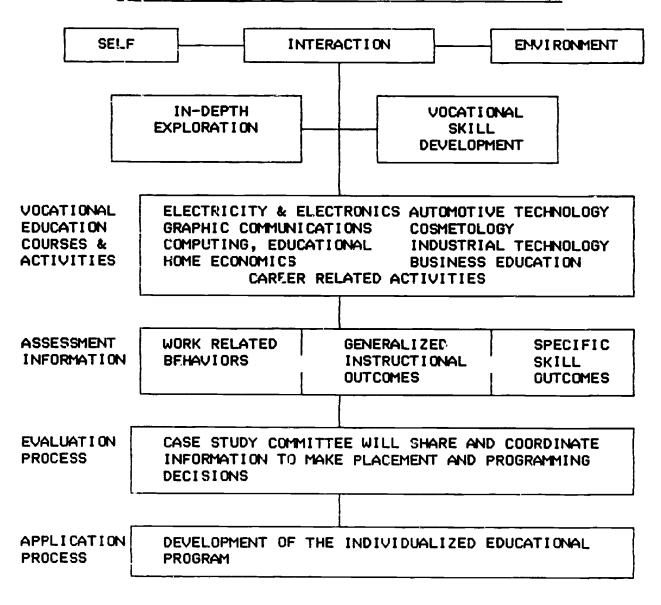
# ASSESSMENT OF READINESS AND AWARENESS





### FIGURE III

# LEVEL II ASSESSMENT OF WORK RELATED BEHAVIORS AND SKILLS





Level II performance outcomes should be assessed in the eight or more vocational courses provided by DoDDS, as well as in other career-oriented programs and activities available in the high school setting.

In Level II assessment (as in Level I) vocational instructors complete a vocational assessment rating form which covers three performance areas (work related behaviors, generalized instructional outcomes, and specific skill outcomes) for each handicapped student in his/her courses. Ratings at this level should reflect an emphasis on in-depth exploration and skill development and on more specific assessment information which can be forwarded to and processed by the CSC, where it will contribute to more appropriate placement and programming decisions for handicapped students.

# III. <u>Level III: Assessment of Work Related Behaviors and Skills in Work Experience Settings</u>

The next step in the developmental assessment process is the collection of data on student competency in actual work settings. This normally occurs for students at the 11th and 12th grade levels. Vocational assessment which focuses on a student's performance at an actual job site is frequently referred to as "situational assessment." This type of assessment measures a student's performance of vocationally appropriate skills and behaviors under the actual conditions of the work place. Handicapped students may participate in CWE as an extension of their participation in vocational courses or concurrently with their enrollment in vocational courses. Either school-based or community-based CWE placements may serve as settings for Level III assessment (Figure IV provides a sample listing of CWE placements). The number and type of school and community-based sites available at a given school or base location will vary according to the size and type of military facility in operation.

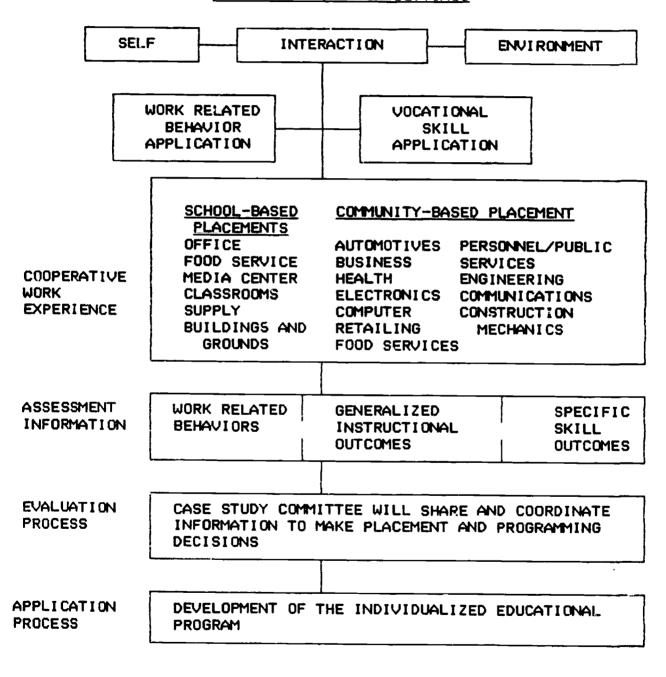
Following placement of handicapped students in CWE sites, the student's job supervisor, in cooperation with the CWE coordinator, completes the Vocational Assessment Rating Form. As in Level I and II, ratings are completed in the areas of work related behaviors, generalized instructional outcomes, and specific skill outcomes. The work supervisor or CWE coordinator may also complete additional rating instruments, as required. These, too, will be helpful to the program decision-making process. Following completion of the rating forms, the forms are forwarded to and processed by the CSC. As CWE coordinators continue to provide assessment ratings to the CSC, more appropriate placement and programming decisions should follow for the handicapped student.



### FIGURE IV

# LEVEL III

# ASSESSMENT OF WORK RELATED BEHAVIORS AND SKILLS IN WORK EXPERIENCE SETTINGS





#### CHAPTER 3

# IMPLEMENTATION PROCEDURES

# I. Responsibilities of Individuals Participating in Assessment Process

A curriculum-based approach to vocational assessment requires the active participation of individuals from several disciplines within the educational setting. Collection, evaluation, and application of assessment information are completed at the school level with inservice and consultation support and assistance from the District Superintendents and Regional Office levels. A project management flow chart (Figure V) indicates role and responsibilities of school-level personnel. The management flow chart summarizes the critical responsibilities of key personnel in the assessment process.

# II. Implementation Activities

Vocational assessment activities have been clustered and sequenced into six major task areas:

- A. Initializing assessment process:
- B. Conducting observations and completion of assessment rating forms:
- C. Collecting and coordinating assessment information;
- D. Presenting vocational assessment information during CSC meetings;
- E. Using vocational assessment data to write goals and objectives on the IEP; and
- F. Communicating goal: objectives and instructional modifications to receiving instructors by the CSC.

#### III. Directions for Implementation

Curriculum-based career/vocational assessment activities are implemented for students identified as eligible for special education services by the school CSC. Actual procedures for conducting vocational assessment activities may vary from school to school. It is expected that each school will implement assessment procedures in a manner that is efficient and compatible with existing school policies and practices.

#### A. Student Entry Procedures

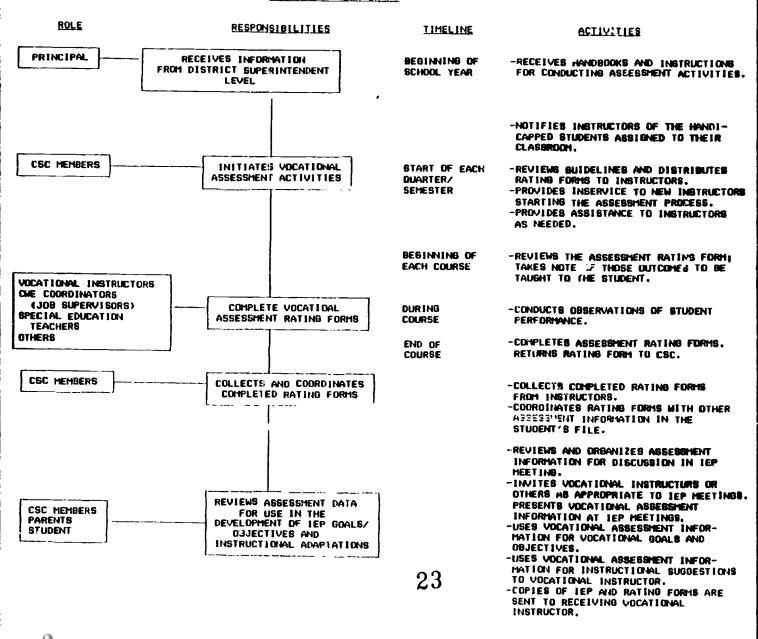
After a student has been determined eligible for special education, the CSC meets to develop an initial IEP which includes career/vocational performance levels, goals, and objectives. Initial career/vocational goals and objectives can be developed using the following sources of information:



14

#### FIGURE V

#### MANAGEMENT FLOW CHART



#### SOURCE

### INFORMATION PROVIDED

Various Tests, Rating Scales, etc. - Developmental base line data on occupational aptitudes interests and achievement

Student

- Student interests, perception of needs,

values, plans for the future

Parents

- Student interests

- Student performance on tasks at home and

in the community

Regular Education Teacher - Recommendations and observations based on student performance in past course work or

vocationally related activities

Other Academic Data - Student performance on academic content necessary for successful participation in career/vocational courses or cooperative

work experiences

Records

- Attendance history

- Previous career/vocational experiences

- Previous IEP goals, objectives, and

outcomes

Based on the career/vocational goals and objectives developed for the student's initial IEP, placement is made in career exploration courses, vocational courses or CWE settings appropriate to the student's age, grade level, experience, and needs.

Once the student has been placed, curriculum-based vocational assessment data collection is initiated by the student's teachers or CWE coordinator. Assessment rating forms are completed, collected, and reviewed by the CSC to determine the need for further programming or program adaptation. All vocational assessment information is analyzed to generate future career/vocational goals and program recommendations.

# B. Student Transition Procedures

Students moving from junior high/middle schools to high schools in the DoDDS system will be accompanied by a confidential folder containing vocational assessment data from their junior high exploratory courses and activities. This previous assessment data will be used to determine appropriate goals, further exploratory experiences, vocational courses and/or work placements for the student at the high school level.



The key personnel in organizing and transferring vocational assessment information from one school setting to the next are the USC. The committee must also share assessment data and orient new instructors to the vocational assessment process.

# C. Student Exiting Procedures

- 1. In accordance with DoD Instruction 1342.12, students exiting DoDDS or transferring from one DoDDS region to another with a current IEP may be served using one of the following options:
  - a. The CSC of the receiving school or region may implement the IEP;
  - b. The CSC may initiate a meeting to revise the IEP; or
  - c. The CSC may initiate an evaluation of the student.
- 2. As the student exits or transfers within DoDDS, all vocational assessment data, including the Vocational Assessment Rating Forms, are forwarded to the receiving school along with other confidential information. The ratings of work related behaviors, generalized instructional outcomes, and specific skill outcomes will provide useful information about the student's career/vocational interests, aptitudes, and abilities. This data should be helpful for new career/vocational service providers in the following ways:
  - a. It will indicate current levels of student competence in career/vocational curriculum areas;
  - It will indicate behaviors and skills needed by the student to participate successfully in career/vocational courses and CWE work site experiences;
  - c. It will contribute to the formulation of appropriate vocational goals and objectives for the student's new IEP;
  - d. It will assist in decisions to modify/adapt vocational instruction (content, methodology, setting, materials/ equipment); and
  - e. It will assist in identifying and developing appropriate career/vocational course offerings and work experience sites.



# D. Career/Vocational Assessment Environments

- 1. Vocational assessment rating forms have been developed to record a student's performance level in the career vocational courses and work site options available within DoDDS. These rating forms were developed:
  - a. To assist in organizing and standardizing the assessment of career/vocational behaviors and competencies;
  - To assist career/vocational and other service providers in developing IEP's for handicapped students; and
  - c. To provide an ongoing record of student performance on career/vocational competencies required in the world of work.
- 2. Specific vocational assessment data collection forms have been developed for the following 19 career/vocational course areas and CWE settings (rating forms are found in Appendix I):

				COOPERATIVE
		MIDDLE SCHOOL/		WORK -
CAR	REER/VOCATIONAL_OPTIONS	JUNIOR HIGH	HIGH SCHOOL	EXPERIENCE
		(GR 7-9)	(GR 10-12)	
1.	Automotive Technology/			
	Mechanics		<b>X</b>	X
2.	Automotive Technology/			
	Small Engine Repair		X	X
3.	Business Lab	X	X	<u> </u>
4.	Business Enterprise	X		
5.	Computing, Educational	X	X	<u> </u>
6.	Cosmetology	X	X	X X X X
7.	Electricity	X_	X	X
8.	Electronics	_	X	X
9.	Graphic Arts	X	X	X
10.	Home Economics-			
	Foods/Nutrition	X	X	X
11.	Home Econumics-			
	Clothing/Textiles	X	X	X
12.	Home Economics-			
	Child Care	X	X	X
13.	Industrial Technology-			
_	Woodworking	<u> </u>	X	<u> </u>
14.	Industrial Technology-		•	
	Metal Working	<b>X</b>	X_	<u> </u>
15.	Industrial Technology-			
	Drafting	X	X	X
16.	JROTC	X	X	
17.	Modeling	-	X	<u>x</u>
18.	Photography	-	X	X
19.	Typing	X	X	<u> </u>
20.	CWE		X	<del></del>

X = Course may be offered at this level



<sup>- =</sup> Course not offered at this level

### E. Vocational Assessment Rating Forms

- 1. For course offerings available at both the junior high/middle school and high school levels, the same vocational assessment rating form may be used. However, since the junior high/middle school offerings are of a career awareness/exploratory nature, expected proficiency levels may differ from those expected in high school course offerings. It is not expected at the junior high level that a student will complete all of the specific skill outcomes; thus, the instructor need not be concerned with rating every skill listed on the rating form. Space has been provided on the rating forms to list additional behaviors and competencies which an instructor might deem appropriate to represent the skills taught in a course.
- 2. CWE coordinators and job supervisors should select skill outcomes that most closely match the characteristics and expectations of the studential work site and should list them in the CWE assessment rating form. (Figure VI indicates the relationship between U.S. Department of Labor Career Fields, DoDDS Career/Vocational Offerings, and School/Community Work Placements.) The CWE assessment rating form includes listing of work related behaviors and generalized outcomes. The specific skill outcomes column must be filled in by the CWE coordinator cooperatively with the job supervisor.
- 3. Job supervisors should rate items which describe the student's performance of behaviors and skills expected at the work site. Job supervisors may also add competencies to the rating form and use other checklists and rating forms as appropriate to assess student performance on the work site.



# FIGURE VI

# DEPARTMENT OF DEFENSE DEPENDENT SCHOOLS

# Relationship of Career Fields to Vocational Courses and Work Placement Opportunities in DoDDS

CAREER FIELDS	SCHOOL/COMMUNITY BASED PLACEMENTS	RELATED CAREER/ VOCATIONAL COURSES
Automotives	Motor Pool, Service Stations, Hobby Shops	Automotive Technology Small Engine Repair
Business Occupations	All Offices, Computer Center, Banks, Civilian Personnel Office, Accounting & Finance Offices	Business Education Computing, Educational
Health Occupations	Hospitals, Veterinary Centers, Infirmaries, Clinics, Red Cross	Home Economics
Electronics	Navigational Units, Power Plants, Audio Centers, Instrumentation Labs, Repair Maintenance Facilities	Electricity & Electronics
Computer	Banks, Administrative Offices, Finance & Accounting Offices, Education Centers	Computing, Educational
Food Services	Cafeterias, Mess Halls, Clubs, Inflight Meal Service, Veterinarian	Home Economics
Personal/ Public Services	Legal Offices, Special Services Offices, Post Offices, Education Centers, Libraries, Beauty Shops, Guidance Centers	Business Enterprise Business Education Cosmetology
Engineering	Engineering	Industrial Technology
Communications/ Media	Base Operations, Armed Forces Network, Graphic Centers, Travel Agencies, Public Information Centers, Audio/Visual Clubs	Graphic Communications Business Education
Construction	Engineering Offices, Contracting Agencies, Seabees	Industrial Technology
Mechanics	Flight Lines, Maintenance Shops	Automotive Technology Small Engine Repair
Retailing	Base Supply Offices, Base & Post Exchanges, Book Stores, Clubs	Business Education Business Enterprise



### F. Data Collection Process

Data collection in the curriculum-based vocational assessment process involves: observation of student performance, recording of information, and completion of the assessment rating forms. Data are collected on work related behaviors, generalized instructional outcomes, and specific skill outcomes.

Following is a discussion of each step in the data collection process:

#### 1. Observation

#### a. Work Related Behaviors

Work related behaviors consist of those behaviors which are critical for student success both in the classroom and on the job. They can be observed throughout the time a student spends in class. Work related behaviors are exhibited in all settings; yet, certain behaviors are more readily observed in particular settings (classroom, lab, or work sites). Definitions of the work related behaviors are included in Appendix II.

- (1) During general classroom activities/lecture, the teacher may focus on whether the student:
  - (a) Displays appropriate habits and manners:
  - ( ) Complies with attendance regulations;
  - (c) Practices punctuality;
  - (d) Displays appropriate conduct;
  - (e) Completes tasks accurately; and
  - (f) Completes tasks in a timely manner.
- (2) During the student's demonstration of generalized instructional outcomes and specific skill outcomes, the teacher may also observe whether the student:
  - (a) Works unsupervised;
  - (b) Completes task accurately;
  - (c) Seeks assistance appropriately;
  - (d) Uses and cares for materials/ equipment;
  - (e) Complies with safety precautions;
  - (f) Solves problems effectively;
  - (g) Displays appropriate conduct;
  - (h) Relates to peers; and
  - (i) Cooperates as a team member.
- (3) During the student's participation in CWE, the coordinator and work supervisor may focus on whether the student exhibits all of the work



related behaviors at a level acceptable in a competitive employment situation. As evident in the preceding examples, the observation and recording of work related behaviors should reflect the student's behavior over a period of time in a variety of settings. The more applied or "hands on" the requirements of the setting, the more indicative the observational data of probable student performance in actual work roles.

# b. Generalized Instructional Outcomes

Generalized instructional outcomes are composed of competencies necessary for students to participate in vocational classrooms and CWE work sites. These competencies represent basic concepts the student must learn to participate fully in "hands on" laboratory experiences. Competencies at this level require the student to apply basic concepts and materials needed for the completion of specific occupational skills. Generalized instructional outcomes are observed in the student's individual responses/reactions, and in his/her performance on tests, homework, in-class activities, and other tasks defined by the teacher.

# c. Specific Skill Outcomes

Specific skill outcomes are those skills specific to an occupational area. The student is observed performing a very specific competency, such as "replacing a wheel cylinder, filing numerically, recording stock information, or preparing a direct image plate." Competencies at this level ask that the student be able to replace, remove, adjust, clean, test, calculate, transcribe, etc. These competencies are observed as the student completes a task, project or work role, and are reflective of specific skills required in the world of work.

# 2. Recording Information

Most teachers have a system for collecting and recording information on student performance in their classrooms. Suggestions are offered for teachers/instructors to help supplement current record keeping practices in vocational assessment (see Appendix III). Whether this system is formal or informal it should allow for:

- a. Accurate recording of behavior/skill performance data at various intervals as students participate in different tasks and activities;
- b. Collection of data on a variety of tasks in the classroom or work site; and
- c. Ready translation of data into a final standard of performance, a grade or a rating.



# 3. How to Complete Assessment Rating Forms (Also, included in Appendix III).

#### a. Performance Column (P):

At the end of each quarter or semester, teachers/
supervisors completing these forms should check (/)
whether a student is performing (P) on a specific
behavior or competency at the level of accuracy or
proficiency expected by the instructor. The standard
of proficiency may vary in relation to course content,
instructional level and/or degree to which competitive
standards are used in the vocational area.

#### b. Performance with Modification Column (M):

For those students who can perform a skill or behavior at the expected proficiency level only with modifications, an M (symbolizing "proficient with modification") should be checked. Appendix III-3 provides an example listing of possible modifications that might be made by the yocational instructor.

# c. Unrated Behaviors or Skills:

If an instructor did not have an opportunity to rate a behavior/skill or if the student was unable to perform the skill even with modification, no mark should be made for that specific skill item.

#### d. Overall Rating:

On the bottom of the rating form, the instructor should indicate his/her opinion of the student's overall interest in and aptitude for the occupational area of instruction.

# e. Additional Information, Modification:

Any modifications made to enable a student to achieve proficiency should be indicated as specifically as possible on the back of the rating form (see Appendix III).

#### f. Commerts:

On the back of the rating form the instructor should also indicate any additional pertinent information regarding:

- (1) Student class participation;
- (2) Teaching techniques; and
- (3) Program recommendations.



# g. Review and Sign Rating Form:

When all ratings have been completed for the Vocational Assessment Rating Form, the instructor/work supervisor should review the form for accuracy. The form should then be signed, dated, and forwarded to the CSC.

# G. Coordinating Vocational Assessment Rating Forms

The CSC will coordinate completion, collection, and preparation of assessment rating forms for use in the CSC meeting. The following suggestions are included to assist in this process:

- 1. The CSC should complete the appropriate identifying information at the top of the Vocational Assessment Rating Form prior to sending the form to the vocational instructor for completion.
- 2. At the beginning of each quarter/semester, the CSC should send to each vocational instructor a Vocational Assessment Rating Form for each handicapped student in that instructor's course(s) even though the handicapped student may not have a vocational IEP.
- 3. Before the end of the quarter/semester or grading period, the CSC should review the student's file to determine whether the Vocational Assessment Rating Forms have been returned by each of the student's vocational instructors or job supervisors.
- 4. Any missing forms should be secured by the CSC and placed in the student's file.

#### H. Applying Vocational Assessment Data

- 1. The information collected via the Vocational Assessment Rating Form can be used in numerous ways. In general, this information should enable educational personnel to identify student strengths, limitations, interests, and goals. In addition, the assessment data can be used to meet specific programming needs of both the CSC and of vocational and CWE instructors.
- 2. For example, a primary use of vocational assessment data by the CSC will no doubt focus on the development of a student's individualized education plan. Data from the Vocational Assessment Rating Forms can also be used in IEP meetings with other data describing the student's present level of performance to:
  - a. Make decisions concerning career/vocational course placement;
  - Develop career/vocational goals and objectives for the IEP;



- c. Assist in the development of career related goals and objectives in basic content areas (reading, math, science, etc.); and
- d. Discuss the handicapped student's general career interest and aptitude.
- 3. An IEP written for middle/junior high or high school students should include and integrate career/vocational goals and objectives. A CSC reviewing records of a student with no previous formal career/vocational assessment data might recommend that general exploratory career/vocational awareness objectives be included in the student's IEP. Career exploratory teachers and vocational instructors are appropriate sources for determining these objectives.
- 4. Data from the vocational assessment rating forms will further enable vocational instructors receiving handicapped students to make programming decisions which affect course/classroom instruction and procedures. Specifically, vocational instructors can use vocational assessment data in their classrooms to:
  - a. Plan individualized instruction, activities, and projects;
  - Determine needed modifications/adaptations in setting, materials, content, instructional presentation, and equipment;
  - c. Identify support services needed for the handicapped student to succeed in the course; and
  - d. Determine additional safety precautions which might be appropriate for the handicapped student in a shop environment.
- I. <u>Contributions that Career/Vocational Education Teachers Can</u>
  <u>Make in Developing/Modifying an IEP</u>
  - 1. The career/vocational education teacher may make a number of contributions in developing and modifying an IEP to meet the needs of students and reflect the reality of the vocational education program, i.e.:
    - a. Provide information to the CSC about available vocational education programs;
    - b. Contribute to the development of annual goals and short term objectives relative to the career/vocational program in which the student will be enrolled;
    - c. Provide specific information on the instructional, curricular, and equipment modifications necessary for handicapped students;



- d. Provide specific information on support services handicapped students require in order to succeed in vocational courses:
- e. Provide assessment information regarding the student's performance in their vocational area; and
- f. Participate as a member of the CSC.
- 2. Career/vocational education teachers may also provide informational assistance to special education teachers, counselors, and other professionals regarding the content and teaching methodologies of career/vocational education. Open communication between special education and career/vocational personnel concerning mutual goals, objectives, and methodology enhances the abilities of both groups to work together in expanding the student's car options.



<sup>26</sup> 34

# REFERENCE LIST

- Stodden, R.A., Casale, J., & Schwartz, S.E. (1977). Work evaluation and the mentally retarded. <u>Mental Retardation</u>, <u>15</u>(4), 25-28.
- Stodden, R.A., Ianacone, R.N., & Lazar, A.L. (1979). Occupational interests and mentally retarded people: Review and recommendations. Mental Retardation, 17(6), 294-299.
- Stodden, R.A., & Lazar, A.L. (1979). The effects of treatment upon the relationship between vocational interest and vocational ability of the educable mentally retarded adolescent. Education and Training of the Mentally Retarded, 14, 4, 251-257.
- Stodden, R.A. (1980). Vocational assessment for special needs individuals.

  Project final report, Phase I. Boston: Commonwealth of Massachusetts,
  Division of Occupational Education.
- Stodden, R.A. (1980). Vocational assessment for special needs individuals. Project final report, Phase II. Boston: Commonwealth of Massachusetts, Division of Occupational Education (b).
- Stodden, R.A., & Petzy, V. (1980). Diagnostic vocational assessment of special needs: An information storage and retrieval system. Boston: Commonwealth of Massachusetts, Division of Occupational Education.
- Stodden, R.A. (1981). Changing roles and personnel training needs of vocational avaluators serving handicapped individuals. In R.N. Ianacone (Ed.), <u>Vocational Assessment/Personnel Preparation</u>. Urbana-Champaign: University of Illinois.
- Stodden, R.A. (1981). Planning vocational assessment activities within an educational setting: An interdisciplinary focus with handicapped students. In R.A. Stodden (Ed.), <u>Vocational Assessment: Policy Paper</u> Series, Number 6. Urbana-Champaign: University of Illinois.
- Stodden, R.A. & Ianacone, R.N. (1981). Career/vocational assessment of the special needs individual: a conceptual model. Exceptional Children, 47, 8, 600-609.



#### RESOURCE LISTING

#### A. BOOKS

- Brolin, D.E. (1982). <u>Vocational Preparation of Persons with</u>
  <u>Handicaps</u> (2nd ed.). Columbus OH: Charles E. Merrill.
- Dahl, P.R., Appleby, J.A., & Lipe, D. (1978). Mainstreaming Guidebook for Vocational Educators: Teaching the Handi-capped. Salt Lake City, UT: Olympus.
- Kokaska, C.J. & Brolin, D.E. (1985). <u>Career Education for Hanuicapped Individuals</u> (2nd ed.). Columbus, OH: Charles E. Merrill.
- Phelps, L.A., & Lutz, R.J. (1977). <u>Career Exploration and Preparation for the Special Needs Learner</u>. Boston, MA: Allyn and Bacon.

#### B. ARTICLES

- Allen, K.R. (1981). An Effective Measurement of Performance. Voc Ed. 56(5), 39-40.
- Blazich, B.M. (1983). Special Education Students Learn in the Community. Voc Ed, 58(3), 40-42.
- Cobb, R.B. (1983). A Curriculum-Based Approach to Vocational Assessment. <u>Teaching Exception Children</u>, 15(9), 216-219.
- Cobb, R.B. & Larkin, D. (1985). Assessment and Placement of Handi-Capped Pupils into Secondary Vocational Education Programs.

  Focus on Exceptional Children, 17(7), 1-14.
- Lambie, R.A. (1980). A Systematic Approach for Changing Materials, Instruction, and Assignments to meet Individual Needs. <u>Focus on Exceptional Children</u>, 13, 1-16.
- Richter-Stein, C., & Stodden, R.A. (1981). Simulated Job Samples: A Student-Centered Approach to Vocational Exploration and Evaluation. <u>Teaching Exceptional Children</u>, 14(3), 116-119.

#### C. <u>DoDDS Publications</u>:

- DS Manual 2870.1, <u>Automotive Technology Objectives</u>, (April 1984).
- DS Manual 2865.1, <u>Business Education Objectives</u>, (March 1982).
- DS Manual 2844.1, Cooperative Work Experience, (March 1982).
- PS Manual 2855.1, Cosmetology Objectives, (April 1984).
- DS Manual 2875.1, Electricity/Electronics (April 1984).
- DS Manual 2860.1, Graphic Communications Objectives, (April 1984).
- DS Manual 2850.1, Kome Economics Objectives, (March 1982).
- DS Manual 2890.1, Industrial Arts Objectives, (March 1982).



28

Institute for Career Research (1978). <u>DECIDE: Darmstadt Enterprise</u>
<u>for Career Individual Development.</u> Hanover, MA.

DOD Instruction 1342.12, subject: Education of Handicapped Children in the DoD Dependents Schools, (December 17, 1981).

#### D. Materials:

<u>Career Guidance</u> (Catalog of materials). Careers Incorporated.

<u>Career Series</u> (10 booklets/cassettes). Occupational Awareness.

<u>Get that Job!</u> (High-interest low-level reader). Quercus

<u>Corporation</u>.

<u>Pacemaker Vocational Readers</u> (10 high-interest low-level readers). Pitman Learning, Incorporated.

The Job Boxes (70 booklets). Fearon Publishers.

Success at Work (High-interest low-level reader). Steck-Vaughn.

The Way to Work (High-interest low-level reader). Quercus

Corporation. Brigance Vocational Objectives.



#### Appendix I

# VOCATIONAL ASSESSMENT RATING FORMS

- 1. Automotive Technology/Mechanics
- 2. Automotive Technology/Small Engine Repair
- 3. Business Enterprise
- 4. Business Lab
- 5. Computing, Educational
- 6. Cooperative Work Experience
- 7. Cosmetology
- 8. Electricity
- 9. Electronics
- 10. Graphic Arts
- 11. Home Economics-Child Care
- 12. Home Economics-Clothing/Textiles
- 13. Home Economics-Foods/Nutrition
- 14. Industrial Technology--Drafting
- 15. Industrial Technology--Metals
- 16. Industrial Technology--Woods
- 17. JROTC
- 18. Modeling
- 19. Photography
- 20. Typing
- 21. Blank Vocational Assessment Rating Form



AUTO TECH -- MECHANICS CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM DoDDS-0 COURSE LENGTH: 9 WES \_\_ 18 WES \_\_ HF STUDENT SEX GRADE SCHOOL LAST NAME FIRST 1. DO NOT RATE ARY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED. DIRECTIONS: 2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION. CHECK M IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED. 4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS REEDED. PH P M WORK RELATED BEHAVIORS III. SPECIFIC SKILL OUTCOMES Display initiative Use service manual Inspect exhaust system Exhibit a desire to improve Display integrity Replace exhaust manifold Replace suffler Exhibit self-confidence Remove and replace oil pump Display frustration tolerance Exhibit flexibility Remove and replace oil pan Make judgments and decisions 7. Replace tailpipe assemblies Relate with peers/go-workers Lubricate universal joints Relate with teechers/supervisors 9. Lubricate the front/rear suspension 16. Cooperate as a team member 10. Clean, gap, and test spark plugs It. Accept constructive criticism 11. Replace flasher units 12. Work unsupervised 12. Replace starters 13. Complete tasks accurately 13. Clean or replace fuel filters 14. Complete tasks in a timely manner 14. Remove and replace fuel pump Sook assistance appropriately 15. Check coolent system 16. Display appropriate babits/manners 16. Chemically clean/flush cooling system 17. Display appropriate appearance 17. Inspect, adjust, or replace fan belts 18. Comply with attendance regulations 18. Remove and replace radiators 19. Prectice punctuality 19. Replace beater hoses 20. Display appropriate conduct 20. Replace water pump 21. Care for materials/equipment 21. Test and replace thermostat Replace shock absorbers and mountings 23. Lubricate steering gears and linkage II. GENERALIZED OUTCOMES P 24. Adjust brakes Understand oral directions 25. Adjust perking brakes Give oral directions 26. Fleed hydraulic brakes Understand written directions 27. Inspect/replace disc brake pads Aprily related terminology 28. Replace wheel cylinder Apply related measurement functions 29. Replace brake shoes Apply related math computations 30. Replace master cylinder Apply related science concepts 31. Balance wheels and tires Practice related hygienic requirements 32. Service electrical system Demonstrate safety precautions 33. Perform body repair/refinishing 10. Demonstrate problem solving technique 34. Service air conditioning 11. Show interest in occupational area 12. Perform equipment maintenance 13. Understand employer-employee roles 14. Understand function of a supervisor 15. Understand role of employee evaluation 16. Understand business enterprise function PLEASE LIST MODIFICATIONS, ADDITIONAL AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S COMMENTS ON THE REVERSE OF THIS FORM. OVERALL INTEREST . . . HIGH MEDIUM LOW APTITUDE . . . HIGH MEDIUM LOW INSTRUCTOR'S SIGNATURE DATE



DSG FORM 2819.9-R (July 1986)

PLEASE RETURN THIS FORM TO THE CSC.

DoDDS-G AUTO TECH -- SMALL ENGINES CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM COURSE LENGTH: 9 WKS \_\_ 18 WKS \_\_ STUDENT LAST HAME FIRST SEX GRADE SCHOOL DIRECTIONS: 1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED. 2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION. CHECK H IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED. 4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS MEEDED. P M III. SPECIFIC SETLS OUTCOMES WORK RELATED BEHAVIORS Display initiative Complete a standard sefety test Exhibit a desire to improve Identify and uses common hand tools Display integrity Safely operates power tools Exhibit self-confidence Identify various fasteners Display frustration tolerance Explain principles of 2-cycle engine Exhibit flexibility Identify systems in 2-cycle engine Make judgments and decisions 7. Disassemble 2-ovole engine Relate with peers/oo-workers Inspects parts for wear or damage 9. Re-assembles 2-stroke-cycle engine and test runs
10. Explain principles of 4-cycle engine Melate with teachers/supervisors 10. Cooperate as a team member 11. Accept constructive criticism 11. Identify systems of 4-cycle engine 12. Service the ignition system Work unsupervised 13. Complete tasks accurately 13. Uses the magneto tester Complete tasks in a timely manner 14. Service carburetor and fuel system 15. Seek assistance appropriately 15. Service the valve train Display appropriate habits/manners 16. Clean/adjust sap/test/install/spark plus Re-assembles 4-stroke-cycle engine Display appropriate appearance 18. Comply with attendance regulations 18. Test run and adjust engine 19. Check factors to perform maintenance 19. Practice punctuality 20. Display appropriate conduct 20. Replace starter rope 21. Care for materials/equipment Replace starter spring 22. Disances component part problems 23. Identify power driven equipment II. GENERALIZED OUTCOMES PM 24. Adjust height of lawnmower blade Understand oral directions 25. Lubricate lawnmower Give oral directions 26. Change oil and filters on lawnmower Understand written directions 27. Perform tune-up on lawnmower Apply related terminology 28. Sharpen/balance blade, replace belts Apply related measurement functions 29. Test run repaired lawnsower Apply related math computations 30. Set up are welding equipment Apply related science concepts 31. Strike are and run bead with are welder 32. Set up gas welding equipment Practice related hygienic requirements Demonstrate safety precautions 33. Light and adjust torch 10. Demonstrate problem solving technique 34. Run a bead without welding rod Show interest in occupational area 35. Run a bead with welding rod 12. Perform equipment maintenance 13. Understand employer-employee roles Understand function of a supervisor Understand role of employee evaluation 16. Understand business enterprise function AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S PLEASE LIST MODIFICATIONS, ADDITIONAL OVERALL COMMENTS ON THE REVERSE OF THIS FORM. INTEREST . . . HIGH MEDIUM LOW APTITUDE . . . HIGH MEDIUM LOW INSTRUCTOR'S SIGNATURE DSG FORM 2819.9-R (July 1986) PLEASE RETURN THIS FORM TO THE CSC.

Datos-G CUARICU	LUM-BASED VOCATIONAL	A SSECTION	:NT	RATING FORM	BUSINESS ENTERPR	ISE	
CONSTOR	RATI-RUMMA TANET TANET !		-AV A.	**************************************	COURSE LENGTH: 9 WKS 18		
			9.0	•			
TUDENT LAST NAI	E FIRST			F EX GRADE SCHOOL	ж.		
	K P IF THE STUDENT CAL	OR OUTCO N PERFOI	OMES RM /	NOT TAUGHT OR OBSI AT THE INSTRUCTOR'S	ERVED. S LEVEL OF		
	PECTATION. K <u>M</u> IF THE STUDENT CAI	M PERFOI	204	AT THE INSTRUCTOR'S	R LEVEL OF		
EX	PECTATION WHEN INSTRU	CTION H	LS I	BEEN MODIFIED.			
4. LIST	ADDITIONAL BEHAVIORS	AND OUT	COI	mes as needed.			
I. WORK RELATED	BOHATTOOR .	P	<u> </u>	III. SPECIFIC S	TTLE OUTCOMES	1.	H
1. Display initiative		+++			drawer for daily business		
R. Exhibit a desire		İİ		2. Operate cash	register		
1. Display integrity				3. Conduct reta	Il sales trapractions	4	<b> </b>
. Exhibit self-conf	idence	-1 $+$	_	4. Hake change		+	├
Display frustration	on tolerance		_		fund/cash register	+	1
Ruhibit flexibili		++	┪		ier check list/each report er charges/aales receipts	1	T
. Belate with peers				8. Provide basi			
. Relate with teach	ers/supervisors			9. Perfore besi	o filing procedures	1_	$ldsymbol{ldsymbol{ldsymbol{\sqcup}}}$
W. Cooper te as a te	am member	$\dashv$	_	10. Operate calc		┿-	├
11. Accept constructi			$\dashv$	11. Compute dollars. Compute numb		+	$\vdash$
12. Work unsupervised				13. Prepare shop		1	
4. Comple e tacks in				14. Wrap bag mer		1	
15. Joek assistance a				15. Service the	valve train	1_	L
. Display appropria		$\rightarrow$	_	16. Price/mark m		—	├
17. Display appropria		<del>-   - </del>		17. Stock mercha		+-	╁
18. Comply with atten 19. Practice punctual	temon Legaturions		-		by color/size/type pessure/items/ingredients	1	t
10. Display appropria		11		20. Assemble ord			
21. Care for E. ".ial					ook/supplies/equipment		<u>.                                    </u>
					ne/expense statements	╄	▙
II. GEWERALIZED	OTTOMER		H	23. Analyze inco 24. Use hand too	me/expense statements	+-	╁
1. Understand oral d		<del>-   ' </del>	-	25. Operate powe		†	T
2. Give oral directi		$\dashv$			matic production planning		
3. Understand writte					um-form equipment	$\bot$	
A. Apply related ter		$\rightarrow$			/shellac/yarnish	┼—	┡
6. Apply related mea	surement functions		$\dashv$	29. Assemble pro 30. Measure/out		+-	+-
7. Apply related act		<del></del>	$\dashv$		orafted products	_,	-
	hygienic requirements			32. Design hando			
9. Demonstrate safet	y precautiona	$\perp 1$		33. Operate dupl			
10. Demonstrate probl					set printing press	<b>.</b>	├
11. Show interest in		+	-1	35. Set printing		-	┢
12. Perform equipment 13. Understand employ		+ +	-	36. Prepare meal 37. Serve food	<u> </u>	<del> </del> -	<del>                                     </del>
14. Understand functi		1	一	38. Use kitchen	utensils/hand appliances		
15. Understand role o	f employee evaluation			39. Operate stoy	e/microwave/washer/dryer		
16. Understand busine	ss enterprise functio	n	-1	40. Clean utensi	ls/equipment/areas	+	-
AS RELATED TO YOUR COVERALL	OURSE, CIRCLE THE STU	DENT'S			PLEASE LIST MODIFICATIONS, ADDITIONS ON THE REVERSE OF THIS	TIONAL FORM.	
t and the state of	ST HIGH MEDIUM	LOW			The second secon	· · · ·	-
APTITU	DE HIGH MEDIUM	LOW					
DSG FORM 2819.9-R (Ju	ly 1986)				INSTRUCTOR'S SIGNATURE DATE PLEASE RETURN THIS FORM TO THE CSC.		



DoDDS-G	CURRI CULUM-B	ASED VOCATIONAL A	53 <b>5</b> 339	BNT	RATING FORM			BUS	INESS	LAB
					· ·		COURSI	LENGTH:	9 WKS _	18 WKS
STUDENT	LAST NAME	FIRST		<u>m</u> Se		SCHOOL			_	
37 ANDWI	LAGI MAND	FINOI			W GRADE	3011002				
DIRECTIONS:	1. DO NOT RA	TE ANY BEHAVIOR O	R OUT	OME	NOT TAUGHT	OR OBSER	VED.			
	2. CHECK P I	F THE STUDENT CAN								
	EXPECTA									
		f the student can tion when instruc					FRART OL			
		TION WILD INSTRUCTIONAL BEHAVIORS								
	**	. LONAD DDIATEORD			100 110 110000					
	RK RELATED NEWA	VIORS	7	H			LL OUTCOMES			PM
	initiative		—	$\vdash \vdash$			ulator effect			
2. Exhibit	a desire to im	DLO40	-	⊢	2. Comple	to 100 1	nterview auco	30887WL1Y		
3. hisbida	mal f-confidence		-	$\vdash$			cation for e		<u> </u>	
5. Display	frustration to	lerance				to Y-4 E				
6. Exhibit	flexibility				6. Use re					
7. Make ju	dements and dec	isions					mation from	[1]es		
8. Relate	with peers/90-w	orkera	-				ctation equi:			
9. Molate	a desire to iminterity self-confidence frustration to flexibility dements and dece with peers/co-w with teachers/se to as a tosa mo- constructive or supervised a tasks account	upervisors	-	$\vdash$			r effectively			
11 Accept	co as a com sc	Attoins	+	$\vdash$	11. Cores		tribute mail			
12. Nort un	ounervised	1414194	_	$\vdash$	12. F111pa					
13. Complete	taske accurat	ely			13. File b					
14. Complete	e taske accurate taske in a ti	mely manner			14. File o	hronolos	ically			
13. Suck as	<u>elstance approp</u>	<u>riately</u>			15. File n					
16. Display	appropriate be	bits/menners		Ч	16. F11e s					
117. Display	appropriate ap	pearance maguiations	╼╂╼╌	1			al data sheet			
19. Practice	a pomotnality	LATATACTÓNS	+	$\vdash$			e/application of application		et.	
20. Display	e punctuality appropriate co r materials/equ	nduot	1				-un letter	TAUL I VILLE		
21. Care for	r materials/equ	ippent					specialized	letters		
				$\sqcup$			rus/communica			
			+-	-			to produce de			
	EMERALIZED OUTC and oral direct		+-	М	25. Perfor		ify basic dos	Suments		
	al directions	<u> </u>	$\dashv$				wpm with 8 e	rors or 1	428	
3. Underst	and written dir	ections					wom with 8 er			
A. Apply r	elated terminol	OKY			28. Access	/operate	a oceputer			
	elated measurem		_				computer ut:			
O. ADDLY P	elated math com	putations					n problem so			
	elated soience	nic requirements	+				ds of busines			
9. Demonst	rate safety pre	cautions	+		33. Distin	guish be	tween gross/	et profit	1.194	
10. Demonst	rate Droblem so	cautions lving technique			34. List s	ources o	f consumer i	formation		
111. Show in	terest in accoun	etionel eres					abor unione			
12. Perform	equipment main and employer-em and function of	tenance	+	_			OF SEVINE BOI	<b>107</b>		
13. Underst	and employer-em	ployee roles	+	-			tex return			
ii). Uuuderet	nun Lote of emb	LUVES SYSTIMELIUM			39. Comple	te 100 1	pplication nterview			
16. Underst	and business en	terprise function					1 security a	plication	l	
	TO YOUR COURSE	, CIRCLE THE STUD	ent's							ADDITIONAL
OVERALL		<b>9</b> 747 same week	1 011				COMENTS (	OW THE RET	erse of	THIS FORM.
ł	inirhest .	h_CH MEDIUM	FOM							
j	A PT TTIINE	HIGH MEDIUM	LOU							
	WITTING .	· · HATH HENTON								
							INSTRUCTOR'S	SIGNATURE	<u> </u>	DATE
DSG FORM 28	19.9-R (July 1	936)				Ī	LEASE RETURN	THIS FORM	TO THE	CSC.

DeDDS-G	CI	JRRI CULUM-	BASED VOCATION	AL ASSI	<u> </u>	<u>B</u> NT	RATING FOR	M		OMPUTIN				
- West V			tastish		<del></del>				COURSE	LENGTH:	9 WKS	18 W	K3 _	_
						M	7							
STUDENT	L	LST HANG	FIRST						SCHOOL					
			<u> </u>							-				
Directions:			ATE ANY BEHAVIO											
	٤٠		IF THE STUDENT	CAR PE	S ME (	דאונ	MI THE THEI	RUC	ION-2 PRABE OF					
	3.	CHECK M	IF THE STUDENT	CAN PE	MF(	)MH	AT THE INST	RUC	TOR'S LEVEL OF					
		EXPECT	ATION WHEN INST	TRUCTIO	N 1	eaf	BEEN HODIFI	ED.						
	4.	LIST ADD	ITIONAL BEHAVIO	ors and	) (1	лсо	mes as need	ED.						
I. WO	K M	LATED BEE	AVIORS	•	P	н	III. SPE	CIP	IC SKILL OUTCOMES				P	H
1. Display									maintain layout to	xola			1	
2. Exhibit	a de	sire to i	EDFOY#		$ldsymbol{ld}}}}}}$	$\square$	2. Read						↓_	┞_
1. Display	inte	erity			_				ocurate meraurement	<u> </u>			┨	╀
4, Exhibit					⊢	-			op math problems				╫	┼-
5. Display 6. Exhibit					$\vdash$	$\vdash$			<u>o job specification</u> revise layouts	19			+	1
7. Nake ju					┢	Н	7. Ues a							
6. Relate	with	peers/go-	workers				8. Deter	min	reproduction size	8				
			supervisors -				9. Uee o	OBY	preparation tools				↓	┖
10. Coopera					<u> </u>	$\square$	10. Prepa	re !	a paste-up		_		╀	╄
11. Accept			riticism		<del> </del>	-	11. Proof						+-	╂
12. Work un 13. Complet			talv		$\vdash$	$\vdash$	13. Neke		<u>process darkroom</u>		-		+	1-
			imely manner				14. Lay o				<del>-</del>			Ĺ
15. Seek as									striping procedures					L
			abite/manners	•					hand out stencil				┷	┞
17. Display					lacksquare	$\vdash$			photo indirect ster	noil			∔—	╀
19. Gractic	MICH	attendand	e regulations		_				intain goroons				╅	╁
20. Display					-	Н			om direct image pla om paper master	104			+-	1
21. Care fo	r ma	terials/ed	uipment			П			a presensitized pla	ite				
									e correct exposure				L	
						Ш			perate/clean 375 Di				╄-	↓
		ALIZED OUT			P	H			perate/clean 326 pi				╁	╁╌
2. Give or		oral direc	Clons						<u>perate/clean 310 pr print duotone</u>	ress			╁	<del> </del>
		written di	rections		$\vdash$	H			print posterization	1			$\top$	T
A. Apply r									paste-up for multic					
5. Apply r	elate	ed measure	ment functions			П			oolor work				↓_	1
6. Apply r						_	30. Opera	te/i	amintain binding ed	<u>uipment</u>				╄
7. Apply r			<u>concepts</u> enic requirement		_	-	31. Fold		collate paper				╁	╁
9. Demonst				nta	_	$\vdash$	32. Jok 4						+	t
			olving techniq	ue			34. Cut/t							Τ
			pational area										$\mathbf{L}$	oxdot
12. Perform						Ц							╄	╄
			mployee roles			$\vdash$			· <del></del>				╀	╀
			of a supervisor ployee evaluat		_	$\vdash$			<u> </u>				+	╁
			nterprise func				-						1	t
											W			L
AS RELATED	TO :	YOUR COURS	BE, CIRCLE THE	STUDEN	<b>C'S</b>				PLEASE LI					
OVERALL	;	interest .	HIGH MED	IUM L	OW				COMMENTS (	ON THE RE	verse of	P THIS F	orm.	
	ı	APTITUDE .	HIGH MED	IUM L	OW									
									T#	OT AV 1 STITE		D. 4		
Ded Book 20	10 0	D ( 1-1-	1096)						INSTRUCTOR'S			DATE		
DSG FORM 28	12.2	-w (Ant)	17007						PLEASE RETURN	THIS LAM	u to IM	a wol.		



<u> </u>	AND STATE OF THE PARTY OF THE P	SED VOCATIONAL AS	77877	لللبط	PATING	PORM			RATIVE				
								COU	RSE LENG	H: 9 W	ES 10	5 W	IJ
TUDENT	LAST MANE	FIRST		_	H P Sex g	0000	-						
						RADE	SCROOL.	_					
IRECTIONS:	Z. CRECK P IF EXPECTAT 3. CHECK M IF EXPECTAT:	E ANY BEHAVIOR OF THE STUDENT CAN ION. THE STUDENT CAN ION WHEN INSTRUCT IONAL BEHAVIORS A	PERF PERF TON	ORM ORM HAS	AT THE BEEN NO	instru Instru Diptro	CTOR'S LEVE	l of					
I. WO	K RELATED BEHAV			Н		_	FIC SKILL O	TTCCC-			<del></del> -	_	Tag.
. Display	initiative		1.	T		<u> </u>	TA OCTOR	VI COMBS			<del></del>	P.	μ.
. Exhibit	a desire to imp	1070								_	$\dashv$		H
Display	integrity						_				-+	_	H
. Exploit	eelf-confidence		↓_										Т
Display	frustration tole	91:800e	-	igspace									Г
Baka 4	flexibility	-1		Ш	<u> </u>								
. Belete -	ments and decis	#1088	+	$\vdash$	<u> </u>	_							
Relete u	ith teachers/su	NAME OF THE PARTY	+-	-	<del> </del>								
O. Cooperst	o as a team memb	MALATROLR	+-	┦									
1. Accept o	onstructive orit	tioi en	+-	Н	<del>                                     </del>								<u> </u>
2. Work una	dpervised	10000	+	$\vdash$									L-
3. Complete	tasks accuratel	<u> </u>	+	Н									<b>L</b>
. Complete	tasks in a time	ly manner	1-	H							<del></del>	_	┡
. 300K 888	istance appropri	lately	†	Н			<del></del>		-			_	┝
. Display	appropriate habi	ts/manners	1								<del>}</del>	-	⊢
- Massa			1								<del>.                                     </del>	_	$\vdash$
. Comply w	ith attendance representative appropriate constants appropriate constants appropriate constants appropriate approp	egulations										$\neg$	$\vdash$
9. Practice	punctuality										-+	$\neg$	_
Display	appropriate con	luct	<u> </u>	$\Box$									_
. Care for	materials/equip	ment	↓						_				_
			<b>_</b>	$\vdash$		_							
TT 09	MERALIZED OUTCOM		╀-	<b>-</b>									
. Indersta	nd oral direct	<del>13</del>	P	М									
	l directions	3	╀	┝╌┤									
. Understa	nd written a	1	+ -	$\vdash$								_	
Apply re	lated termin	<del></del>	<del> </del>	$\vdash$								_	
Apply re	lated measure	unctions	$\vdash$										
Apply re	lated math compri	tions	1								——⊢		
Apply rel	lated science oc	ncepts									<del></del>	-	
<u>Practice</u>	related hygieni	o requirements	1									-	_
<u>Demonstra</u>	<u>ate safety preca</u>	utions											_
). Demonser	ate problem solv	ing technique									<del></del>	┪	—
. Show into	erest in occupat	ional area				_					_	-+	
. Perform	equipment mainte	nance		$\bot$								┪	
- Understar	d employer-emplo	oyee roles	╙	$\Box$								7	
Understar	d function of a	supervisor		[								7	_
Understan	nd role of employ	yee evaluation	$\sqcup$									$\exists$	
· vinatatatat	d business enter	rprise runction		-									_
S RELATED T	TO YOUR COMPER	CIRCLE THE STUDEN										J	
VERALL	. TOOK GOOKSE, I	OTUCE THE STUDEN	1.2				PLI	EASE LIST	MODIFICA	TIOKS,	ADDITION	AL	
· <del></del>	INTEREST	. HIGH MEDIUM L	OW.				CO	ments on	THE REVE	rse of :	THIS FOR	M.	
	APTITUDE	. HIGH MEDIUM L	WO.										
#00M 0040	1.9-R (July _1986	<del></del>						PERVISOR			DATE		



ReDDS-G CURRICULUM-BASED VOCATIONAL AS:			COURSE LENGTH:	0 WES 18		
				, 445 10	MY2	
		<b>M</b>	r			
TODENT LAST NAME FIRST		_	EX GRADE SCHOOL			
ERECTIONS: 1. DO NOT RATE ANY BEHAVIOR OR						
2. CHECK P IF THE STUDENT CAN I EXPECTATION.	PERFO	MPC	AT THE INSTRUCTOR'S LEVEL OF			
3. CHECK M IF THE STUDENT CAN I	PERFC	) RM	AT THE INSTRUCTOR'S LEVEL OF			
EXPECTATION WHEN INSTRUCT	ION F	ias	BEEN MODIFIED.			
4. LIST ADDITIONAL BEHAVIORS AN						
T LINE WILLIAM BUILDING	1 -1	-			1 =	1
. Display initiative	╁╌┦	H	III. SPECIFIC SKILL OUTCOMES  1. Sanitize the service area	<del></del>	+ -	H
. Extibit a desire to improve	† †		1. Sanitize the service area 2. Senitize implements	<del></del>	+-	╁
. Display integrity	† †		3. Give a basic shampoo		十	t
. Exhibit self-confidence			4. Shampoo lightened bair		Ì	
. Display frustration tolerance	$oldsymbol{\sqcup}$		5. Give special rinses			
, Exhibit flexibility	╁╌┤	_	6. Give a basic scissors cut			╀
. Heke judgments and decisions . Relate with peers/co-workers	╁	_	7. Give a resor out 8. Lever-out beir		+	╀
. Relate with teachers/supervisors	H		9. Slither bair		╁	╁╌
G. Cooperate as a team member	$\Box$		10. Shingle hair		$t^-$	┢
1. Accept constructive criticism	$\square$		11. Thin heir with resor			
2. Work unsupervised	1		12. Use thinning shears			Ц
3. Complete tasks accurately	┦	<u> </u>	13. Give a finger wave		↓	┡
1. Complete tasks in a timely manner 5. Seek assistance appropriately	╂─┤		14. Give a marcel wave		╀	╀
6. Display appropriate bebits/manners	H		15. Make pin curls 16. Make roller curls		╁	╆
7. Display appropriate appearance	$\Box$		17. Comb hair into style		t	t
8. Comply with attendance regulations			18. Blow-style bair			
9. Prestice punctuelity			19. Straighton hair			$\Box$
0. Display appropriate conduct	╀─┤		20. Perform a color analysis		↓	╄
1. Care for materials/equipment	╂	_	21. Mix water base solution 22. Mix permanent coloring solutions		┼	╀╌
	$\vdash$	-	23. Perform skin sensitivity test		┼-	╁╌
II. GENERALIZED OUTCOMES	P	M	24. Apply hair topers		<del>                                     </del>	†-
. Understand oral directions			25. Apply semi-permanent tint			
. Give oral directions	igspace		26. Apply temporary tint			
. Understand written directions . Apply related terminology	<del>├</del>		27. Apply permanent tint		-	┞
. Apply related measurement functions	<del>├</del> ┤		28. Remove artificial color 29. Lighten hair		├	╀
. Apply related math computations	$\vdash$		30. Apply bleach for retouch		<del>                                     </del>	╁╌
Apply related science concepts			31. Frost/streak hair		<del>                                     </del>	t
Practice related hygienic requirements			32. Give a cold wave			
Demonstrate safety precautions	igwdapprox		33. Relax hair chemically			
O. Demonstrate problem solving technique 1. Show interest in occupational area	$\vdash$		34. Treat damaged hair		<u> </u>	▙
2. Perform equipment maintenance	$\vdash$		35. Massage scalp 36. Treat dandruff		├	├
3. Understand employer-employee roles	1		37. Treat dry or oily scalp		├─	-
. Understand function of a supervisor			38. Give a plain manioure			1
. Understand role of employee evaluation			39. Give an oil manicure			
6. Understand business enterprise function	$\vdash \vdash$		40. Make nail repairs			
AS RELATED TO YOUR COURSE, CIRCLE THE STUDEN	[T:9]		W BAGR I TON MODERAL	27075 1225		<u> </u>
OVERALL	11.3		PLEASE LIST MODIFICA COMMENTS ON THE REVE	IIUNS, ADDITI PSR OF THICK	LUNAL PORM	•
INTEREST HIGH MEDIUM L	.OW		AMERICAN OF THE VEAD	vee at 1419 t	· viiii ·	•
-	-					
APTITUDE HIGH MEDIUM L	.OW					
			INSTRUCTOR'S SIGNATURE			

DoDDS-G CURRICULUM-BASED VOCATIONAL AS	LAST NAME FIRST SEX GRADE SCHOOL  15: 1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED. 2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION. 3. CHECK M IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED. 4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS WEEDED.  WORK RELATED BERAVIORS P M III. SPECIFIC SKILL OUTCOMES AY initiative 1. Wire doorbell and chime circuit it a desire to improve 2. Wire seperal lighting circuit ay integrity 3. Wire smell appliance circuit ay integrity 3. Wire smell appliance circuit ay frustration tolerance 5. Wire woldtware circuit				CTRICITY	_	
				COURSE LENGTH:	9 WK5	_ 18 WKS _	-
		H	r ·				
STUDENT LAST NAME FIRST							
2. CHECK P IF THE STUDENT CAN EXPECTATION. 3. CHECK M IF THE STUDENT CAN EXPECTATION WHEN INSTRUCT	PERFO PERFO TION H	RM A RM A AS E	IT THE INSTRUCTOR'S LEV IT THE INSTRUCTOR'S LEV MEEN MODIFIED.	el of			
I. WORK RELATED BERAVIORS	T et	H	III. SPECIFIC SKILL	OUTCOMES		_ P	Œ
1. Display initiative							
2. Exhibit a desire to improve							L
3. Display integrity		_					ᆜ
5. Display frustration tolerance	$\rightarrow$ $\rightarrow$						┝
5. Pisplay frustration tolerance	+-1	-				<del>-                                    </del>	┝
6. Exhibit flexibility	+					<del></del>	H
7. Make judgments and decisions 8. Nolate with peers/op-workers	$\dashv \dashv$	-	7. Wire electric res			-	Г
5. Relate with peers/co-workers 9. Relate with teachers/supervisors	11	1	9. Split receptable				
10. Cooperate as a team member			10. Wire/install elec	-			
11. Accept constructive criticism			11. Wire/install smol	e/fire detector			L
2. Work unsupervised	$oldsymbol{\perp}$		12. Install low volts				L
13. Complete tasks accurately		$\rightarrow$	13. Select/install or				L
4. Complete tarks in a timely manner			14. Nepair non-operat				⊢
5. Seek assistance uppropriately	┵		15. Repair malfunction		<del></del>	<del>   -  </del>	⊢
16. Display appropriate hebits/manners	+		16. Test for continu			<del></del>	┢
17. Display appropriate appearance 18. Comply with attendance regulations	$\dashv$	-	17. Heasure resistant 18. Heasure voltage	<u> </u>		<del>-    </del>	H
19. Practice punctuality	$\dashv$		19. Measure current				Г
20. Display appropriate conduct	$\dashv$		20. Cut/resm/thread (	onduit			
21. Care for materials/equipment			21. Bend/install cond				
	$\bot$		22. Pull wire				L
			23. Celculate conduit				L
II. GENERALIZED OUTCOMES	<u> </u>	M	24. bend/install tub!				┝
1. Understand oral directions	$\dashv$		25. Describe symbols/		<u> </u>	+	┝
2. Give oral directions	$\dashv$	$\vdash$	26. Operate an Offi me			<del>+-</del>	H
3. Understand written directions  4. Apply related terminology		┰	27. Operate a volt me 28. Operate D.C. pow			- + +	H
5. Apply related measurement functions	++	$\vdash$	29. Use soldering/dea				Г
6. Apply related math computations	$\neg \neg$		30. Demonstrate circu				
7. Apply related science concepts			31. Demonstrate circu	it layout technique			
8. Practice related hygienic requirements	4-1		32. Demonstrate A.C.	power supply	_		_
9. Demonstrate safety precautions			33. Use oscilloscope				<u> </u>
10. Demonstrate problem solving technique	$\dashv$	_	34. Build complex oi				H
11. Show interest in occupational area	+-1		35. Use a capacitor (			<del>-    </del>	H
12. Perform equipment maintenance 13. Understand employer-employee roles	1-1		36. Use a resistor de 37. Use a tube tester			<del>-    </del>	H
14. Understand function of a supervisor	+ +	1	38. Use a CRT tester			<del>-                                    </del>	Г
15. Understand role of employee evaluation	$\Box$	Ì					
16. Understand business enterprise function							
AS RELATED TO YOUR COURSE, CIRCLE THE STUD OVERALL	ENT'S			PLEASE LIST MODIFIC			
INTEREST HIGH MEDIUM	LOW						
APTITUDE HIGH MEDIUM	LOW						_
				TRUCTOR'S SIGNATUR		DATE	_
DSG FORM 2819.9-R (July 1986)			PLE	ISE RETURN THIS FOR	M TO THE	CSC.	



DoDDS-G	CURRI CULUM-R	ASED VOCATIONAL ASS	E339	ENI	RATING	FORM			ELECTR		
		The same and the same and same			and a facility particle		C	OURSE LENGTH:	9 WKS 18	MES _	_
				H							
STUDBUT	LAST NAME	FIRST		SI		RADE	SCHOOL,				
directions:	1. DO NOT RA	TE ANY BEHAVIOR OR IF THE STUDENT CAN I	OUT	OME	NOT T	AUGHT (	R OBSERVED.				
	EXPECTA		Dire (	/RC1 //	1 100	THOIN	CION S COIDE OF				
	3. CHECK H I	F THE STUDENT CAN I	PERF	MH A	T THE	INSTRU	CTOR'S LEVEL OF				
		TION WHEN INSTRUCT									
	4. LIST ADDI	TIONAL BEHAVIORS AN	ID OU	TCO	es as	WERDE	)•				
I. W0	ALES GETALES A	VIORS	P	H			FIC SKILL OUTCO			P	M
1. Display	initiative						ot simple circu	1t		4	<u> </u>
2. Dehibit	a desire to im	prove	Ш	$\rightarrow$			ot bettery			╂	┞—
3. Display	integrity		$\vdash$				- master			+	┥
Exhibit	self-confidence	1	1-				voltmeter/meas			╁╌	┢
2. VIBPLEY	frustration to	)Telegica		1			chumeter/measu resistance	LA ADIDATA	·	1	<del>                                     </del>
7. Nake to	dementa and dec	isions	1-1				electricity wi	th magnet		$oldsymbol{oldsymbol{oldsymbol{ iny{1}}}}$	
	with peers/co-w						AC/DC current				
	with teachers/s						voltage/surrent	/resistance		1	L_
	to as a team no		_				unita			1-	├
	occetructive or	iticisa	Н	$\vdash$		Define	conductors/insu	latora	<u> </u>	+	┞
	<u>supervised</u> e tasks socurat		$\vdash$	$\vdash$			enduotivity of m			+	╁
18. Complet	e tasks in a ti	mely manner	1	$\Box$			individual vol			1	
15. Seek as	sistance approp	ristely	ÌТ	Ħ			total volt in				
	appropriate ba				16.	Constr	ot a parallel o	ircuit			_
17. Display	appropriate ap	pearance					individual vol			↓	↓_
	with attendance		lacksquare				total volt in			┼—	<b>├</b>
19. Prestic	• punctuality						current in ser			<del> </del>	╁
20. Display	appropriate og	i de mante	$\vdash$				ot as "and"/"or   "and"/"or" dir			1-	╁
11 0414 10	1. mm c 41. T47 41. A.4.	* Sandari					ot 3-way switch				
							characteristics		rrent	$oxed{oxed}$	
11. 0	ENERALIZED OUTC	COMES	P	M			stail/tee-tap/w				L
	and oral direct	ions					3 wire out spli	.00		╀—	▙
	al directions		$\sqcup$				oolor code			╂—	▙
	and written dir		$\vdash$				resistor toler			+-	╁
	elated terminol elated measures		$\vdash$				range of a res	19 (A)		1-	t
Apply r	elated math con	putations					sistance of a r	esistor			
	elated science						continuity of a		· · · · ·	$oldsymbol{\mathbb{L}}$	
8. Practic	e related hygie	nio requirements								-	↓
). Demonst	rate safety pro	cautions	<b> </b>							╁—	╀
10. Demonst	rate problem so	olving technique	$\vdash$						<u>_</u> -	╁	╀
	terest in occur equipment main		$\vdash$							+-	╁
13. Underst	and employer-es	injoyes roles			_	-				十一	1
	and function of										Г
		lovee evaluation								1	
16. Underst	and business er	terprise function	Щ							┼	┡-
					<u></u>			m	A STANS ADDITE		<u> </u>
	TO YOUR COURSE	E, CIRCLE THE STUDE	NT'S					B LIST MODIFIC			
OVERALL	THTEDECT	HIGH MEDIUM	r.nu				CUMME	NTS ON THE REV	CINI W GCNG	r unn.	•
	THIGHDOI .	י ווועוו ווועוו יי	uo#								
	APTITUDE .	HIGH MEDIUM	LOW								
l											<del></del> .
<u> </u>								OR'S SIGNATURE			
DSG FORM 28	19.9-R (July 1	1986)					PLEASE RE	TURN THIS FORM	TO THE CSC.		



DoDDS-G	CURRI CULUM-I	SASED VOCATIONAL AS	<b>3E</b> \$3	245 N I	RAT	ING FORM				GRAPH	IC AR	TS	
								COURSE	LENGTH:	9 WKS	18 W	KS _	_
				N	F								
STUDENT	LAST NAME	FIRST			EX	GRADE	SCHOOL.						
NTDECTTOME .	1 00 807 84	ATE ANY BEHAVIOR OR	OH#	~~~			<b>AB</b>						
DIRBOI IONS.	2. CHECK P	IF THE STUDENT CAN	PERF	OMO	AT T	TAUUNT Merinah	DE UBSERVEL OCTOR'S LEV	). IRI. OF					
	EXPECT	ition.											
	3. CHECK H 1	IF THE STUDENT CAN	PBRF	OPH	AT T	he instri	octor's lev	TEL OF					
	EXPECTA	TION WHEN INSTRUCT	IOM	HAS	BEEN	MODIFIE	<b>?</b> .						
	7. LIST ADD	TIONAL BEHAVIORS A	ט עווי	OLCO	re.3	AS REEDEL	),						
I. WO	K RELATED MEN	VIORS	1	M	II	I. SPECI	PIC SKILL	OUTCOMES			<del> </del>	7	H.
	initiative				1.	<u> Identii</u>	y/maintain	layout to	ols				
3 841	a desire to in		-	╂┤	2.				<u> </u>			-	_
<u>3. Dispiny</u> 4. Exhibit	and fromfidence	<u> </u>	╁	╂╌	3.			papurement				┼	<b>├</b> ─
5. Display	frustration to	lerance	+	+			to tob see	cification				<del> </del>	╁
6. Exhibit	flexibility				6.	Produce	/revise la	yout a					t
7. Hake ju	ignents and dec	isions	I		7.	Use a 1	ine gauge						
o. Melate	self-confidence frustration to flexibility dements and decorate poers/co-with poers/co-with teachers/s	NOTES -	+	<del>  </del>	8.	Determi	ne reprodu	ction else	•				
10. Coopera	re se a teem me	mper. Mbarations	╅	╂┷┤	9,	Use CO	y preparat	16a tools				├—	<u> </u>
11. Accept	constructive or supervised tasks accurate tasks in a ti	iticien	+-	$\vdash$	11	Proof	ODY	<u> </u>				╁	<del> </del>
12. Work un	supervised		1_	Î			e process	darkroom					1
13. Complet	e tasks accurat	ely	T		13	. Hake a	positive						
			╄	Ш	14	. Lay out	a flat						
16 Dienley	istance approp	P1850LY	+	Н				procedures					<u> </u>
17. Display	appropriate an	Marance Michigan	╈	$\vdash$	17	Prepare	hand out	1rect sten	<u></u>			├-	╀
18. Comply	with attendance	regulations	1	$\Box$			mintain so		<u> </u>			1	┪
19. Practic	appropriate has appropriate has appropriate appropriate on appropriate on materials/equ				19	. Print f	rom direct	image pla	te				
20. Display	appropriate co	nduot	4_	-	20	. Print f	rom paper	master					
SI - Cate 10	. mmcetimita\edga	Theent	╆	Н	21	. Prepare	a presens	itized pla	te			├—	<b> </b>
			+	╂╌╏	<u> </u>	. Set un/	ne correct	een 375 pr				<del>                                     </del>	├-
II. G	EMERALIZED OUTC	ONES	P	M	21	. Set up/	operate/cl	ean 326 pr	888			T	一
1. Underst	and oral direct	ions	oxdot		25	. Set up/	operate/ql	ean 310 pr	958				
	directions	2001000	+-	$\vdash$			/print duo					$ldsymbol{ldsymbol{ldsymbol{eta}}}$	
3. Underst 8. Apply r	md written dir elated terminol	OLA GOLTONS	╂	$\vdash$	28	Prepare	/print pos	terization				<del>-</del>	<del> </del>
5. Apply r	lated measurem	ent functions	+	H	29	Print B	-color wor	for multic				<del> </del>	}—
6. Apply r	elated math com	putations						binding equ	i Deent			<del>                                     </del>	<del>                                     </del>
. Apply r	<u>lated science</u>	concepts				. Pold pa							
Demonst	related hygie rate safety pre	nic requirements	╄	$\sqcup$	32	. Jog and	collate p	aper					
		lving technique	$\vdash$	┝┪	<u>33</u> .	Perfora	te paper		<del></del>			├	<b> </b>
11. Show in	erest in occup	etional area	T	$\vdash$	34.	. Cut/tri	m paper	<del>-</del>		_		-	$\vdash$
12. Perfors	equipment main	tenance					-					1	┢
13. Underst	nd employer-em	ployee roles	1	$\Box$									
15. Underst	and function of	loyee evaluation	-	$\vdash$								<u> </u>	<u> </u>
16. Underst	nd business en	terprise function	†									-	$\vdash$
								_					┝
	TO YOUR COURSE	, CIRCLE THE STUDEN	פי דו					PLEASE LIST	MODIFIC	ATIONS,	ADDITIO	MAL	
OVERALL	INTEREST .	HIGH MEDIUM L	.ow					COMMENTS OF	THE REV	erse of	THIS FO	m.	
	APTITUDE .	HIGH MEDIUM I	.nu										
		· · news HDDAWN I	. UW										
100 mars 54		•••						TRUCTOR'S			DATE		
JSU FORM 28	9.9-R (July 1	986)					PLEA	SE RETURN T	HIS FORM	TO THE	CSC.		



<del></del>									<del></del>	<del></del>	
DoDD3-G	CUI	riculum-base	D VOCATIONAL	ASSESSI	ent	RATING FORM			N CHILD		
								COURSE LENGTH:	9 WKS 18 F	IKS _	
-					_	F					
TUDENT	LAS	T NAME	FIRST		3	EX GRADE	SCHOOL				
				_							
irections:			ANY BEHAVIOR					-			
	2.		HE STUDENT CA	N PERF	) RM	AT THE INSTR	UCTOR'S LEV	EL OF			
		EXPECTATIO						<b></b>			
	3.		HF STUDENT CA					EL OF			
			N WHEN INSTRU								
	٠.	LIST ADDITIO	NAL BEHAVIORS	AND U	TCO	MES AS MEEDE	υ.				
7 200	<b>7</b> 591	ATTO STRAYTO		P	M	TTT ODEC	IFIC SKILL	OUT COLUMN		P	M
. Display		ATED BEHAVIO	, RO		-	**** *****	te job appl			<del>                                     </del>	-
		ire to impro		-	$\vdash$		te job inte		<del></del>	╁─┤	
. Display			148				asic needs			† †	7
		-confidence		-				ates to behavior		<del>i i</del>	
										1-1	
. Exhibit		ration toler	TUCA	-	-			ency procedures		<del>   </del>	
		s and decisi					mergency nu	aid procedures		+	
		eers/co-vork		_				ephone messages	<del></del>	┼	
		eachers/supe						onal information		1	
		a team membe					trate child		<del></del>	<del>                                     </del>	-
		notive criti					ise child i			1	
2. Work uns			.U10m	-1-1				s in infant care		1 1	-
		s accurately						ure activites		<del>i i</del>	
		s in a timel		_			onduct play			<del>                                     </del>	
		oe appropria						itive activities			
		priate habit						tive activities		1	
		priate appea		_				r child routines		<del>i i</del>	
		ttendance re						ting procedures			
9. Practice								ng procedures		Н	
		priate condu	oct.					ing/dressing proced	ures		
		rials/equips						ng procedures			
		4440, 4444						are settings			
							te related				
II. GE	MERAL	IZED OUTCOME	S	P	M						
		al direction									
. Give ora							-				
. Understa	nd wi	itten direct	ions			1					
. Apply re	lated	terminology				T					
. Apply re	lated	measurement	functions								
		math comput									
		science con				<u> </u>	_				
			requirements	<u>'</u>		<b> </b>					
		afety precau				1					
			ng technique	$\perp$							
		in occupati				<b> </b>					_
		ment mainten				<u> </u>					
		ployer-emplo		$ \parallel$		<b> </b>				igsqcut	
		nction of a		<b></b>		<b></b>				اـــــــا	
			ee evaluation			<del> </del>		<del></del>		<b>  </b>	
o. Understa	nd bu	siness enter	prise function	n į		<del> </del>			J	<b>  </b>	
AG 900 4505	<del></del>		VDAL B. EVE	اا		<del></del>				ليا	
	IO AC	OUN COUNSE, C	FIRCLE THE STU	DENT'S				PLEASE LIST MODIFIC			
OVERALL	•		UTAH 1505					COMMENTS ON THE REV	ERSE OF THIS	ORM.	
	I	ilemest	HIGH MEDIUM	LOW							
		7F T TUND	UT/00 1405 F15								
	A.		HIGH MEDIUM →	LOW							
							THE	TRUCTORIC CTOURTURE			

DSG FORM 2819.9-R (July 1986) ..

PLEASE RETURN THIS FORM TO THE CSC.



D-0008-G	CURRICULUM-BI	ISED FOCATIONAL AS	55555	THEM	RAT	ING PORM	·	HOME ECON CLOTHING	
								COURSE LENGTH: 9 WKS	18 WES
STUDENT	LAST HAME	FIRST		<u>H</u> 31		GRADE	SCHOOL		
DIRECTIONS:	2. CHECK P IF  EXPECTAT  3. CHECK M IF  EXPECTAT	THE STUDENT CAN THE STUDENT CA	PERF PERF	OMM A OMM A HAS B	T TI T TI BEN	e instr E instr Modifiki	DCTOR'S 1 DCTOR'S 1 D.	TEART OL	
I. WO	NE RELATED BEHAV			M	_			· · · · · · · · · · · · · · · · · · ·	<del></del>
. Displey	initiative a desire to imp		-	<del>  "  </del>	1.	Select	Corport	L COTCOMES patterns/fabrics	- 1
2. Erbibit	a desire to imp	COVO			2.	Select	appropr	late settern design/size	<del></del>
. Display	integrity				<u>3, </u>	Interp	ret insti	ructions for pattern	
. Ecolole	self-confidence frustration tol flexibility imments and deci		<b>-</b>		٩,	Demone	trate alt	erations on pattern	
. Publicy	Transfer ton tol	erance	+	┝╌┤	<u>5.</u>	Prepare	<u>fabrio/</u>	pattern pieces	
7. Make tu	iments and deal	eione	1	╌┼	<u> </u>	Hessur	e/qut mt	erials	$\longrightarrow$
. Relate	rith peers/oo-wo	rkers	+-	<del>                                     </del>	<del></del>	Identi	Y/400 D	mdioraft tools/materials	<del></del>
. Molate	rith teachers/su	Dervisors		╁─╁	<del>9.</del>	Apply (	echn Lane	steriels for hand seving	<del></del>
O. Coopera	ie as a team mon	ber			10.	Select	appropri	ate notions	<del>-   -  </del>
1. Accept	constructive ori	tioise			11.	Demonst	rate ben	d sewing	
2. Vork un	tupervised	1,,	1	$\vdash$	12.	Ident1	y perta	of seving mechine	
A. Complete	tasks accurate	alw manage	∔	┝╼┼	<u> 13.</u>	_Identii	A Caie\A	se of sewing mechine	-
5. Seek aar	istance appropr	istoly	+	<del>├</del>	-12.	TOTO EC	proguos	hendlorafts	-+-+
6. Display	appropriate hab	its/menners	$\mathbf{H}$	┝	16.	Charate	wing pro	nechine	<del></del>
7. Display	appropriate app	earance		H	17.	Repair/	replace	gippera	<del></del>
8. Comply	ith attendance	regulations	$\mathbf{I}$		18.	Replace	buttons	/hooks/enaps	<del></del>
9. Fraction	punctuality	<del></del>	1	$\Box$	19.	Demonst	rate met	hods to mend apparel	
Comp for	appropriate con	duot	+	$\vdash$	<u>20.</u>	Demonst	rate pri	nciple of grooming	
7414 14	THE PALTATON AND	1.00 S	╁	┝	<u>21.</u>	Ident11	A Lampio	n/fed/style	
			+	┞╌┼	55.	Coordin	Clothias	r/style of clothing	<del></del>
II. G	MERALIZED OUTCO	183	P	H	21.	Demonat	rete iro	ning skills	
. Understa	nd oral directi						1 444 114	THE STATE OF THE S	<del>-   -  </del>
. Give ore	l directions								
. Understa	nd written dire	ctions	1	$\sqcup$					
ADDLY P	lated terminolo	NY Avent Avent	+	$\vdash$					
Apply re	lated measurement	ut rtione	+	⊦→					
. Apply re	lated science o	oncepts	+	$\vdash$					<del>  -</del>
. Practice	related hygien:	le requirements	1	$\vdash$					<del>-                                    </del>
. Demonstr	ate safety prec	utions							++
O. Demonstr	ate problem sol	ving technique							<del></del>
1. Show int	erest in occupa	ional area	$\Box$	$\Box$					
3. Understa	equipment maintend employer-emp	enance	+	$\vdash$					
4. Understa	nd function of	SUBSTRIBOS	+-1						
<u>5. Understa</u>	nd role of emplo	700 evaluation	1	<del>     </del>					<del></del>
<u>6. Understa</u>	nd business ente	rprise function							<del></del>
AS RELATED OVERALL	TO YOUR COURSE,	CIRCLE THE STUDE	17'5					PLEASE LIST MODIFICATIONS, AD COMMENTS ON THE REVERSE OF TH	
	INTEREST	. HIGH MEDIUM 1	WO					OCCUPATION OF THE REALIST OF IN	w ruan.
	APTITUDE	. HIGH MEDIUM 1	OW				-		
DO BOW 004	0.00 ( **** *** ***	<u> </u>		_				NSTRUCTOR'S SIGNATURE DA	18
NA PURM 201	9.9-R (July 198	50 J					Dt t	BASE RETURN THIS FORM TO THE CO	

<b>34005</b> -6	CURRICULUM-B	ASED VOCATIONAL AS	SESSI	ŒNT	RATING FORM HOME ECON FOODS/NUTRIT		
					COURSE LERUTH: 9 WES 10 WI	(3 _	-
*****					r		
SLODENL	LAST NAME	<u>FIRST</u>		S	EX GRADE SCHOOL		
DIRECTIONS:	2. CHECK P II  EXPECTAT  3. CHECK M II  EXPECTAT	THE STUDENT CAN	PERFO PERFO	ORM / ORM /	NOT TAUGHT OR OBSERVED. AT THE INSTRUCTOR'S LEVEL OF BEEN MODIFIED. HES AS NEEDED.		
I. WO!	K RELATED BEHA	FIORS	P	M	III. SPECIFIC SKILL OUTCOMES	?	H
1. Display					1. Prepare shopping list		
	a desire to im	Prove	-	Ш	2. Purchase items within budget	_	<u> </u>
3. Display			+-	_	3. Read and compare labels	-	<b>—</b>
	self-confidence		-		4. Prepare inventory for purchased food	$\dashv$	<del>                                     </del>
. Exhibit	flexibility	TALWICA	1-	$\vdash$	5. Receive/check/report shipments 6. Plan balanced meal	$\dashv$	$\vdash$
7. Make jud	gments and dec	laiona	1		7. Weigh/measure/stable ingredients	$\neg$	$\overline{}$
	ith peers/co-w				8. Weigh measure dry ingredients		
	ith teachers/su				9. Heasure liquid ingredients		
10. Cooperat	e as a team mer	ber			10. Grease and prepare pans for cooking		
	constructive or	ticism	-		11. Prepare dough for bread	_	
12. Work uns	taska accurate	1.0	-	$\vdash$	12. Bake bread		
1. Complete	tasks in a ti	mely manner	1	$\vdash$	13. Make cakes and pies 14. Prepare loing and frost cakes	-	
15. Sook ass	istance appropr	iately			15. Prepare congealed desserts and salads	一	
6. Display	appropriate had	its/manners			16. Serve deseerts	$\neg$	
17. Display	appropriate app	earance			17. Prepare fruits/veretables		
18. Comply w	ith attendance	regulations		$\Box$	18. Make salads/salad dressing	$\Box$	
	punctuality		<b>-</b>		19. Slice by hand/by electric slicer	_	
	appropriate com		+	$\vdash$	20. Make sandwiches		
11. 02.0 10.	marat tato, adm	Dare II C	+ +		21. Cut trim and bone meat/fish/fowl 22. Sesson and bread meat/fish/fowl		
			† †		23. Prepare hot/cold beverages		
II. GE	HERALIZED OUTCO	MES	P	M	24. Prepare dried/goncentrated food		
	nd oral directi	lons			25. Operate stove/microwave/oven		
	l directions				26. Cook eggs/fruits/vegetables		
3. Understa	nd written dire	etions	4—1		27. Cook meat/fish/fowl		
- ADDIA LA	plated terminolo	DRY	+		28. Prepare sauces/gravies/soup stock		
Anniw me	lated measurement	ont Tunctions	╁		29. Carnish prepared food		
	lated science		1-1		30. Serve meal 31. Clear table/scrape, rinse dishes		
		nic requirements	1		32. Operate dishwasher		
9. Demonstr	ate safety prec	autions			33. Store prepared food		
10. Demonstr	ate problem sol	ving technique			34. Set and decorate table		
	erest in occupe		╀		35. Serve in cafeteria line		
	equipment maint		╁			_4	
	and function of		╁			-	
15. Understa	nd role of empl	oyee evaluation	1-1				
16. Understa	nd business ent	erprise function	<del>†                                    </del>			+	
	TO YOUR COURSE,	CIRCLE THE STUDE	-		PLEASE LIST MODIFICATIONS, ADDITIONS OF THIS FOR	NAL Rif.	
		. HIGH MEDIUM					
	WALTINDE	. HIGH MEDIUM	LOW				
DSG FORM 281	9.9-R (July 19	86)			INSTRUCTOR'S SIGNATURE DATE PLEASE RETURN THIS FORM TO THE CSC.		



DoDDS-C	CURRI CULUM-BASE	D VOCATIONAL AS	SECSI	ent	RATING FORM		INDUSTRIAL TECH		
							COURSE LENGTH: 9	/KS 18 WKS	
STUDENT	t and WALE				F				
STUDENT	LAST NAME	FIRST		S	BX GRADE	SCHOOL	<del></del>		
DIRECTIONS:	1. DO NOT RATE	ANY BEHAVIOR OR	OUTO	OME	NOT TAUGHT OR	R OBSERV	ED.		
	2. CHECK PIFT	HE STUDENT CAN	PERF	Res	AT THE INSTRUC	CTOR'S L	EVEL OF		
	EXPECTATIO								
	3. CHECK M IF T	HB STUDENT CAN N WHEN INSTRUCT	PEMFO	PRM A	AT THE INSTRUC	CTOR'S L	EVEL OF		
	4. LIST ADDITIO	NAL BEHAVIORS A	MD OF	TCO	MES AS WERDED.				
			<b></b> -						
	RE RELATED BEHAVIO	<u> RS</u>	P	M			L OUTCOMES		PH
	initiative a desire to impro	YA .	-	-			of basic tools		—
	integrity		+-				tools/equipment For reproduction	<del></del>	┪—
. Exhibit	self-co idence						tion machines		-
5. Display	frustri Lon toler	ance	$\Box$		5. Operate	reprodu	ction machines		
	flexibility				6. Perform				
	dements and decision				7. Draw/let	ter blo	ck marginalinformation		
	with peers/co-work		+	├─	8. Draw key	8/legen	d		
	te as a tema membe		+-		10. Point pe	DAUGIT	lead harness	<del> </del> _	-
	constructive critic		_				olygons/ellipses		+-
12. Work un					12. B1sect 1			<del></del>	
	tasks accurately		$\perp$		13. Draw inv	olute			
14. Complete	tasks in a timel	y manner	┷		14. Draw ful				
15. Seek as:	sistance appropria appropriate habit	tely	+				ti-view drawings		┵—
17. Display	appropriate appear	rence	+-	_	16. Draw hid				—
18. Comply v	with attendance re-	rulations	+-	-	18. Identify	outtin	n/metric/dual dimensions		
	punctuality		<b>†</b>	-	19. Draw ful	1/ha1f/	offset section view		+-
20. Display	appropriate condu	ct			20. Draw off	set/bro	ken out section view		+-
21. Care for	r materials/equipme	ent			21. Draw rev	olved/t	hin section view		
			-	_	22. Draw enl	arged a	ection view		$\perp$
TT O	SHERALIZED OUTCOME	<del> </del>	+-	-	23. Draw spo	kes/rib	s in section		
	and oral directions		P	M	24. Draw ino 25. Establis	lined s	urrace		╂—
	l directions	<del></del> -	1		26. Locate r	eference	D DI SHO	<del></del>	+
. Understa	and written direct:	ions	1.		27. Draw pri	mry/cu	rved surface view		+
	elated terminology				28. Draw sec	ondary/	sectioned view		1-
	elated measurement		4		29. Determin				
	elated math comput:		-		30. Draw sin	gle/ocm	pound_revolutions		
	elated science concernated hygienic		-{	-					<del>  _</del>
9. Demonstr	rate safety precau	tions	+					<del></del>	+
10. Demonstr	rate <u>Problem</u> solvi	ng technique	1						+
<u>11. Show int</u>	terest in occupation	onal area							+
12. Perform	equipment maintens	ance							
13. Understa	and employer-employ	ee roles	J						
15. Understa	and function of a s	e evaluation							
16. Understa	and business enter	rise function	1-1	-					
			1-1						
	TO YOUR COURSE, CI	IRCLE THE STUDE!	S'TI				PLEASE LIST MODIFICATIO	NS, ADDITIONA	L
OVERALL							COMMENTS ON THE REVERSE		
	INTEREST	HIGH MEDIUM	OM						
	A Det Tilno	HIGH MEDIUM I	OP.						
	WLITIANS	UTOU GENTOU	_OM						
						TI	ISTRUCTOR'S SIGNATURE	DATE	
SG FORM 281	9.9-R (July 1986)	)					ASE RETURN THIS FORM TO		

3-003-G	ÇUJ	ri Culum	-BASED VOCATIONAL AS	3SESS	MENT	RATING FORM	INDUSTRIAL TECH METALS		
					<u> </u>		COURSE LENGTH: 9 WKS 18 H	KS	
							- · · · · · · · · · · · · · · · · · · ·	•	
STUDENT	LAS	T NAME	FIRST			EX GRADE	SCHOOL		
DIRECTIONS:	1.	DO NOT	RATE ANY BEHAVIOR OF	TUO 1	COME	NOT TAUGHT	OR OBSERVED.		
	2.	CHECK 5	IF THE STUDENT CAN	PERF(	ORM	AT THE INSTR	UCTOR'S LEVEL OF		
	2		TATION.	<b>50</b> 55					
	3.	RYPEC	IF THE STUDENT CAN FATION WHEN INSTRUCT	PERF	HM	AT THE INSTR	UCTOR'S LEVEL OF		
	ŧ.	LIST AD	DITIONAL BEHAVIORS A	ND OI	iro Itco	MES AS MERDEI	v. N		
		ATED BE	MAYIORS	P	M	III. SPEC	IFIC SKILL OUTCOMES	P	H
1. Display 2. Exhibit					-	1. Compare	e/select products		
3. Display	inter	rity co .	improve	+-		2. Identii	fy product assembly process		$oldsymbol{ol}}}}}}}}}}}}}}}}}$
. Exhibit	self-	confide	ice		-1	3. Follow	systematic production planning		
5. Display	frust	ration	olerance	1		5. Prepare	a tambraca		╀
. Exhibit	flexi	bility				6. Identi	Ty object by size/shape		+-
. Hake jud				$\perp$		7. Operate	drill press	_	t
9. Relate w	ith p	eers/co-	workers			8. Operate	grinder		t
10. Cooperat	iva v	emoners/	Supervisors	-}		9. Set up	and operate lathe		
10. Cooperat	onstr	uctive c	riticism	1-		11 Portors	taper turning		ــــ
:2. Work una	UPO LA	ised		1		12. Set un	e lathe thread cutting and operate milling machine		├
13. Complete	task	s accura	tely			13. Identif	y are welding		├-
13. Complete	task	e in a t	imely manner			14. Identif	y and select electrodes		1
15. Seek ass	Latan	ce appro	priately abits/manners		$\vdash \vdash$	15. Perform	flat electric arc		
17. Display	troro	<u>priate s</u>	MD1fs/ Manners	+-1		16. Recogni	ze welding defects		
18. Comply y	ith a	ttendanc	e regulations	1-		18 Pabrica	d layout sheet metal work		
19. Practice	pung	tuelity		+		19. Operate	te and assemble sheet metal		├—
20. Display	ppro	priate d	onduct			20. Operate	ber folder	-	
21. Care for	mate	rials/eq	uipment			21. Operate	bending break		_
			_ <del>_</del>	╁╌┤	_	22. Perform	riveting techniques		
II. GE	TERAL.	IZED OUT	COMES	P	M	23. Perform	soldering procedures		
1. Understa	ad or	al direc	tions	╁╌		25 Operate	and use stake anvil setting down mechine		
2. Give oral	dire	ections		11	_	26. Operate	crimping and bending machine	-	
. Understar	d wr	<u>itten di</u>	rections			27. Cut she	et metal patterns with snips		
. Apply rel	ated	termino	logy	-		28. Operate	burring machine	$\neg$	
Apply rel	bets.	meth co	ment functions	╂┈┤		29. Operate	power nibbler		
. Apply rel	ated	science	Concepts	┨╾┨		30. Fold ed		_	
. Practice	relat	ed hygi	enic requirements	1		32. Light a	cutting tip and set up torch nd adjust torch	$\dashv$	
. Demonstra	ite se	ifety pr	ecautions		寸	33. Perform	flame cutting		
O. Demonstra	ite pr	oblem s	olving technique	$\Box$					
2. Perform o	rest	in occu	pational area	+					
3. Understan	d emp	JOARS-	sployee roles	╂╼╂				$\Box$	
4. Understan	d fun	etion o	a supervisor	╂╼┼				_	
5. Understan	d rol	e of em	olovee evaluation	1-1				$\dashv$	
o. Understan	d bus	iness e	terprise function					$\dashv$	
AS BELATED T	יי עטיי	D Counc	OTDOM THE STATE	ليبا				_	
OVERALL	0 100	n COUNS	C. CIRCLE THE STUDEN	ır's			PLEASE LIST MODIFICATIONS, ADDITIO	NAL	
over.nee	INT	EREST .	HIGH MEDIUM L	OW			COMMENTS ON THE REVERSE OF THIS FO	RM.	
	APT	ITUDE .	HIGH MEDIUM L	·OH					
SG FORM 2819	. 9. R	(July	1986)				INSTRUCTOR'S SIGNATURE DATE		
	· ) - II	'ourl	700)				PLEASE RETURN THIS FORM TO THE CSC.		



Dodds-G	CUSRICULUM-BAS	ED VOCATIONAL A	SSESS	MENT	RATING FORM			AL TECH		
						COURSE	LENGTH:	9 WKS	18 WKS	
STUDENT	LAST NAME	FIRST			F EX GRADE SCHOOL					
DIRECTIONS:	2. CHECK P IF 'EXPECTATION'S CHECK N IF '	THE STUDENT CAN ON. THE STUDENT CAN ON WHEN INSTRUC	PERI PERI TION	FORM FORM HAS	NOT TAUGHT OR OBSERVED. AT THE INSTRUCTOR'S LEVEL AT THE INSTRUCTOR'S LEVEL BEEN MODIFIED. MES AS NEEDED.					
T. WO1	ME RELATED BEHAVIO	350	1 6	1 14	*** ***					_
	initiative	VRQ	╅╌	M	III. SPECIFIC SKILL OU 1. Compare/select prod	TCUHES				М
	a desire to impro	DA6	+-	${}^{+}$	2. Identify product as	<u> </u>			<del></del>	+
3. Display	integrity		1	1	3. Pollow systematic p	roduction	OCADDAD.		<del></del>	+
. Exhibit	self-confidence				4. Use mixing processe	s in prod	uotion			+-
5. Display	frustration toler	rance			5. Apply costing proce	dures				1
7 Make des	[lexibility	1	<del>- </del> -	╄	6. Use bonding process	98				<u></u>
B. Reinte v	ments and decision the pears / co-work	Lons	+-	┼	7. Prepare template					<b>_</b>
. Relate	ith teachers/supe	rvisors	+-	╂	8. Prevere a fixture					╀
10. Cooperat	e as a team membe	r	1	Ĺ	10. Identify object by	shune / = i v			-+-	┿
11. Accept o	onstructive criti				11. Bure hole with hand	brace	<u> </u>		-	+-
2. Work una	upervised				12. Fore hole with port	able hand	drill		-1-	†
13. Complete	tasks accurately	<u></u>	-	<b>—</b>	13. Cut hole with keyho	le sav				1_
Sock and	tasks in a timel	y manner	<b>↓</b> _	ļ	14. Select proper hause	r and dri	ve nails			
6. Display	appropriate habit	re/mandone	+	<b>!</b>	15. Level and plumb ins	<u>tallation</u>	8			
7. Display	appropriate appea	rance	+	<del>  -  </del>	16. Apply stains/shells 17. Operate portable dr	c/yarnish			<del></del>	-
8. Comply w	ith attendance re	gulations	+-		18. Operate portable sa	Man				∔
9. Practice	punctuality				19. Operate drill press	adt.		<del></del>		<del> </del>
O. Display	appropriate condu	ict			20. Operate grinder				$\neg$	†
1. Care for	materials/equipe	ent	1_	1	21. Operate vertical bar	nd and ta	ble saw			
	<del></del>		-	$\vdash$	22. Perform procision of	string				
II. GE	MERALIZED OUTCOME	· e	<del></del> -	M	23. Operate horizontal	SAW				↓
. Understa	nd oral direction	5	╁╌╴	-	24. Set up and operate 25. Demonstrate hand say	athe				₩
. Give ora	l directions		·		26. Pemonstrate planning	r procedu		·	$\rightarrow$	├
. Understa	nd written direct	ions	$\mathbf{I}^{-}$		27. Demonstrate abrading	procedu	res		-+-	<del>  -</del>
. Apply re	lated terminology	<u> </u>	ļ.,							1
Apply re	lated measurement lated math comput	functions	1-							
Apply re	lated science con	ations	+	$\vdash \vdash \vdash$						L.
· Practice	related hygienic	requirements	+	$\vdash$						<b>├</b>
. Demonstr	ate safety precau	tions	+							├—
O. Demonstr	ate problem solvi	ng technique							+-	-
1. Show int	erest in occupati	onal area							$\dashv$	┼──
2. Perform	equipment mainten	ance								
1 Understa	nd employer-emplo	yee roles	1 1							
5. Understa	nd role of employ	supervisor	<del>  </del>	-						
6. Understa	nd business enter	prise function	1-1	$\dashv$						├
			$\vdash$						<del> </del>	├
AS RELATED : Overall	TO YOUR COURSE, C				PLE COM	ASE LIST MENTS ON	MODIFICA THE REVE	TIONS, ADI	ITIONAL S FORM.	
		HIGH MEDIUM								
	APTITUDE	HIGH MEDIUM	Low							!
SG FORM 2819	9.9-R (July 1986	<del>,</del>				CTOR'S SI		DA1		
		•			PLEASE	KETURN TH	IS FORM	TO THE CSO		



DoDDS-G	CURF I CUI, UN-BASI	ED VOCATIONAL A	<u> </u>	MENT	RATING FORM			OTC
						COURSE LENGTH:	9 VKS 1	WKS_
				H_H	<u>,                                     </u>			
TUDENT	LAST NAME	FIRST		SE	GRADE SCHOOL			
trections:	2. CHECK P IF 1 EXPECTATION 3. CHECK M IF 1	THE STUDENT CAN OH. THE STUDENT CAN ON WHEN INSTRUC	PERF PERF TION	ORM A' ORM A' HAS BI	FOR TAUGHT OR OBSERT THE INSTRUCTOR'S INTERPRETATION OF THE INSTRUCTOR'S INTERPRETATIO	TEART OL		
T Uni	E RELATED BEHAVIO	196	-	H	*** *****	I concoura		<del>-1</del>
_	initiative	)ko	+ - 5	-	III. SPECIFIC SKI		<u> </u>	
	a desire to impro	)Ye	_	$\vdash$	2. Care for unifor			
Display	integrity		- †			e/cleaning of weapons		
	self-confidence				4. Conduct small			
Display	frustration toler	ance			5. Fire weapon for			
	flexibility				6. Conduct weekly	uniform inspections		
	gments and decisi		_	$\vdash \downarrow$	7. Serve on promot	ional boards		
Molate :	ith peers/og-work	ers		<b>├</b> ─-	8. Perform on spec	ial teams		Щ.
Coopping	ith teachers/supers as a team member	TA 180L8		$\vdash$	9. Identify insign	ia of rank	<del></del>	
	constructive oriti		+	$\vdash +$	10. Assemble/disase	respect for authority		
	upervised			├ <b>-</b>	12. Qualify for en	istment in armed force		+
Complete	tasks accurately	1		i i	13. Qualify for ew	rds/decorations	184	-
Complete	tasks in a time!	y manner				ffice managerial skil	18	-
Sook ass	istance appropria	tely			15. Manage small gr	oups		1
Display	appropriate habit	s/manners			16. Prepare militar	y correspondence		
Display	Appropriate appua	rance	4		17. Solve besic per	raceal problems	_	
Comply	with attendance re	gulations			18. Maintain office	records		
	punctuality			$\vdash$	19. Meistein studer			
Care for	appropriate condu materials/equipm	IOE .	_	1	20. Perform duties			
- <del> </del>	Hardal. Testos Addr. he	MIL.	<del>                                     </del>	$\vdash$	21. File correspond	enge		
-				1	22. Operate audio/y	ental financial recor	<u> </u>	
II. GE	NERALIZED OUTCOME	S	. P	M	24. Manage finanaci	el mesoures	US	
	nd oral direction		<del>`</del>	<del> "  </del>	25. Inventory seris	ily numbered items		+
Give ora	l directions		-	Ì	26. Issue/account f	or Government propert	<u> </u>	+
<u>Understa</u>	nd written direct	ions			27. Solve basic map	reading problems		$\neg$
Apply re	lated terminology	·			28. Identify terrai	n features on map		
Apply re	lated measurement	functions			29. Use protractor/	compass in map readin	8	$\Box$
ADDLY FE	lated math comput	ations		$\vdash$	30. Locate object w	ithin 100 meters on m	ap	$\perp$
	related hygienic				11. Distinguish aer	ial Photos/picto maps	<u> </u>	
	ate safety precau		+	1	32. Prepare lesson	DIST	14	4-
Demonstr	ate problem solvi	ng technique	_		33. Fresenc oral pr	ogram with training a 1 training, small gro	108	
Show int	erest in occupati	onal area		$\vdash$	Jii conduct physica	I CTAININA, SMAIL REO	<u>up</u>	
Perform	equipment mainten	ance		1				+
. Understa	nd employer-emplo	yee roles						+
<u> </u>	nd function of a	supervisor						
Understa	nd role of employ	ee evaluation						
<u> </u>	nd business enter	prise function	_	-				
RELATED TEHALL	TO YOUR COURSE, C	IRCLE THE STUD	ENT'S			PLEASE LIST MODIFIC COMMENTS ON THE REV	ATIONS, ADDI	TIONAL
	INTEREST	HTGH MEDIUM	LOW			COMMENTS ON THE MEA	ense of IMIS	rukm.
	APTITUDE	HIGH MEDIUM	LOW					



DoDDS-G	CURRICULUM-BASED Y	OCATIONAL	ASSESS	Ment		MODELING 9 WKS 18 WKS	
	•				COURSE LENGTH:	9 WKS 18 WKS	_
TUDENT	TARR MANE			H			
I ODDAT	LAST HAME	FIRST		S	K GRADE SCHOOL	<del></del>	
PIPECTIONS:	2. CHECK PART THE S	STUDENT CA STUDENT CA HEN INSTRU	AN PERF AN PERF JCTION	ORM I	NOT TAUGHT OR OBSERVED. IT THE INSTRUCTOR'S LEVEL OF THE INSTRUCTOR'S LEVEL OF EEN MODIFIED. ES AS NEEDED.		
I. WOR	RELATED BEHAVIORS		t- <del>-</del>	H	III. SPECIFIC SKILL OUTCOMES	<del></del>	<del></del>
. Display	initiative		<del> '</del>	<del>  " </del>	1. Maintains proper diet/nutrition	<del></del>	PIH
. Exhibit a	desire to improve			1	2. Performs appropriate exercise progr		+-
. Display 1	ntegrity				3. Maintains skin care	<del></del>	+
. Exhibit a	elf-confidence				4. Maintains hair care		+-
. Display f	rustration tolerance				5. Maintains nail care		1
. Exhibit (	<u>lexibility</u>			1_[	6. Has effective voice projection		
Meke judg	ments and decisions		L	1_1	7. Has self confidence personally		I
. Melaco VI	th peers/co-workers		<del></del>	<b>  </b>	8. Identify/use materials for hand sew	ing	$\Box$
:	th_teachers/supervis	ois		l	9. Maintains model poise/posture		┷
1. Accept on	es a team member			<del>  </del>	10. Applies basic makeup artistry		
2. Work unsu	iuena (deq Mari noriva (di inicipies			╂──╂	11. Applies makeup to enhance eyebrows		
3. Complete	tasks scourately			╂╾┼	12. Applies makeup to enhance eyes 13. Plan wardrobe with fashion flair		+-
. Complete	tacks in a timely ma	nner		1h	14. Demonstrates besig modeling techniq		+-
5. Seek essi	stance appropriately	,		1	15. Demonstrates runway techniques	<del>75</del>	+-
<u>6. Display a</u>	ppropriate babits/me	nners		11	16. Demonstrates informal modeling skil	<del></del>	╅
7. Display a	ppropriate appearance	:0			17. Demonstrates formal modeling skills	19	+-
8. Comply wi	th attendance regula	tions	····	11	18. Demonstrates restaurant show skills		╅
9. Practice	punotuality			1	19. Demonstrates show/convention skills		+-
<u>O. Display a</u>	ppropriate conduct				20. Demonstrates television wodeling sk	1110	+
1. Care for	materials/equipment		[	Ii	21. Demonstrates photo techniques fashio	on .	_
					22. Demonstrates photo techniques comme	rcial	$\top$
					23. Demonstrates television commercial :	skill	
II. UER	ERALIZED OUTCOMES		P	M	24. Demonstrates showmanship in perform	ince	
. Understan	d oral directions		-	ļ ļ			
	<u>directions</u> d written directions			<del>  </del>			1
. Annly rel	ated terminology			╁		· <del></del>	
	ated measurement fun	otione					4—
	ated math computatio			<del>                                     </del>	<u> </u>	<del></del>	4—
Apply rel	ated science concept	8					+-
Practice	related hygienic req	uirements	$\neg$	1			+-
Demonstra	te safety precaution	3		T 1			
). Demonstra	te problem solving t	echnique					+-
. Show inte	rest in occupational	area					<del>-</del> †
2. Perform e	quipment maintenance						
. Understan	d employer-employee	roles		II			1
Understan	function of a supe	ryisor		11			
Understan	d role of employee e	valuation		<del>  </del>			
i ninatarani	d business enterpris	e Tunction	<u> </u>	}	*** *** *** ** ** ** ***		
S RELATED TO	O YOUR COURSE, CIRCL	e the stu	DENT'S	11	PLEASE LIST MODIFIC		
OVERALL	INTEREST HIG	H MEDIUM	LOW		COMMENTS ON THE REV	ERSE OF THIS FORM	•
	APTITUDE HIG	H MRDIUM	LON				
رس بدند بر سا	russ . s · · · · · · · · · · ·				INSTRUCTOR'S SIGNATURE	DATE	
	.9-R (July 1986)		-			TO THE CSC.	



150

BoDDS-G	CURRICULING BAS	SED VOCATIONAL ASS	18331	ent	RATING FORM		PHOTOGRAPI	HY	
	A 2 41 41 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1					COURSE LENGTH:	9 WKS 18 W	/K3 _	
					_				
	LAST NAME	PIRST			F GRADE SCHOOL				
STUDENT	LAST NAME	PIRSI		3	BA GRADE SCHOOL				
DIRECTIONS:	1. DO NOT WATE	S ANY BEHAVIOR OF	OUT	:OME	NOT TAUGHT OR OBSERVED.				
					AT THE INSTRUCTOR'S LEVE				
	BIPECTAT				•				
	3. CHECK M IF	THE STUDENT CAN I	PERFO		AT THE INSTRUCTOR'S LEVE	LOF			
Į.		ION WHEN INSTRUCT: Ional Behaviors a							
	4. (12) MAIL	TOMAT BEHAVIORS VI	ID O	1100	mas as mounth.				
I. WO	M RELATED BEHAV	TORS	P	H	III. SPECIFIC SKILL O	UTCOMES		P	H
	initiative				1. Mix developer				
2. Exhibit	a desire to imp	rove			2. Mix Hypo			1	<u> </u>
3. Display	integrity				3. Mix short stop bat			1_	
	self-confidence		1		1. Id pin bole cem			₩	ļ
5. Display	frustration tole	rance	4	_	5. Joed pin hole came			╂	<del> </del>
P. Exhibit	flexibility				<ol> <li>Make exposure with</li> <li>Develop paper negative</li> </ol>			$\vdash$	$\vdash$
Helese	imments and deci-	atons	1	$\vdash$	8. Print paper negati		Der .	+-	$t^{-}$
O. Belate	with teachers/su	pervisors		_	9. Load camera with f			1	
10. Coopera	te as a team med	ber	1		10. Determine exposure				
11. Accept	te as a team med constructive ori	tioism	Ì		11. Set exposure, "f"			oxdot	I
	supervised_		. ]		12. Set exposure, time			↓_	-
13. Complet	tasks scourate	<u>ly</u>	↓_	_	13. Focus camera			╂-	<b> </b>
14. Complet	tesks in a time	ely manner		├	14. Compose picture			-}	├
	sistance appropr		·	├	15. Expose picture 16. Develop film with			+	╁
17 Display	appropriate hab:	Travacta	+		17. Stop film with tre			+	
h8. Comply	with atcondance	regulations		- : -	18. Fix film with tray			1-	
	o punctuality		1		19. Wesh film				
70. Display	appropriate con	duct	I		20. Dry film				1
21. Care fo	r materials/equi	pment			21. Load film tank			↓_	₽
		<del>-</del>	-	<u> </u>	22. Develop film with			╄	├
l		<u> </u>	+-	-	23. Fix film with tank			+	╂
	EMBRALIZED OUTCO		. <b></b> .	. M.	24. Wash film with ten 25. Select proper cont		nting	+-	╂─
	al directions	0018	1-	$\vdash$	26. Make contact print		H-C-LINE	1-	1
3. Underst	and written dire	ctions	-	t	27. Select proper cont	rast paper for enl	arging	1	1
A. Apply r	elated terminolo	<u>EY</u>	1		28. Load film in enlar				
	elated medsurement		Ι		29. Set enlarger "f" a	top			ļ
6. Apply r	elated math comp	utations	.		30. Use paper strip to	show exposure for	enlarging	╂	-
	elated science o		-	┝	31. Focus enlarger			+	-
O Practic	e related hygien	10 requirements	┩	├-	32. Dodge enlarged pie 33. Make exposure in e			+	<del> </del>
10 Demonst	rate problem sci	autions_	-		34. Wash enlarged prin		<u>-</u>	+	<del>                                     </del>
11. Show in	terest in occupa	tional area	1	t	35. Dry enlarged print		<u>,</u>	$\top$	1
12. Perform	equipment maint	enance	1-	<b>├</b>	36. Mount enlarged pri			1	
13. Underst	and employer-emp	logee roles	1						
	and function of		J			<u></u>		╀	1
	and role of empl		<b>↓</b>	ļ				4—	↓
16. Underst	and business ent	erprise function	+	├	<u> </u>	<del></del>		+	<del> </del>
AS DELATED	TO YOUR COURSE	CIRCLE THE STUDE	MT 1 Q	L	<u> </u>	LEASE LIST MODIFIC	CATTONS, ADDIT	TOMAT	
OVERALL	.v ioun oconos,	CTUAND THE DIOLE	,, J			COMMENTS ON THE REV	•		
	INTEREST	. HIGH MEDIUM	LOW			307 3100 1100			
]									
	APTITUDE	. HIGH MEDIUM	LOW						
l									
DEC FORM 00	10 0 P / Inch	06\				RUCTOR'S SIGNATURE		_	-
POST FURN 20	19.9-R (July 19	00/			LTRY:	E RETURN THIS FOR	1 10 TUP (2(:•		



D=0000	CURRI CULUM-BASED	WOCATTOWAL AS			BATTMO BORM			TYPIN	G	
Do000-6	CONTICODORPORD	VOCETIONAL AC	NO NE	241	MALLING POINT	COURSE LENGTH	9 WKS	18 WE	3_	
					_					
STUDENT	LAST WARE	FIRST			F GRADE SCHOOL	<del></del>	· · _ · _ ·			
STANDAT	PHO! MELE	F11101		اد	DA CHADE SCHOOL					
DIRECTIONS:		E STUDENT CAN			NOT TAUGHT OR OBSERVE AT THE INSTRUCTOR'S LE					
			PRRFC	RM .	AT THE INSTRUCTOR'S LE	PRI. OF				
		WHEN INSTRUCT								
	4. LIST ADDITION	IAL BEHAVIORS I	IND OU	TCO	MES AS NEEDED.					
T WA	RE RELATED BERAVIOR		1.	н	III. SPECIFIC SKILL	ATTENNE			P	-
	initiative	9	┿	┟╩┙	1. Display appror i				-	
	a desire to improv	<u> </u>	$\top$		2. Display proper h				┪	
3. Display	integrity					eyboard fingering				
3	and f. samfidames					oot looking at keys				
5. Display	frustration tolers	noe		Щ	5. Arrange problem				_	
6. Exhibit	frustration tolers flexibility ignore and decision		+	<b>—</b>	5. Type from hand w					
7. Make ju	gments and decision	<u>n </u>			7. Proofreed/correct	t errors per and writing ski			-1	
O. Belate	with peers/qo-worke with teachers/super te as a team member	rienne.	+	-	5. Use correct gram 9. Type term papers		119		⊣	
10. Cooperat	te as a team member	7.501.5			10. Type book report				$\dashv$	
11. Accept	constructive critic	ion			11. Type various bus				╗	
12. Nork uns	constructive critic supervised p tasks accurately p tasks in a timely			I	12. Prepare letters/	pplications/reques	i s			
13. Complete	tasks accurately		┵	<u> </u>	13. Compose letters		est			
14. Complete	taske in a timely	manner		ļ	14. Prepare follow w					
15 Manian	sistance appropriat appropriate habits appropriate appear with attendance res	<u> </u>	+-	┢	15. Write routine/app			<del></del>		
17. Display	appropriate appear	A MATHUALA	-+	<del> </del>	16. Set up/fill out 17. Meet production			<del></del>		
18. Comply	with attendance res	ulations			18. Care for keyboar				_	
IIA. LLEGITO	. Dancemented				19. Use 10-key calcu					
20. Displa-	appropriate conduct materials/equipme	t								
21. Care for	r materials/equipme	nt	_							
	EMBRALIZED OUTCOMES	· · · · · · · · · · · · · · · · · · ·	+	H		<del>-</del>			$\dashv$	
	and oral directions		+-	<del>  "</del>	<u> </u>				-	
	l directione			† <del></del>						
3. Underst	and written directi	ons								
4. Apply re	elated terminology			<u> </u>		<u> </u>				
5. Apply M	plated measurement	functions	_	<u> </u>					_	
	plated math compute		+	├		_			$\dashv$	
	elated science conc related hygienic		-+	<b>}</b>				+		<del> </del>
9. Demonsti	rate safety precaut	ions	+-	<del>                                     </del>	<del> </del>	<del></del>	<del></del>			<del> </del>
	rate problem solvin									-
	erest in occupation			<u> </u>						
12. Perform	equipment maintena	uce								
13. Underst	and employer-employ	ee roles		<b> </b> -		<u> </u>				
15 Underst	and function of a said role of employe	upervisor	+	<del></del>	<del></del>			<del></del>		
16. Underst	and business enterp	rise function	+-						بـــ	<u> </u>
. a. minai ari	war nanguage annach	. TOA I MIGITION	<del> </del>	<del>                                     </del>					$\dashv$	$\vdash$
AS RELATED OVERALL	TO YOUR COURSE, CI					PLEASE LIST MODIFIC				
	INTEREST	HIGH MEDIUM	LOW							
	APTIIUDE	HIGH MEDIUM	LOW							
						STRUCTOR'S SIGNATURE		DATE		
DEG FORM 28	19.9-R (July 1986)				PLE	ASE RETURN THIS FOR	H TO THE	CSC.		

DoDDS-G	CURRICULUM-BAS	SED VOCATIONAL ASS	3ES31	ENT	RATING FORM						
1	·		_	_			COURS	SE LENGTH: 9	wks	18 WI	KS _
				M	<b>r</b>						
STUDENT	LAST NAME	FIRST	_		X GRADE	SCHOOL,		-			
DIRECTIONS:	2. CHECK P IP  EXPECTAT:  3. CHECK M IF  EXPECTAT:	E ANY BEHAVIOR OR THE STUDENT CAN I ION. THE STUDENT CAN I ION WHEN INSTRUCT: IONAL BEHAVIORS AN	PERFO PERFO	ORM A	at the instr At the instr Been modifie	OCTOR'S LEVEL OCTOR'S LEVEL D.					
T. WO	NK RELATED BENAV			H		IFIC SKILL OUT	COMES			P	H
	initiative_			<u> </u>	111. 0.00	TITO CALLED CO.	<u>ywby</u>				
	a desire to imp	rove									
	integrity		<u> </u>	<u> </u>							<u> </u>
	self-confidence			<b>!</b>						<b>—</b>	_
	frustration tol	erance_	<del> </del> —	-							$\vdash$
	: <u>flexibility</u> :dgmente and deci:	-1000	╂─	╁	-	<del></del>	_				┢
	with peers/co-wo		<del>                                     </del>	<del>                                     </del>	<del>                                     </del>		·				T
	with teachers/su		1		l						
10. Coopera	te as a team mem	ber									
	constructive cri	ticism		-						<u> </u>	L
	supervised	<del>-</del>	-							<b>├</b> —	┞-
	e tasks accurate		₩	<del>                                     </del>							├
	e tasks in a tim		╂—	├─					<del>`</del>	├-	├-
	<u>sistance appropri</u> appropriate hab		-	┢	<del> </del>				-	<del> </del>	$\vdash$
	appropriate app		1	<del>                                     </del>	<del> </del>			=-:			$\vdash$
18. Comply	with attendance	regulations	1								
19. Practic	e punctuality						_				
	appropriate con		↓	<b>!</b>						<u> </u>	<u> </u>
21. Care fo	r materials/equi	pment	-	₩	<b>!</b>	<del></del>				├—	⊢
			╁	<del> </del> —	<del> </del>			<del>_</del>			1-
II. O	BENERALIZED OUTCO	MES	P	H	<b> </b>					t	1
	and oral directi		†	†"	† — — —	<del></del>		-			1
	al directions				1	-	<u> </u>				
3. Underst	and written dire	ct'ons		L						<u> </u>	L
	related terminolog		<b>—</b>	<b>!</b>						<u> </u>	L
	related measureme		<b>├</b>	₩.	<b> </b>					├	<b> </b>
	related math comp		1	<u> </u>	<del>                                       </del>	<del></del>				-	┢
	related science corrected bygion		+-	╂	<del></del>					├	╂─
0. Practic	rate safety prec	autions	+	├	<del> </del>	·				╁─╴	╁╌
	rate problem sol		1	<del>                                     </del>	<del>                                     </del>					1	
	terest in occupa		†								
12. Perform	equipment maint	enance									
	and employer-emp		<b> </b> _		ļ					<b>—</b>	↓
	and function of		1	<del>                                     </del>	<del> </del>					╁	₽
	tand role of employed business ent		1-	1						+-	╂
	TO YOUR COURSE,	CIRCLE THE STUDE						MODIFICATIONS THE REVERSE O			
		. HIGH MEDIUM									
						THETRI	CTOR'S S	CNATURE	DATE		
DEG BOOM 28	319.9-R (July 19	86)						HIS FORM TO TH			



### APPENDIX II

## WORK RELATED BEHAVIORS GUIDE SHEET

1.1	Display initiative	Is ready to work without being told; initiates new situations and required work tasks promptly.
1.2	Exhibit a desire to improve	Possesses internal motivation to better oneself in academic, social, or work related settings.
1.3	Display integrity	Demonstrates fair, loyal, honest, and straightforward action.
1.4	Exhibit self-confidence	Feels good about sel; is realistic about personal strengths and weaknesses; self-confident; does not dwell on disabilities but tries to maximize strengths.
1.5	Display frustration tolerance	Maintains emotional stability and work pace when faced with challenging, difficult, or pressured situations.
1.6	Exhibit flexibility	Accepts changes in situation without becoming upset, showing emotional outburst, or decreasing work production.
1.7	Make judgements and decisions	Makes judgements and decisions on the basis of nonobjective criteria, e.g., feeling, common sense.
1.8	Relate with peers/ co-workers	Fraternizes, converses, integrates with fellow students/co-workers.
1.9	Relate with teachers/ supervisors	Fraternizes, converses, integrates with teacher/supervisor on a respectful plane.
1.10	Cooperate as a team member	Performs as a member of a team; works smoothly with others; cooperates with others.
1.11	Accept constructive criticism	Accepts realistic criticism from peers and supervisor/teacher; attempts and desires to improve on required tasks.
1.12	Work unsupervised	Dependable, follows directions well; sticks to work until complete without supervision.



1.13	Complete tasks accurately	Completes work of acceptable quality; work does not have to be done over.
1.14	Complete tasks in a timely manner	Works at an appropriate pace and speed; completes maximum amount of assigned work within a given time period.
1.15	Seek assistance appropriately	Appropriately seeks help or relies on others to complete work tasks.
1.16	Display appropriate habits/manners	Displays appropriate use of manners; does not interrupt or disrupt others, does not use profane language.
1.17	Display appropriate appearance	Displays adequate hygiene (clean, face, clean hands, clean well-groomed hair) proper make-up; clothing is appropriate to situations (becoming, clean, well-fitting).
1.18	Comply with attendance regulations	Has an appropriate attendance record and acceptable rationale for absence or requested release time.
1.19	Practice punctuality	Arrives on time for class/work and from breaks; is on time for appointments.
1.20	Display appropriate conduct	Acts in ways acceptable to peers, fellow workers, teacher and/or supervisor.
1.21	Use and care of materials/equipment	Demonstrates ability to maintain and care for work station, tools, and materials.



#### APPENDIX III

# SAMPLE HANDOUT SHEETS FOR VOCATIONAL INSTPUCTORS

- 1. SOURCES OF ASSESSMENT INFORMATION
- 2. HOW TO COMPLETE ASSESSMENT RATING FORMS
- 3. SAMPLE INSTRUCTIONAL MODIFICATION



#### SOURCES OF ASSESSMENT TRYONATION

#### 1. VOIE TELETED BESAFFORS

Secrete of Assessed Toleranties	Suggestions for Scarel Second
o Attondopos Boserdo	<ul> <li>Toother enistains a daily attendance record best for each paried taught, sign-in short or</li> </ul>
o incodetal Records	tim carde.
Record/charts of completed configurents	<ul> <li>Teacher enintains a grade book which also includes dates when assignments are due and when they are soundly completed.</li> </ul>
o Student'o self recording or behavior sharts	<ul> <li>Student maintains a setabook to te record estivities exceleted: the teactor initials record when</li> </ul>
o Behavior during class setivities	activities are completed.
o General interaction with poers/ teacher/employer	o Teseber targeta apocific behaviors to observe.
o Other	Teacher uses a checklist of behaviore (e.g., Yeartiseal Assessment Seting Form) that can be marked during period observations.
	o Other

#### 2. GENERALIZED INSTRUCTIONAL OUTCOMES

Sources of Assessment Information	Suggestions for Record Tespins
o Tests, quisses	o Tescher maintaine daily record.
o Separark analgaments	o Teacher uses checklist of generalized instructional
o Performance during class sotivities	outcomes that can be broken down into specific skills to be learned.
o Demonstration of work skills	o Teacher assigns a class notebook in which the student records his grades on assignments, scores on tests, dates, tasks were assigned/ completed.
o Demonstration of knowledge during simulation activities	o Teacher reviews student's ansign- ment notebook periodically with student for:
o Response during discussions	timelines quality
o Other	o Other

#### 3. SPECIFIC SKILL OUTCOMES

	Sources of Assessment Information	Suggestions for Record Econing	_
	Performance of openific tasks	o Teacher records date in student notebook, teacher grade book, o	
•	Completion of projects	Vocational Assessment Rating Fo	п.
•	Performance of production processes (quality/quantity measures)	<ul> <li>Student records date projects were completed/grade ensigned i assignment notebook.</li> </ul>	8
•	Reports from poor tutor/work buddy	o Teacher reviews assignment note book with student regularly for a completeness	
•	Student's log of completed tasks	<pre>timeliness quality</pre>	
	Other	o Other	



III-1

#### HOW TO COMPLETE ASSASSMENT RATING FORMS

#### 1. Performance Column (P)

At the end of each quarter or semester, teachers/supervisors completing these forms should check ( $\checkmark$ ) whether a student is performing (P) on a specific behavior or competency at the level of accuracy or proficiency expected by the instructor.

#### 2. Performance with Modification Column (M)

For those students who can perform a skill or behavior at the expected proficiency level only with modifications, an M (symbolizing "proficient with modification") should be checked. Appendix III-3 provides an example listing of possible modifications that might be made by the vocational instructor.

#### 3. Unrated Behaviors or Skills

If an instructor did not have an opportunity to rate a behavior/ skill or if the student was unable to perform the skill even with modification, no mark should be made for that specific skill item.

#### 4. Overall Rating

On the bottom of the rating form, the instructor should indicate his/her opinion of the student's overall interest in and aptitude for the occupational area of instruction.

#### 5. Additional Information/Modification

Any modifications made to enable a student to achieve proficiency should be indicated as specifically as possible on the back of the rating form.

#### 6. Comments

On the back of the rating form the instructor should also indicate any additional pertinent information regarding:

- a. Student class participation,
- b. Teaching techniques, and
- c. Program recommendations.

#### 7. Review and Sign Rating Form

When all ratings have been completed for the Vocational Assessment Rating Form, the instructor/work supervisor should review the form for accuracy. The form should then be signed, dated, and forwarded to the Case Study Committee.



III-2

#### SAMPLE MODIFICATIONS FOR FACILITATING PROFICIENCY

Setting Modifications								
A.								

- Content Modifications

  Task analyze instructional objectives with which the student is is having difficulty and teach individual task steps as appropriate.
- B. Adjust height of furniture.
- B. Introduce new material in small amounts, checking student comprehension of each step before continuing the next step.
- C. Provide individual student carrels for independent task completion.
- C. Provide the student with lists of required technical vocabulary.
- D. Color code machine and equipment controls for each indentification according to function.
- D. Provide instructional reading materials written at the student's "instructional reading level." (Obtain the assistance of the special education teacher or reading specialist.)
- E. Lable equipment and work areas with large legible signs.
- E. Provide a variety of learning activities for each instructional objective.
- F. Provide flexible scheduling to accommodate the student's work rate. Time required for a student to attain specific skills may need to be lengthened.

#### Materials/Equipment Modifications

- A. Use nonverbal materials in describing work procedures: symbols, charts, graphic illustrations, etc.
- B. Install adaptive operative devices on machines:
  - o hand or foot controls
  - o guard rails
  - o warning lights and sounds
  - o adaptive toe handles
- C. Use large print for written materials.
- D. Secure specialized equipment which may assist the student:
  - o left-handed scissors and tools
  - o patterns and cutting guides
  - o magnifying devices
  - o tape recorders
- E. Shorten and simplify tasks. (Number and difficulty level may be increased as the student progresses.)

#### Modifications in Teaching Method

- A. Use teaching approach(es) which match the student's learning style (i.e., auditory, visual, tactile, etc.). Seek assistance from the special education teacher in determining student learning styles.
- B. Use a demonstration approach whenever possible.
- C. Use illustrations to replace written directions.
- D. Provide opportunities for students to answer test questions orally.
- E. Use multiple choice tests instead
- F. Allow time for more presentations of material to be learned.



#### APPENDIX IV

SAMPLE OF COMPLETED

Vocational Assessment Rating Forms

and

Individualized Education Plan



Bodds-G CURRICULUM-BASED VOCATIONAL A	Y	WATER T	<u> </u>	TUA LAWY		INDUSTRIAL TEC		
						COURSE LENGTH: 9 WKS X		
Doe, John			)r	8 th	Mustical	Middle School	-	
STUDENT LAST NAME FIRST			EX	GRADE	SCHOOL.	MIGGIE SCHOOL		
DIRECTIONS: 1. DO NOT RATE ANY BEHAVIOR O	R OUT	COLIE	HOT	TAUGHT C	R OBSERVED.			
2. CHECK P IF THE STUDENT CAN EXPECTATION.	PEKI	URN	AT T	HE INSTRU	ictor's level (	F		
3. CHECK M IF THE STUDENT CAN	PERF	ORM	AT TI	e instru	CTOR'S LEVEL C	)F		
EXPECTATION WHEN INSTRUC	TION	HAS	BEEN	MODIFIED		•		
4. LIST ADDITIONAL BEHAVIORS	AND C	UTCO	HES /	is needed	) <b>.</b>			
I. WORK RELATED BEHAVIORS	1 :	M	771	. SPECT	FIC SKILL OUT	- Mre		a 7 u
1. Display initiative	<u> </u>	V	1.	Compare	/select produc	ts .		H
2. Exhibit a desire to improve	4.,	V	2.	Identif	y product asse	mbly processes		1
3. Display integrity 9. Exhibit self-confidence	-IV	├	13.	Follow	systematic pro	duct on	V	
3. Display frustration tolerance	+-	├	5	USO BIX	ing processes oating procedu	in production	<u> </u>	_
6. Exhibit flexibility	İ	IV	€.	Use bon	ding processes	res		12
T. Make judgments and decisions			<u>L7.</u> _	Prepare	template			1
8. Relate with peers/co-workers 9. Relate with teachers/supervisors	44.	ا	۴.	Prepare	a jig			$I_{\nu}$
10. Cooperate as a team member	1	Y	30	Tdentif	a fixture y object by sh	222/24/22		+ 4
11. Accept constructive criticism			11.	Bore ho	le with hand b	ape/Size	<u></u>	+-
12. Work unsupervised	II.	4	12.	Bore ho	le with portab	le hand drill		† –
13. Complete tasks accurately	-	4	13.	Cut hold	e with keyhole	San .		
15. Seek assistance appropriately	+-	1	14.	Select	proper hammer	end drive mails		_
16. Display appropriate habits/manners	セ		16.	Apply s	nd plumb insta tains/shellac/	llations		
17. Display appropriate appearance	IV		17.	Operate	portable dril	1		
if. Comply with attendance regulations	14		18.	Operate	portable sand	er		$\overline{}$
19. Practice punctuality 20. Display appropriate conduct	11/		19.	Operate	drili press			1_
21. Care for materials/equipment	1		21	Operate	grinder vertical band	and table any		╁
			22.	Perform	procision cut	ting		+
II. GENERALIZED OUTCOMES	+_	-	23.	Operate	horizontal sam	,		
1. Understand oral directions	P	M	24.	Set up a	and operate la	he		<u> </u>
2. Give oral directions	<b>1</b>	Ť	26.	Pemonst	ate planning	procedures	1	+
3. Understand written directions		V	27.	Demonstr	rate abrading	Procedures	12	<del>1</del>
Apply related terminology  Apply related measurement functions		-						
6. Apply related math computations	1	-+						—
7. Apply related science concepts	12							┼
Practice related hygienic requirements	V	$\Box$						1
9. Demonstrate safety precautions 10. Demonstrate problem solving technique	1							
11. Show interest in occupational area	1/1							<u> </u>
12. Perform equipment maintenance	L							├
13. Understand employer-employee roles	$ \mathbf{r} $							$\vdash$
18. Understand function of a supervisor 15. Understand role of employee evaluation	╂╼╂	<del>/</del>						
16. Understand business enterprise function	1	4				<del> </del>		ļ
								<del>                                     </del>
AS RELATED TO YOUR COURSE, CIRCLE THE STUDE	NT'S				PLEAS	E LIST MODIFICATIONS, A	DITIONAL	
OVERALL INTEREST HIGH (NEDIUM)	LO¥				COMME	NTS ON THE REVERSE OF T	HIS FORM.	•
	<b>-∪</b> #					•		
APTITUDE HIGH HEDIUM	LOW				. ) . /	<i>,</i> 2.	_/ /	
						n Dices	8/13/	6
DSG FORM 2819.9-R (July 1986)						OR'S SIGNATURE DATE TURN THIS FORM TO THE CO	TE /	



## SAMPLE OF A COMPLETED IEP USING THE CURRICULUM-BASED VOCATIONAL ASSESSMENT INFORMATION

(1) Annual Short Tarm Instructional Goals Objectives	(3) Present Level at Portwiniste	(4) Criticità for Achieventent of Objectives	(b) Service Provider	(ů) Fuia in Program W Sarvica	Proje Da	)j icted tul
1) Display initiative 2. Exhibit a desire to improve	Present Level - Has a low - trustration tolerance when	Student will improve on each of the citcled objectives to the point of 90:	Industrial Technology Teacher	18 weeks	Beylis Sept.	End Dec
3. Display integrity Exhibit self-confidence Display frustration toleranco Exhibit flexibility Hake judgements and decisions Relate with puers/co-workers Relate with teachers/supervisors Cooperste as a team member Accept constructive criticism	working on fine motor tasks  - Lacks confidence and makes poor judgements on decisions related to fine detail and finish work  - Fails to complete task without close supervision	of the expected Profictency for the industrial arts classroom.				







#### APPENDIX V

## ANNUAL SUPPORT ROLES OF THE EDUCATIONAL PRESCRIPTIONIST

	<u>Activity</u>	Timeframe
1.	Contac school-level CSC chairpersons to establish a meeting to discuss Educational Prescriptionist role with the CSC and the school staff.	Sept/Oct
2.	Conduct a school-level visit to meet with CSC personnel, special education teachers, and vocational instructors to review data collection procedures, the processing of rating forms, and the mechanisms for using assessment information for IEP development and instructional planning.	Sept/Jan
3.	Conduct a school-level inservice with all personnel involved in the vocational assessment procedure.  To:	Sept/Oct As needed
	10.	
	a. Distribute handbooks and rating forms to personnel in need of them.	
	b. Review and discuss procedures as they will be implementing at that school.	
	c. Review procedures to be followed to use the rating form data in the IEP.	-
	d. Review example completed rating forms and IEP's. e. Answer any questions and provide or direct assistance as needed for instructors.	
4.	Provide needed training and support to new teachers experiencing the curriculum-based vocational assessment procedure for the first time. Identify instructors with positive experience with the process and have new instructors work with them.	Sept/Oct As needed
5.	Provide consultation services as requested and as deemed necessary in such areas as:	As needed
	<ul><li>a. How to conduct observation of student work?</li><li>b. How to collect data for rating forms?</li><li>c. How to make instructional modifications for handicapped students?</li></ul>	
	d. How to use data from the rating forms to develop goals and objectives for an IEP?	



