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ABSTRACT

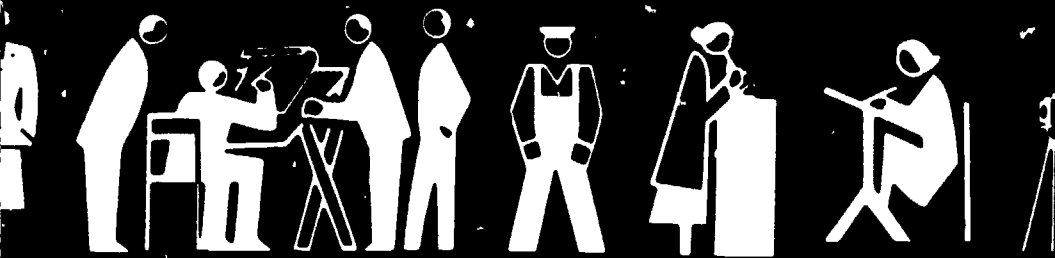
This handbook is for persons, especially teachers, who collect, evaluate, and apply vocational assessment information for handicapped students in the Department of Defense Dependents Schools (DoDDS). The approach used is a developmental curriculum-based assessment process which responds to the career/vocational 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. (VW)

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CURRICULUM-BASED VOCATIONAL ASSESSMENT HANDBOOK



**CURRICULUM-BASED
VOCATIONAL ASSESSMENT HANDBOOK**

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

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REPLY TO
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F O R E W O R D

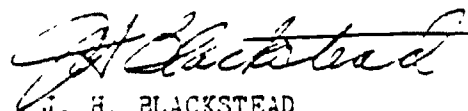
The Curriculum-Based Vocational Assessment Handbook has been developed by the DoDDS-Germany Regional Office and school-level personnel from career, vocational, and special education backgrounds in coordination with nationally prominent consultants.

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
Director

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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:

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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 curriculum-based 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.

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 to 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.
- e. 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 handicapped 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. Career Development: 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. Career/Vocational Curriculum Areas: 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. Career/Vocational Information: Course and activity content learned by students in career/vocational curriculum areas and directly correlated with roles in the world of work.
- D. Vocational Assessment: The collection of career/vocational information to ascertain vocationally related behaviors and skills, interests, and aptitudes.
- E. Curriculum-Based Vocational Assessment: 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. Vocational Evaluation: 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. Cooperative Work Experience: 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. Job Placement: 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. Level II: Assessment of Work Related Behaviors and Skills in High School Vocational Education Course Work

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
VOCATIONAL ASSESSMENT OF
HANDICAPPED STUDENTS

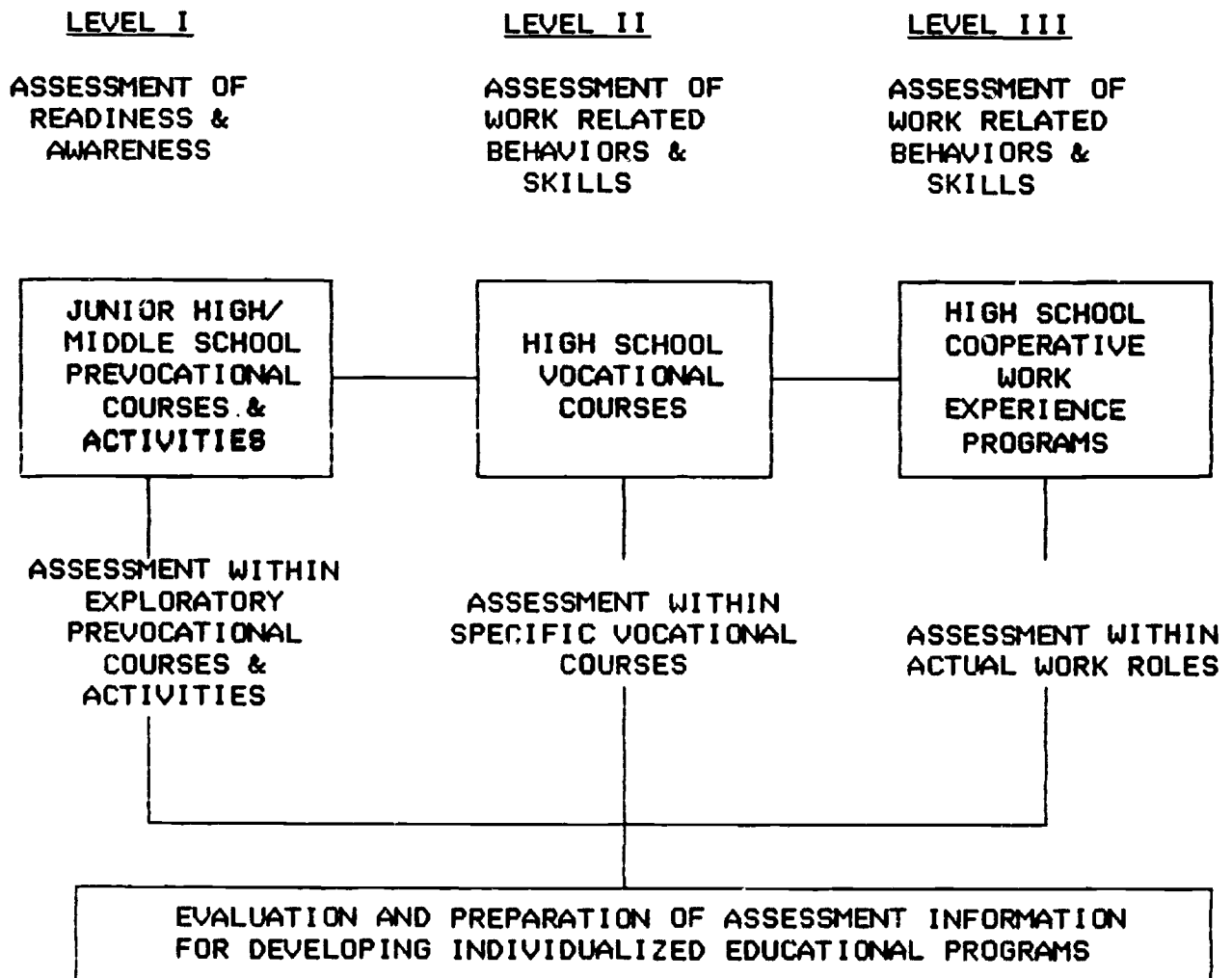


FIGURE II

LEVEL I.

ASSESSMENT OF READINESS AND AWARENESS

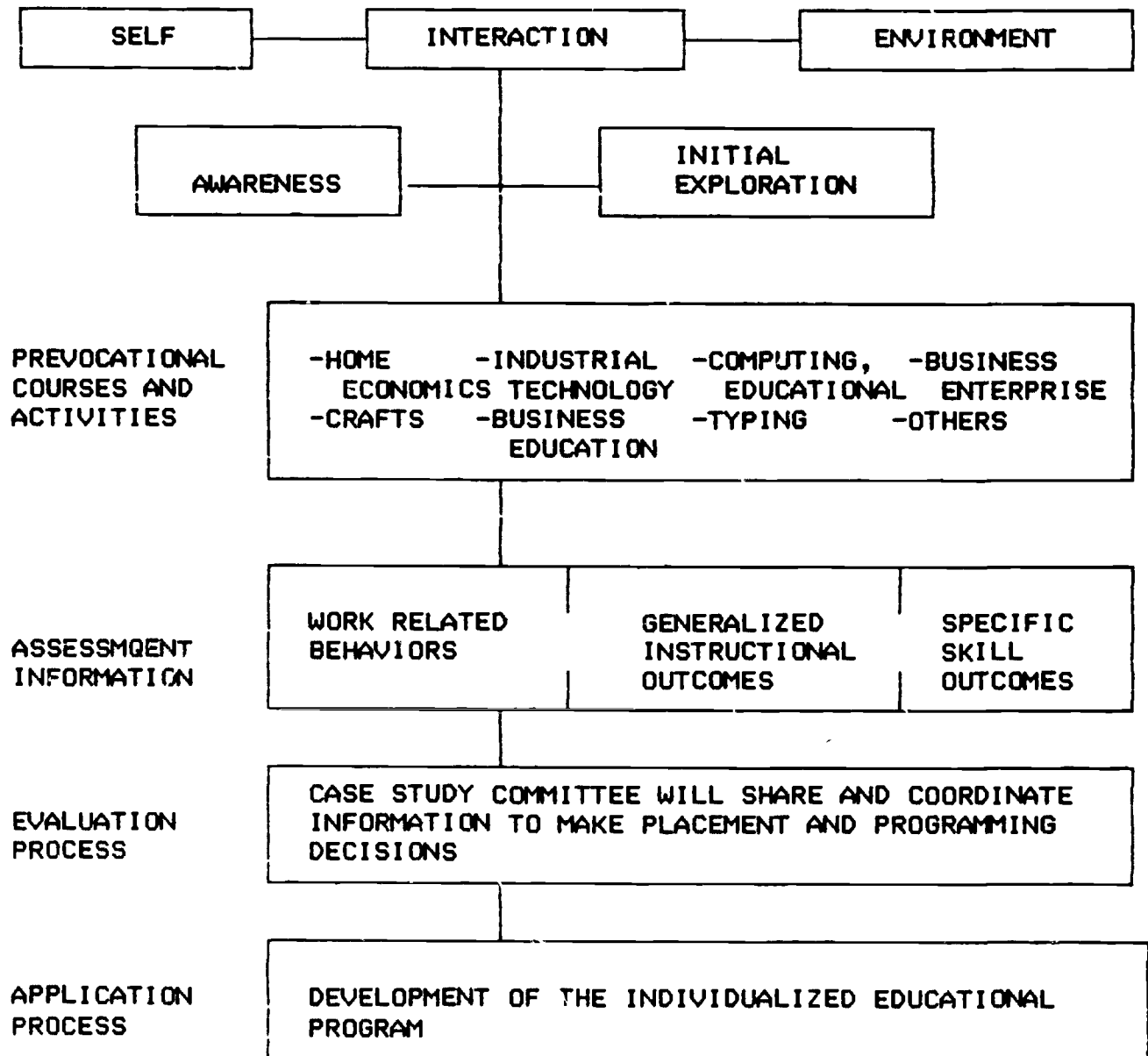
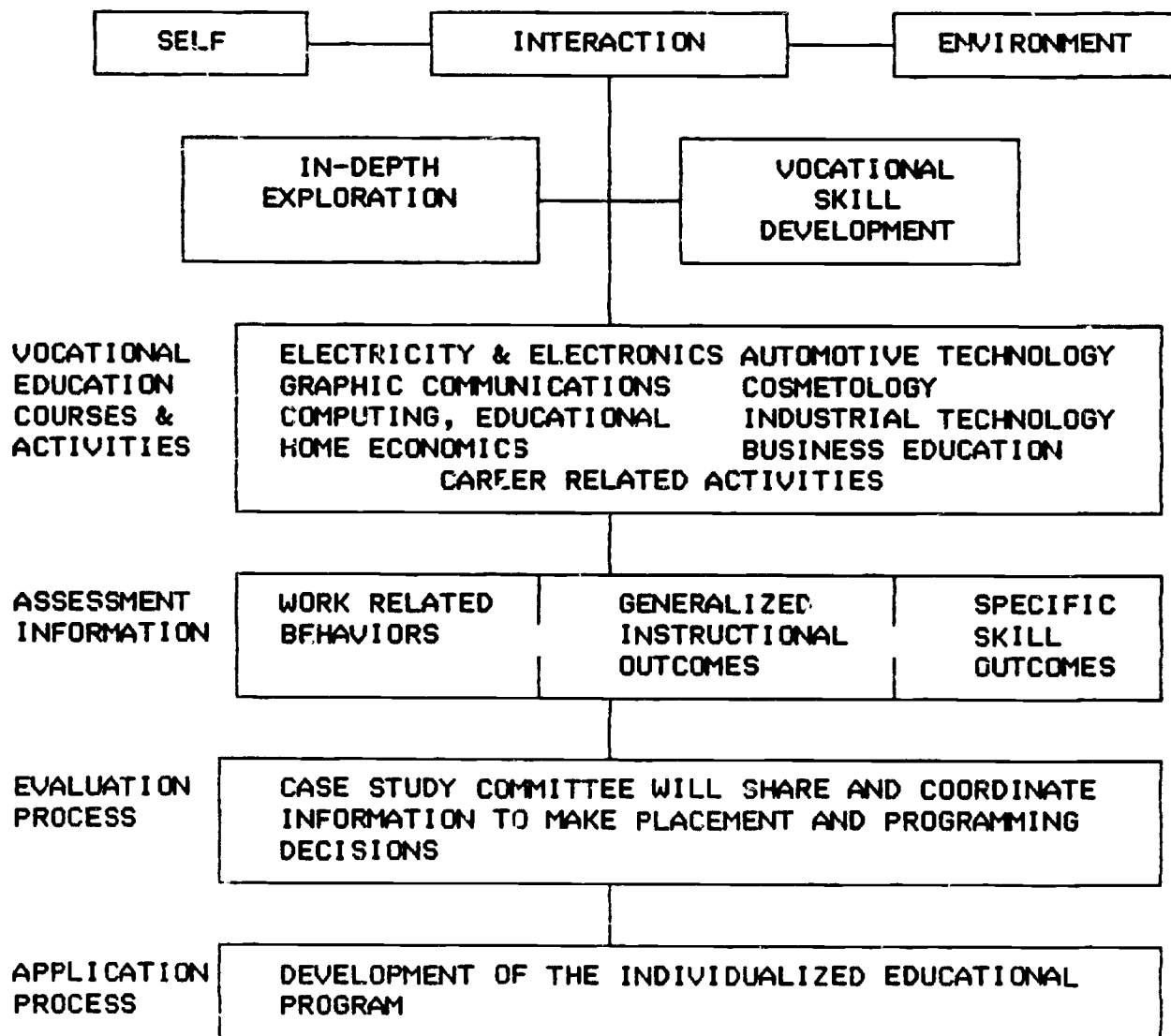


FIGURE III

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. Level III: Assessment of Work Related Behaviors and Skills in Work Experience Settings

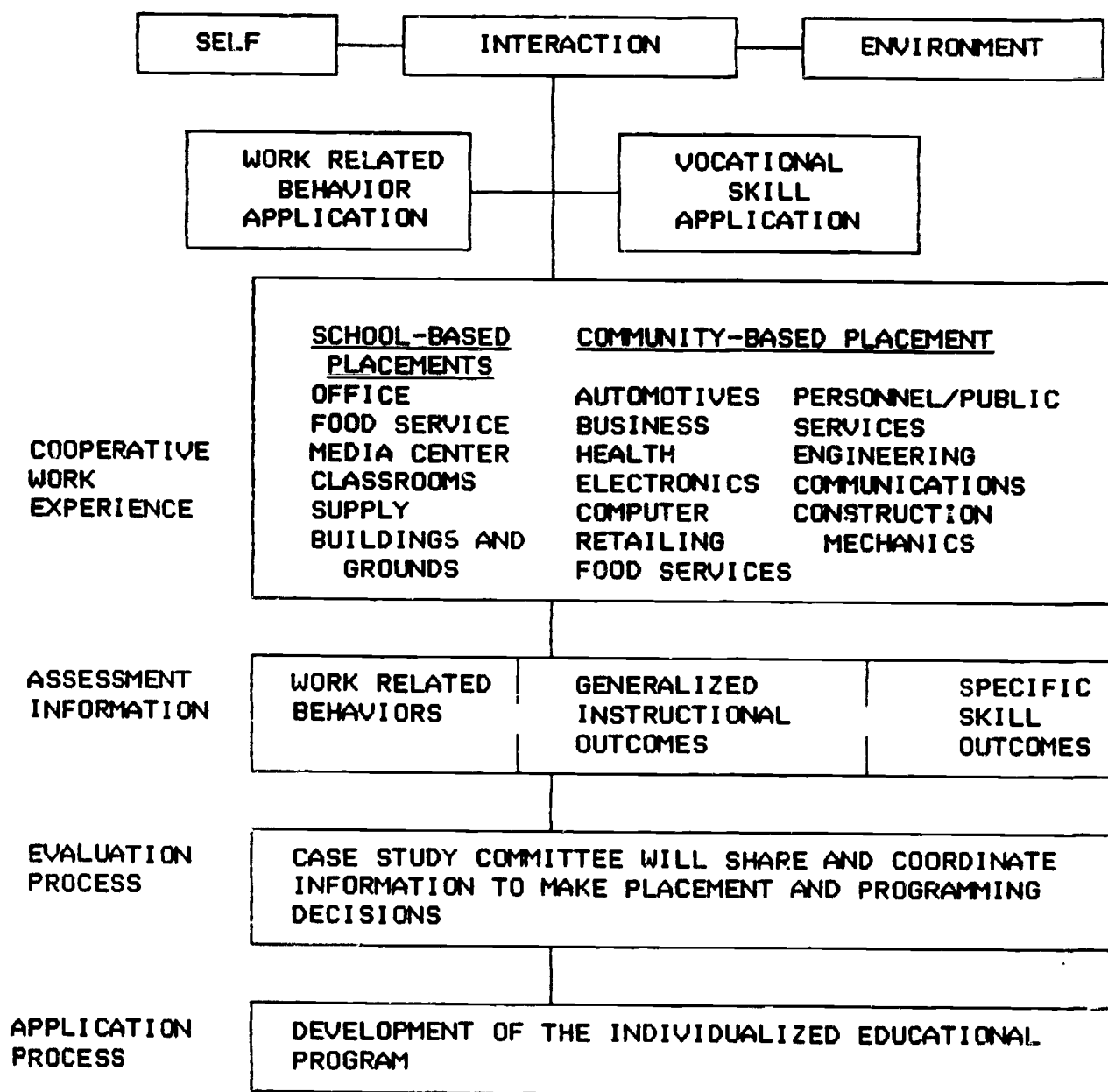
The next step in the developmental assessment process is the collection of data on student competency in actual work settings. This normally occurs for students at the 11th and 12th grade levels. Vocational assessment which focuses on a student's performance at an actual job site is frequently referred 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 goals, objectives and instructional modifications to receiving instructors by the CSC.

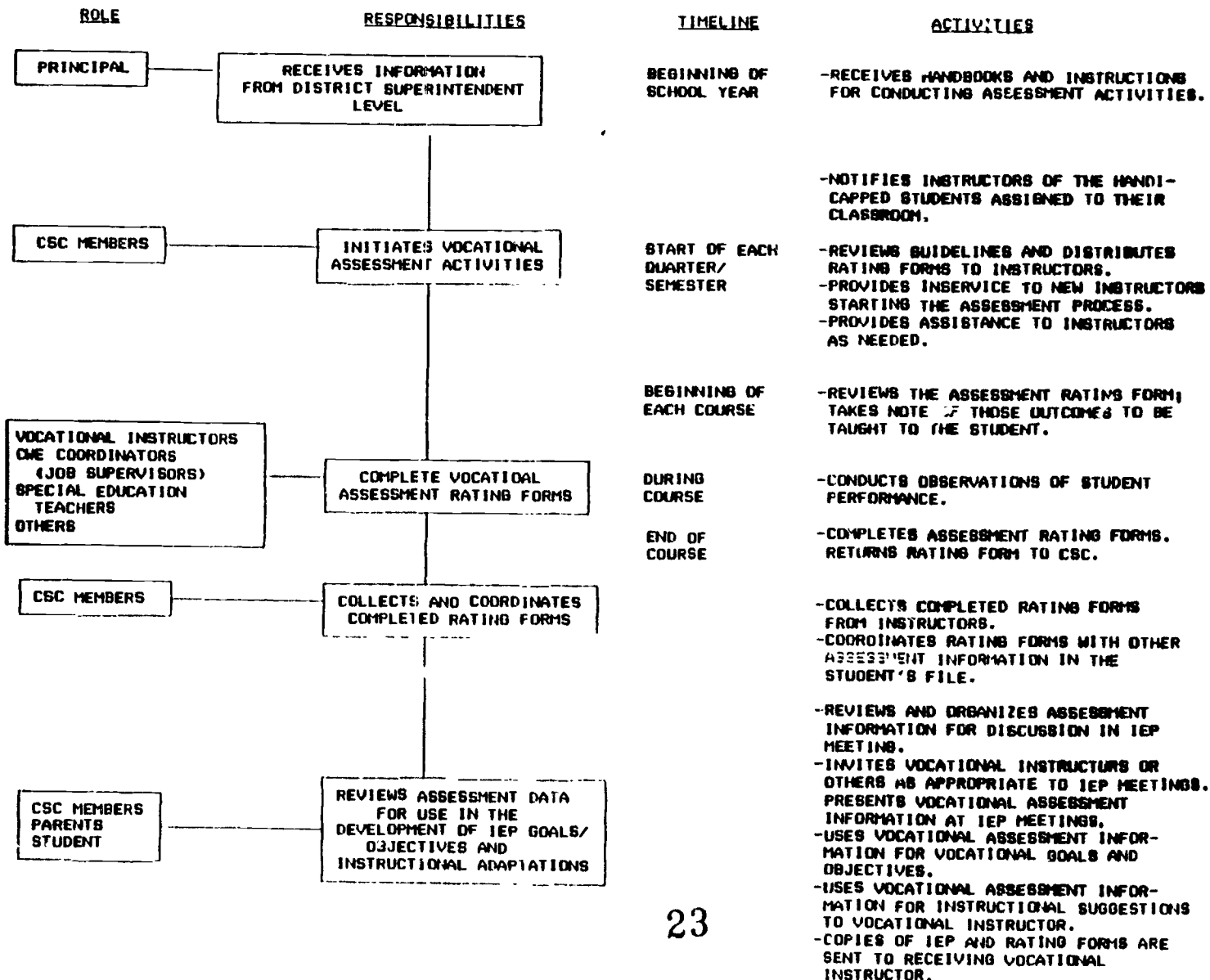
III. Directions for Implementation

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:

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 CSC. 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;
 - b. 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;
 - b. 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):

<u>CAREER/VOCATIONAL OPTIONS</u>	<u>COOPERATIVE</u>		
	<u>MIDDLE SCHOOL/ JUNIOR HIGH (GR 7-9)</u>	<u>HIGH SCHOOL (GR 10-12)</u>	<u>WORK EXPERIENCE</u>
1. Automotive Technology/ Mechanics	-	X	X
2. Automotive Technology/ Small Engine Repair	-	X	X
3. Business Lab	X	X	X
4. Business Enterprise	X		
5. Computing, Educational	X	X	X
6. Cosmetology	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 Economics- Clothing/Textiles	X	X	X
12. Home Economics- Child Care	X	X	X
13. Industrial Technology- Woodworking	X	X	X
14. Industrial Technology- Metal Working	X	X	X
15. Industrial Technology- Drafting	X	X	X
16. JROTC	X	X	-
17. Modeling	-	X	X
18. Photography	-	X	X
19. Typing	X	X	X
20. CWE		X	X

X = Course may be offered at this level

- = 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 student's 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**

<u>CAREER FIELDS</u>	<u>SCHOOL/COMMUNITY BASED PLACEMENTS</u>	<u>RELATED CAREER/ VOCATIONAL COURSES</u>
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;
 - (b) 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 vocational 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. Comments:

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;
 - b. 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;
 - b. 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. Contributions that Career/Vocational Education Teachers Can Make in Developing/Modifying an IEP

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 career options.

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- DS Manual 2844.1, Cooperative Work Experience, (March 1982).
- DS Manual 2855.1, Cosmetology Objectives, (April 1984).
- DS Manual 2875.1, Electricity/Electronics, (April 1984).
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D. Materials:

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Career Series (10 booklets/cassettes). Occupational Awareness.

Get that Job! (High-interest low-level reader). Quercus Corporation.

Pacemaker Vocational Readers (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

STUDENT	LAST NAME	FIRST	M F	SEX	GRADE	SCHOOL
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- 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.
 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 NEEDED.

I. WORK RELATED BEHAVIORS		P	M	III. SPECIFIC SKILL OUTCOMES		P	M
1. Display initiative				1. Use service manual			
2. Exhibit a desire to improve				2. Inspect exhaust system			
3. Display integrity				3. Replace exhaust manifold			
4. Exhibit self-confidence				4. Replace muffler			
5. Display frustration tolerance				5. Remove and replace oil pump			
6. Exhibit flexibility				6. Remove and replace oil pan			
7. Make judgments and decisions				7. Replace tailpipe assemblies			
8. Relate with peers/co-workers				8. Lubricate universal joints			
9. Relate with teachers/supervisors				9. Lubricate the front/rear suspension			
10. Cooperate as a team member				10. Clean, gap, and test spark plugs			
11. 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			
15. Seek assistance appropriately				15. Check coolant system			
16. Display appropriate habits/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. Practice punctuality				19. Replace heater hoses			
20. Display appropriate conduct				20. Replace water pump			
21. Care for materials/equipment				21. Test and replace thermostat			
II. GENERALIZED OUTCOMES		P	M	22. Replace shock absorbers and mountings			
1. Understand oral directions				23. Lubricate steering gears and linkage			
2. Give oral directions				24. Adjust brakes			
3. Understand written directions				25. Adjust parking brakes			
4. Apply related terminology				26. Flood hydraulic brakes			
5. Apply related measurement functions				27. Inspect/replace disc brake pads			
6. Apply related math computations				28. Replace wheel cylinder			
7. Apply related science concepts				29. Replace brake shoes			
8. Practice related hygienic requirements				30. Replace master cylinder			
9. Demonstrate safety precautions				31. Balance wheels and tires			
10. Demonstrate problem solving technique				32. Service electrical system			
11. Show interest in occupational area				33. Perform body repair/refinishing			
12. Perform equipment maintenance				34. Service air conditioning			
13. Understand employer-employee roles							
14. Understand function of a supervisor							
15. Understand role of employee evaluation							
16. Understand business enterprise function							

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL INTEREST . . . HIGH MEDIUM LOW APTITUDE . . . HIGH MEDIUM LOW	PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.
---	---

INSTRUCTOR'S SIGNATURE _____ DATE _____ PLEASE RETURN THIS FORM TO THE CSC.
--

M F

STUDENT LAST NAME 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.
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 NEEDED.

I. WORK RELATED BEHAVIORS	P	M	III. SPECIFIC SKILL OUTCOMES	P	M
1. Display initiative			1. Prepare cash drawer for daily business		
2. Exhibit a desire to improve			2. Operate cash register		
3. Display integrity			3. Conduct retail sales transactions		
4. Exhibit self-confidence			4. Make change		
5. Display frustration tolerance			5. Balance cash fund/cash register		
6. Exhibit flexibility			6. Fill-in cashier check list/each report		
7. Make judgments and decisions			7. Write customer charges/sales receipts		
8. Relate with peers/co-workers			8. Provide basic typing		
9. Relate with teachers/supervisors			9. Perform basic filing procedures		
10. Cooperate as a team member			10. Operate calculator/computer		
11. Accept constructive criticism			11. Compute dollars/sense		
12. Work unsupervised			12. Compute numbers/averages		
13. Complete tasks accurately			13. Prepare shopping list		
14. Complete tasks in a timely manner			14. Wrap bag merchandise		
15. Seek assistance appropriately			15. Service the value train		
16. Display appropriate habits/manners			16. Price/mark merchandise		
17. Display appropriate appearance			17. Stock merchandise		
18. Comply with attendance regulations			18. Sort/arrange by color/size/type		
19. Practice punctuality			19. Weigh/count/measure/items/ingredients		
20. Display appropriate conduct			20. Assemble orders from stock		
21. Care for materials/equipment			21. Inventory stock/supplies/equipment		
			22. Prepare income/expense statements		
			23. Analyze income/expense statements		
II. GENERALIZED OUTCOMES	P	M	24. Use hand tools		
1. Understand oral directions			25. Operate power tools		
2. Give oral directions			26. Follow systematic production planning		
3. Understand written directions			27. Operate vacuum-form equipment		
4. Apply related terminology			28. Apply stains/shellac/varnish		
5. Apply related measurement functions			29. Assemble product components		
6. Apply related math computations			30. Measure/cut materials		
7. Apply related science concepts			31. Produce handcrafted products		
8. Practice related hygienic requirements			32. Design handcrafted products		
9. Demonstrate safety precautions			33. Operate duplicating machines		
10. Demonstrate problem solving technique			34. Operate handset printing press		
11. Show interest in occupational area			35. Set printing type		
12. Perform equipment maintenance			36. Prepare meals		
13. Understand employer-employee roles			37. Serve food		
14. Understand function of a supervisor			38. Use kitchen utensils/hand appliances		
15. Understand role of employee evaluation			39. Operate stove/microwave/washer/dryer		
16. Understand business enterprise function			40. Clean utensils/equipment/areas		

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE DATE

PLEASE RETURN THIS FORM TO THE CSC.

M F

STUDENT LAST NAME 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.
 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 NEEDED.

I. WORK RELATED BEHAVIORS		P	M	III. SPECIFIC SKILL OUTCOMES		P	M
1. Display initiative				1. Operate a calculator effectively			
2. Exhibit a desire to improve				2. Complete job interview successfully			
3. Display integrity				3. Complete social security application			
4. Exhibit self-confidence				4. Complete application for employment			
5. Display frustration tolerance				5. Complete W-4 form			
6. Exhibit flexibility				6. Use reference materials			
7. Make judgments and decisions				7. Retrieve information from files			
8. Relate with peers/co-workers				8. Use various dictation equipment			
9. Relate with teachers/supervisors				9. Use photocopier effectively			
10. Cooperate as a team member				10. Sort/route/distribute mail			
11. Accept constructive criticism				11. Operate collator			
12. Work unsupervised				12. Filing alphabetically			
13. Complete tasks accurately				13. File by subject			
14. Complete tasks in a timely manner				14. File chronologically			
15. Seek assistance appropriately				15. File numerically			
16. Display appropriate habits/manners				16. File geographically			
17. Display appropriate appearance				17. Prepare personal data sheet/resume			
18. Comply with attendance regulations				18. Prepare letters/application/request			
19. Practice punctuality				19. Compose letters of application/request			
20. Display appropriate conduct				20. Prepare follow-up letter			
21. Care for materials/equipment				21. Write routine/specialized letters			
				22. Type varied forms/communications			
				23. Use equipment to produce documents			
				24. Identify/classify basic documents			
				25. Perform record keeping			
				26. Transcribe 40 wpm with 8 errors or less			
				27. Transcribe 60 wpm with 8 errors or less			
				28. Access/operate a computer			
				29. Name tasks for computer utilization			
				30. Use computer in problem solving			
				31. Know basic kinds of business			
				32. Identify function of business enterprise			
				33. Distinguish between gross/net profit			
				34. List sources of consumer information			
				35. Know role of labor unions			
				36. List reasons for saving money			
				37. Prepare income tax return			
				38. Complete job application			
				39. Complete job interview			
				40. Complete social security application			
II. GENERALIZED OUTCOMES		P	M				
1. Understand oral directions							
2. Give oral directions							
3. Understand written directions							
4. Apply related terminology							
5. Apply related measurement functions							
6. Apply related math computations							
7. Apply related science concepts							
8. Practice related hygienic requirements							
9. Demonstrate safety precautions							
10. Demonstrate problem solving technique							
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							

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE DATE

PLEASE RETURN THIS FORM TO THE CSC.

COURSE LENGTH: 9 WKS _ 18 WKS _

STUDENT	LAST NAME	FIRST	SEX M F	GRADE	SCHOOL
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- 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.
 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 NEEDED.

I. WORK RELATED BEHAVIORS		P	M	III. SPECIFIC SKILL OUTCOMES		P	M
1. Display initiative				1. Sanitize the service area			
2. Exhibit a desire to improve				2. Sanitize implements			
3. Display integrity				3. Give a basic shampoo			
4. Exhibit self-confidence				4. Shampoo lightened hair			
5. Display frustration tolerance				5. Give special rinses			
6. Exhibit flexibility				6. Give a basic scissors cut			
7. Make judgments and decisions				7. Give a razor cut			
8. Relate with peers/co-workers				8. Layer-cut hair			
9. Relate with teachers/supervisors				9. Slither hair			
10. Cooperate as a team member				10. Shingle hair			
11. Accept constructive criticism				11. Thin hair with razor			
12. Work unsupervised				12. Use thinning shears			
13. Complete tasks accurately				13. Give a finger wave			
14. Complete tasks in a timely manner				14. Give a marcel wave			
15. Seek assistance appropriately				15. Make pin curls			
16. Display appropriate habits/manners				16. Make roller curls			
17. Display appropriate appearance				17. Comb hair into style			
18. Comply with attendance regulations				18. Blow-style hair			
19. Practice punctuality				19. Straighten hair			
20. Display appropriate conduct				20. Perform a color analysis			
21. Care for materials/equipment				21. Mix water base solution			
				22. Mix permanent coloring solutions			
				23. Perform skin sensitivity test			
				24. Apply hair toners			
II. GENERALIZED OUTCOMES		P	M	25. Apply semi-permanent tint			
1. Understand oral directions				26. Apply temporary tint			
2. Give oral directions				27. Apply permanent tint			
3. Understand written directions				28. Remove artificial color			
4. Apply related terminology				29. Lighten hair			
5. Apply related measurement functions				30. Apply bleach for retouch			
6. Apply related math computations				31. Frost/streak hair			
7. Apply related science concepts				32. Give a cold wave			
8. Practice related hygienic requirements				33. Relax hair chemically			
9. Demonstrate safety precautions				34. Treat damaged hair			
10. Demonstrate problem solving technique				35. Massage scalp			
11. Show interest in occupational area				36. Treat dandruff			
12. Perform equipment maintenance				37. Treat dry or oily scalp			
13. Understand employer-employee roles				38. Give a plain manicure			
14. Understand function of a supervisor				39. Give an oil manicure			
15. Understand role of employee evaluation				40. Make nail repairs			
16. Understand business enterprise function							

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE _____ DATE _____

PLEASE RETURN THIS FORM TO THE CSC.

MF

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.
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 NEEDED.

I. WORK RELATED BEHAVIORS	P	M	III. SPECIFIC SKILL OUTCOMES	P	M
1. Display initiative			1. Wire doorbell and chime circuit		
2. Exhibit a desire to improve			2. Wire general lighting circuit		
3. Display integrity			3. Wire small appliance circuit		
4. Exhibit self-confidence			4. Wire multiwire circuit		
5. Display frustration tolerance			5. Wire window air conditioner outlet		
6. Exhibit flexibility			6. Wire electric clothes dryer outlet		
7. Make judgments and decisions			7. Wire electric range outlet		
8. Relate with peers/co-workers			8. Wire ground fault circuit		
9. Relate with teachers/supervisors			9. Split receptacle circuit		
10. Cooperate as a team member			10. Wire/install electric baseboard heat		
11. Accept constructive criticism			11. Wire/install smoke/fire detector		
12. Work unsupervised			12. Install low voltage lighting control		
13. Complete tasks accurately			13. Select/install cva. current devices		
14. Complete tasks in a timely manner			14. Repair non-operative circuit		
15. Seek assistance appropriately			15. Repair malfunctioning circuit		
16. Display appropriate habits/manners			16. Test for continuity		
17. Display appropriate appearance			17. Measure resistance		
18. Comply with attendance regulations			18. Measure voltage		
19. Practice punctuality			19. Measure current		
20. Display appropriate conduct			20. Cut/ream/thread conduit		
21. Care for materials/equipment			21. Bend/install conduit		
			22. Pull wire		
			23. Calculate conduit size		
II. GENERALIZED OUTCOMES	P	M	24. bend/install tubing		
1. Understand oral directions			25. Describe symbols/schematics/diagrams		
2. Give oral directions			26. Operate an OHM meter		
3. Understand written directions			27. Operate a volt meter		
4. Apply related terminology			28. Operate D.C. power supply		
5. Apply related measurement functions			29. Use soldering/desoldering equipment		
6. Apply related math computations			30. Demonstrate circuit building techniques		
7. Apply related science concepts			31. Demonstrate circuit layout techniques		
8. Practice related hygienic requirements			32. Demonstrate A.C. power supply		
9. Demonstrate safety precautions			33. Use oscilloscope		
10. Demonstrate problem solving technique			34. Build complex circuit		
11. Show interest in occupational area			35. Use a capacitor tester		
12. Perform equipment maintenance			36. Use a resistor decade box		
13. Understand employer-employee roles			37. Use a tube tester		
14. Understand function of a supervisor			38. Use a CRT tester		
15. Understand role of employee evaluation					
16. Understand business enterprise function					

PLEASE LIST MODIFICATIONS, ADDITIONAL
COMMENTS ON THE REVERSE OF THIS FORM.

APTITUDE . . . HIGH MEDIUM LOW

INSTRUCTOR'S SIGNATURE _____ DATE _____
PLEASE RETURN THIS FORM TO THE CSC.

M F

STUDENT LAST NAME 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.
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 NEEDED.

I. WORK RELATED BEHAVIORS	P	M	III. SPECIFIC SKILL OUTCOMES	P	M
1. Display initiative			1. Construct simple circuit		
2. Exhibit a desire to improve			2. Construct battery		
3. Display integrity			3. Connect ammeter		
4. Exhibit self-confidence			4. Connect voltmeter/measure voltage		
5. Display frustration tolerance			5. Connect ohmmeter/measure voltage		
6. Exhibit flexibility			6. Measure resistance		
7. Make judgments and decisions			7. Produce electricity with magnet		
8. Relate with peers/co-workers			8. Define AC/DC current		
9. Relate with teachers/supervisors			9. Define voltage/current/resistance		
10. Cooperate as a team member			10. Convert units		
11. Accept constructive criticism			11. Define conductors/insulators		
12. Work unsupervised			12. Test conductivity of materials		
13. Complete tasks accurately			13. Construct a series circuit		
14. Complete tasks in a timely manner			14. Measure individual volt in parallel		
15. Seek assistance appropriately			15. Measure total volt in parallel		
16. Display appropriate habits/manners			16. Construct a parallel circuit		
17. Display appropriate appearance			17. Measure individual volt in series		
18. Comply with attendance regulations			18. Measure total volt in series		
19. Practice punctuality			19. Measure current in series		
20. Display appropriate conduct			20. Construct an "and"/"or" circuit		
21. Care for materials/equipment			21. Fill in "and"/"or" circuit		
			22. Construct 3-way switch		
			23. Define characteristics of voltage/current		
II. GENERALIZED OUTCOMES	P	M	24. Make pigtail/tee-tap/western union square		
1. Understand oral directions			25. Make 2/3 wire nut splice		
2. Give oral directions			26. Use EIA color code		
3. Understand written directions			27. Compute resistor tolerance		
4. Apply related terminology			28. Compute range of a resistor		
5. Apply related measurement functions			29. Calibrate an ohmmeter		
6. Apply related math computations			30. Read resistance of a resistor		
7. Apply related science concepts			31. Check continuity of a circuit		
8. Practice related hygienic requirements					
9. Demonstrate safety precautions					
10. Demonstrate problem solving technique					
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					

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE DATE

PLEASE RETURN THIS FORM TO THE CSC.

M F

STUDENT LAST NAME 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.
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 4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS	P	M	III. SPECIFIC SKILL OUTCOMES	P	M
1. Display initiative			1. Complete job application		
2. Exhibit a desire to improve			2. Complete job interview		
3. Display integrity			3. Meet basic needs of children		
4. Exhibit self-confidence			4. State how age relates to behavior		
5. Display frustration tolerance			5. Demonstrate emergency procedures		
6. Exhibit flexibility			6. Demonstrate first aid procedures		
7. Make judgments and decisions			7. Dial emergency numbers		
8. Relate with peers/co-workers			8. Take incoming telephone messages		
9. Relate with teachers/supervisors			9. Access child personal information		
10. Cooperate as a team member			10. Demonstrate child discipline		
11. Accept constructive criticism			11. Supervise child in public		
12. Work unsupervised			12. Demonstrate skills in infant care		
13. Complete tasks accurately			13. Plan/conduct leisure activities		
14. Complete tasks in a timely manner			14. Plan/conduct play activities		
15. Seek assistance appropriately			15. Plan/conduct cognitive activities		
16. Display appropriate habits/manners			16. Plan/conduct creative activities		
17. Display appropriate appearance			17. Plan timelines for child routines		
18. Comply with attendance regulations			18. Demonstrate toileting procedures		
19. Practice punctuality			19. Demonstrate feeding procedures		
20. Display appropriate conduct			20. Demonstrate grooming/dressing procedures		
21. Care for materials/equipment			21. Demonstrate bathing procedures		
			22. Supervise child care settings		
			23. Complete related courses		
II. GENERALIZED OUTCOMES	P	M			
1. Understand oral directions					
2. Give oral directions					
3. Understand written directions					
4. Apply related terminology					
5. Apply related measurement functions					
6. Apply related math computations					
7. Apply related science concepts					
8. Practice related hygienic requirements					
9. Demonstrate safety precautions					
10. Demonstrate problem solving technique					
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					

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

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INSTRUCTOR'S SIGNATURE DATE

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M F

STUDENT LAST NAME 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.
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 4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS		P	M	III. SPECIFIC SKILL OUTCOMES		P	M
1. Display initiative				1. Select correct patterns/fabrics			
2. Exhibit a desire to improve				2. Select appropriate pattern design/size			
3. Display integrity				3. Interpret instructions for pattern			
4. Exhibit self-confidence				4. Demonstrate alterations on pattern			
5. Display frustration tolerance				5. Prepare fabric/pattern pieces			
6. Exhibit flexibility				6. Measure/cut materials			
7. Make judgments and decisions				7. Identify/use handcraft tools/materials			
8. Relate with peers/co-workers				8. Identify/use materials for hand sewing			
9. Relate with teachers/supervisors				9. Apply techniques for hand sewing			
10. Cooperate as a team member				10. Select appropriate notions			
11. Accept constructive criticism				11. Demonstrate hand sewing			
12. Work unsupervised				12. Identify parts of sewing machine			
13. Complete tasks accurately				13. Identify care/use of sewing machine			
14. Complete tasks in a timely manner				14. Able to produce handiworks			
15. Seek assistance appropriately				15. Plan sewing project			
16. Display appropriate habits/manners				16. Operate sewing machine			
17. Display appropriate appearance				17. Repair/replace zippers			
18. Comply with attendance regulations				18. Replace buttons/hooks/snaps			
19. Practice punctuality				19. Demonstrate methods to mend apparel			
20. Display appropriate conduct				20. Demonstrate principle of grooming			
21. Care for materials/equipment				21. Identify fashion/fad/style			
				22. Coordinate color/style of clothing			
				23. Select clothing appropriate to occasion			
				24. Demonstrate ironing skills			
II. GENERALIZED OUTCOMES		P	M				
1. Understand oral directions							
2. Give oral directions							
3. Understand written directions							
4. Apply related terminology							
5. Apply related measurement functions							
6. Apply related math computations							
7. Apply related science concepts							
8. Practice related hygienic requirements							
9. Demonstrate safety precautions							
10. Demonstrate problem solving technique							
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							

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE DATE
PLEASE RETURN THIS FORM TO THE CSC.

M F

STUDENT LAST NAME 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.
 3. CHECK M IF THE STUDENT CAN PERFORM AT 1/2 INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED.
 4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS	P	M	III. SPECIFIC SKILL OUTCOMES	P	M
1. Display initiative			1. Prepare shopping list		
2. Exhibit a desire to improve			2. Purchase items within budget		
3. Display integrity			3. Read and compare labels		
4. Exhibit self-confidence			4. Prepare inventory for purchased food		
5. Display frustration tolerance			5. Receive/check/report shipments		
6. Exhibit flexibility			6. Plan balanced meal		
7. Make judgments and decisions			7. Weigh/measure/staple ingredients		
8. Relate with peers/co-workers			8. Weigh measure dry ingredients		
9. Relate with teachers/supervisors			9. Measure liquid ingredients		
10. Cooperate as a team member			10. Grease and prepare pans for cooking		
11. Accept constructive criticism			11. Prepare dough for bread		
12. Work unsupervised			12. Bake bread		
13. Complete tasks accurately			13. Make cakes and pies		
14. Complete tasks in a timely manner			14. Prepare icing and frost cakes		
15. Seek assistance appropriately			15. Prepare congealed desserts and salads		
16. Display appropriate habits/manners			16. Serve desserts		
17. Display appropriate appearance			17. Prepare fruits/vegetables		
18. Comply with attendance regulations			18. Make salads/salad dressing		
19. Practice punctuality			19. Slice by hand/by electric slicer		
20. Display appropriate conduct			20. Make sandwiches		
21. Care for materials/equipment			21. Cut trim and bone meat/fish/fowl		
			22. Season and bread meat/fish/fowl		
			23. Prepare hot/cold beverages		
II. GENERALIZED OUTCOMES	P	M	24. Prepare dried/concentrated food		
1. Understand oral directions			25. Operate stove/microwave/oven		
2. Give oral directions			26. Cook eggs/fruits/vegetables		
3. Understand written directions			27. Cook meat/fish/fowl		
4. Apply related terminology			28. Prepare sauces/gravies/soup stock		
5. Apply related measurement functions			29. Garnish prepared food		
6. Apply related math computations			30. Serve meal		
7. Apply related science concepts			31. Clear table/scrape, rinse dishes		
8. Practice related hygienic requirements			32. Operate dishwasher		
9. Demonstrate safety precautions			33. Store prepared food		
10. Demonstrate problem solving technique			34. Set and decorate table		
11. Show interest in occupational area			35. Serve in cafeteria line		
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					

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE DATE
PLEASE RETURN THIS FORM TO THE CSC.

COURSE LENGTH: 9 WKS 18 WKS

MF

STUDENT	LAST NAME	FIRST	SEX	GRADE	SCHOOL
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- 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.
 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 NEEDED.

I. WORK RELATED BEHAVIORS	P	M	III. SPECIFIC SKILL OUTCOMES	P	M
1. Display initiative			1. Compare/select products		
2. Exhibit a desire to improve			2. Identify product assembly process		
3. Display integrity			3. Follow systematic production planning		
4. Exhibit self-confidence			4. Prepare template		
5. Display frustration tolerance			5. Prepare jig		
6. Exhibit flexibility			6. Identify object by size/shape		
7. Make judgments and decisions			7. Operate drill press		
8. Relate with peers/co-workers			8. Operate grinder		
9. Relate with teachers/supervisors			9. Set up and operate lathe		
10. Cooperate as a team member			10. Perform taper turning		
11. Accept constructive criticism			11. Perform lathe thread cutting		
12. Work unsupervised			12. Set up and operate milling machine		
13. Complete tasks accurately			13. Identify arc welding		
14. Complete tasks in a timely manner			14. Identify and select electrodes		
15. Seek assistance appropriately			15. Perform flat electric arc		
16. Display appropriate habits/manners			16. Recognize welding defects		
17. Display appropriate appearance			17. Plan and layout sheet metal work		
18. Comply with attendance regulations			18. Fabricate and assemble sheet metal		
19. Practice punctuality			19. Operate squaring shears		
20. Display appropriate conduct			20. Operate bar folder		
21. Care for materials/equipment			21. Operate bending break		
			22. Perform riveting techniques		
			23. Perform soldering procedures		
II. GENERALIZED OUTCOMES	P	M	24. Select and use stake anvil		
1. Understand oral directions			25. Operate setting down machine		
2. Give oral directions			26. Operate crimping and bending machine		
3. Understand written directions			27. Cut sheet metal patterns with snips		
4. Apply related terminology			28. Operate burring machine		
5. Apply related measurement functions			29. Operate power nibbler		
6. Apply related math computations			30. Fold edges		
7. Apply related science concepts			31. Select cutting tip and set up torch		
8. Practice related hygienic requirements			32. Light and adjust torch		
9. Demonstrate safety precautions			33. Perform flame cutting		
10. Demonstrate problem solving technique					
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					

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL.

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL
COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE _____ DATE _____
PLEASE RETURN THIS FORM TO THE CSC.

COURSE LENGTH: 9 WKS 18 WKS

MF

STUDENT	LAST NAME	FIRST	SEX	GRADE	SCHOOL
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- 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.
 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 NEEDED.

I. WORK RELATED BEHAVIORS	P	M	III. SPECIFIC SKILL OUTCOMES	P	M
1. Display initiative			1. Compare/select products		
2. Exhibit a desire to improve			2. Identify product assembly processes		
3. Display integrity			3. Follow systematic production		
4. Exhibit self-confidence			4. Use mixing processes in production		
5. Display frustration tolerance			5. Apply coating procedures		
6. Exhibit flexibility			6. Use bonding processes		
7. Make judgments and decisions			7. Prepare template		
8. Relate with peers/co-workers			8. Prepare a jig		
9. Relate with teachers/supervisors			9. Prepare a fixture		
10. Cooperate as a team member			10. Identify object by shape/size		
11. Accept constructive criticism			11. Bore hole with hand brace		
12. Work unsupervised			12. Bore hole with portable hand drill		
13. Complete tasks accurately			13. Cut hole with keyhole saw		
14. Complete tasks in a timely manner			14. Select proper hammer and drive nails		
15. Seek assistance appropriately			15. Level and plumb installations		
16. Display appropriate habits/manners			16. Apply stains/shellac/varnish		
17. Display appropriate appearance			17. Operate portable drill		
18. Comply with attendance regulations			18. Operate portable sander		
19. Practice punctuality			19. Operate drill press		
20. Display appropriate conduct			20. Operate grinder		
21. Care for materials/equipment			21. Operate vertical band and table saw		
			22. Perform precision cutting		
			23. Operate horizontal saw		
II. GENERALIZED OUTCOMES	P	M	24. Set up and operate lathe		
1. Understand oral directions			25. Demonstrate hand sawing		
2. Give oral directions			26. Demonstrate planning procedures		
3. Understand written directions			27. Demonstrate abrading procedures		
4. Apply related terminology					
5. Apply related measurement functions					
6. Apply related math computations					
7. Apply related science concepts					
8. Practice related hygienic requirements					
9. Demonstrate safety precautions					
10. Demonstrate problem solving technique					
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					

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S
OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL
COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE _____ DATE _____
PLEASE RETURN THIS FORM TO THE CSC.

COURSE LENGTH:	9 WKS	12 WKS
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STUDENT	LAST NAME	FIRST	M F	SEX	GRADE	SCHOOL
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DIRECTIONS:

1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED.
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3. 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 NEEDED.

I. WORK RELATED BEHAVIORS	P	M	III. SPECIFIC SKILL OUTCOMES	P	M
1. Display initiative			1. Wear uniform properly		
2. Exhibit a desire to improve			2. Care for uniform properly		
3. Display integrity			3. Demonstrate care/cleaning of weapons		
4. Exhibit self-confidence			4. Conduct small unit drill		
5. Display frustration tolerance			5. Fire weapon for qualification		
6. Exhibit flexibility			6. Conduct weekly uniform inspections		
7. Make judgments and decisions			7. Serve on promotional boards		
8. Relate with peers/co-workers			8. Perform on special teams		
9. Relate with teachers/supervisors			9. Identify insignia of rank		
10. Cooperate as a team member			10. Assemble/disassemble small arms		
11. Accept constructive criticism			11. Display proper respect for authority		
12. Work unsupervised			12. Qualify for enlistment in armed forces		
13. Complete tasks accurately			13. Qualify for awards/decorations		
14. Complete tasks in a timely manner			14. Perform basic office managerial skills		
15. Seek assistance appropriately			15. Manage small groups		
16. Display appropriate habits/manners			16. Prepare military correspondence		
17. Display appropriate appearance			17. Solve basic personal problems		
18. Comply with attendance regulations			18. Maintain office records		
19. Practice punctuality			19. Maintain student records		
20. Display appropriate conduct			20. Perform duties as class leader		
21. Care for materials/equipment			21. File correspondence		
			22. Operate audio/visual equipment		
			23. Maintain fundamental financial records		
II. GENERALIZED OUTCOMES	P	M	24. Manage financial resources		
1. Understand oral directions			25. Inventory serially numbered items		
2. Give oral directions			26. Issue/account for Government property		
3. Understand written directions			27. Solve basic map reading problems		
4. Apply related terminology			28. Identify terrain features on map		
5. Apply related measurement functions			29. Use protractor/compass in map reading		
6. Apply related math computations			30. Locate object within 100 meters on map		
7. Apply related science concepts			31. Distinguish aerial photos/picto maps		
8. Practice related hygienic requirements			32. Prepare lesson plan		
9. Demonstrate safety precautions			33. Present oral program with training aids		
10. Demonstrate problem solving technique			34. Conduct physical training, small group		
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
COMMENTS ON THE REVERSE OF THIS FORM.

APTITUDE . . . HIGH MEDIUM LOW

INSTRUCTOR'S SIGNATURE _____ DATE _____
PLEASE RETURN THIS FORM TO THE CSC.

STUDENT	LAST NAME	FIRST	M F		SEX	GRADE	SCHOOL

- DIRECTIONS: 1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED.
 2. CHECK ☐ IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION.
 3. CHECK ☐ IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED.
 4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS		P	M	III. SPECIFIC SKILL OUTCOMES		P	M
1. Display initiative				1. Maintains proper diet/nutrition			
2. Exhibit a desire to improve				2. Performs appropriate exercise program			
3. Display integrity				3. Maintains skin care			
4. Exhibit self-confidence				4. Maintains hair care			
5. Display frustration tolerance				5. Maintains nail care			
6. Exhibit flexibility				6. Has effective voice projection			
7. Make judgments and decisions				7. Has self confidence personally			
8. Relate with peers/co-workers				8. Identify/use materials for hand sewing			
9. Relate with teachers/supervisors				9. Maintains model poise/posture			
10. Cooperate as a team member				10. Applies basic makeup artistry			
11. Accept constructive criticism				11. Applies makeup to enhance eyebrows			
12. Work unsupervised				12. Applies makeup to enhance eyes			
13. Complete tasks accurately				13. Plan wardrobe with fashion flair			
14. Complete tasks in a timely manner				14. Demonstrates basic modeling techniques			
15. Seek assistance appropriately				15. Demonstrates runway techniques			
16. Display appropriate habits/manners				16. Demonstrates informal modeling skills			
17. Display appropriate appearance				17. Demonstrates formal modeling skills			
18. Comply with attendance regulations				18. Demonstrates restaurant show skills			
19. Practice punctuality				19. Demonstrates show/convention skills			
20. Display appropriate conduct				20. Demonstrates television modeling skills			
21. Care for materials/equipment				21. Demonstrates photo techniques fashion			
				22. Demonstrates photo techniques commercial			
				23. Demonstrates television commercial skill			
				24. Demonstrates showmanship in performance			
II. GENERALIZED OUTCOMES		P	M				
1. Understand oral directions							
2. Give oral directions							
3. Understand written directions							
4. Apply related terminology							
5. Apply related measurement functions							
6. Apply related math computations							
7. Apply related science concepts							
8. Practice related hygienic requirements							
9. Demonstrate safety precautions							
10. Demonstrate problem solving technique							
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							

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

M F

STUDENT LAST NAME 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.
 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 NEEDED.

I. WORK RELATED BEHAVIORS	P	M	III. SPECIFIC SKILL OUTCOMES	P	M
1. Display initiative			1. Mix developer		
2. Exhibit a desire to improve			2. Mix Hypo		
3. Display integrity			3. Mix short stop bath		
4. Exhibit self-confidence			4. Load pin hole camera		
5. Display frustration tolerance			5. Load pin hole camera		
6. Exhibit flexibility			6. Make exposure with pin hole camera		
7. Make judgments and decisions			7. Develop paper negative		
8. Relate with peers/co-workers			8. Print paper negative with contact paper		
9. Relate with teachers/supervisors			9. Load camera with film		
10. Cooperate as a team member			10. Determine exposure with light meter		
11. Accept constructive criticism			11. Set exposure, "f" stop		
12. Work unsupervised			12. Set exposure, time		
13. Complete tasks accurately			13. Focus camera		
14. Complete tasks in a timely manner			14. Compose picture		
15. Seek assistance appropriately			15. Expose picture		
16. Display appropriate habits/manners			16. Develop film with tray		
17. Display appropriate appearance			17. Stop film with tray		
18. Comply with attendance regulations			18. Fix film with tray		
19. Practice punctuality			19. Wash film		
20. Display appropriate conduct			20. Dry film		
21. Care for materials/equipment			21. Load film tank		
			22. Develop film with tank		
			23. Fix film with tank		
II. GENERALIZED OUTCOMES	P	M	24. Wash film with tank		
1. Understand oral directions			25. Select proper contrast paper for printing		
2. Give oral directions			26. Make contact print		
3. Understand written directions			27. Select proper contrast paper for enlarging		
4. Apply related terminology			28. Load film in enlarger		
5. Apply related measurement functions			29. Set enlarger "f" stop		
6. Apply related math computations			30. Use paper strip to show exposure for enlarging		
7. Apply related science concepts			31. Focus enlarger		
8. Practice related hygienic requirements			32. Dodge enlarged piece		
9. Demonstrate safety precautions			33. Make exposure in enlarger		
10. Demonstrate problem solving technique			34. Wash enlarged print		
11. Show interest in occupational area			35. Dry enlarged print		
12. Perform equipment maintenance			36. Mount enlarged print		
13. Understand employer-employee roles					
14. Understand function of a supervisor					
15. Understand role of employee evaluation					
16. Understand business enterprise function					

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S
 OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL
 COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE DATE

PLEASE RETURN THIS FORM TO THE CSC.

MF

STUDENT	LAST NAME	FIRST	SEX	GRADE	SCHOOL
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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.
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 NEEDED.

I. WORK RELATED BEHAVIORS		P	M	III. SPECIFIC SKILL OUTCOMES		P	M
1. Display initiative				1. Display appropriate posture			
2. Exhibit a desire to improve				2. Display proper hand positioning			
3. Display integrity				3. Display proper keyboard fingering			
4. Exhibit self-confidence				4. Type accurately not looking at keys			
5. Display frustration tolerance				5. Arrange problem copy			
6. Exhibit flexibility				6. Type from hand written copy			
7. Make judgments and decisions				7. Proofread/correct errors			
8. Relate with peers/co-workers				8. Use correct grammar and writing skills			
9. Relate with teachers/supervisors				9. Type term papers			
10. Cooperate as a team member				10. Type book reports			
11. Accept constructive criticism				11. Type various business forms			
12. Work unsupervised				12. Prepare letters/applications/requests			
13. Complete tasks accurately				13. Compose letters of application/request			
14. Complete tasks in a timely manner				14. Prepare follow up letters			
15. Seek assistance appropriately				15. Write routine/specialize letters			
16. Display appropriate habits/manners				16. Set up/fill out typing forms			
17. Display appropriate appearance				17. Meet production time lines			
18. Comply with attendance regulations				18. Care for keyboarding machines			
19. Practice punctuality				19. Use 10-key calculator			
20. Display appropriate conduct							
21. Care for materials/equipment							
II. GENERALIZED OUTCOMES		P	M				
1. Understand oral directions							
2. Give oral directions							
3. Understand written directions							
4. Apply related terminology							
5. Apply related measurement functions							
6. Apply related math computations							
7. Apply related science concepts							
8. Practice related hygienic requirements							
9. Demonstrate safety precautions							
10. Demonstrate problem solving technique							
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							

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL.

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL
COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE _____ **DATE** _____

PLEASE RETURN THIS FORM TO THE CSC.

MF

STUDENT	LAST NAME	FIRST	SEX	GRADE	SCHOOL
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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.
3. 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 NEEDED.

I. WORK RELATED BEHAVIORS	P	M	III. SPECIFIC SKILL OUTCOMES	P	M
1. Display initiative					
2. Exhibit a desire to improve					
3. Display integrity					
4. Exhibit self-confidence					
5. Display frustration tolerance					
6. Exhibit flexibility					
7. Make judgments and decisions					
8. Relate with peers/co-workers					
9. Relate with teachers/supervisors					
10. Cooperate as a team member					
11. Accept constructive criticism					
12. Work unsupervised					
13. Complete tasks accurately					
14. Complete tasks in a timely manner					
15. Seek assistance appropriately					
16. Display appropriate habits/manners					
17. Display appropriate appearance					
18. Comply with attendance regulations					
19. Practice punctuality					
20. Display appropriate conduct					
21. Care for materials/equipment					
II. GENERALIZED OUTCOMES	P	M			
1. Understand oral directions					
2. Give oral directions					
3. Understand written directions					
4. Apply related terminology					
5. Apply related measurement functions					
6. Apply related math computations					
7. Apply related science concepts					
8. Practice related hygienic requirements					
9. Demonstrate safety precautions					
10. Demonstrate problem solving technique					
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					

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S
OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL
COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE _____ DATE _____

PLEASE RETURN THIS FORM TO THE CSC.

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 self; 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 INSTRUCTORS

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

SOURCES OF ASSESSMENT INFORMATION

1. WORK RELATED BEHAVIORS

Sources of Assessment Information	Suggestions for Record Keeping
<ul style="list-style-type: none"> Attendance Records Anecdotal Records Record/charts of completed assignments Student's self recording or behavior charts Behavior during class activities General interaction with peers/teacher/employer Other 	<ul style="list-style-type: none"> Teacher maintains a daily attendance record book for each period taught, sign-in sheet or time cards. Teacher maintains a grade book which also includes dates when assignments are due and when they are actually completed. Student maintains a notebook to record activities completed; the teacher initials record when activities are completed. Teacher targets specific behaviors to observe. Teacher uses a checklist of behaviors (e.g., Vocational Assessment Rating Form) that can be marked during period observations. Other

2. GENERALIZED INSTRUCTIONAL OUTCOMES

Sources of Assessment Information	Suggestions for Record Keeping
<ul style="list-style-type: none"> Tests, quizzes Homework assignments Performance during class activities Demonstration of work skills Demonstration of knowledge during simulation activities Response during discussions Other 	<ul style="list-style-type: none"> Teacher maintains daily record. Teacher uses checklist of generalized instructional outcomes that can be broken down into specific skills to be learned. Teacher assigns a class notebook in which the student records his grades on assignments, scores on tests, dates, tasks were assigned/completed. Teacher reviews student's assignment notebook periodically with student for: <ul style="list-style-type: none"> completeness timeliness quality Other

3. SPECIFIC SKILL OUTCOMES

Sources of Assessment Information	Suggestions for Record Keeping
<ul style="list-style-type: none"> Performance of specific tasks Completion of projects Performance of production processes (quality/quantity measures) Reports from peer tutor/work buddy Student's log of completed tasks Other 	<ul style="list-style-type: none"> Teacher records data in student notebook, teacher grade book, or Vocational Assessment Rating Form. Student records date projects were completed/grade assigned in assignment notebook. Teacher reviews assignment notebook with student regularly for: <ul style="list-style-type: none"> completeness timeliness quality Other

HOW TO COMPLETE ASSESSMENT RATING FORMS

1. 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.

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.

SAMPLE MODIFICATIONS FOR FACILITATING PROFICIENCY

Setting Modifications

Content Modifications

- | | |
|---|--|
| A. Rearrange equipment and furniture to provide more space around equipment, work areas, and aisles. | A. Task analyze instructional objectives with which the student 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 identification 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. Label 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

Modifications in Teaching Method

- | | |
|--|---|
| A. Use nonverbal materials in describing work procedures: symbols, charts, graphic illustrations, etc. | 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. Install adaptive operative devices on machines: <ul style="list-style-type: none">o hand or foot controlso guard railso warning lights and soundso adaptive toe handles | B. Use a demonstration approach whenever possible. |
| C. Use large print for written materials. | C. Use illustrations to replace written directions. |
| D. Secure specialized equipment which may assist the student: <ul style="list-style-type: none">o left-handed scissors and toolso patterns and cutting guideso magnifying deviceso tape recorders | D. Provide opportunities for students to answer test questions orally. |
| E. Shorten and simplify tasks. (Number and difficulty level may be increased as the student progresses.) | 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

COURSE LENGTH: 9 WKS XX 18 WKS

Doe, John

MF

8th Mystical Middle School

STUDENT	LAST NAME	FIRST	SEX	GRADE	SCHOOL
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- 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.
 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 NEEDED.

I. WORK RELATED BEHAVIORS	P	M	III. SPECIFIC SKILL OUTCOMES	P	M
1. Display initiative		✓	1. Compare/select products	✓	
2. Exhibit a desire to improve		✓	2. Identify product assembly processes	✓	
3. Display integrity	✓		3. Follow systematic product on	✓	
4. Exhibit self-confidence			4. Use mixing processes in production	✓	
5. Display frustration tolerance			5. Apply coating procedures		✓
6. Exhibit flexibility		✓	6. Use bonding processes		✓
7. Make judgments and decisions			7. Prepare template		✓
8. Relate with peers/co-workers	✓		8. Prepare a jig		✓
9. Relate with teachers/supervisors		✓	9. Prepare a fixture		✓
10. Cooperate as a team member	✓		10. Identify object by shape/size	✓	
11. Accept constructive criticism		✓	11. Bore hole with hand brace		
12. Work unsupervised		✓	12. Bore hole with portable hand drill		
13. Complete tasks accurately		✓	13. Cut hole with keyhole saw		
14. Complete tasks in a timely manner		✓	14. Select proper hammer and drive nails	✓	
15. Seek assistance appropriately		✓	15. Level and plumb installations	✓	
16. Display appropriate habits/manners	✓		16. Apply stains/shellac/varnish		✓
17. Display appropriate appearance	✓		17. Operate portable drill	✓	
18. Comply with attendance regulations	✓		18. Operate portable sander	✓	
19. Practice punctuality	✓		19. Operate drill press		
20. Display appropriate conduct	✓		20. Operate grinder		
21. Care for materials/equipment	✓		21. Operate vertical band and table saw		
			22. Perform precision cutting		
			23. Operate horizontal saw		
II. GENERALIZED OUTCOMES	P	M	24. Set up and operate lathe		
1. Understand oral directions		✓	25. Demonstrate hand sawing	✓	
2. Give oral directions			26. Demonstrate planning procedures	✓	
3. Understand written directions		✓	27. Demonstrate abrading procedures	✓	
4. Apply related terminology		✓			
5. Apply related measurement functions	✓				
6. Apply related math computations	✓				
7. Apply related science concepts	✓				
8. Practice related hygienic requirements	✓				
9. Demonstrate safety precautions	✓				
10. Demonstrate problem solving technique	✓				
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					

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S
OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH: MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL
COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE _____ DATE _____

PLEASE RETURN THIS FORM TO THE CSC.

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

STUDENT'S NAME: Doe, John

(1) Annual Goals and (2) Short Term Instructional Objectives	(3) Present Level of Performance	(4) Criteria for Achievement of Objectives	(5) Service Provider	(6) Time in Program or Service	(7) Projected Dates	
					Begin	End
Annual Goal 1. To develop appropriate work re- lated behaviors for an industrial technology-woods classroom Short term Instructional Objectives Student will: ① Display initiative 2. Exhibit a desire to improve 3. Display integrity ④ Exhibit self-confidence ⑤ Display frustration tolerance 6. Exhibit flexibility ⑦ Make judgements and decisions 8. Relate with peers/co-workers 9. Relate with teachers/supervisors 10. Cooperate as a team member 11. Accept constructive criticism ⑫ Work unsupervised 13. Complete tasks accurately ⑭ Complete tasks in a timely manner 15. Seek assistance appropriately 16. Display appropriate habits/ manners 17. Display appropriate appearance 18. Comply with attendance regula- tions 19. Practice punctuality 20. Display appropriate conduct 21. Use and care for materials/ equipment	Present Level - Has a low frustration tolerance when working on fine motor tasks - Lacks confi- dence and makes poor judgements on decisions related to fine detail and finish work - Fails to com- plete task without close supervision	Student will improve on each of the cited objectives to the point of 90 of the expected Proficiency for the industrial arts classroom.	Industrial Technology Teacher	18 weeks	Sept.	Dec.

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APPENDIX V

ANNUAL SUPPORT ROLES OF THE EDUCATIONAL PRESCRIPTIONIST

<u>Activity</u>	<u>Timeframe</u>
1. Contact 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.	Sept/Oct As needed
<u>To:</u>	
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
a. How to conduct observation of student work?	
b. How to collect data for rating forms?	
c. How to make instructional modifications for handicapped students?	
d. How to use data from the rating forms to develop goals and objectives for an IEP?	