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ABSTRACT

This portfolio establishes the work and the skill levels of learning support students as well as being a vehicle for driving curriculum and establishing achievable work outcomes for these students. The portfolio was developed to give students, parents, and educators the opportunity to work together collaboratively to identify needed appropriate work skills, and to enable the student to display a collection of works that represents the achievement of those skills. The portfolio, the first in a series of three that cover the secondary grade levels, is for grades seven and eight and is geared to culminate in documented employment skills. The portfolio represents sequential growth and development in the areas of career development, vocational development, community work experience, and work habits. The portfolio is divided into the following sections: vocational curriculum-based assessment inventory, mathematics achievement, reading achievement, physical aptitudes, community exposure, work habits, career attitudes and experiences, and career exploration. Each section provides for assessment and achievement. Transition portfolio forms provide space for identified yearly outcomes and goals. (KC)

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# Vocational Portfolio for Learning Support Students

## Level I

**Bloomsburg University  
Bloomsburg, PA**

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# **Vocational Portfolio for Learning Support Students**

## **Level I**

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## Introduction

The Vocational Portfolio for Learning Support Students is designed to represent a collection of students' works. It is also designed to drive curriculum and establish achievable work outcomes for Learning Support Students. The portfolio was developed to give students, parents, educators and significant others the opportunity to collaboratively work together to identify needed appropriate work skills, and for the student to display a collection of works that represents the achievement of those skills.

This portfolio is the first in a series of three that cover the secondary grade levels and is geared to culminate in documented employment skills. This portfolio is developed for grades seven and eight but may be used according to the individual ability and achievement of the student. That is, for some students the Level I portfolio might be the primary source of achievement for their secondary education experiences. Other students may advance to a Level II or Level III portfolio.

The products of the portfolio will not just happen. The intent of the portfolio is to bring students, teachers, parents and significant others together to develop opportunities for learning and to produce evidence and products that support these experiences so that employers can be assured that students have acquired the necessary job skills to effectively perform on the job.

It would be a school district's decision as to how this collaboration would occur, along with the appropriate formal and informal assessments that would be used. As an example, a district may choose to have those individuals involved independently assess skills and then collaboratively decide on the yearly achievement goals and outcomes, or they may decide to collaboratively assess and establish goals and outcomes. Regardless, the portfolio is designed for implementation at the beginning of the student's secondary experience and follows the student through these years. The student's portfolio would be available to all those who are educationally involved with the student. The portfolio would remain with the student. The portfolio can have several uses. By parents, teachers, students and significant others being involved in the mutual

establishment of outcomes, not only are the personal goals, career interests, work habits, etc. of the student reflected but also the commitment and interest of parents, teachers and the district as a whole.

The portfolio represents sequential growth and development in the areas of career development, vocational development, community work experience, and work habits. This portfolio is somewhat different than other portfolios in that it is designed to drive curriculum experiences as well as represent productive accomplishment of educational outcomes.

The three portfolios are developed to show growth not only in school type experiences but also through community exposure. The portfolios are designed to provide realism in career and vocational progression.

The portfolio is color coded and broken into the following sections: vocational curriculum based assessment inventory, mathematics achievement, reading achievement, physical aptitudes, community exposure, work habits, career attitudes/experiences and career exploration. Each section provides for assessment and achievement. The identified yearly outcomes and goals are then placed on the transition portfolio forms located in the front of the portfolio.

## Conceptual Design

The Vocational Portfolio for Learning Support Students was conceptually developed from the following four educational content areas: career development assessment, curriculum based vocational assessment, community referenced assessment, and work habits assessment. There are four development strands that have been woven into the educational content areas. The four growth strands are cognition (identified as knowledge in the original proposal), thinking, affective and psychomotor development (identified as skills in the original proposal). These developmental growth strands relate to the domains of learning (Cognitive, Bloom; Affective, Krathwohl; Psychomotor, Harrow). This conceptual model has been displayed in Figure I.

The portfolio has been divided into the four educational areas with a Transition Portfolio form that summarizes the content areas and establishes goals similar to the IEP form used in the State of Pennsylvania for the learner with special needs. Each educational portfolio content area identifies educational and growth areas to be assessed and developed. The portfolio, through ongoing formative assessment, monitors the development process in these educational content areas.

The developmental growth strands are not explicitly identified but are implicit in each educational content area. That is, the portfolio process has been designed to develop the thinking strand and provide opportunities for the learner with special needs to make appropriate career and job choices. The content areas of career development and work habits deal with the affective domain and include feelings of receiving, responding and valuing. The curriculum based vocational area and the community referenced area provide the opportunity to acquire job related skills, require the learner with special needs to use both the cognitive and psychomotor domains of learning, and most certainly promote thinking.

## Career Approach

The Vocational Portfolio for Learning Support Students is a process that has been designed to allow learners to plan, explore and make appropriate career decisions about themselves. The

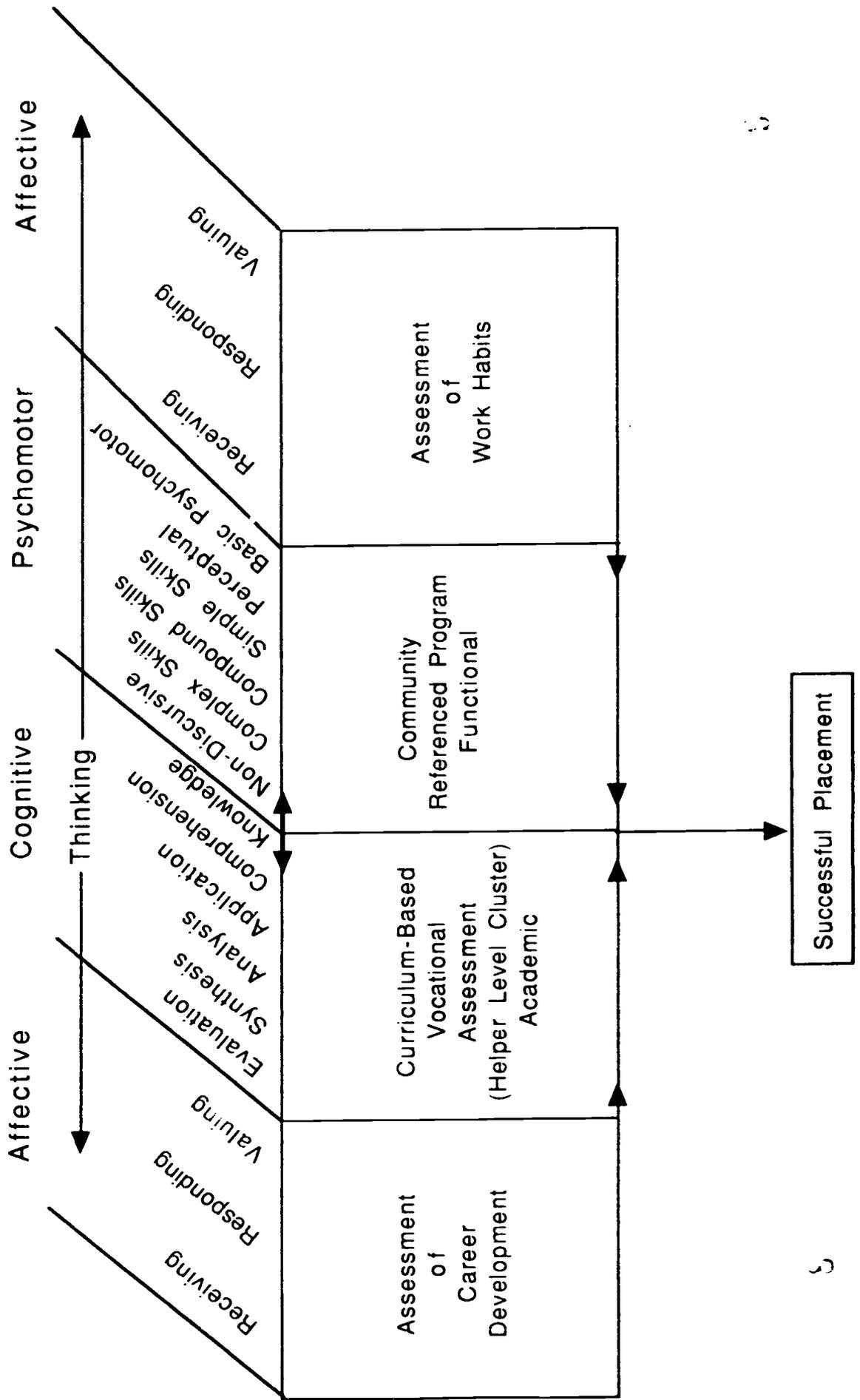
Portfolio reflects the developmental career process of Donald Super. The career theory of Super has been recognized for its significant contributions to the discipline of career education. This theory emphasizes that decisions are an on-going developmental process and are needed in order to understand the career progression of a person. His work deals with the need to explore how individuals prepare themselves to make career choices and how the educational process can help to achieve this end.

In order to effectively experience this developmental process, individuals need to plan, explore and make decisions. Planning involves gaining insights and knowledge about oneself. Exploring entails being exposed to appropriate activities, and decision-making is making choices based on information and the ability to think.

The Vocational Portfolio for Learning Support Students has been developed using the career concepts of Super. That is, it engages the learner to planning through the assessment process. This planning process includes the special needs learner, parents, teacher and significant others. It allows the learner to explore through the acquisition of cognitive, affective and psychomotor experiences which will naturally lead to acquiring successful experiences and provide for gaining insights about themselves. This process is especially reflected in the Community Referenced and Curriculum Based educational content areas. This guided planning and exploring leads to insightful decision-making and mutual goal setting. As stated before, the portfolio is developmental in nature and will be followed by two subsequent portfolios (Level II - 9th-10th and Level III - 11th-12th). These sequential portfolios will developmentally monitor the planning, exploring and decision-making process.

**Figure 1**  
**Conceptual Model Design**

**Special Needs Portfolio**



## Parent Information Sheet

Parent Name \_\_\_\_\_ Name of Student \_\_\_\_\_

Occupation(s) of Parent(s) \_\_\_\_\_

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In order to effectively implement this portfolio, it is important that parents have input into the process and that educators understand the background and concerns of the parents. By answering these questions, a great deal of insight can be given into the realistic establishment of yearly goals and outcomes for your child.

1. Give parental skills that can be used to help your child during this school year.

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2. How could you help in the implementation of these skills?

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3. How would you like educators to communicate with you? (Please check)

<input type="checkbox"/> Home Visits	<input type="checkbox"/> Informal School Visits
<input type="checkbox"/> Individual Conferences	<input type="checkbox"/> Group Conferences
<input type="checkbox"/> Telephone Calls	<input type="checkbox"/> Report Cards
<input type="checkbox"/> Others (Please explain) _____	

4. What are the most critical educational and career concerns that you have for your son or daughter?

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5. Give your child's strengths.

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6. Briefly tell about your family habits and customs.

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7. How does the family support your son or daughter in terms of immediate needs (daily living) and long term needs (career opportunities)

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# TRANSITION PORTFOLIO

School District: \_\_\_\_\_

Student Name \_\_\_\_\_

Address \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Phone \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_

Date of Birth \_\_\_\_\_

Initiated

Duration

Educational  
Placements

Dominant Language \_\_\_\_\_

Adaptations /  
Modifications

Agency / Service Provider (Specify)

Type / Frequency of Service

Initiated

Duration

## ASSESSMENT COMPONENT - APTITUDES

Manner of Data Collection	Dates	Manner of Data Collection	Dates
1.			6.
2.			7.
3.			8.
4.			9.
5.			10.

Annual Goal (Year: \_\_\_\_\_) -

Objectives: - 1.

2.

Annual Goal (Year: \_\_\_\_\_) -

Objectives: - 1.

2.

Annual Goal (Year: \_\_\_\_\_) -

Objectives: - 1.

2.

Annual Goal (Year: \_\_\_\_\_) -

Objectives: - 1.

2.

Annual Goal (Year: \_\_\_\_\_) -

Objectives: - 1.

2.



## ASSESSMENT COMPONENT - COMMUNITY REFERENCED

	Manner of Data Collection	Dates	Manner of Data Collection	Dates
1.				6.
2.				7.
3.				8.
4.				9.
5.				10.

Annual Goal (Year: \_\_\_\_\_) -  
 Objectives: - 1. \_\_\_\_\_  
                   2. \_\_\_\_\_

Annual Goal (Year: \_\_\_\_\_) -  
 Objectives: - 1. \_\_\_\_\_  
                   2. \_\_\_\_\_

Annual Goal (Year: \_\_\_\_\_) -  
 Objectives: - 1. \_\_\_\_\_  
                   2. \_\_\_\_\_

Annual Goal (Year: \_\_\_\_\_) -  
 Objectives: - 1. \_\_\_\_\_  
                   2. \_\_\_\_\_

Annual Goal (Year: \_\_\_\_\_) -  
 Objectives: - 1. \_\_\_\_\_  
                   2. \_\_\_\_\_



# Vocational Curriculum Based Assessment Inventory

Date \_\_\_\_\_ Parent \_\_\_\_\_ Teacher \_\_\_\_\_ Learner \_\_\_\_\_  
 Specified Other(s) \_\_\_\_\_

**SCALE:** \_\_\_\_\_ Formal Assessment \_\_\_\_\_ Informal Assessment

**Exposure:** Step-by-Step demonstration has been presented by teacher or tutor through a sequential and developmental process.

**Training:** The learner is able to perform the task to instructor satisfaction only after receiving direct prompts on some or all steps.

**Production:** The learner is able to complete this task independently; however, he/she still lacks the speed and level of accuracy to be considered employable.

## Common Helper Level Vocational Competencies

	Date Exposure Completed	Date Training Completed	Date Production Completed	Employability
1. Cut using a hand saw				
2. Cut using a table saw				
3. Cut using a sabre saw				
4. Identify drill sizes				
5. Use a steel square				
6. Use a straight edge				
7. Cut material with miter box				
8. Sand wood by hand				
9. Assemble with wood screws				
10. Assemble wood by nailing				
11. Measure using a tape measure				
12. Measure using a steel rule				
13. Select and use screwdrivers				
14. Identify and observe shop safety rules				
15. Maintain a safe and clean work area				
16. Sweep floors				
17. Dispose of trash or waste material				
18. Clean and store hand tools				







SCALE: \_\_\_\_\_ Formal Assessment \_\_\_\_\_ Informal Assessment

**Exposure:** Step-by-Step demonstration has been presented by teacher or tutor through a sequential and developmental process.

**Training:** The learner is able to perform the task to instructor satisfaction only after receiving direct prompts on some or all steps.

**Production:** The learner is able to complete this task independently; however, he/she still lacks the speed and level of accuracy to be considered employable.

Common Helper Level Vocational Competencies

	Date Exposure Completed	Date Training Completed	Date Production Completed	Employability
1. Sand painted surfaces				
2. Remove exterior trim				
3. Remove interior trim				
4. Replace light bulbs (auto)				
5. Check tire pressure				
6. Inspect tires & wheels				
7. Inspect water hoses				
8. Check/fill transmission fluid				
9. Solder metal				
10. File metal by hand				
11. Measure using a steel rule				
12. Use a steel square				
13. Use a straight edge				
14. Use center and pin punches				
15. Cut metal with hand hacksaw				
16. Clean parts and equipment with solvent				
17. Drill holes using a drill press				
18. Drill holes using hand held drill				



- Tool Recognition:** Ability to recognize tools upon verbal and written command.
- Tool Spelling:** Ability to spell tool so others recognize their intent.
- Tool Function:** Ability to explain how and when specific tool should be used.
- Tool Safety:** Demonstrates ability to use tool in prescribed manner.

**Common Helper Level Tools (Equipment)**

1. Files- Assorted				
2. Hammers				
3. Screwdrivers- standard and phillips				
4. Pliers- slip joint				
5. Hacksaw				
6. Wrenches- socket				
7. Wrenches- box				
8. Pliers- vise grip				
9. Pliers- channel lock				
10. Chisels				
11. Tape measure				
12. Steel rule- 6"				
13. Steel rule- 12"				
14. Straight edge				
15. Dial indicator				
16. Scriber				
17. Drill- hand held, electric				
18. Drill bits				

Date Tool Recognition Completed	Date Tool Spelling Completed	Date Tool Function Completed	Date Tool Safety Completed







# Vocational Curriculum Based Assessment Inventory

Date \_\_\_\_\_ Parent \_\_\_\_\_ Teacher \_\_\_\_\_ Learner \_\_\_\_\_  
**SCALE:** \*\* Sales & Service \*\* Informal Assessment \_\_\_\_\_ Specified Other(s) \_\_\_\_\_

- Tool Recognition:** Ability to recognize tools upon verbal and written command.
- Tool Spelling:** Ability to spell tool so others recognize their intent.
- Tool Function:** Ability to explain how and when specific tool should be used.
- Tool Safety:** Demonstrates ability to use tool in prescribed manner.

## Common Helper Level Tools (Equipment)

	Date Tool Recognition Completed	Date Tool Spelling Completed	Date Tool Function Completed	Date Tool Safety Completed
1. Pencils				
2. Stapler				
3. Scissors				
4. Cash register				
5. Masking tape				
6. Scotch tape				
7. Brushes				
8. Mirror				
9. Scale				
10. Push cart				
11. Telephone				
12. Wrapping paper				
13. Storage units				
14. Brooms				
15. Glue				
16. Trash can				
17. Push mop				





\_\_\_\_ Formal Assessment  
\_\_\_\_ Informal Assessment

## Reading Achievement

\_\_\_\_ Parent \_\_\_\_ Teacher \_\_\_\_ Learner  
\_\_\_\_ Specified Other(s)

Reading Test: \_\_\_\_\_ Date: \_\_\_\_\_

### Present Level of Functioning

### Present Level of Functioning

Vocabulary

Paragraph Comprehension: \_\_\_\_\_

Sight Vocabulary: \_\_\_\_\_

Word Retention: \_\_\_\_\_

General Comprehension: \_\_\_\_\_

Word Recognition

Rate of Reading: \_\_\_\_\_

Word Configuration: \_\_\_\_\_

Laterality: \_\_\_\_\_

Phonics: \_\_\_\_\_

Sentence Comprehension: \_\_\_\_\_

\_\_\_\_ Formal Assessment  
\_\_\_\_ Informal Assessment

### Physical Aptitudes

\_\_\_\_ Parent \_\_\_\_ Teacher \_\_\_\_ Learner  
\_\_\_\_ Specified Other(s)

Date: \_\_\_\_\_

#### Present Level of Functioning

Reflex Movements: \_\_\_\_\_  
\_\_\_\_\_

#### Basic Fundamental Movements:

Walking: \_\_\_\_\_  
\_\_\_\_\_

Running: \_\_\_\_\_  
\_\_\_\_\_

Skipping: \_\_\_\_\_  
\_\_\_\_\_

Field of Vision (Up/Down): \_\_\_\_\_  
\_\_\_\_\_

Eye/Hand: \_\_\_\_\_  
\_\_\_\_\_

Accommodation (Focus): \_\_\_\_\_  
\_\_\_\_\_

Finger Dexterity: \_\_\_\_\_  
\_\_\_\_\_

#### Present Level of Functioning

Color Vision: \_\_\_\_\_  
\_\_\_\_\_

Balancing: \_\_\_\_\_  
\_\_\_\_\_

Strengths: \_\_\_\_\_  
\_\_\_\_\_

Endurance: \_\_\_\_\_  
\_\_\_\_\_

Talking: \_\_\_\_\_  
\_\_\_\_\_

Hearing: \_\_\_\_\_  
\_\_\_\_\_



## Community Exposure

### 7th & 8th Grade

	When	Work Exposure	Outcome
1. Hospital			
2. Post Office			
3. Police Station			
4. Laundromat			
5. Radio Station			
6. T.V. Station			
7. Ambulance Service			
8. Potential Job Sites:			
a.			
b.			
c.			
d.			
e.			















# 7th & 8th Grade Work Habit Rating Form

Date \_\_\_\_\_

Parent \_\_\_\_\_ Teacher \_\_\_\_\_ Learner \_\_\_\_\_  
Specified Other(s) \_\_\_\_\_

\_\_\_\_\_ Formal Assessment \_\_\_\_\_ Informal Assessment

Time Frame of Evaluation  
 \_\_\_\_\_ Fall  
 \_\_\_\_\_ Winter  
 \_\_\_\_\_ Spring

	Among the Best	Acceptable with Supervision	Poor
1. Attendance and punctuality			
2. Speed in completing assigned tasks			
3. Accuracy of assigned tasks			
4. Neatness of work			
5. Shows ability to be flexible when tasks are varied			
6. Sticks to task until completed			
7. Initiates assigned tasks			
8. Relationship with fellow students			
9. Appearance			
10. Accepts constructive criticism and attempts to change			
11. Cooperates with teacher directions			
12. Continues to work in an acceptable manner even under pressure			
13. Follows directions to at least 3 steps			
14. Ability to demonstrate short-term retention			
15. Ability to demonstrate long-term retention			
16. Works to improve own skills and/or performance			
17. Sets realistic goals for the future			
18.			
19.			
20.			

Circle the word below each statement that tells if you believe it is True or False.  
(If not the student, please respond as to how you believe the student would answer.)

1. I believe that work is part of what I do every day. (integral part of life)  
True False
2. I believe that all work is important. (develop a positive attitude)  
True False
3. I can think bad about my job and still do my best. (attitudes affect job performance)  
True False
4. To be a good worker I should be honest at all times. (integrity)  
True False
5. People who earn a lot of money are more important than those who make only a little money. (stereotypes)  
True False
6. It is important for me to find a job and make a living. (acquiring a marketable skill)  
True False
7. I believe I have the ability to be successful in more than one job. (multi-potentiality)  
True False
8. A good worker should be on time (integrity)  
True False
9. It is alright to take a sick day if you are not sick. (integrity)  
True False
10. A person should do as little as possible when doing a job (attitudes affect job performance)  
True False

Score \_\_\_\_\_ Below 7 - Needs Help



Date \_\_\_\_\_

### Career Exploration

\_\_\_\_ Parent \_\_\_\_ Teacher \_\_\_\_ Learner \_\_\_\_  
Specified Other(s)



#### Industry Construction

Exposures:

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#### Commerce

Exposures:

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#### Social Science

Exposures:

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#### Service

Exposures:

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#### Arts

Exposures:

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