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| **Student:** | **School:** | **ID#:** |
| **Completed by:** | **Title:** | **Date:** |

**PART I: SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

**Student Skills, Strengths and Interests**

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**Community/Work-Based Learning Experiences (Including School- and Community- based Career Exploration, Assessment, Training and/or Service Learning Opportunities)**

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**Academic Performance: as measured by NYSAA**

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| English Language Arts:  Math:  Social Studies:  Science: |

**Other Achievements, Awards and Honors**

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| **Key for Levels of Independence (with the use of assistive technology and accommodations as appropriate)** | |
| **1: Not Applicable** | Student has not had an opportunity or been observed to attempt or complete task. |
| **2: Extensive Support** | Student requires ongoing assistance (verbal, physical, visual prompts) and close supervision to complete task. |
| **3: Moderate Support** | Student requires frequent assistance (verbal, physical, visual prompts) and periodic supervision to complete task. |
| **4: Minimal Support** | Student requires occasional assistance (verbal, physical, visual prompts) and intermittent supervision to complete task. |
| **5: Independent** | Student completes task without assistance/supervision. |

**Competencies**

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| **Career Development: Knowledgeable about the world of work, career options, personal skills, aptitudes, and abilities relating to future career decisions.** | | |
| **Skills/Abilities** | **Level of Independence** | **Comments** |
| Exhibits and/or expresses specific interests |  |  |
| Demonstrates abilities related to specific interests |  |  |
| Demonstrates awareness of opportunities for employment and/or other post-secondary activities related to specific interests |  |  |
| Identifies skills needed for post-secondary success |  |  |
| Identifies accommodations needed for post-secondary success |  |  |
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| **Integrated Learning: Application of academic knowledge and skills to school, community, and home settings.** | | |
| **Skills/Abilities** | **Level of Independence** | **Comments** |
| Uses basic academic skills in community/work-based learning experiences (e.g., applies math skills to purchasing items, applies alphabetizing skills to sorting mail) |  |  |
| Demonstrates skills learned in school in a variety of settings (e.g., home, community, workplace) |  |  |
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| **Universal Foundation Skills** | | |
| **Basic Skills: Ability to read, write, listen, speak and perform arithmetical and mathematical functions.** | | |
| **Skills/Abilities** | **Level of Independence** | **Comments** |
| **Reading:** Identifies and understands texts and symbols (e.g., stop, exit, and restroom signs) |  |  |
| **Reading:** Identifies vocabulary associated with various jobs (e.g., matches tools to words) |  |  |
| **Writing:** Creates pictures, symbols and objects and writes words and sentences to communicate information |  |  |
| **Listening:** Follows one step directions to complete a given task |  |  |
| **Listening:** Follows two or more step directions to complete a given task |  |  |
| **Speaking:** Uses language to interact with others (e.g., expresses needs, demonstrates understanding, and interacts socially with others). May include use of augmentative communication, as appropriate. |  |  |
| **Math:** Demonstrates basic math skills, including counting with one-to-one correspondence, matching similar objects, and understanding concepts of quantity (e.g., more, less, etc.) |  |  |
| **Functional Math:** Applies basic math skills to daily living (e.g., tells time, manages money) |  |  |
| **Thinking Skills: Ability to use ideas and information to make decisions and solve problems.** | | |
| **Skills/Abilities** | **Level of Independence** | **Comments** |
| Recognizes that there is a problem and requests assistance |  |  |
| Solves routine problems in daily life (e.g., indicates choice from menu of items, dresses for the weather) |  |  |
| Solves less common problems, such as contacting emergency services (e.g., dial 911) |  |  |
| Demonstrates understanding of cause and effect (e.g., burned when touches hot stove; consequences of inappropriate behavior) |  |  |
| Uses similar skills across a variety of settings (e.g., identifies building exits in different settings) |  |  |

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| **Personal Qualities: Ability to self-manage, plan, organize, and take independent action.** | | |
| **Skills/Abilities** | **Level of Independence** | **Comments** |
| Communicates preferences and needs |  |  |
| Self-regulates during transitions (e.g., waits appropriately, engages in appropriate self-soothing activity in stressful situations) |  |  |
| Transitions appropriately between activities |  |  |
| Manages health (e.g., makes personal and health needs known) |  |  |
| Performs personal care skills |  |  |
| Uses unstructured time appropriately |  |  |
| **Interpersonal Skills: Ability to work independently or as part of a team and relate to different people across settings.** | | |
| **Skills/Abilities** | **Level of Independence** | **Comments** |
| Asks for help when faced with difficult situations and individuals |  |  |
| Self-advocates (e.g., seeks out and uses supports and accommodations) |  |  |
| Accepts direction from authority figures |  |  |
| Works independently |  |  |
| Works as part of a team |  |  |
| Respects the space and property of others |  |  |
| Demonstrates appropriate behavior across settings |  |  |
| Interacts appropriately with peers and others |  |  |
| Participates in leisure/recreation activities |  |  |
| **Technology: Ability to use different types of technology and resources to satisfy personal and societal needs and wants.** | | |
| **Skills/Abilities** | **Level of Independence** | **Comments** |
| Identifies the correct tool/technology necessary to complete a given task |  |  |
| Uses basic tools safely and appropriately (e.g., microwave, eating utensils, televisions, assistive technology) |  |  |

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| **Managing Information: Ability to access and use information.** | | |
| **Skills/Abilities** | **Level of Independence** | **Comments** |
| Uses information to make simple decisions (e.g., responds to safety alarms, follows traffic safety rules) |  |  |
| Accesses information from a variety of sources (e.g., internet, grocery ads, orders from a menu) |  |  |
| **Managing Resources: Ability to apply financial and human resources and manage time and materials to successfully carry out a planned activity.** | | |
| **Skills/Abilities** | **Level of Independence** | **Comments** |
| Selects the appropriate resources to complete a task |  |  |
| Initiates tasks |  |  |
| Remains on task |  |  |
| Completes tasks within existing time limits |  |  |
| Manages household/environmental tasks (e.g., prepares meals, cleans room, does laundry) |  |  |
| **Systems: Ability to understand how a system operates and identify where to obtain information and resources within that system.** | | |
| **Skills/Abilities** | **Level of Independence** | **Comments** |
| Navigates the community (e.g., walking, public transportation) |  |  |
| Demonstrates understanding of who to ask for help |  |  |
| Uses appropriate health and safety practices |  |  |
| Follows daily schedule and routines |  |  |
| Adapts to new situations |  |  |
| Understands and follows rules |  |  |
| **Other Universal Foundation Skills: Additional competencies student demonstrates that support post-school living, learning and working.** | | |
| **Skills/Abilities** | **Level of Independence** | **Comments** |
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| **Recommendations to Assist Student to Meet Post-secondary Goals** | | | |
| **Education/Training Goal:** | | **Employment Goal:** | **Independent Living Goal (*if appropriate*):** |
| **Supports** | **Recommendations** | | |
| **Accommodations** |  | | |
| **Assistive Technology/ Adaptive Equipment** |  | | |
| **Environmental Supports** |  | | |
| **Further Skill Development** |  | | |
| **Adult Agencies Referrals/Contacts** |  | | |
| **Other** |  | | |