# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview</td>
<td>8</td>
</tr>
<tr>
<td>BRIGANCE® Special Education System</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Decisions</th>
<th>10</th>
</tr>
</thead>
</table>

## Step-by-Step Assessment Procedures

- Step 1: Get Ready for the Assessment | 11 |
- Step 2: Conduct the Assessment | 14 |
- Step 3: Record Results in the Record Book | 16 |
- Step 4: Analyse Results | 18 |
- Step 5: Identify Next Steps | 20 |

| Evaluating Students with Special Considerations | 21 |
| Students with Exceptionalities | 21 |

## Academic Skills

- A READING YEAR-LEVEL PLACEMENT | 27 |
- B LISTENING & SPEAKING SKILLS | 39 |
- C FUNCTIONAL WRITING SKILLS | 53 |
- D MATHS SKILLS | 65 |

## Post-Secondary Opportunities

- E INTERESTS & CHOICES | 124 |
- F JOB-RELATED WRITING SKILLS | 139 |
- G JOB-RELATED KNOWLEDGE & SKILLS | 161 |
- H COMMUNICATION & TECHNOLOGY SKILLS | 219 |

## Independent Living

- I FOOD | 240 |
- J CLOTHING | 272 |
- K HOUSING | 282 |
- L MONEY & FINANCE | 292 |
- M HEALTH | 328 |
- N TRAVEL & TRANSPORTATION | 382 |

## Community Participation

- O COMMUNITY RESOURCES | 408 |
- P COMMUNITY SIGNS | 430 |
- Q CITIZENSHIP | 465 |

## Self-Assessments & Rating Scales

- R SELF-ASSESSMENTS & RATING SCALES | 472 |

## Appendices

- Appendix A – History and Acknowledgements | 503 |
- Appendix B – References | 504 |
<table>
<thead>
<tr>
<th>Page</th>
<th>E POST-SECONDARY: INTERESTS &amp; CHOICES ............................................. 124</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessments</td>
</tr>
<tr>
<td></td>
<td>E-1 Educational Interests ............................................................ 126</td>
</tr>
<tr>
<td></td>
<td>E-2 Career Interests ........................................................................ 131</td>
</tr>
<tr>
<td></td>
<td>E-3 Career Choices ............................................................................ 132</td>
</tr>
<tr>
<td></td>
<td>E-4 Work Ethics and Attitudes ......................................................... 133</td>
</tr>
<tr>
<td></td>
<td>Supplemental and Related Lists/Skill Sequences .................................. 135</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Page</th>
<th>F POST-SECONDARY: JOB-RELATED WRITING SKILLS .................................. 139</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessments</td>
</tr>
<tr>
<td></td>
<td>F-1 Tax File Number Application .................................................... 140</td>
</tr>
<tr>
<td></td>
<td>F-2 Simple Employment Application .................................................. 141</td>
</tr>
<tr>
<td></td>
<td>F-3 Complex Employment Application ................................................ 144</td>
</tr>
<tr>
<td></td>
<td>F-4 Resume .......................................................................................... 147</td>
</tr>
<tr>
<td></td>
<td>F-5 Tax File Number Declaration Form ............................................... 150</td>
</tr>
<tr>
<td></td>
<td>F-6 Date Writing .................................................................................. 153</td>
</tr>
<tr>
<td></td>
<td>Supplemental and Related Lists/Skill Sequences .................................. 155</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Page</th>
<th>G POST-SECONDARY: JOB-RELATED KNOWLEDGE &amp; SKILLS ............................ 161</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessments</td>
</tr>
<tr>
<td></td>
<td>G-1 Job Interview Questions ................................................................... 162</td>
</tr>
<tr>
<td></td>
<td>G-2 Basic Pre-Employment Vocabulary ................................................ 165</td>
</tr>
<tr>
<td></td>
<td>G-3 Words Found on Employment Forms ................................................ 168</td>
</tr>
<tr>
<td></td>
<td>G-4 Phrases and Questions Found on Employment Forms ............................. 171</td>
</tr>
<tr>
<td></td>
<td>G-5 Directions Found on Employment Forms .......................................... 174</td>
</tr>
<tr>
<td></td>
<td>G-6 Basic Employment Vocabulary ................................................................ 177</td>
</tr>
<tr>
<td></td>
<td>G-7 Payslips .......................................................................................... 180</td>
</tr>
<tr>
<td></td>
<td>G-8 Direction Words for Performing Manual Skills ................................... 183</td>
</tr>
<tr>
<td></td>
<td>G-9 Direction Words for Processing Information ...................................... 186</td>
</tr>
<tr>
<td></td>
<td>G-10 Abbreviations ................................................................................... 188</td>
</tr>
<tr>
<td></td>
<td>G-11 Alphabetisation ................................................................................ 192</td>
</tr>
<tr>
<td></td>
<td>G-12 Information on Labels in the Workplace ........................................ 195</td>
</tr>
<tr>
<td></td>
<td>G-13 Parts of a Manual ............................................................................ 198</td>
</tr>
<tr>
<td></td>
<td>G-14 Paragraphs in a Workplace Manual ................................................ 204</td>
</tr>
<tr>
<td></td>
<td>Supplemental and Related Lists/Skill Sequences .................................... 207</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Page</th>
<th>H POST-SECONDARY: COMMUNICATION &amp; TECHNOLOGY SKILLS ..................... 219</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessments</td>
</tr>
<tr>
<td></td>
<td>H-1 Basic Telephone Skills ..................................................................... 221</td>
</tr>
<tr>
<td></td>
<td>H-2 Telephone Directory .......................................................................... 224</td>
</tr>
<tr>
<td></td>
<td>H-3 Computer Parts .................................................................................. 227</td>
</tr>
<tr>
<td></td>
<td>H-4 Computer Skills ................................................................................ 229</td>
</tr>
<tr>
<td></td>
<td>H-5 Everyday Technology Skills ................................................................ 232</td>
</tr>
<tr>
<td></td>
<td>Supplemental and Related Lists/Skill Sequences .................................... 236</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Page</th>
<th>I INDEPENDENT LIVING: FOOD ............................................................... 240</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessments</td>
</tr>
<tr>
<td></td>
<td>I-1 Food Vocabulary I – Meat, Fish/Seafood, Poultry, Dairy Products and Nuts 241</td>
</tr>
<tr>
<td></td>
<td>I-2 Food Vocabulary II – Fruits and Vegetables .................................... 244</td>
</tr>
<tr>
<td></td>
<td>I-3 Food Vocabulary III – Breads, Cereals and Pasta; Baking Ingredients; Desserts and Sweets 247</td>
</tr>
<tr>
<td></td>
<td>I-4 Food Vocabulary IV – Flavourings, Seasonings and Fats; Beverages; Miscellaneous Foods 250</td>
</tr>
<tr>
<td></td>
<td>I-5 Restaurant Vocabulary ...................................................................... 253</td>
</tr>
<tr>
<td></td>
<td>I-6 Packaged Food Labels ........................................................................ 256</td>
</tr>
<tr>
<td></td>
<td>I-7 Basic Recipe Directions ................................................................... 258</td>
</tr>
<tr>
<td></td>
<td>I-8 Foods for a Daily Balanced Diet ...................................................... 261</td>
</tr>
<tr>
<td></td>
<td>I-9 Food Costs ........................................................................................ 264</td>
</tr>
<tr>
<td></td>
<td>Supplemental and Related Lists/Skill Sequences .................................... 266</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Page</th>
<th>J INDEPENDENT LIVING: CLOTHING .......................................................... 272</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessments</td>
</tr>
<tr>
<td></td>
<td>J-1 Personal Clothing Sizes .................................................................... 273</td>
</tr>
<tr>
<td></td>
<td>J-2 Clothing Labels ................................................................................ 276</td>
</tr>
<tr>
<td></td>
<td>Supplemental and Related Lists/Skill Sequences .................................... 278</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------</td>
</tr>
<tr>
<td><strong>K INDEPENDENT LIVING: HOUSING</strong></td>
<td>282</td>
</tr>
<tr>
<td><strong>Assessments</strong></td>
<td></td>
</tr>
<tr>
<td>K-1 Housing Resources</td>
<td>283</td>
</tr>
<tr>
<td>K-2 Tenant Agreement/Lease</td>
<td>286</td>
</tr>
<tr>
<td><strong>Supplemental and Related Lists/Skill Sequences</strong></td>
<td>288</td>
</tr>
<tr>
<td><strong>L INDEPENDENT LIVING: MONEY &amp; FINANCE</strong></td>
<td>292</td>
</tr>
<tr>
<td><strong>Assessments</strong></td>
<td></td>
</tr>
<tr>
<td>L-1 Equivalent Values of Coins</td>
<td>293</td>
</tr>
<tr>
<td>L-2 Total Value of Groups of Coins</td>
<td>296</td>
</tr>
<tr>
<td>L-3 Equivalent Groups of Coins</td>
<td>299</td>
</tr>
<tr>
<td>L-4 Making Change</td>
<td>302</td>
</tr>
<tr>
<td>L-5 Computing Totals for Purchases</td>
<td>305</td>
</tr>
<tr>
<td>L-6 Savings on Purchases</td>
<td>311</td>
</tr>
<tr>
<td>L-7 Charts and Tables for Determining Costs</td>
<td>317</td>
</tr>
<tr>
<td>L-8 Deposit Slips, Cheques and Balance Computation</td>
<td>321</td>
</tr>
<tr>
<td><strong>Supplemental and Related Lists/Skill Sequences</strong></td>
<td>326</td>
</tr>
<tr>
<td><strong>M INDEPENDENT LIVING: HEALTH</strong></td>
<td>328</td>
</tr>
<tr>
<td><strong>Assessments</strong></td>
<td></td>
</tr>
<tr>
<td>M-1 Basic Medical Vocabulary I – External Body Parts</td>
<td>329</td>
</tr>
<tr>
<td>M-2 Basic Medical Vocabulary II – Injuries and Symptoms</td>
<td>333</td>
</tr>
<tr>
<td>M-3 Basic Medical Vocabulary III – Infections, Diseases and Other Health Problems</td>
<td>336</td>
</tr>
<tr>
<td>M-4 Basic Medical Vocabulary IV – Medical Care</td>
<td>339</td>
</tr>
<tr>
<td>M-5 Basic Medical Vocabulary V – Body Systems</td>
<td>342</td>
</tr>
<tr>
<td>M-6 Basic Medical Vocabulary VI – Reproductive Systems</td>
<td>345</td>
</tr>
<tr>
<td>M-7 Health Vocabulary</td>
<td>348</td>
</tr>
<tr>
<td>M-8 Medicine Labels</td>
<td>351</td>
</tr>
<tr>
<td>M-9 Birth Control</td>
<td>353</td>
</tr>
<tr>
<td>M-10 Causes and Prevention of Sexually Transmitted Diseases</td>
<td>356</td>
</tr>
<tr>
<td>M-11 Causes and Prevention of HIV/AIDS</td>
<td>359</td>
</tr>
<tr>
<td>M-12 Drugs of Abuse</td>
<td>362</td>
</tr>
<tr>
<td>M-13 Effects of Drugs</td>
<td>365</td>
</tr>
<tr>
<td>M-14 Health Evaluation Form (Parts A–E)</td>
<td>368</td>
</tr>
<tr>
<td><strong>Supplemental and Related Lists/Skill Sequences</strong></td>
<td>374</td>
</tr>
<tr>
<td><strong>N INDEPENDENT LIVING: TRAVEL &amp; TRANSPORTATION</strong></td>
<td>382</td>
</tr>
<tr>
<td><strong>Assessments</strong></td>
<td></td>
</tr>
<tr>
<td>N-1 Traffic Signs</td>
<td>383</td>
</tr>
<tr>
<td>N-2 Traffic Symbols</td>
<td>389</td>
</tr>
<tr>
<td>N-3 Car Parts</td>
<td>391</td>
</tr>
<tr>
<td>N-4 Driver’s Licence Application</td>
<td>393</td>
</tr>
<tr>
<td>N-5 Fuel Efficiency and Cost</td>
<td>394</td>
</tr>
<tr>
<td>N-6 Distance Table</td>
<td>395</td>
</tr>
<tr>
<td>N-7 Road Maps</td>
<td>397</td>
</tr>
<tr>
<td><strong>Supplemental and Related Lists/Skill Sequences</strong></td>
<td>400</td>
</tr>
</tbody>
</table>
# Table of Contents

## O COMMUNITY PARTICIPATION: COMMUNITY RESOURCES ..........408

### Assessments
- O-1 Community Agency Services Application ...............................409
- O-2 Community Agency Awareness Checklist ..............................411
- O-3 Community Agency Documents Checklist ..............................412
- O-4 Community Agency Telephone Navigation ..............................414
- O-5 Post Office Features ..........................................................415
- O-6 Public Library Features ......................................................418
- O-7 Library Card Application .....................................................421
- O-8 Public Library Rules ............................................................423
- O-9 Recreational Facilities .........................................................424

### Supplemental and Related Lists/Skill Sequences
- .428

## P COMMUNITY PARTICIPATION: COMMUNITY SIGNS ..............430

### Assessments
- P-1 Directional Signs ...............................................................431
- P-2 Restaurant Signs ...............................................................434
- P-3 Employment Signs ...........................................................437
- P-4 Warning and Safety Signs ................................................440
- P-5 Warning Labels .................................................................448
- P-6 Urban Signs ...................................................................451
- P-7 Lobby Signs ...................................................................454
- P-8 Shop Signs ...................................................................457

### Supplemental and Related Lists/Skill Sequences
- .459

## Q COMMUNITY PARTICIPATION: CITIZENSHIP ......................465

### Assessments
- Q-1 Election Ballot .................................................................466
- Q-2 Polling Place Features .......................................................468

### Supplemental and Related Lists/Skill Sequences
- .470

## R SELF-ASSESSMENTS & RATING SCALES .................................472

### Assessments
- R-1 Speaking Skills .................................................................475
- R-2 Listening Skills ...............................................................476
- R-3 Self-Concept (General) ......................................................477
- R-4 Self-Concept (Job-related) ...............................................478
- R-5 Responsibility and Self-Discipline .....................................481
- R-6 Motor Coordination and Job Requirements .......................484
- R-7 Thinking Skills/Abilities and Job Requirements ................485
- R-8 Job Interview Preparation ...............................................486
- R-9 Job Interview .................................................................489
- R-10 Trainee’s Work Experience ..............................................492
- R-11 Health Practices and Attitudes ........................................495
- R-12 Safe Driving ...............................................................496

### Supplemental and Related Lists/Skill Sequences
- .498
The BRIGANCE® Transition Skills Inventory, or TSI, is a comprehensive collection of research-based, age-appropriate assessments that support formal transition planning for students with special needs preparing for life after secondary school.

The TSI helps special education teachers, program directors and transition specialists address the following common requirements for transition planning.

- Administer age-appropriate transition assessments.
- Identify students’ strengths and transition service needs.
- Develop IEPs that include a student’s present level of performance, measurable post-secondary goals and recommendations on how to meet these goals.

To facilitate assessment and instructional planning for students preparing to transition to post-secondary activities, the TSI includes the following key features.

- Assessments are criterion-referenced and include customisable IEP objective statements that correspond to the skill(s) covered in the assessment.
- Many assessments include multiple assessment methods to address a range of student abilities and skill levels.
- Transition-related Self-Assessments and Rating Scales provide the examiner and the student the opportunity to subjectively evaluate the student’s strengths and needs.
- Supplemental and Related Lists/Skill Sequences provide an opportunity to assess skills and knowledge that extend beyond the scope of the basic TSI assessments.
- The Record Book provides a record-keeping and tracking system that is ongoing, specific, graphic and easily-interpreted.
- The Online Management System allows users to track and report individual and group progress (subscription rates apply).

In addition, the TSI can be paired with the new BRIGANCE Transition Skills Activities, which offers a comprehensive collection of lesson plans and activities correlated to the assessments in the TSI.

Assessments in the TSI cover a broad range of knowledge and skills important for successful transition into adult life. Key skill areas are clustered within four domains – Academic Skills, Post-Secondary Opportunities, Independent Living and Community Participation. Assessments within each skill area help special educators and transition specialists identify a student’s present level of performance, plan appropriate instruction and monitor progress. The assessments in the TSI are organised into the following skill areas.

**Academic Skills**
- Reading Year-Level Placement
- Listening & Speaking Skills
- Functional Writing Skills
- Maths Skills

**Post-Secondary Opportunities**
- Interests & Choices
- Job-Related Writing Skills
- Job-Related Knowledge & Skills
- Communication & Technology Skills

**Independent Living**
- Food
- Clothing
- Housing
- Money & Finance
- Health
- Travel & Transportation

**Community Participation**
- Community Resources
- Community Signs
- Citizenship
The BRIGANCE® Transition Skills Inventory, or TSI, is a component of the overall BRIGANCE® Special Education System developed to help special educators address the following common requirements for transition planning:

• Administer age-appropriate transition assessments.
• Identify a student’s strengths and transition service needs.
• Develop IEPs that include a student’s present level of performance, measurable post-secondary goals and recommendations on how to meet these goals.

The comprehensive assessments in the Transition Skills Inventory are organised by the following domains:

• Academic Skills
• Post-Secondary Opportunities
• Independent Living
• Community Participation

The complete BRIGANCE Special Education System includes:

1. Inventory of Early Development III (IED III)
   The IED III is ideal for providing ongoing assessment and instructional planning for students up to the developmental age of 7. The assessments in the IED II allow easy monitoring of individual progress and support the development of each student’s IEP.

2. IED III Standardised
   Standardised assessments from the IED III are combined in one inventory for ease of use. Validation information is included in the IED III Standardisation and Validation Manual.

3. Comprehensive Inventory of Basic Skills II (CIBS II)
   The assessments in the CIBS II are organised into two volumes: CIBS II Reading/English and CIBS II Mathematics. These new editions incorporate a broad set of assessments in key academic skill areas reflected in common standards.

4. CIBS II Standardised
   Reading, writing and maths standardised assessments are combined in one convenient inventory for easy administration. The Standardisation and Validation Manual includes demographic information on restandardisation and updated tables.

5. Transition Skills Inventory and Activities
   The Transition Skills Inventory (TSI) and Transition Skills Activities provide comprehensive assessments complemented by lesson plans to support educators in writing transition goals and objectives, delivering targeted instruction, and monitoring progress for middle-years and secondary-school students. Together these resources make it easy to address common requirements for transition planning.

6. Online Management System
   Use the online management system to generate student and class reports in real-time to track progress and develop instructional plans.
The *Transition Skills Inventory* can help your special education program meet requirements for transition planning and effectively support the success of students with special needs as they prepare to transition out of secondary school. Many programs serving students with special needs are required to:

- determine present level of performance.
- provide transition goals and objectives for an ongoing IEP.
- consult regularly with a parent or guardian.
- provide nondiscriminatory testing and evaluation.

The *TSI* is an invaluable resource for middle-years and secondary-school transition programs responsible for complying with these requirements as explained below.

**DETERMINE PRESENT LEVEL OF PERFORMANCE**

The *TSI* includes a broad range of assessments across four domains of transition planning – academic skills, post-secondary opportunity awareness, independent living and community participation. These criterion-referenced assessments are ideal for determining the present level of performance for students with varying skills, knowledge, achievement and reading levels.

**PROVIDE TRANSITION GOALS AND OBJECTIVES FOR AN ONGOING IEP**

A major component of an IEP for a student with transition planning needs is the identification of the student’s transition goals. Instructional objectives are then required to address each of these goals.

To support this process, every assessment in the *TSI* includes a pre-written objective or set of objectives that corresponds to the skill or series of skills addressed within the assessment.

More broadly, the four requirements of a typical objective are the date of the next assessment, the method of assessment, the present level of performance and the objective statement. The *TSI* and the accompanying *Record Book* meet these IEP requirements as shown in the following table.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>How the Requirement Is Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Date of next assessment</td>
<td>The date of the next assessment is recorded in the Date column in the <em>Record Book</em> (RB).</td>
</tr>
<tr>
<td>2. Method of assessment</td>
<td>The <em>Transition Skills Inventory</em> is used for assessing. Most assessments within the <em>TSI</em> include a choice of assessment methods.</td>
</tr>
<tr>
<td>3. Present level of performance</td>
<td>Skills mastered are circled in the <em>RB</em> during the assessment.</td>
</tr>
<tr>
<td>4. Objective statement</td>
<td>Objectives are identified by underlining in the <em>RB</em> the skill to be mastered, using a pen of the designated colour.</td>
</tr>
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</table>

If objectives must be written on locally developed forms, objectives can be copied from the student data in the *Record Book* or from the objective in the *TSI*.

**CONSULT REGULARLY WITH A PARENT/GUARDIAN**

Using the *TSI* will facilitate consultation with a parent or guardian, as the record keeping is:

- graphic so that instructional objectives are easily understood by most parents.
- ongoing and colour-coded so that progress can be readily shared with the student, parent or guardian.

**PROVIDE NON-DISCRIMINATORY TESTING AND EVALUATION**

As a criterion-referenced tool, the *TSI* yields assessment data referenced to a prescribed standard for performing a skill. The goal of the assessment is to identify skills that have and have not been mastered. The goal is not to derive a quantitative score that can be used for comparison with a specific population.

When using the *TSI* with students who are non-readers or whose primary language is not English, use care in translating and interpreting. Many language barriers may be overcome by:

- using illustrations in the *TSI*.
- demonstrating manual skills that are to be performed by the student.
- using gestures.
- assessing by observation.
STEP-BY-STEP ASSESSMENT PROCEDURES

**STEP 1: GET READY FOR THE ASSESSMENT**

**PLANNING AHEAD**

**Become familiar with the assessment procedures** so that you can conduct the assessment in a natural manner and can focus your attention on the student. If helpful, use tabs or markers to quickly locate the information you will need.

**Schedule assessment early in the day** when the student is free from hunger and fatigue. When a comprehensive assessment is needed, conduct it when the student is most alert and in several sessions, each session no longer than the student’s attention span.

Assessments should not be administered if the student is not well or when testing requires them to miss treasured activities such as excursions, special events or favourite subjects.

**Choose the proper environment.** The assessments in the *TSI* can be safely administered within the classroom. Although most students do not mind working individually with their teacher within their classroom, others may be embarrassed. Use discretion in deciding if a student can be assessed in the classroom or if a more private setting is required.

Administer the assessments in the classroom only when the rest of the class is not engaged in highly exciting or noisy activities.

**Administer assessments in small groups when appropriate.** Some assessments can be administered in small groups to maintain the comfort level of students in the regular classroom.

**Eliminate distractions.** Administer the assessments in an environment free of background noises or disturbances. Remove any materials that may be distracting to the student.

**SELECTING ASSESSMENTS**

The *TSI* is a collection of assessments designed to accommodate the varying skill levels of middle-years and secondary-school students.

For most students, assessing and tracking mastery of the skills in the *TSI* will be adequate for:

- identifying present level of performance.
- probing for areas of strength and need (including specific transition services needs).
- identifying developmentally appropriate instructional objectives.

Follow the guidelines below to decide which assessments to administer, to select the most appropriate skill level within each assessment and to select the best assessment method.

1. **Deciding Which Assessments to Administer**

When deciding which specific assessments to administer, use your professional judgement and keep the following questions in mind:

- Which assessments are most relevant to the immediate concern?
- Which assessments will be more likely to yield the most valuable information within the time allowed?
- Which assessments can best be conducted in a particular setting?
- Which assessments meet your program needs and requirements?
2. Selecting the Most Appropriate Skill or Skill Level Within Each Assessment

Some of the assessments have several skills or a range of year levels. In order to save time, you should review and evaluate any available student data to determine the most appropriate skill or year level for initiating the assessment. This data might include school placement, school history, performance from previous assessments, reports from teachers or your own observations.

Plan to initiate the assessments at a skill level slightly easier than or one year level below the student's anticipated performance. It is important to initiate an assessment at a level that will promote a feeling of success. Do not waste time assessing skills that are far below the student's performance or skill level. On the other hand, do not initiate or continue assessment at a level that frustrates the student.

3. Selecting the Best Assessment Method

Different assessment methods may be used to accommodate various situations. The TSI offers a variety of assessment methods:

- Observation
- Performance
  - Individual Oral Response
  - Individual or Group Written Response
  - Individual Physical Response
- Interview

Recommended assessment methods are included with each assessment. For the best use of assessment time and the most valuable results, select the assessment method or methods you believe will be the most effective in each situation. In many cases, observation or group administration will achieve similar results as individual student assessment.

4. Anticipating Administration Time

Remember, you do not have to complete all the assessments. The TSI should be used as a resource to provide ongoing assessment throughout the year. A single assessment may be conducted over a few days, if needed, to ensure the student is rested and cooperative.

In general, the amount of time needed to complete an assessment is determined by

- the number of skill areas that need to be assessed, as determined by the purpose of the assessment.
- the number of skills and items that can be assessed by group administration or observation.
- the skill range of the student. The wider the skill range of the student, the more time is required.
- the knowledge or information the examiner may already have regarding the skill of the student.
- whether the assessment is deemed to be personally relevant.
- necessary adaptations in assessment procedures.

RECORDING STUDENT DATA IN THE RECORD BOOK

Write all student data in the student's Record Book before conducting the assessment. The information should be current and should clearly identify the student. Complete this section of the student's Record Book before assessing so that all of your attention can be focused on the student and on the administration of the assessment. Use official records to confirm the accuracy of the information.
ADAPTING ASSESSMENT PROCEDURES

The directions and procedures for each assessment should be followed unless you think an adaptation will yield more valid results and provide helpful diagnostic information. When considering adapting an assessment, be aware of any physical conditions or cultural and language differences that may affect the student’s results. In particular, adaptations should be considered when you think the student has not performed a skill because of factors such as

- Lack of confidence
- Difficulty in understanding directions
- Speech problems
- Language differences or difficulties
- Vision problems
- Reading difficulties

Make any of the following adjustments to accommodate the needs of the student.

**Change the sequence of the assessments if needed.** Where appropriate, the assessments have been arranged in sequence within each skill area. However, this sequence may not produce the best performance and most valid results with every student. Thus, the examiner should administer the assessments in the sequence that will yield the most valuable results.

**Adapt the assessment procedures** to ensure the most valid assessment of the student’s skills. See *Evaluating Students with Special Considerations* on page 21 for suggestions and information about assessing students with exceptionalities.

ORGANISING MATERIALS

**Gather all materials** needed before assessment and arrange them so you can focus all of your attention on the student and the administration of the assessment. Read the Materials summary in each assessment overview for assessment-specific materials.

**Essential Materials**

- Transition Skills Inventory
- A Record Book for each student
- Copies of the student pages (as needed)
- Coloured pencils or pens for recording assessment data
- Pencils or pens for the student (written assessments only)
STEP 2: CONDUCT THE ASSESSMENT

Following the directions provided with each assessment, as well as reading through the Notes in each assessment before assessing, will help ensure a more positive assessment experience for the examiner and student. If the student is not having success with an assessment, stop assessing before the student reaches a point of frustration.

When possible, check to be sure that the student who is able to perform certain skills during the assessment is also able to apply those skills to daily activities. If performance or mastery of a skill is marginal or emerging, don’t give credit. Identify the skill as an objective and note that the skill is emerging in the student’s Record Book.

POSITIONING THE TRANSITION SKILLS INVENTORY CORRECTLY

Many assessments include illustrations that need to be shown to the student. The format of the TSI allows the examiner and the student to follow the assessment procedures easily. The TSI can be opened to an assessment and placed on a table between the examiner and the student, as shown below.

ADAPTING ASSESSMENT PROCEDURES

It is not necessary to rigidly adhere to assessment procedures for effective criterion-referenced assessment. Allow for individual differences. Use your discretion to adapt the methods of assessment in order to obtain the most efficient and valid results (for more details on adapting assessment procedures see page 13).

TIPS FOR ASSESSING BY OBSERVATION

Good teachers assess constantly by observing the responses and performances of their students. Daily observations in a natural setting provide the teacher with the unique opportunity of observing the student performing a skill on a regular basis and at the appropriate times. Observations are often a more valid assessment of skill mastery than a one-time performance of the skill in a structured, superficial or stressful assessment situation.

However, if there is any doubt of skill mastery when using the Observation assessment method, do not give credit. It is recommended that the skills continue to be identified as instructional objectives until observations rule out all doubt of mastery.

TIPS FOR ASSESSING BY PERFORMANCE

- **Read directions and questions in a natural manner.** Keep the assessments moving comfortably and informally.
- **Rephrase the directions** if the student is having difficulty performing because he does not understand the directions. However, do not coach the student.
- **Give an example or demonstrate** the type of response expected if it appears the student does not understand the directions.
- **Give credit for skills you know the student can perform** because you have observed the student effectively performing them in a natural environment.
- **If the student page is too visually stimulating,** cover part of the page or cut a copy of the student page so the items can be presented one at a time.
- **Remain objective.** Any subtle clues or extra assistance given to a student during assessment may influence the student’s performance and alter the results.
TIPS FOR ASSESSING BY INTERVIEW

Some assessments provide the option of conducting the assessment by interviewing a parent/caregiver.

Many assessments include questions to use when conducting the interview. Since parents often report on emerging but not yet mastered skills (giving answers such as “sometimes”, “if I let him”, “a little”), you can note these for instructional planning but not to give credit. Only give credit for skills the student has clearly mastered.

TIPS FOR ESTABLISHING RAPPORT WHEN ASSESSING

Students may be slow to warm up to and cooperate with unfamiliar people. They may refuse to answer questions or attempt to leave the assessment area. Consider the following suggestions to ensure successful administration of the assessments in the TSI:

- **Introduce the assessment to the student in advance** by saying something like, “Today I would like to talk with you to get a sense of your knowledge in this area. I want you to try hard on everything, but don’t worry if there are things you don’t know yet. We will work on building your knowledge in this area, so it’s okay if you do not feel like you know the answer.”

- **Use verbal reinforcement** and show interest and enthusiasm in the student’s effort. Use non-committal feedback, whether students are successful or not, such as “Good job” and “Way to go”. Be careful not to show feelings of disappointment in a student’s performance.

- **If a parent is present, engage the parent first.** This makes both the parent and the student comfortable. In addition to asking how the parent is enjoying the testing process, this may be an opportune time to discuss with parents what works in terms of managing challenging behaviour. Also explore skills parents (or teachers) think are weaknesses so that assessment can begin with strengths (which is vital for maintaining rapport and cooperation).

PRECAUTIONS WHEN ASSESSING

Positioning the **Transition Skills Inventory**

Place a small stack of books below the spine of the TSI so that the examiner’s page is not visible to the student. The student may be able to read the answers on the examiner’s page, even though they will appear upside down to them.

Positioning the **Record Book**

Keep the Record Book on your lap or otherwise out of the student’s line of vision.

Gazing at the Correct Choice

Examiners should be careful not to gaze at the correct choice. Students are often alert to where examiners are looking and use this as a cue when responding. This can inflate performance and make it challenging to detect students with difficulties. Examiners should either gaze at something other than the correct choice, off to the side of the Record Book or at the student.

Viewing Assessment as a Contest

Inexperienced examiners sometimes view assessment as a contest in which the goal is to have the student succeed with tasks. In fact, the goal of an assessment in the TSI is to determine the student’s individual level of skills and identify developmentally appropriate instructional objectives and transition service needs. Excessive verbal and physical prompts, demonstrations and encouragement can make it difficult to accurately identify what the student can and cannot do. It is important for those who are new to assessment to remember its purpose and to become familiar with administration procedures.

Providing Reminders

It can be tempting for examiners or teachers to provide reminders as a form of encouragement, such as “You know this, we did it yesterday.” Students who cannot demonstrate skills when they are elicited have not mastered them, and they will need additional instruction before achieving competence.

Offering Feedback

When students ask for feedback on their answers by saying “Did I get that right?” or “What is the right answer?”, respond with non-committal encouragement, such as “You did a very nice job.” If the student persists, it is helpful to state gently, “I’m sorry. I can’t tell you that.”
STEP 3: RECORD RESULTS IN THE RECORD BOOK

Use the Record Book to record results from the assessments in the TSI. By using pens or pencils of different colours to record assessment data, a colour-coded record is developed that is ongoing, graphic and easily interpreted. The record-keeping system can be colour-coded in order to

1. track the progress of an individual student.
2. communicate information to the parent/caregiver.
3. communicate data on the student’s development to other personnel.

See page 17 for an example of a colour-coded record-keeping system.

Note: The colour-coding system can also be used with the Supplemental and Related Lists/Skill Sequences by simply photocopying the skill sequences and marking them according to the same record-keeping method described below.

Recording Assessment Data

1. Record the first evaluation by using a PENCIL to circle the skills or items the student has mastered.
2. Next, use a BLUE pencil or pen to underline the skills or items you wish to set as objectives to be mastered for the next instructional period.
3. To record the second evaluation, use a BLUE pencil or pen to circle the skills or items the student has mastered.
4. After the second evaluation is complete, use a RED pencil or pen to underline the skills or items you wish to set as objectives to be mastered during the next instructional period.
5. Give credit for a skill or item that you know the student can perform well, perhaps because you have observed the student performing the skill.
6. Record observations or other notes in the Notes section following many assessments within the Record Book.

Interpreting the Recorded Data

If you use the colour-coding method, the colours used will help you determine

1. the student’s performance level when first evaluated (circled in pencil).
2. objectives set for the student to master between the first and second evaluations (underlined in blue).
3. skills the student has mastered, showing progress between the first and second evaluation (circled in blue).
4. objectives set for the student to master between the second and third evaluations (underlined in red).

The example on page 17 should be interpreted as follows:

1. When D-14 Calendar Usage was administered to the student in September, the student demonstrated mastery of skills 1 and 2. Skills 3 and 4 were set as objectives for the next evaluation.
2. The student mastered skills 3 and 4 between September and January. You can tell this because those skills were circled in blue at the January evaluation.
3. Skills 5 and 6, underlined in red, have been identified as objectives to be mastered by 6 April 2010.
EXAMPLE OF THE RECORD-KEEPING SYSTEM

Example of how to complete the chart on page 1 of the Record Book.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Colour</th>
<th>Date</th>
<th>Examiner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Pencil</td>
<td>15/9/09</td>
<td>Lopez</td>
</tr>
<tr>
<td>2nd</td>
<td>Blue</td>
<td>20/1/10</td>
<td>Lopez</td>
</tr>
<tr>
<td>3rd</td>
<td>Red</td>
<td>6/4/10</td>
<td>Lopez</td>
</tr>
<tr>
<td>4th</td>
<td>Black</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>Green</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td>Purple</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explanation of Colour-Coded Recording Procedures
- Assessment data for 15 September 2009, is recorded in pencil (see skills 1 and 2 below).
- Objectives set for 20 January 2010, are underlined in blue.
- Skills mastered between September and January (by 20 January 2010) are circled in blue (see skills 3 and 4 below).
- Objectives to be achieved by 6 April 2010, are underlined in red (see skills 5 and 6 below).

Example of recording procedures

D-14 106  
**Calendar Usage:** Uses a calendar to obtain information  
Reads a calendar to determine:  
1. number of days in a given month  
2. day of the week when given date of the month  
3. date of the month when given day of the month  
4. future date when given a date and duration in weeks  
5. duration in number of days when given beginning and ending dates  
6. duration in number of weeks when given beginning and ending dates
**Step-by-Step Assessment Procedures**

When interpreting TSI assessment results, it is important to consider:
- health, environmental or cultural factors that may impact performance.
- observations that were recorded at the time of assessment.
- more in-depth assessment.

**Factors that may impact Performance**

If the student’s assessment results are lower than expected, examiners should decide on the most likely reason for poor performance, identify skill areas and domains of apparent weakness, and make appropriate follow-up decisions. The following factors can impact performance – reluctance to perform, poor assessment conditions, physical problems, language or cultural barriers, or undiagnosed disabilities or psychosocial risk.

**Reluctance or refusal to perform**

Even when assessment is conducted in an ideal environment, it may be a threatening experience to a student. A student’s reluctance or refusal to perform can present a delicate and challenging situation. While this behaviour may be a sign of developmental or emotional problems, it may be helpful to conduct the assessment at a later date.

**Poor Assessment Conditions**

Environmental factors, such as uncomfortable room temperature, noise, visual distractions or poor lighting, may prevent a student from performing at his or her best. In addition, a student may not perform well in an emotionally uncomfortable atmosphere, when tired or in a situation in which encouragement and motivation are lacking. If these factors are present, discontinue assessment and resume on a better day.

**Language and Cultural Barriers**

A student from a home in which English is not the primary language may not understand what responses are expected. Discretion should always be exercised with a student who does not speak English or with a student who is from a different cultural background. Whenever possible, assessment should be conducted by personnel who are fluent in the primary language of the student or who understand the student’s cultural background. Professional judgement should be used in determining to what degree the student’s performance was affected by language and cultural differences.

**Physical Limitations**

Physical limitations, such as poor vision or hearing, can cause a delay in the development of some of the skills. A student assessed just prior to the onset of an illness or just after an illness may perform at a lower level than usual. Poor nutrition or an imbalance in body chemistry can cause a student to be lethargic or hyperactive, resulting in poor performance.

**Observations Recorded**

It is important to analyse observations that were noted in the student’s Record Book at the time of assessment. Sometimes observations about how students perform reveal much about the presence or absence of learning strengths and needs. You might want to ask the following questions:
- Do students demonstrate the strategy of talking to themselves while working?
- Are students well organised – can they find their place and work systematically from left to right and from top to bottom?
- Are students sufficiently reflective or does acting on impulse lead to frequent errors?
MORE IN-DEPTH ASSESSMENT

Assessments in the TSI can be used to assess basic or key skills. Tracking student mastery of these skills in the Record Book will be adequate for documenting progress and planning instruction for most students with special needs who are involved in transition planning.

For some students, additional lists of skills or skill sequences may be needed to meet individual or program needs. These skills can be assessed by

- informal observation, such as observing a student’s performance in daily class activities.
- presenting a copy of these additional items and asking the student to read or respond to the items.
- teacher-made assessment materials.
- Supplemental and Related Lists/Skill Sequences found in the TSI.

Supplemental and Related Lists/Skill Sequences may be used

- as a curriculum guide for instructional planning.
  Many of these items can be used for
  - curriculum development;
  - lesson planning;
  - class discussion to help students develop insights as to how these skills and concepts are applied and used.

- to track student progress.
  Student mastery of these skills can be recorded on reproduced copies of the relevant pages from the TSI, which can be inserted into the Record Book.

- to meet student and program needs.
  Teachers may select, adapt and add items that may be required to meet their relevant standards and individual student needs.

These Supplemental and Related Lists/Skill Sequences are discussed in further detail on page 20.
**STEP 5: IDENTIFY NEXT STEPS**

After the assessment has been completed, the information gathered can serve many purposes. The TSI can be used to
- identify present level of performance.
- provide additional assessment with the Supplemental and Related Lists/Skill Sequences.
- identify instructional objectives and activities.
- provide ongoing assessment and progress monitoring.

**IDENTIFY PRESENT LEVEL OF PERFORMANCE**

The broad range of assessments in the TSI provides significant information to inform a student’s present level of performance. In particular, results of assessments with the TSI are useful to
- identify present level of performance in relation to transition goals and objectives.
- identify transition service needs and other recommended supports.

**PROVIDE ADDITIONAL ASSESSMENT**

There may be a need to provide more in-depth assessment than is found in the TSI’s assessments. The TSI’s Supplemental and Related Lists/Skill Sequences provide additional opportunities for assessment.

Many of these Supplemental and Related Lists can be assessed and tracked using the same methods used in the basic assessments. Examiners should use their judgement when deciding which method to use. Assessment procedures for these skills are not included in the TSI and these skills do not appear in the Record Book. However, these skills can be a vital part of any special education program.

The Supplemental and Related Lists/Skill Sequences may be useful as a reference for curricular and instructional planning or for tracking the student’s development as needed.

**IDENTIFY INSTRUCTIONAL OBJECTIVES**

The skills in the assessments or in the Supplemental and Related Lists/Skill Sequences can be used to target individual instruction. The objective at the end of each assessment can be used to inform IEPs that incorporate transition goals and objectives and to prepare developmentally appropriate instruction.

It is important to identify a skill as an instructional objective that is appropriate for the student and that will meet the student’s needs. The skills immediately following those circled as mastered in a skill area are, in most cases, logical skills to be identified as objectives for the next instructional period.

Teachers should also consider factors such as the following in determining the number and priority of instructional objectives for the next instructional period.

- Length of the next instructional period
- Discrepancy between the student’s present level of performance and the anticipated level of performance, particularly in relation to the student’s transition goals
- Types and degrees of physical impairments or emotional disorders
- Environmental factors in the home and school
- Mental and physical health of the student

Once instructional objectives have been set, teachers may look to the BRIGANCE® Transition Skills Activities for easy-to-use lesson plans and activities that are correlated to relevant assessments in the TSI. Assessment results from the TSI, paired with instruction using the Transition Skills Activities, will support students in developing skills that are critical to meeting their post-secondary goals.

**PROVIDE ONGOING ASSESSMENT AND PROGRESS MONITORING**

Once initial assessment is conducted with the TSI and an IEP has been written laying out an appropriate instruction plan to address transition needs, continue to use the TSI to monitor progress. Assessment may be conducted as needed or as required by your school at appropriate intervals throughout the year. The student’s Record Book will provide an ongoing resource for monitoring progress. Online tracking of student progress is available with the Brigance Online Management System (subscription fees apply).
EVALUATING STUDENTS WITH SPECIAL CONSIDERATIONS

STUDENTS WITH EXCEPTIONALITIES

It is often necessary to evaluate students with known or suspected disabilities. For example, a student with a severe speech impairment needs an assessment to determine reading comprehension of vocabulary words. The following guidelines and modifications are designed to help students demonstrate skills they possess. They should not be viewed as a means of giving credit for skills that are not mastered.

STUDENTS WITH VISION IMPAIRMENT OR BLINDNESS

- Ask the school’s vision specialist about appropriate lighting, magnification, positioning, size and colour of objects or pictures that will enable the student to see.
- When a student’s vision is too impaired to view pictures, substitute real objects for pictures when possible.

STUDENTS WITH HEARING IMPAIRMENT OR DEAFNESS

- Find out from the parent/caregiver how the student communicates. If sign language or total communication is used, the examiner should either be fluent or use an interpreter. For a basic introduction to signing using Australian Sign Language, or Auslan, see www.auslan.org.au. Signs can also be used when testing students with autism spectrum disorders.
- The student should be wearing prescribed amplification devices.
- The room should be quiet and free from visual distractions.
- The student’s attention must be obtained before directions are given.

STUDENTS WITH MOTOR IMPAIRMENT

- Ensure that seating is appropriate. Use of adaptive equipment may be needed. Some students perform best when lying on their side. Parents are usually the best source of information on the preferred method of seating. It may be helpful to consult a physical therapist.
- Some students with motor impairments have difficulty with articulation. A parent/caregiver who accompanies the student can help interpret oral responses. If necessary, use the Individual Physical Response assessment method (i.e. pointing rather than naming). Use augmentation communication systems if the student has them.
- For students who cannot point or express themselves orally, the direction of eye gaze can be used to assess skills. Examiners can make photocopies of the pictures on the student pages, cut them apart and place the copies on separate cards. The cards are then placed fifteen centimetres apart on the table in front of the student. Instead of asking the student to point, ask them to “look at …” a specific picture, letter, etc.
- Be patient as students with motor impairment usually need extra time to respond.
- Interviewing the parent/caregiver first about the student’s skills will help give the examiner confidence in deciding when to probe for responses.
STUDENTS WITH SEVERE SPEECH IMPAIRMENTS
- The parent/caregiver or speech teacher can often help interpret verbal responses. If necessary, consider the Individual Physical Response assessment method (i.e. pointing instead of naming), and modify assessment directions accordingly.
- If a student uses physical means to respond to assessment items, give credit for gestures that clearly convey a correct response.

STUDENTS WITH LIMITED OR NO READING SKILLS
- Many assessments include directions that account for students with limited or no reading skills.
- For example, if the assessment focuses on identification of an item, directions to have the student read the word for the item and then identify the item in a picture may be adapted so the examiner reads the word for the item and then the student identifies the item.

STUDENTS WITH EMOTIONAL DISTURBANCE AND BEHAVIOUR PROBLEMS
- Start with easier assessments so the student has some initial success. Ask the parent/caregiver or student about the student’s preferred activities and begin with those types of assessments.
- Note changes in the student’s behaviour across assessments. Students with emotional problems often react poorly to tasks that are too difficult for them.
- Allow the student some control in the assessment situations, such as by taking turns or allowing the student to set a timer.
- Have a variety of reinforcers to use.
- Let the student know immediately when the student’s behaviour is unacceptable by saying, “No.” Temporarily switching tasks may be helpful. Be sure to give clear guidance for appropriate behaviour.
- Parents can often give advice on behavioural control. (“Do you have any ideas on how to get him to cooperate?”)
- Present items quickly and as appealingly as possible to avoid challenging behaviour.
- Avoid making threats or promises that can’t be delivered.

STUDENTS WITH SIGNIFICANT HEALTH PROBLEMS
- Schedule testing when the student is refreshed.
- If the student is fatigued, reschedule or take frequent breaks.
STUDENTS WITH TRAUMATIC BRAIN INJURY
Attention span, distractibility and difficulties with memory are often challenges when assessing students with traumatic brain injury.
- Repeat directions if necessary. Use visual cues to help the student remember.
- Have patience and give the student extra time to respond.

STUDENTS WITH AUTISM AND DEVELOPMENTAL DISORDERS
- Interview the parent first. Parents/caregivers can usually give helpful information about how best to work with their child.
- Remove materials from the areas that may distract the student.
- Start with easier assessments so the student has some initial success.
- Tap on the assessment materials to direct the student's gaze to the appropriate place.
- Use a soft voice to praise and redirect the student gently. If the student is destructive to assessment materials, use a louder voice.
- Do not require the student to make eye contact with the examiner during an assessment.
- Simplify your language as much as possible.
- Use visual cues and gestures.
- Because it is difficult for these students to change activities, trade one set of assessment materials for another.
- Arrange seating that will discourage the student from leaving the work area.
- Avoid making assumptions about one skill area based on another. Students with developmental disorders often have unexpected areas of strength and weakness.
D  MATHS SKILLS

Introduction
The goals of these assessments are to help identify which basic maths skills the student has mastered and which skills should be taught.

ASSESSMENT METHODS
The methods of assessment will vary according to the skill being assessed, the setting in which the assessment is conducted and the examiner’s expertise. Use your judgement to determine which of the following methods will be the most convenient, efficient and valid in each of the assessment situations:

- **Individual Oral Response**: Ask the student to read aloud or to provide requested information orally.
- **Individual or Group Written Response**: Give the student a copy of the student page to be completed and a pencil to use in recording responses.

ASSESSMENT LIMITATIONS
The maths skills and knowledge assessed in this section are basic computation skills the student will likely use in daily life. For example, the computation assessed is limited to the basic skills necessary for following simple directions or understanding how amounts on payslips are calculated.

Table of Contents

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-1  Number Facts – Addition, Subtraction, Multiplication and Division</td>
<td>66</td>
</tr>
<tr>
<td>D-2  Computation of Whole Numbers – Addition, Subtraction, Multiplication and Division</td>
<td>69</td>
</tr>
<tr>
<td>D-3  Number Words and Numerals</td>
<td>72</td>
</tr>
<tr>
<td>D-4  Maths Direction Words</td>
<td>75</td>
</tr>
<tr>
<td>D-5  Quantitative Concepts and Ordinal Numbers</td>
<td>76</td>
</tr>
<tr>
<td>D-6  Fractions and Decimals</td>
<td>78</td>
</tr>
<tr>
<td>D-7  Operation(s) and Problem Solving</td>
<td>82</td>
</tr>
<tr>
<td>D-8  Geometric Shapes</td>
<td>85</td>
</tr>
<tr>
<td>D-9  Geometric Concepts</td>
<td>88</td>
</tr>
<tr>
<td>D-10 Future Time</td>
<td>91</td>
</tr>
<tr>
<td>D-11 Past Time</td>
<td>95</td>
</tr>
<tr>
<td>D-12 Elapsed Time</td>
<td>99</td>
</tr>
<tr>
<td>D-13 Measurement with a Metric Ruler</td>
<td>103</td>
</tr>
<tr>
<td>D-14 Liquid Measurements (Metric)</td>
<td>106</td>
</tr>
<tr>
<td>D-15 Weight Measurements (Metric)</td>
<td>109</td>
</tr>
<tr>
<td>D-16 Metric Measurement Units</td>
<td>112</td>
</tr>
<tr>
<td>D-17 Maths Abbreviations and Symbols</td>
<td>113</td>
</tr>
<tr>
<td>D-18 Thermometers and Other Meters and Gauges</td>
<td>116</td>
</tr>
</tbody>
</table>

Supplemental and Related Lists/Skill Sequences 118
DIRECTIONS: Complete each number fact.

Add (+):

1.
   a. 9 + 1 = 10
   b. 4 + 8 = 12
   c. 5 + 3 = 8
   d. 6 + 6 = 12

Subtract (−):

2.
   a. 6 − 5 = 1
   b. 9 − 4 = 5
   c. 8 − 7 = 1
   d. 7 − 6 = 1

Multiply (×):

3.
   a. 6 × 2 = 12
   b. 8 × 5 = 40
   c. 9 × 3 = 27
   d. 7 × 1 = 7

Divide (÷):

4.
   a. 48 ÷ 4 = 12
   b. 54 ÷ 6 = 9
   c. 6 ÷ 3 = 2
   d. 36 ÷ 6 = 6

5. a. 9 × 6 = 54
   b. 8 × 9 = 72
   c. 12 ÷ 4 = 3
   d. 7 × 2 = 14

6. a. 6 ÷ 2 = 3
   b. 6 ÷ 3 = 2
   c. 6 ÷ 3 = 2
   d. 6 ÷ 3 = 2

7. a. 5 + 6 = 11
   b. 6 + 6 = 12
   c. 6 + 6 = 12
   d. 6 + 6 = 12

8. a. 5 + 1 = 6
   b. 6 + 1 = 7
   c. 6 + 1 = 7
   d. 6 + 1 = 7

9. a. 11 + 2 = 13
   b. 12 + 2 = 14
   c. 13 + 2 = 15
   d. 14 + 2 = 16

10. a. 56 + 4 = 60
    b. 63 + 4 = 67
    c. 70 ÷ 4 = 17.5
    d. 70 ÷ 4 = 17.5

11. a. 72 ÷ 4 = 18
    b. 48 ÷ 4 = 12
    c. 80 ÷ 4 = 20
    d. 80 ÷ 4 = 20

12. a. 72 ÷ 4 = 18
    b. 54 ÷ 4 = 13.5
    c. 90 ÷ 4 = 22.5
    d. 90 ÷ 4 = 22.5

NAME:       DATE:       EXAMINER:   

BRIGANCE® Transition Skills Inventory • © 2014 Hawker Brownlow Education • CA11613
D-1 Number Facts – Addition, Subtraction, Multiplication and Division
D-4  Maths Direction Words

Overview
This assessment focuses on the student's ability to read and comprehend maths direction words.

SKILL
Reads and comprehends basic maths direction words

ASSESSMENT METHOD
Individual Oral Response

MATERIALS
Page S-75

SCORING INFORMATION
Record results in the student's Record Book. Give credit for each correct response. The recommended response time is three seconds per item. Discontinue after two incorrect responses.

OBJECTIVE FOR WRITING IEPs
By ______ (date) , (student's name) will read and comprehend ______ (number) of twenty-three maths direction words.

Directions for Assessment:
Oral Response
Ask the student to read aloud the maths direction words on page S-75.
Point to the words on page S-75, and
Say: These are maths direction words. Look at each word carefully and read it aloud.
Point to the word with which you wish the student to begin, and
Say: Begin here.
If the student mispronounces a word,
Say: Try it again.
Point to the word.
Assessing Comprehension: It may be necessary to determine if students understand the terms by saying
- What does (solve/round/etc.) mean? (to find or work out the answer to/to express to the nearest round number, such as the nearest ten, hundred or thousand/etc.)
- Tell me another way to say (subtract/plus/compute/etc.).
  (take away/added to/calculate/etc.)
- Give me an example of (multiplication/division/subtraction/addition).
  (3 × 5 = 15; 15 ÷ 5 = 3; 10 − 8 = 2; 9 + 4 = 13; etc.)

STUDENT PAGE FORMAT FOR PAGE S-75
1. add
2. addition
3. answer
4. count
5. measure
6. subtract
7. subtraction
8. minus
9. check
10. divide
11. division
12. multiply
13. multiplication
14. plus
15. solve
16. simplest form
17. regroup
18. round
19. convert
20. compute
21. calculate
22. reciprocal
23. estimate
G  JOB-RELATED KNOWLEDGE & SKILLS

Introduction
The goal of these assessments is to help the student develop good job-seeking skills and on-the-job skills and knowledge.

ASSESSMENT METHODS
The methods of assessment vary according to the skill being assessed, the setting where the assessment is conducted and the examiner's expertise. Use your judgement in determining which of the following methods is most convenient, efficient and valid for each situation.

• Individual Oral Response: Ask the student to read aloud and respond to questions.
• Individual or Group Written Response: Ask the student to write the responses to questions about the information he/she has read.
• Observation: Observe and note in the student's Record Book the student's mastery of the skill(s) in the classroom or in any other appropriate setting. If you have any doubt of mastery, use another assessment method to confirm.

ASSESSMENT LIMITATIONS
These assessments focus on basic pre-employment and employment skills and knowledge necessary to successful job-seeking. These assessments do not include skills required for specific jobs or careers.

Table of Contents

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>G-1 Job-Interview Questions</td>
<td>162</td>
</tr>
<tr>
<td>G-2 Basic Pre-Employment Vocabulary</td>
<td>165</td>
</tr>
<tr>
<td>G-3 Words Found on Employment Forms</td>
<td>168</td>
</tr>
<tr>
<td>G-4 Phrases and Questions Found on Employment Forms</td>
<td>171</td>
</tr>
<tr>
<td>G-5 Directions Found on Employment Forms</td>
<td>174</td>
</tr>
<tr>
<td>G-6 Basic Employment Vocabulary</td>
<td>177</td>
</tr>
<tr>
<td>G-7 Payslips</td>
<td>180</td>
</tr>
<tr>
<td>G-8 Direction Words for Performing Manual Skills</td>
<td>183</td>
</tr>
<tr>
<td>G-9 Direction Words for Processing Information</td>
<td>186</td>
</tr>
<tr>
<td>G-10 Abbreviations</td>
<td>188</td>
</tr>
<tr>
<td>G-11 Alphabetisation</td>
<td>192</td>
</tr>
<tr>
<td>G-12 Information on Labels in the Workplace</td>
<td>195</td>
</tr>
<tr>
<td>G-13 Parts of a Manual</td>
<td>198</td>
</tr>
<tr>
<td>G-14 Paragraphs in a Workplace Manual</td>
<td>204</td>
</tr>
</tbody>
</table>

Supplemental and Related Lists/Skill Sequences   | 207  |
Before you apply or interview for a job, you will need to be able to read and understand the words and phrases in the box. Each word or phrase completes one of the sentences below. Read each incomplete sentence and select the best word or phrase to complete the sentence. Write the word or phrase in the blank.

1. You may be asked to list as _________________________________ the names of people who can provide information about you.

2. A company or person who hires people to do work for wages or a salary is a/an _________________________________.

3. The information you write on a job application – such as addresses, telephone numbers, email addresses – may be called _____________ ________________.

4. To help decide if you are the best person for the job, an employer may ask you questions during a job _________________________________.

5. A/an _________________________________ is a person who works for and receives wages or a salary from an employer.

6. The form on which you write your personal data, references and other information when applying for a job may be called a job _________________________________.

7. The person in a company who receives job applications, interviews people for jobs and keeps records on employees may be called the _________________________________.

8. When you are learning a job, you may be called an/a _________________________________.

9. A group organised to improve working conditions, benefits and pay may be called a/an _________________________________.

sampling
G-2  Basic Pre-Employment Vocabulary

Overview
This assessment focuses on the student’s ability to read and comprehend pre-employment vocabulary.

**SKILL**
Reads and comprehends basic pre-employment vocabulary related to job-seeking

**ASSESSMENT METHOD**
Individual or Group Written Response

**MATERIALS**
- Copy of page S-165
- A pencil

**SCORING INFORMATION**
Record results in the student’s Record Book. Give credit for each correct response.

**BEFORE ASSESSING**
Review the Notes at the end of this assessment for additional information.

**OBJECTIVE FOR WRITING IEPs**
By __________, __________ will demonstrate comprehension of basic pre-employment vocabulary by writing the correct word or phrase to complete __________ of nine sentences.

Directions for Assessment: Written Response
Give the student a copy of page S-165 and a pencil. Point to the DIRECTIONS, and

Say: Before you apply or interview for a job, you will need to be able to read and understand the words and phrases in the box. Each word or phrase completes one of the sentences below. Read each incomplete sentence and select the best word or phrase to complete the sentence. Then write the word or phrase in the blank.

**ANSWERS FOR PAGE S-165**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>references</td>
</tr>
<tr>
<td>2.</td>
<td>employer</td>
</tr>
<tr>
<td>3.</td>
<td>personal data</td>
</tr>
<tr>
<td>4.</td>
<td>interview</td>
</tr>
<tr>
<td>5.</td>
<td>employee</td>
</tr>
<tr>
<td>6.</td>
<td>application</td>
</tr>
<tr>
<td>7.</td>
<td>human resources manager</td>
</tr>
<tr>
<td>8.</td>
<td>trainee or apprentice</td>
</tr>
<tr>
<td>9.</td>
<td>union</td>
</tr>
</tbody>
</table>
**Introduction**

The goal of these assessments is to help determine the basic telephone, computer and technology skills that the student has mastered and identify the skills that the student needs to master.

**ASSESSMENT METHODS**

The methods of assessment vary according to the skill being assessed, the setting in which the assessment is conducted, and the examiner’s expertise. Use your judgement in determining which of the following methods is most convenient, efficient and valid for each assessment.

- **Individual Oral Response:** Ask the student to respond aloud.
- **Individual or Group Written Response:** Have the student complete the assessment in writing.
- **Individual Physical Response:** Ask the student to demonstrate mastery of skill(s) by physical means.
- **Observation:** Observe and note in the student’s Record Book the student’s mastery of the skill(s) in the classroom or in any other appropriate setting. If you have any doubt of mastery, use another assessment method to confirm.
- **Interview:** Interview someone with knowledge of the student’s mastery of the skill(s). If you have any doubt of mastery, use another assessment method to confirm.

---

**Table of Contents**

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>H-1 Basic Telephone Skills</td>
<td>221</td>
</tr>
<tr>
<td>H-2 Telephone Directory</td>
<td>224</td>
</tr>
<tr>
<td>H-3 Computer Parts</td>
<td>227</td>
</tr>
<tr>
<td>H-4 Computer Skills</td>
<td>229</td>
</tr>
<tr>
<td>H-5 Everyday Technology Skills</td>
<td>232</td>
</tr>
</tbody>
</table>

**Supplemental and Related Lists/Skill Sequences** ................................. 236
ASSESSMENT LIMITATIONS
The assessments in this section do not determine if the student
• can contract for telephone service for personal use.
• has mastered computer or electronic device skills sufficient for employment.

ADAPT ASSESSMENTS TO ACCOMMODATE LOCAL EQUIPMENT AND PROCEDURES
• Dialling of Area Code: In some areas, the caller may have to dial the area code for making a local call.
• Variations in Electronic Devices: Electronic devices can vary in their appearance, intended use and operation. Some students may be familiar with some of the computer parts and electronic devices but not be able to identify them by a picture. For example, mobile phones come in many different sizes, shapes and colours. Use your judgement to adapt the assessments as necessary for these students.
In some school, work and daily living situations you will need to know these electronic devices and what they are used for. Label each electronic device using the words listed below.

1. CD/DVD player
2. Mobile phone
3. Digital camera
4. Stereo
5. Television
6. MP3 player

DIRECTIONS: In some school, work and daily living situations you will need to know these electronic devices and what they are used for. Label each electronic device using the words listed below.

NAME: ____________________________  DATE: ____________________________  EXAMINER: ____________________________
H-5  Everyday Technology Skills

Overview
This assessment focuses on the student’s ability to identify and use electronic devices.

SKILL
Identifies and knows purpose of electronic device(s)

ASSESSMENT METHODS
• Individual Oral Response
• Individual or Group Written Response
• Individual Physical Response
• Observation
• Interview

MATERIALS
• Page S-232 or a copy of page S-232
• A pencil

SCORING INFORMATION
Record results in the student’s Record Book. Give credit for each correct answer given.

BEFORE ASSESSING
Review the Notes at the end of this assessment for additional information.

AFTER ASSESSING
To support transition planning, use the Objective for Writing IEPs at the end of this assessment.

Directions for Assessment:
Oral Response
Point to page S-232 and

Say: In some school, work and daily living situations, you will need to identify certain electronic devices and how they are used. Read the name of each electronic device aloud and then point to the device in the picture. Start with the first item on the list.

If the student is unable to read the words, you may read them for the student.

STUDENT-PAGE FORMAT AND ANSWERS FOR PAGE S-232

1. stereo
2. television
3. CD/DVD player
4. MP3 player
5. digital camera
6. mobile phone
7. mobile phone
8. MP3 player
9. digital camera
10. CD/DVD player

Sample Assessment:
Assessment Response:
S-232 and S-232

Sample of the student identifying electronic devices:
1. stereo
2. television
3. CD/DVD player
4. MP3 player
5. digital camera
6. mobile phone
7. mobile phone
8. MP3 player
9. digital camera
10. CD/DVD player
Assessing Comprehension: Ask follow-up questions to determine if the student knows how to operate the electronic device as needed. Use your professional judgement in assessing if the answer given is an appropriate use of the device.

- Which device would you use to make a telephone call? How would you use that device to make a telephone call?
- Which device would you use to listen to music?
- Which device would you use to take pictures? Which button would you use to take a picture?
- Which device would you use to play a DVD? Where would you put a DVD into that device?
- Which device would you use to keep track of your schedule?
- Which device would you use to watch a TV show? How would you change the channel?
- Which device would you use to listen to the radio? How would you change the station?

Directions for Assessment: Written Response

Give the student a copy of page S-232 and a pencil, then point to the directions.

Say: In some school, work and daily living situations, you will need to identify certain electronic devices and their uses. Point to the student page and

Say: I will say a word or words. Find the word or words in the list and write the word or words on the line beside the electronic device in the picture. Pause for the student’s response. Continue to name each electronic device listed.

Directions for Assessment: Physical Response

If the student uses non-verbal communication but is able to demonstrate mastery of skill(s) by physical means, adapt the directions for Oral Response to use an appropriate method of physical response.

Directions for Assessment: Observation

Observe and note in the student’s Record Book the student’s mastery of the skill in the classroom or in any other appropriate setting. If you have any doubt of mastery, use another assessment method to confirm.

Directions for Assessment: Interview

Interview someone with knowledge of the student’s mastery of the skill(s). If you have any doubt of mastery, use another assessment method to confirm.
Supplemental and Related Lists/Skill Sequences

Student’s Name: ________________________________________________________________________  Date: ____________________

Codes:  S – Supplemental List/Skill Sequence  R – Related List/Skill Sequence  S & R – Supplemental and Related List/Skill Sequence

H-1Sa TELEPHONE SKILLS
The student knows how to
___   1. leave a voice mail.
___   2. make toll-free calls for making travel and lodging reservations.
___   3. make person-to-person calls.
___   4. make collect calls.
___   5. make long-distance calls with billing to a third number.
___   6. dial directory assistance.
___   7. make credit-card calls.
___   8. use any equipment or service available for the disabled.

H-1Sb TELEPHONE VOCABULARY
The student comprehends telephone-use vocabulary, such as
___   1. area code
___   2. busy signal
___   3. call waiting
___   4. call forwarding
___   5. collect call/reverse-charge call
___   6. directory assistance
___   7. emergency numbers
___   8. information
___   9. local call
___  10. operator
___  11. receiver/handset
___  12. recording
___  13. toll-free number
___  14. yellow pages

H-1Ra DEVELOPS PERSONAL TELEPHONE DIRECTORY
The student develops
___   1. a list of emergency telephone numbers.
___   2. a list of frequently called businesses and people, arranged alphabetically by last name.

H-15 & Ra TELEPHONE AND WRITING SKILLS
The student makes telephone calls to obtain information or services, including
___   1. attempting to make the calls from a telephone where he/she is not likely to be disturbed and has privacy.
___   2. attempting to place the call at a time when he/she is likely to be able to talk with the right person, such as during normal business hours.
___   3. remembering to
     a. identify himself/herself (if appropriate).
     b. state the request/inquiry clearly.
___   4. having a pencil and paper available in order to be prepared to write, and writing down, if appropriate,
     a. the day/date and time of appointment/event/etc.
     b. prices/charges.
     c. address of business/event/etc.
     d. directions that might be needed to find the business/event/etc.
     e. what to bring.

Criteria: The written message may be in abbreviated, outline or draft form. It must be completely readable to the student at a later time, such as two days later.
Example: Wed., 12 Mar., 1:30 P.M.
Dr Clark
1225 E Foothill
One blk. E of Co. hosp.
The amount you need to eat depends on age, gender, and level of physical activity. Daily recommendations have been provided for boys and girls aged 14-18.

The Good Guide shows the daily recommended amount from each food group, based on age and gender. Under each meal, list the foods you could eat to get the recommended amount. You may use the words listed below or your own words.

### Food Guide

<table>
<thead>
<tr>
<th>Food Group</th>
<th>1-3</th>
<th>4-8</th>
<th>9-12</th>
<th>13-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meat and Alternatives</td>
<td>3</td>
<td>2</td>
<td>1-2</td>
<td>1-1.5</td>
</tr>
<tr>
<td>Milk and Alternatives</td>
<td>3-4</td>
<td>1-2</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Grain Products</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Fruits and Vegetables</td>
<td>7-8</td>
<td>7-6</td>
<td>6-5</td>
<td>5-4</td>
</tr>
<tr>
<td>Boys Servings Per Day</td>
<td>14-18</td>
<td>14-18</td>
<td>14-18</td>
<td>14-18</td>
</tr>
<tr>
<td>Girls Servings Per Day</td>
<td>14-18</td>
<td>14-18</td>
<td>14-18</td>
<td>14-18</td>
</tr>
</tbody>
</table>

### Breakfast
- Yogurt
- Lettuce
- Tuna
- Toast
- Eggs
- Cheese
- Rolls
- Pears
- Beans
- Cabbage
- Biscuits
- Apples

### Lunch
- Milk
- Turkey
- Ham
- Green beans
- Tomatoes
- Pork
- Cheese
- Carrots
- Peas
- Oranges
- Bacon

### Dinner/Supper
- Cornbread
- Cookies
- Chicken
- Peaches
- Apples
- Oranges
- Applesauce
- Biscuits
- Muffins

### Alternatives
- Yogurt
- Juice
- Spinach
- Cereal
- Cheese
- Cookies
- Chicken
- Carrots
- Peas
- Oranges
- Bacon
- Apples

**Directions:** Fill in the blank spaces above with the foods or meals you would typically eat. Then, use the diagram to determine the recommended number of servings for each meal. Remember to include a balance of foods from each food group to ensure a daily balanced diet.

**Name:**

**Date:**

**Examiner:**
Directions for Assessment: Written Response

Give the student a copy of page S-261 and a pencil. Read aloud the DIRECTIONS on the student page. Give help understanding the DIRECTIONS, if needed. Do one item as an example, if necessary.

Say: The Good Food Guide shows the daily recommended amount of each food group, based on age and gender. Under each meal, list the foods you could eat to get the recommended number of servings for one day. You may use the words listed or your own words.

STUDENT-PAGE FORMAT FOR PAGE S-261

DIRECTIONS: The Good Food Guide shows the daily recommended amount from each food group, based on age and gender. Under each meal, list the foods you could eat to get the recommended number of servings for one day. You may use the words listed below or your own words.

**Food Group**

- **Vegetables and Fruit:**
  - Girls: 7 servings
  - Boys: 8 servings

- **Grain Products:**
  - Girls: 6 servings
  - Boys: 7 servings

- **Milk and Alternatives:**
  - Girls: 3 servings
  - Boys: 3-4 servings

- **Meat and Alternatives:**
  - Girls: 2 servings
  - Boys: 2 servings

**SAMPLE FOOD LIST:**

- Apples
- Bacon
- Biscuits
- Black beans
- Carrots
- Cheese
- Chicken
- Cookies
- Cornbread
- Cornflakes
- Cottage cheese
- Eggs
- Fish
- Green beans
- Ham
- Lettuce
- Milk
- Muffins
- Oatmeal
- Oranges
- Peaches
- Peanuts
- Peas
- Plums
- Pork
- Potatoes
- Prunes
- Rolls
- Sausage
- Steak
- Toast
- Tomatoes
- Tuna
- Yogurt
Introduction

These assessments help determine the student's basic skills and knowledge related to reading about food, such as in textbooks and other media, recipes and menus. The assessments also address nutrition and a balanced diet and the purchase and preparation of food.

ASSESSMENT METHODS

The methods of assessment vary according to the skill being assessed, the setting in which the assessment is conducted, and the examiner's expertise. Use your judgement in determining which of the following methods is most convenient, efficient and valid for each assessment.

- **Individual Oral Response:** Ask the student to respond aloud.
- **Individual or Group Written Response:** Have the student complete the assessment in pencil.
- **Observation:** Observe and record notes regarding the student's mastery of the skill(s) in the classroom or in any other appropriate venue. If you have any doubt of mastery, use another assessment method to confirm.

ASSESSMENT LIMITATIONS

The vocabulary in this section is what students would find in a simple menu, recipe or at the supermarket. The skills and knowledge assessed in this section are not those of a food-service worker.

Table of Contents

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-1     Food Vocabulary I – Meat, Fish/Seafood, Poultry, Dairy Products and Nuts</td>
<td>241</td>
</tr>
<tr>
<td>I-2     Food Vocabulary II – Fruits and Vegetables</td>
<td>244</td>
</tr>
<tr>
<td>I-3     Food Vocabulary III – Breads, Cereal(s) and Pasta; Baking Ingredients; Desserts and Sweets</td>
<td>247</td>
</tr>
<tr>
<td>I-4     Food Vocabulary IV – Flavourings, Seasonings and Fats; Beverages; Miscellaneous Foods</td>
<td>250</td>
</tr>
<tr>
<td>I-5     Restaurant Vocabulary</td>
<td>253</td>
</tr>
<tr>
<td>I-6     Packaged Food Labels</td>
<td>256</td>
</tr>
<tr>
<td>I-7     Basic Recipe Directions</td>
<td>258</td>
</tr>
<tr>
<td>I-8     Foods for a Daily Balanced Diet</td>
<td>261</td>
</tr>
<tr>
<td>I-9     Food Costs</td>
<td>264</td>
</tr>
</tbody>
</table>

Supplemental and Related Lists/Skill Sequences | 266 |
Introduction

These assessments help determine the basic consumer-maths and personal-finance skills that the student has mastered, and identify the skills that the student needs to master.

ASSESSMENT METHODS

The methods of assessment vary according to the skill being assessed, the setting in which the assessment is conducted, and the examiner's expertise. Use your judgement in determining which of the following methods is most convenient, efficient and valid for each assessment.

- **Individual Oral Response:** Ask the student to respond aloud.
- **Individual or Group Written Response:** Have the student complete the assessment in writing.
- **Individual Physical Response:** If the student uses non-verbal communication but is able to demonstrate mastery of skill by physical means, adapt the directions for oral response.
- **Observation:** Observe and note in the student's Record Book the student's mastery of the skill in the classroom or in any other appropriate setting. If you have any doubt of mastery, use another assessment method to confirm.

ASSESSMENT LIMITATIONS

Basic maths concepts and skills that the student should have mastered prior to mastery of skills related to Money & Finance include:

- Number concepts.
- Number facts (addition, subtraction, multiplication and division).
- Computation of whole numbers (including regrouping).
- Concept of fractions, especially as related to quantity and volume.
- Concept of the decimal system and percentage.

If you believe that a student has not mastered a basic or prerequisite skill related to money, do not administer the assessment for money skills. For assessing the mastery of basic maths concepts and skills, see Section D Maths Skills or BRIGANCE® Comprehensive Inventory of Basic Skills II.

Table of Contents

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>L-1 Equivalent Values of Coins</td>
<td>293</td>
</tr>
<tr>
<td>L-2 Total Value of Groups of Coins</td>
<td>296</td>
</tr>
<tr>
<td>L-3 Equivalent Groups of Coins</td>
<td>299</td>
</tr>
<tr>
<td>L-4 Making Change</td>
<td>302</td>
</tr>
<tr>
<td>L-5 Computing Totals for Purchases</td>
<td>305</td>
</tr>
<tr>
<td>L-6 Savings on Purchases</td>
<td>311</td>
</tr>
<tr>
<td>L-7 Charts and Tables for Determining Costs</td>
<td>317</td>
</tr>
<tr>
<td>L-8 Deposit Slips, Cheques and Balance Computation</td>
<td>321</td>
</tr>
</tbody>
</table>

Supplemental and Related Lists/Skill Sequences | 326
DIRECTIONS: Count the coins in each group. Write the amount in the blank.

1. a. 
   b. 
   c. 

2. a. 
   b. 
   c. 

3. a. 
   b. 
   c. 

NAME: ____________________________
DATE: ____________________________
L-2   Total Value of Groups of Coins

Overview
This assessment focuses on the student's ability to give the values of groups of Australian coins.

**SKILL**
Gives the values of groups of Australian coins

**ASSESSMENT METHODS**
- Individual Oral Response
- Individual or Group Written Response
- Observation

**MATERIALS**
- Page S-296 or a copy of page S-296 (or a collection of the coins shown on page S-296)
- A pencil

**SCORING INFORMATION**
Record results in the student’s Record Book. Give credit for each correct answer for each skill level, up to 2/3 (67%).

**BEFORE ASSESSING**
Review the Notes at the end of this assessment for additional information.

**OBJECTIVE FOR WRITING IEPs**
By (date) (student’s name) will give the values of groups of Australian coins (list as appropriate)
1. five-cent pieces and ten-cent pieces.
2. five-cent pieces, ten-cent pieces and twenty-cent pieces.
3. five-cent pieces, ten-cent pieces, twenty-cent pieces and fifty-cent pieces, one-dollar coins and two-dollar coins.

**Directions for Assessment:**
**Oral Response**
Point to each group of coins on page S-296, and
*Say: Count this group of coins. Tell me the total amount.*

**Written Response**
Give the student a copy of page S-296 and a pencil. Point to the DIRECTIONS, and
*Say: Count each group of coins. Write the amount in the blank. Look at item 1a. What is the total amount of money in this group of coins? Write the answer in the blank.*

Pause for the student’s response. If the student writes “thirty cents”, begin the assessment.
*Say: Thirty cents is the correct answer. Now begin with 1b. Keep working until you have finished or I tell you to stop.*

**SKILL ANALYSIS AND ANSWERS FOR PAGE S-296**

 adds collection of:
1. five-cent pieces and ten-cent pieces
   a. 30¢  b. 45¢  c. 40¢
2. five-cent pieces, ten-cent pieces and twenty-cent pieces
   a. 65¢  b. 50¢  c. 85¢
3. five-cent pieces, ten-cent pieces, twenty-cent pieces and fifty-cent pieces, one-dollar coins and two-dollar coins
   a. $1.15¢  b. $2.35¢  c. $4.85¢
Introduction
The goal of these assessments is to identify skills and knowledge related to transportation.

ASSESSMENT METHODS
The methods of assessment will vary according to the skill being assessed, the setting where the assessment is conducted and the expertise of the examiner. Use your judgement to determine which method(s) will be the most convenient, efficient and valid in each situation.

- **Individual Oral Response:** Ask the student to read aloud.
- **Individual or Group Written Response:** Give the student a copy of the student page and a pencil.
- **Observation:** Observe and record in the student’s Record Book the student’s mastery of the skill(s) in the classroom or in any other appropriate setting. If you have any doubt of mastery, use another assessment method to confirm.

Table of Contents

**Assessments** | **Page**
--- | ---
N-1 Traffic Signs | 383
N-2 Traffic Symbols | 389
N-3 Car Parts | 391
N-4 Driver’s Licence Application | 393
N-5 Fuel Efficiency and Cost | 394
N-6 Distance Table | 395
N-7 Road Maps | 397

**Supplemental and Related Lists/Skill Sequences** | 400
DIRECTIONS: Look at each sign. Find the words in the column on the left that best describe each sign. Write the letter of the sign in the blank.

1. Low Clearance 3.8 m
2. Crossroads
3. Divided Road
4. Divided Road Ends
5. Disabled Parking
6. Roundabout
7. Road Narrows
8. No Left Turn
9. No Right Turn
10. No U-Turn
11. Pedestrian Crossing
12. Railway Crossing
13. No Standing
14. Children Crossing
15. Crooked Road
16. Side Road
17. Signal Ahead
18. Slippery
19. Turn Right
20. Two-Way Traffic

NAME: __________________________
DATE: _________________________
EXAMINER: ____________________
N-2 Traffic Symbols

Overview
This assessment focuses on the student’s ability to match traffic symbols with their meanings.

SKILL
Matches traffic symbols with their meanings

ASSESSMENT METHODS
• Individual Oral Response
• Individual or Group Written Response
• Observation

MATERIALS
• Page S-389 or a copy of page S-389
• A pencil

SCORING INFORMATION
Record results in the student’s Record Book. Give credit for each correct response.

BEFORE ASSESSING
Review the Notes at the end of this assessment for additional information.

OBJECTIVE FOR WRITING IEPs
By _____(date)_____, _____(student’s name)______ will match _____(number)______ of twenty traffic symbols with their meanings.

Directions for Assessment: Oral Response
Point to each picture on page S-389, and
Say: You will need to know these traffic symbols when you are driving. It will also be helpful for you to know the signs when you are a passenger in a vehicle. Point to the first sign labelled a, and
Say: Look at each sign and say what it means.

STUDENT-PAGE FORMAT AND ANSWERS FOR PAGE S-389

DIRECTIONS: Look at each sign. Find the words in the column on the left that best describe each sign. Write the letter of the sign in the blank.

1. Clearance 3.9 m
2. Crossroads
3. Divided Highway Begins
4. Divided Highway Ends
5. Disabled Parking
6. Keep Right
7. Merge Left – Right Lane Ends
8. No Left Turn
9. No Right Turn
10. No U-Turn
11. Pedestrian Crossing
12. Railway Crossing
13. Right Lane Must Turn Right and Left Lane May Turn Right
14. School Zone
15. “S” Curve or Crooked Road
16. Side Road
17. Signal Ahead
18. Slippery When Wet
19. Turn Right
20. Two-Way Traffic

a. b. c. d. e. f. g. h. i. j. k. l. m. n. o. p. q. r. s. t.
**Assessing Comprehension:** Point to each symbol and ask the student to tell what the sign or symbol means. Ask follow-up questions, as needed, such as

- **What do you do when you see this sign?**
  (You should slow down.)

- **What may happen if you don’t know what this sign means?**
  (You could endanger a child’s life.)

- **Where would you expect to see this sign?** (in a neighbourhood)

**Directions for Assessment:**

**Written Response**

Give the student a copy of page S-389 and a pencil. Read aloud the DIRECTIONS on the student page. Give help understanding the DIRECTIONS, if needed.

**Say:** Look at each sign. Find the words in the column on the left that best describe each sign. Write the letter of the sign in the blank.

**Directions for Assessment:**

**Observation**

Observe and note in the student’s Record Book the student’s mastery of the skill in the classroom or in any other appropriate setting. If you have any doubt of mastery, use another assessment method to confirm.

**Notes**

- **Students with Limited Reading Skills:** To obtain more valid results when assessing students with limited reading skills, try the following.
  - **Teach the Skill of Reading the Symbols’ Meanings:** Prior to administering this assessment, include mastery of reading the symbols’ meanings in the student’s instructional program.
  - **Read the Meaning to the Student and Give Additional Help in Reading as Needed:** Prior to asking the student to match the symbols and meaning, ask the student to follow along as you read the meanings of the signs aloud. Then, as needed, provide additional help to the student in reading the meanings.

- **Supplemental and Related Lists/Skill Sequences:** Additional skill lists and sequences to help meet individual student or program needs can be found at the end of this section.
Introduction
The goal of these assessments is to determine the student's knowledge of the voting process, including ability to read, understand and complete an election ballot and how to navigate a polling place.

ASSESSMENT METHODS
The methods of assessment vary according to the skill being assessed, the setting in which the assessment is conducted and the examiner's expertise. Use your judgement in determining which of the following methods is most convenient, efficient and valid for each assessment.

- **Individual Oral Response:** Ask the student to respond aloud.
- **Individual or Group Written Response:** Have the student complete the assessment in pencil.
- **Individual Physical Response:** Ask the student to indicate comprehension by pointing, or through other physical means.
- **Observation:** Observe and record notes regarding the student's mastery of the skill(s) in the classroom or in any other appropriate venue. If you have any doubt of mastery, use another assessment method to confirm.

ASSESSMENT LIMITATIONS
The skills and knowledge assessed in this section provide a general assessment of the student's knowledge about voting procedures. A student's results in real-life situations may vary. Assessments may be modified or adapted to include local variations.

Table of Contents

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q-1 Election Ballot</td>
<td>466</td>
</tr>
<tr>
<td>Q-2 Polling Place Features</td>
<td>468</td>
</tr>
</tbody>
</table>

Supplemental and Related Lists/Skill Sequences ..........................470
Number the boxes from 1 to 8 in the order of your choice.

BURNLEY, Jack
AUSTRALIAN LABOR PARTY

CALGON, Reginald
LIBERAL PARTY OF AUSTRALIA

HARDY, Larissa
THE GREENS

THREEKSTON, Ted
NATIONAL PARTY

NGUYEN, Barry
PALMER UNITED PARTY

CALIBAN, Ivan
KATTER'S AUSTRALIA PARTY

CHOXTON, Ambrose
FAMILY FIRST PARTY

MORRIS, Louis Antony
INDEPENDENT

Remember … number every box to make your vote count.
Q-1 Election Ballot

Overview
This assessment focuses on the student's ability to correctly read, understand and complete an election ballot for both the House of Representatives and the Senate.

SKILLS
1. Reads a ballot for the House of Representatives and a ballot for the Senate.
2. Understands basic vocabulary associated with a ballot, and how voting for the House of Representatives is done differently than for the Senate.
3. Completes a ballot for the House of Representatives and a ballot for the Senate.

ASSESSMENT METHODS
• Individual Oral Response
• Individual or Group Written Response

MATERIALS
• Pages S-466 and S-467 or a copy of pages S-466 and S-467
• A pencil

SCORING INFORMATION
Record results in the student's Record Book. Give credit for each correct response.

BEFORE ASSESSING
Review the Notes at the end of this assessment for additional information.

AFTER ASSESSING
To support transition planning, use the Objectives for Writing IEPs at the end of this assessment.

Directions for Assessment: Oral Response
Point to pages S-466 and S-467 and

Say: When you vote, you have to fill out a ballot. This is a mock ballot for the House of Representatives/Senate. That means this ballot is not real. Read aloud the text on the ballot and then answer my questions.

Read the ballot to the student again if needed. Point to each vocabulary word on the ballot and substitute the vocabulary word in the following question.

Say: What does the word ______ mean?
1. Vote (to choose the person you want to win the political office)
2. Ballot (paper or other medium, used to record your vote)
3. Candidate (person who runs for office)
4. Party (political group the person belongs to)
5. House of Representatives (lower house of Parliament)
6. Order of your choice (from the person you most want to the least)

To assess whether the student can complete a ballot, see the directions for written response.

Directions for Assessment: Written Response
Provide the student with a copy of pages S-466 and S-467 and

Say: When you vote, you have to fill out a ballot. This is a mock ballot for the House of Representatives/Senate. That means this ballot is not real. Fill out this ballot as if you were actually voting.

To assess whether the student understands the basic vocabulary on the ballot, see the directions for oral response.
YOU MAY VOTE IN ONE OF TWO WAYS

Either:

Above the line

Below the line

By placing the numbers 1 to 10 in the order of your preference 1 to 10 in the order of your preference in one and only one of these squares to indicate the voting ticket you wish to adopt as your vote. 

By placing the single figure 1 to 10 in one and only one of these squares to indicate the voting ticket you wish to adopt as your vote.
Directions for Assessment:
Oral Response

Point to pages S-466 and S-467 and

Say: When you vote, you have to fill out a ballot. This is a mock ballot for the House of Representatives/Senate. That means this ballot is not real. Read this ballot and then answer my questions.

Read the ballot to the student if needed. Point to each vocabulary word on the ballot and substitute the vocabulary word in the following question.

Say: What does the word _________ mean?

7. Senate (upper house of Parliament)
8. Senator (elected member of the Senate)
9. Voting ticket (voting for a party and their choices for all your preferences – only voting above the line)
10. Above the line (only putting one number in one box above the line means you vote for that party and allow them to allocate preferences)
11. Below the line (numbering all the boxes below the line means you decide your preferences yourself rather than letting the party you’ve selected do it for you)

The most important thing the student must understand about Senate voting is that they either put one number above the line or number every box below the line – not doing this exactly will result in their vote being wasted.

Directions for Assessment:
Written Response

Provide the student with a copy of pages S-466 and S-467 and

Say: When you vote, you have to fill out a ballot. This is a mock ballot for the House of Representatives/Senate. That means this ballot is not real. Fill out this ballot as if you were voting in real life.

Notes

• These ballot papers represent what students will see federally and will also resemble what they will see in most state/territory elections. Actual terminology may differ. They have been designed to be as generic as possible.
• In order to make the best use of assessment time, the student should
  – be familiar with filling out ballots or other multiple choice sheets.
  – understand the difference between the Senate and the House of Representatives, and how voting for each differs.
• Supplemental and Related List/Skill Sequences: Additional skill lists and sequences to help meet individual student or program needs can be found at the end of this section.

Objectives for Writing IEPs

READS A BALLOT FOR HOUSE OF REPRESENTATIVES/SENATE
By ____ (date)____, ____ (student’s name) ____ will read a ballot.

UNDERSTANDS BALLOT VOCABULARY
By ____ (date)____, ____ (student’s name) ____ will understand ballot vocabulary including (list as appropriate)

COMPLETES A BALLOT FOR HOUSE OF REPRESENTATIVES/SENATE
By ____ (date)____, ____ (student’s name) ____ will complete a ballot.
Introduction
The Self-Assessments & Rating Scales are a means to subjectively assess traits, behaviours, attitudes and skills that cannot be assessed objectively. The Self-Assessments & Rating Scales help you identify specific areas that the student may need to develop, improve or modify to achieve success in work, life, education and the community.

ASSESSMENT METHOD
Written Response: The student or the examiner completes the Self-Assessment & Rating Scale by placing a tick (✔) in the column after each statement that best describes the student’s traits, behaviours, attitudes and skills.

USING THE SELF-ASSESSMENTS & RATING SCALES FOR SELF-EVALUATION
For Self-Evaluation, the student completes the Self-Assessment & Rating Scale confidentially. Self-Evaluation helps the student become more aware of traits, behaviours, attitudes or skills needed for success in work, life, education and the community.

USING THE SELF-ASSESSMENTS & RATING SCALES FOR CLASS DISCUSSION
The Self-Assessments & Rating Scales provide an invaluable source of material for class discussion. The items on the Self-Assessments & Rating Scales are an excellent means to develop student insights into the characteristics that determine success in work, life, education and the community.

USING THE SELF-ASSESSMENTS & RATING SCALES FOR PROGRAM PLANNING
After identifying the traits, behaviours, attitudes or skills that need to be developed, modified or improved, the items in the Self-Assessments & Rating Scales can be used to craft instructional objectives.

Table of Contents

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>R-1 Speaking Skills</td>
<td>475</td>
</tr>
<tr>
<td>R-2 Listening Skills</td>
<td>476</td>
</tr>
<tr>
<td>R-3 Self-Concept (General)</td>
<td>477</td>
</tr>
<tr>
<td>R-4 Self-Concept (Job-related)</td>
<td>478</td>
</tr>
<tr>
<td>R-5 Responsibility and Self-Discipline</td>
<td>481</td>
</tr>
<tr>
<td>R-6 Motor Coordination and Job Requirements</td>
<td>484</td>
</tr>
<tr>
<td>R-7 Thinking Skills/Abilities and Job Requirements</td>
<td>485</td>
</tr>
<tr>
<td>R-8 Job-Interview Preparation</td>
<td>486</td>
</tr>
<tr>
<td>R-9 Job Interview</td>
<td>489</td>
</tr>
<tr>
<td>R-10 Trainee’s Work Experience</td>
<td>492</td>
</tr>
<tr>
<td>R-11 Health Practices and Attitudes</td>
<td>495</td>
</tr>
<tr>
<td>R-12 Safe Driving</td>
<td>496</td>
</tr>
</tbody>
</table>

Supplemental and Related Lists/Skill Sequences ................. 498
**DIRECTIONS:** Read each item, and decide how well it applies to you or to the person you are rating.

1. Much Improvement Needed
2. Could Be Improved
3. Acceptable
4. Very Good

- is relatively sure of himself/herself.
- does not scold himself/herself.
- feels good about the things that he/she does and can do.
- is accepting and happy with himself/herself.
- makes good decisions.
- is accepting and happy with his/her physical appearance.
- has self-confidence and control.
- can usually solve his/her problems.
- can be depended upon.
- can accept criticism.
- can usually solve his/her problems.
- is not easily influenced by others.
- feels good about the things he/she does and can do.
- is accepting and happy with himself/herself.
- makes good decisions.
- can usually solve his/her problems.
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- makes good decisions.
- can usually solve his/her problems.
- can be depended upon.
- can accept criticism.
- is not easily influenced by others.
R-3  Self-Concept (General)

Overview
This scale rates the student’s self-concept in relation to how he/she feels about himself/herself, and helps identify specific feelings and attitudes that the student may need to develop, modify or improve.

ASSESSMENT METHOD
Written Response

MATERIALS
• Copy of the Self-Concept (General) self assessment and rating scale on page S-477, or in the student’s Record Book
• A pencil

SCORING INFORMATION
If a score is needed, see Computing a Score on page 473. Allow an average of 10 to 15 minutes to complete the scale.

OBJECTIVE FOR WRITING IEPs
By ____ (date)____, ____ (student’s name)’s rating on the Self-Concept (General) rating scale will be a score of ____ (number)____ or more when rated by ____ (examiner’s name)____.

Directions for Assessment: Written Response
The Self-Concept (General) self assessment and rating scale may be completed by the examiner by ticking the most appropriate column after each statement, or give the student a copy of the Self-Concept (General) self assessment and rating scale and a pencil and

Say: This rating scale includes items related to a person’s self-concept – how he or she feels about himself or herself. Read each item and think about how it applies to you. Then place a tick ($\checkmark$) in the column that best describes your opinion or rating.

If needed, use the first item as an example.