Assessment MANUAL

Attainment's

Pre-ETS

Pre-Employment Transition Solution

WORK-BASED LEARNING

POST-SECONDARY TRAINING

WORKPLACE READINESS

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Pre-ETS
Pre-Employment Transition Solution
ASSESSMENT MANUAL

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Assessment Manual Introduction

Introduction

This Assessment Manual includes 8 tools to facilitate data collection as the team creates educational and employment goals for each student. Several assessments are administered directly with the student and others provide a tool to be used with family and during Individualized Education Program (IEP) team meetings. Reproducible forms and the full Assessment Manual can be found on the HUB. The reproducible forms will provide documentation as you build a profile of the student's vocational goals. Also included is the Assessment Plus App to support the documentation of the materials in a digital format.
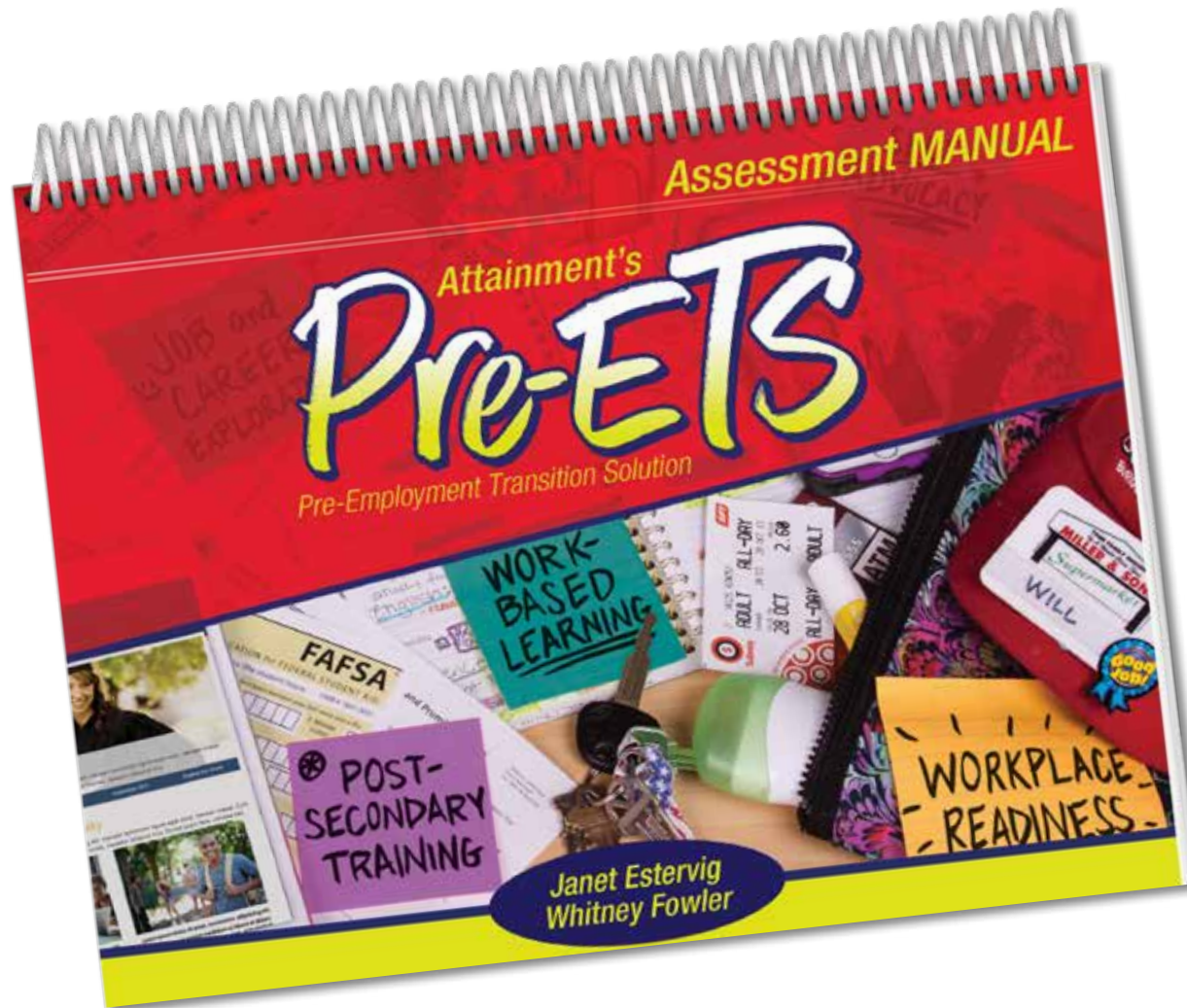
Pre- and Post-Assessments for Pre-Employment Transition Solution

At the end of the Assessment Manual you will find the Pre- and Post-Assessments to be used in conjunction with Attainment's Pre-ETS Solution. Complete the Pre-Assessment questions for each student as you begin Pre-ETS 1-5. You can print copies of the forms from the HUB. The learning objectives listed in the Pre-ETS lessons were recommended through the Workforce Innovation and Opportunity Act (WIOA) Technical Assistance Center (WINTAC) for each of the five Pre-ETS Activities. The assessment of each learning objective is based on your own observations or input from others to determine the individual student's knowledge before and after Pre-ETS Solution instruction. A scoring of 1-4 is used for both Pre- and Post-Assessment. After teaching each lesson, use the Post-Assessment to determine if reteaching or additional activities are needed to increase the student's understanding.

Picture Vocational Interest Inventory

The Assessment

The Picture Vocational Interest Inventory (PVII) uses student interests to identify possible career matches. The careers chosen for the assessment are broken into six categories based on the Holland Codes. These categories are Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC). Within each category, the careers are divided by educational requirements. These categories are careers that do not require a high school diploma (level 1),

careers that require a high school diploma and some post-secondary coursework (level 2), and careers that require a bachelor's degree and beyond (level 3). This exercise matches educational requirements with their career interests, giving the students an understanding of the education and training it will take to move into their preferred career.

Materials

For testing, you will need the *Assessment Manual Picture Vocational Interest Inventory*. For each student, print a *Scoresheet* and *Student Summary Sheet*.

Testing

Place the book between you and the student with the pictures facing the student. Starting on page 10 in the **Instructor's Guide,** read the script to the students. If you do not have the **Instructor's Guide,** print the file titled *Picture Vocational Interest Inventory Script* from the **HUB.** Then, turn to page 17 in the Assessment Manual and begin. Students should look at the three pictures, then choose one they like the most. Once the student points to the picture they like the most, indicate their choice on the *Scoresheet* using tally marks on pg. 55. Each Administrator's side of the assessment is marked with the RIASEC and the level for ease of scoring. Continue showing the student pictures from each page until you reach the end of the assessment on page 53.

Administration Instructions

You should allow students to look at each picture without any further explanation. Students should make a choice based on what they see and interpret from the picture.

Scoring

Use the *Scoresheet on pg. 55* to record student answers. Each time a student points to one of the three pictures, make a tally mark on the score sheet to indicate the category and the level. When the students have completed the assessment, add up the tally marks for each category. The category with the most tally marks should be recorded on the *Student Summary Sheet* as the number one interest, then fill in the second, third, and fourth categories. Students will use these results in a future lesson.

Work-Relevant Skills Assessment

The Assessment

The *Work-Relevant Skills Assessment* (WRSA) tests 10 areas important for employment. The WRSA is divided into two units: Foundational Skills for Employment and Five Competencies for Employment. Each unit is organized into sections that test skills identified by the Workforce Innovation Technical Assistance Center (WINTAC) as critical for gaining and retaining meaningful employment. Foundational Skills for Employment is divided into five sections that assess reading, writing, functional math, speaking, and listening. The Five Competencies for Employment is divided into five sections that assess how students utilize resources, their interpersonal skills, how they use and acquire information, understand systems, and how they work with a variety of technologies. Each individual section includes four questions that vary in skill level. The first two questions are the most basic level of knowledge required to be work ready, and the second two questions focus on knowledge that is required to be independent at work. Students should attempt each question, but as an individual section progresses, they may be more challenged with their answers. Administration time for each question ranges from one to five minutes depending on the complexity of the question. Testing should begin with the first question in the first section and end with the final question in the second section. If a student is not able to answer a question, mark the score and proceed. Students who are not able to write the answer to questions may either answer verbally or point to the answer in the **Assessment Manual**.

Materials

For testing, you will need the **Assessment Manual**, *Work-Relevant Skills Assessments*, a printed copy of the *Student Answer Sheets* and a printed copy of the *Scoresheets*. The *Scoresheet* form provides a quick way to document student answers during the administration process. The *Student Answer Sheets* form allows students to make notes and provide more in-depth answers. Comparison of both the *Student Answer Sheets* and the *Scoresheets* will provide a complete picture of student skills.

Testing

Place the book between you and the student with the questions facing the student. Starting on page 59, read the script for the question, then allow the student up to five minutes to answer. Record the answers as Pre-Vocational, Work-Ready, or Independent based on the student's answer. Each question has a guideline for scoring on the administrator's side of the question. Use this to help determine student results. When students have completed all the questions, collect the *Student Answer Sheets*. Compare the student answers to fill in any gaps in scoring and finish scoring the assessment.

Administration Instructions

During the administration, say exactly what is written for the question. Do not attempt to further explain or clarify a question as this could change the student's answer. For example, if a student fails to give a response or does not give a complete response after asking the question, you should repeat the question without modification. If the student does not understand the question after repeating the instructions a second time, score as Pre-Vocational and move onto the next question.

Scoring

Use the *Scoresheets* to record student answers. Each question has a specific guideline for responses, but the test administrator is ultimately responsible for determining the score. When the student completes the assessment, collect their *scoresheets* and compare answers. Use the *Scoresheets* to determine areas that need additional skill development. See the table below.

Questions	Section	Scoring
1–4	Reading	2 out of 4 questions indicate the student is at the Pre-Vocational level per Section
5–8	Writing	
9–12	Functional Math	
13–16	Speaking	3 out of 4 questions indicate the student is at the Work-Ready level per Section
17–20	Listening	
21–24	Resources	
25–28	Interpersonal	4 out of 4 questions indicate the student is at the Independent Level per Section
29–32	Information	
33–36	Systems	
37–40	Technology	

Employment Assessment

The Assessment

The *Employment Assessment* tool focuses on the student and is part of the "Discovery" process to determine strengths, challenges, skills and levels of performance, interests, aptitudes, preferred activities and environments, and support needs that include strategies that have been successful. The purpose is to develop the student's employment goals through the gathering of this information. This tool also provides a historical perspective regarding previous community, home, and school experiences to build a plan that supports successful employment outcomes.

Materials

Print the *Employment Assessment* if you intend to use it with others and write in the information. You can also use this as part of the **Assessment Plus App** provided as part of the Pre-ETS Solution to enter the information from the questions for each student.

Testing

As you gather the information when assessing the student, consider the various environments where you can observe the student. Determine who can provide you with additional information to build a more accurate picture of the student and what types of work environments and jobs would be a good match as the student begins their own discovery of the world of work.

Administration Instructions

Meet with the student's team, including family members and the student, to gather information from the questions asked in this assessment. The questions do not need to be asked sequentially, and you may need to talk to various people as your source to provide answers to specific questions. The information is focused on developing a plan to support the student's employment outcomes.

Scoring

The *Employment Assessment* will provide information to determine the best possible job matches for each student as they begin building their understanding of employment. Providing students' work experiences to gain an understanding of careers, training, education, and employer expectations will help the student on the road to gainful employment. Finding the right job will lead to a successful outcome for both the student and the employer. This is called Facilitated Exploration as you seek various experiences in school and the community for the student to explore possible careers, types of jobs, supervisory styles, work environments, and coworker relationships.

Learning Style Assessment Introduction

The Assessment

The *Learning Style Assessment* (LSA) evaluates ways of learning. The LSA is divided into three sections: visual, auditory, and kinesthetic. Each section is broken down into six questions that ask students to determine how they learn best.

Materials

For testing, print a *Learning Style Assessment* for each student. Students will record their answers directly on the printed assessment and use page 190 to tally their scores.

Testing

Place the printed copy of the *Learning Style Assessment* in front of the student. Starting with page 187, instruct students to read the question, then circle either *Yes*, *No,* or *Maybe*. Students do not need to work sequentially and may skip a question and come back to it. When students have finished answering the questions, instruct them to add up their "Yes" answers from each section.

Administration Instructions

Students should read and answer the questions, exactly as they are written. If a student needs additional support reading, read questions aloud to the student. For students who need additional support writing, students can work with an adult and point to their preferred choice for the adult to record.

Scoring

On page 190 of the *Learning Style Assessment*, students will tally their answers for each section. Once students have totaled the number of "Yes" answers for each section, the section with the most "Yes" answers indicated their preferred learning style. Students will then use the *Learning Styles Chart* to identify ways to accommodate their learning style.

Independent Living Assessment

The Assessment

The *Independent Living Assessment* provides information about the student's skill levels with the following independent living domains:

- Hygiene and Personal Appearance
- Food Management
- Money Management and Financial Literacy
- Interpersonal Skills
- Community
- Housing and Housekeeping

Materials

Print a copy of the *Independent Living Assessment* for each student and the *Independent Living Assessment Scoresheet.*

Testing

Review the questions with each student and include their family, home staff, and others to gather information about the level of independence for each of the areas listed above. Verify answers through direct observation or supported statements from people who can observe the student completing these skills.

Administration Instructions

When reviewing each question, ask the student for their input, use your own observations, and verify information from family or home staff to determine accuracy in the student's skills. Listening to the students' answers provides insight as to how they perceive their own abilities and independence.

Scoring

Use the following scoring for each question to determine the level of independence to which the student is functioning. This will determine the next steps in developing short- and long-term goals to support each student's growth toward independence and future community access.

Emerging	Developing	Proficient	Exceptional
Must know 5 of 8 to advance to next level.	Must know 8 of 12 to advance to next level.	Must know 6 of 9 to advance to next level.	Must know 7 of 8 to be considered exceptional.

Travel Journey Assessment
My Travel Journey Workbook

The Assessment

The *Travel Journey Assessment* is to be used in conjunction with the *My Travel Journey* workbook. The assessment will provide supporting documentation for planning each person's mode of transportation to participate in their community. Completing this assessment and the *My Travel Journey* workbook will help to determine what type of transportation the student may use, how to self-assess their needs, what level of support is needed to utilize transportation options, costs, and a way to pay for rides. Preparing a transportation plan will help students to fully explore the continuum of options to connect them to their community.

My Travel Journey workbook asks questions that will give you information about the following topics:

1. Information about Support Services
2. Values to achieve a full life in the community
3. Destinations
4. Arrangements, origination, mode, destination, and experience for each ride
5. Types of transportation used by an individual
6. Where the person goes and purpose of their travel

Materials

You will need a copy of the *Travel Journey Assessment* and the *My Travel Journey* workbook for each student.

Testing

This assessment can be done in multiple meetings as the team helps the student plan for their employment, recreational, or educational opportunities in the community. It will provide a road map to determine how the student can access their community. Complete the answers and ratings as each question takes you through the transportation planning process.

Administration Instructions

The questions in this assessment will need input from people in the student's life. Determine who can provide you with additional information to build a more accurate picture of the individual's transportation needs. The purpose of this assessment is to help the student and their support system to make decisions about transportation options. Planning for transportation options is key to having access to your community to live, work, and have fun.

Scoring

For the *Travel Journey Assessment*, use the following scale:

Scale: 1=Independent; 2=Can complete with minimal supports; 3=Needs verbal/visual or device/AT prompts; 4=Needs support throughout the process; 5=Needs high level of support and/or attendant; N/A=not applicable

Self-Determination Questionnaire

The Assessment

The *Self-Determination Questionnaire* (SDQ) looks at seven domains of self-determination. To teach self-determination, it is important to establish what skills and knowledge the students currently have and what areas you will need to focus your instruction. The SDQ is divided into Self-Awareness, Self-Efficacy, Choice Making, Problem Solving, Decision Making, Goal Setting, and Self-Advocacy. Students begin by reading the statement and then indicating how they identify with the statement, using a modified Likert scale. Students do not need to work in a particular order and should utilize "not sure/I don't know" when they do not understand the question.

Materials

For testing, you will need to print a copy of the *Self-Determination Questionnaire* and the *Self-Determination Questionnaire Results*.

Testing

Place a copy of the *Self-Determination Questionnaire* in front of each student. Starting on page 249, tell students to read the question, then place a mark in the box that best answers the question. The questions do not need to be answered sequentially, and students are free to skip a question and come back to it. When students have finished answering all the questions, have them complete the assessment portion of the questionnaire.
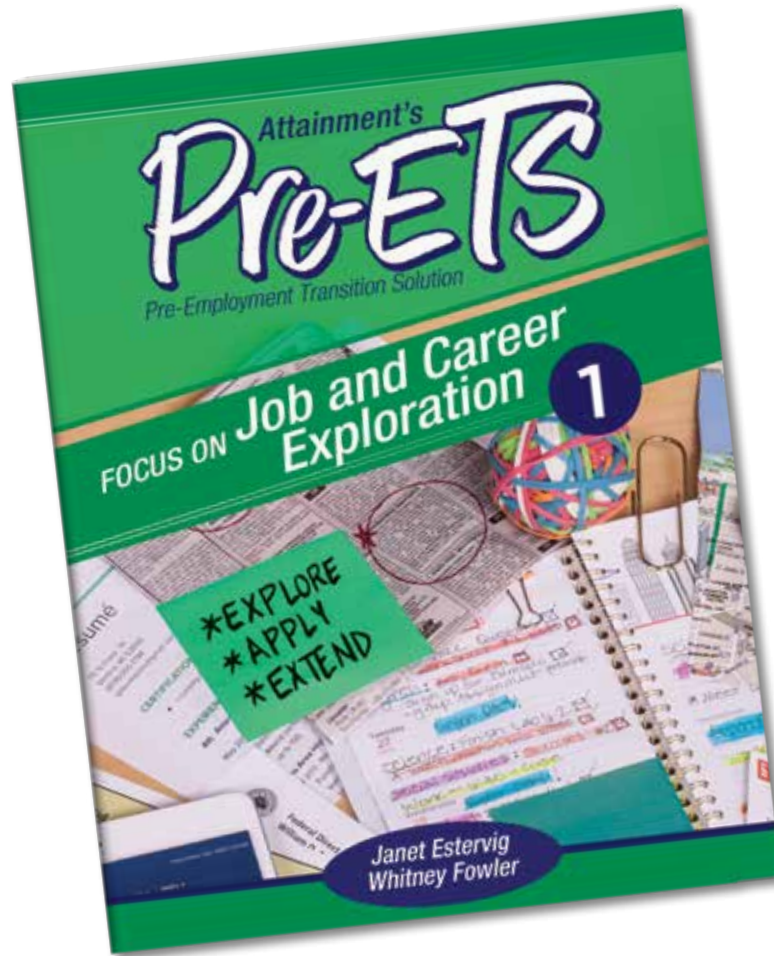
Administration Instructions

Students should read the questions exactly as they are written. For students who need support reading, the questions can be read aloud to them exactly as they are written. For students who need support writing, they can point to indicate their response and an adult can record their results.

Scoring

Students will record their answers directly on the *Self-Determination Questionnaire*. When students have completed the assessment, pass out the *Self-Determination Questionnaire Results* sheet. Direct students to add up their total number of answers for each section and record them on their results sheet. Once students have completed their answer tally, they should proceed to the bottom of the page and identify the section where they are doing well, not sure about, building skills, and developing skills. To make this determination, students should look for the column and row with the highest number. Below is an example of *Self-Determination Questionnaire Results*. Students should review their answers for each category and list those skills with which they are doing great, skills they are unsure about, skills they are building, and skills needing to be developed. This information will provide focus on the areas for instruction on self-determination skills. The category reflecting "not sure" is Problem Solving.

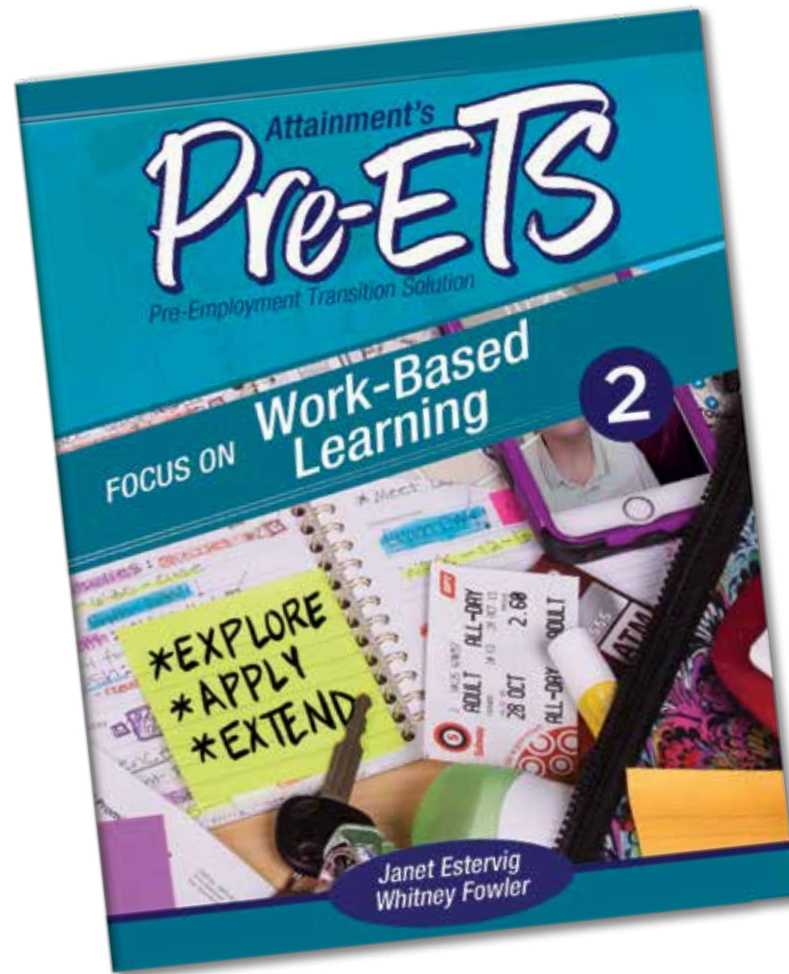| Self-Determination Questionnaire Results				
	Rarely/Never	Sometimes	Always/Most of the Time	Not Sure/ I Don't Know
Self-Awareness	0	1	3	1
Self-Efficacy	1	1	2	1
Choice Making	0	3	2	0
Problem Solving	1	0	3	1
Decision Making	1	2	2	0
Goal Setting	2	0	2	1
Self-Advocacy	1	0	2	2

Picture Vocational Interest Inventory

Student Summary Sheet

| Interested in	Activities I like to perform with the vocation	Activities I do not like to perform associated with the vocation	Key skill/expertise	Do I possess the key skill/experience?	What further training/ education may I need?
1.					
2.					
3.					
4.					

Work-Relevant Skills Assessment

17. Introduce yourself to the student saying, **Hello, my name is Sarika.** Student should repeat a name after an introduction.

The student should write their answer on their answer sheet.

No answer	Repeats back name	Repeats their name with a similar greeting
Pre-Vocational	Work-Ready	Independent
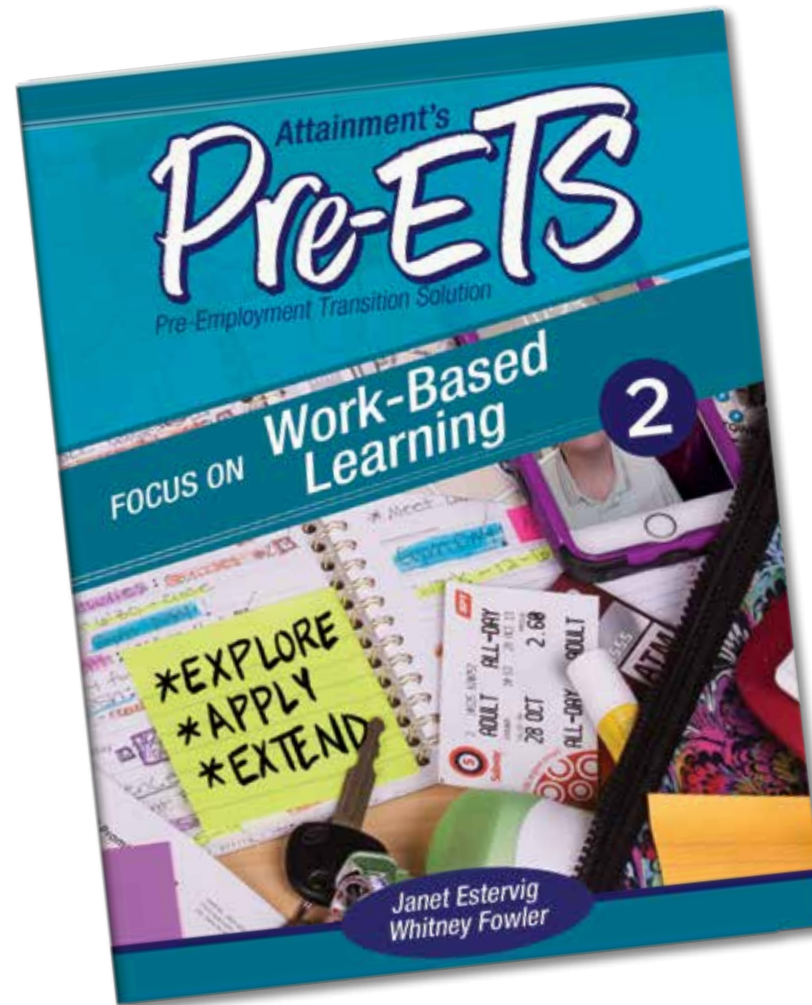
Employment Assessment

7. Transportation and Mobility

Transportation to and from a job is a critical piece to supporting employment outcomes for the student. This information could impact the location of a potential job placement.

A. Does the student live on a bus route or within the city limits?

B. Can the student safely cross streets or bike to work?

C. Is there a transportation system within your city or county for people with disabilities?

D. Can the student walk or roll to destinations within the city with assistance or independently?

E. Are there any family members who are able and willing to provide transportation to a job?

F. Can the student transfer themselves, if in a wheelchair, to a regular car, or do they need a wheelchair equipped van?
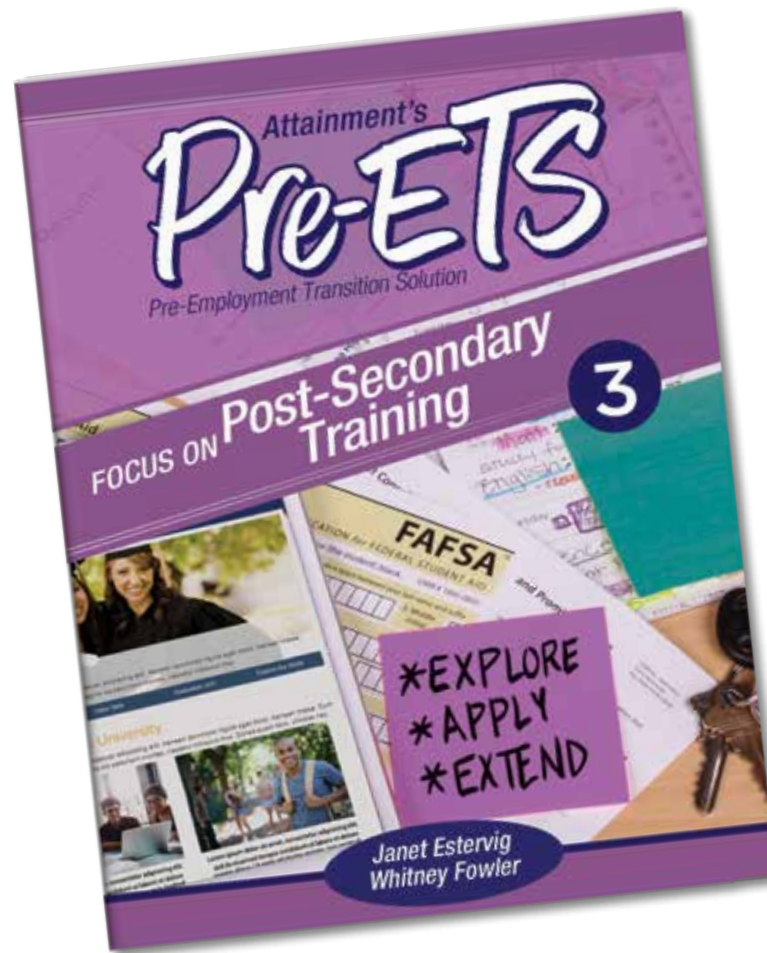
Learning Style Assessment

I enjoy doodling and even my notes have lots of pictures on them.

Yes Maybe No

I get more work done in a quiet place.

Yes Maybe No

It's hard for me to understand what a person is saying when there are people talking or playing music.

Yes Maybe No

It helps me to look at the person when I am listening; it keeps me focused.

Yes Maybe No

I can remember tasks or my schedule if I write it down.

Yes Maybe No

Using flashcards helps me to remember information for tests.

Yes Maybe No
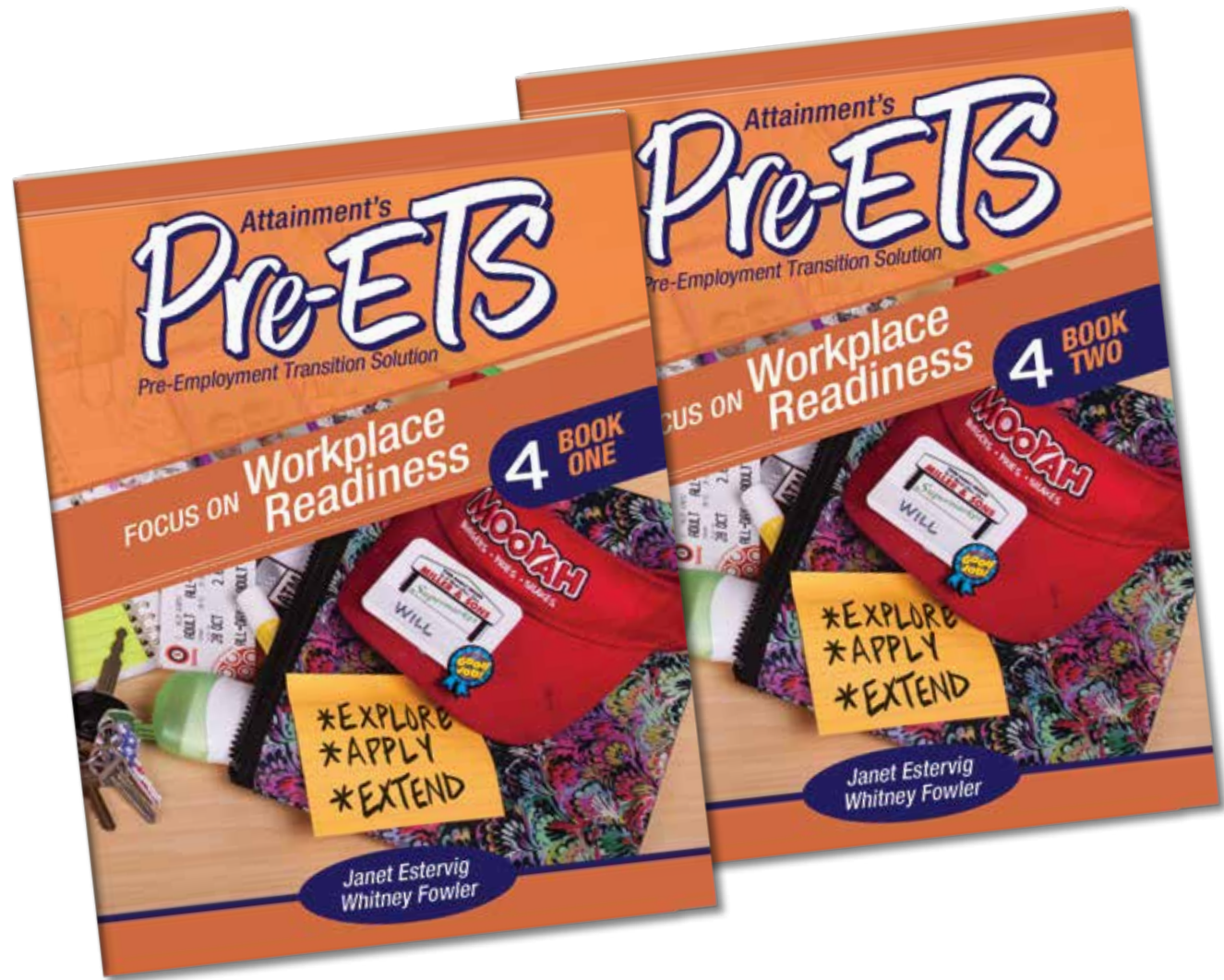
Independent
Living Assessment

Money Management and Financial Literacy

|	**Emerging** *Must know 5 of 8 in this column to advance to the next level.*	**Developing** *Must know 6 of 9 in this column to advance to the next level.*	**Proficient** *Must know 7 of 11 in this column to advance to the next level.*	**Exceptional** *Must know 6 of 6 in this column to advance to the next level.*
Banking	☐ Can match the definition and word for bank. ☐ Money is automatically deposited into their account set up by family or another adult.	☐ Demonstrates understanding of how to open a checking or savings account. ☐ Demonstrates understanding of how to make in-person withdrawals and deposits.	☐ Can demonstrate understanding of how to use an ATM card. ☐ Can record banking transactions (either checking or savings). ☐ Can read monthly bank statements.	☐ Can balance a checkbook. ☐ Can contribute to a regular savings program. ☐ Can budget for expenses and allowance for more than one month.
Consumer Awareness	☐ Can identify or match wants vs. needs to specific items/services.	☐ Can identify one way to save money on purchases. ☐ Understands the difference between "sale price" and "regular price."	☐ Can define credit cards, loan, financing. ☐ Knows how to clip and use coupons. ☐ Demonstrates comparison shopping.	☐ Understands buying on credit, loans, interest, and late payment penalties.
Score				

Travel Journey Assessment

| My Directional Skills				
Activity	Scale 1–5	✔ What instruction will be needed?	✔ What modifications or accommodations will be needed?	✔ What assistance/supports will be needed?
1. Can identify landmarks for pick-up and drop-off locations				
2. Can identify correct bus				
3. Can transfer to correct bus				
4. Can identify correct vehicle (taxi, driver)				
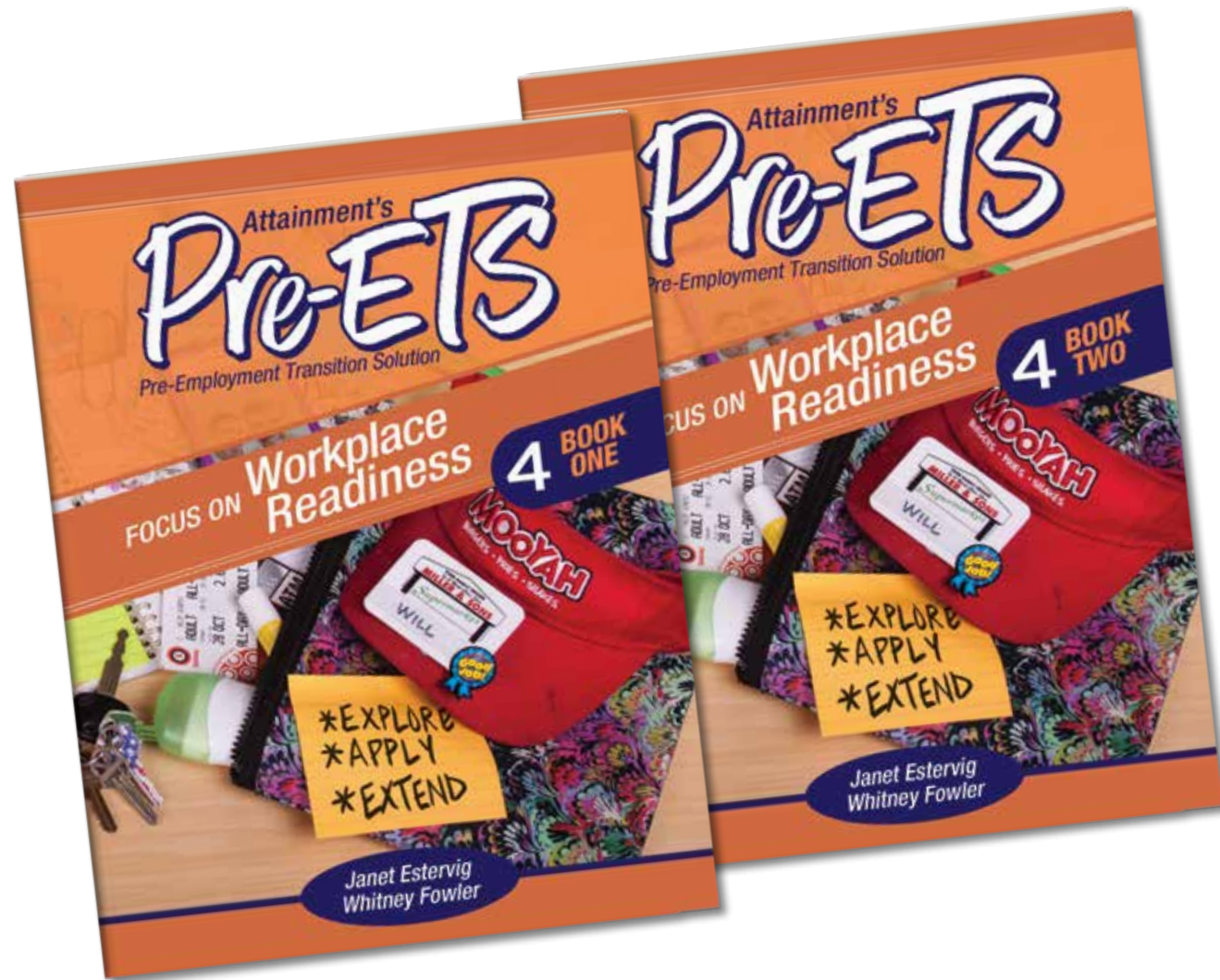
My Travel Journey

My Social Skills

Assessment *My Social Skills*	Outcomes *For me to feel safe,* *I need support to:*	Arrangements *Travel Arrangements*	Experience *Learning Goals*
☐ Greet people on public transportation appropriately ☐ Use of socially appropriate communication skills ☐ Being considerate of other travelers	☐ Greeting people on public transportation, drivers, passengers ☐ Socially appropriate skills (proximity, respect others, etc.) ☐ Considerate of other travelers	☐ Who makes reservations? ☐ Who cancels reservations? ☐ How are travel tickets purchased? ☐ Who purchases tickets? ☐ Who are my drivers? What is their schedule? ☐ Who handles changes or makes alternative transportation plans?	☐ Travel training ☐ Safety skills ☐ Social and Communication skills ☐ Adaptive devices for more independence

Attainment
HUB
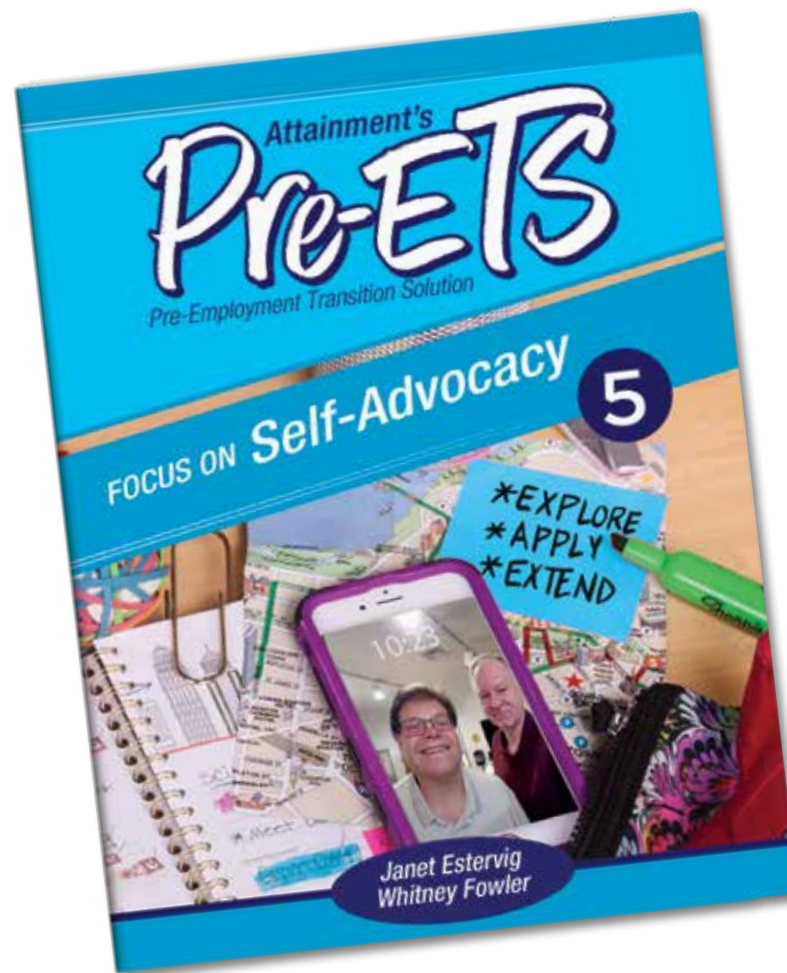
Self-Determination Questionnaire

1. One category that I am doing great 😂 at is: _____
_____
_____
_____

2. One category that I am not sure about 😳 is: _____
_____
_____
_____

3. One category that I am building skills 🙂 in is: _____
_____
_____
_____

4. One category that I need to develop skills 😝 in is: _____
_____
_____
_____