Student Name:       Birth Date:       OSIS#:       Date Completed:

**Level 1 Vocational Assessment**

***Teacher***

This report should reflect the teachers observations of the student’s ability to function in a career environment (college, competitive employment, supported employment, day habilitation, etc.) and apply knowledge she or he has learned.

**ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS**

|  |
| --- |
| The diploma/certificate the student is working towards is ***(select all that apply)****:*  [ ]  Skills and Achievement Commencement Credential Certificate (non-diploma): ***(Alternate Assessment)***[ ]  Regents Diploma ***(Standardized)*** [ ]  Local High School Diploma ***(Standardized)*** [ ]  Career Development and Occupational Studies Commencement Credential (CDOS) ***(Standardized)*** |

|  |
| --- |
| Some ofrelative strengths are:       |

|  |
| --- |
| regularly demonstrates mastery of the following Daily Living Skills:       |

|  |
| --- |
| Vocationally, has shown an interest in:      In the area of Recreation, has shown an interest in      Additionally,has a unique talent in:        |

|  |
| --- |
| In the area of Vocational Studies / Transition to the World of Work, needs to learn how to:      This will be addressed in the next 12 months by an **Annual Goal** *OR* **Transition Activity** **for Instruction**.(SELECT ONE & DELETE THE OTHER)**DRAFT** Annual Goal: TRANSITION (**Disclaimer:** this is only a **draft** of the **proposed** goal)      *OR***DRAFT** *Specific*Transition Activity for Development of Employment      SELECT ONE OF THE ABOVE & DELETE THE OTHER) |

|  |
| --- |
| In the area of Independent Living, needs to learn how to:      This will be addressed in the next 12 months by an **Annual Goal** *OR* **Transition Activity** **for Instruction**.(SELECT ONE & DELETE THE OTHER)**DRAFT** Annual TRANSITION Goal: (**Disclaimer:** this is only a **draft** of the **proposed** goal):      **DRAFT** *Specific*Transition Activity for Acquisition of Daily Living Skills:      SELECT ONE OF THE ABOVE & DELETE THE OTHER) |

|  |
| --- |
| In English Language Arts (ELA)/Literacy, needs to learn how to:      This will be addressed in the next 12 months by an **Annual Goal** *OR* **Transition Activity** **for Instruction**.(SELECT ONE & DELETE THE OTHER)**DRAFT** Annual LITERACY Goal: (**Disclaimer:** this is only a **draft** of the **proposed** goal):      *OR***DRAFT** *Specific*Transition Activity for Instruction:      SELECT ONE OF THE ABOVE & DELETE THE OTHER) |

**Which methodologies/strategies are required to help the student address these needs in terms of LITERACY**:

|  |  |  |  |
| --- | --- | --- | --- |
| [ ]  Small Groups | [ ]  Classroom Centers | [ ]  Multi-Sensory Approach | [ ]  Break learning into small steps |
| [ ]  Provide ample, independent, intensive practice | [ ]  Use of diagrams, graphics, and pictures to augment what they say in words | [ ]  Modeling | [ ]  Other (specify):       |

|  |
| --- |
| In Academic Mathematics Numeracy, needs to learn how to:            This will be addressed in the next 12 months by an **Annual Goal** *OR* **Transition Activity** **for Instruction**.(SELECT ONE & DELETE THE OTHER)**DRAFT** Annual NUMERACYGoal: (**Disclaimer:** this is only a **draft** of the **proposed** goal):      *OR***DRAFT** *Specific*Transition Activity for Instruction:      SELECT ONE OF THE ABOVE & DELETE THE OTHER) |

**Which methodologies/strategies are required to help the student address these needs in terms of NUMERACY**:

|  |  |  |  |
| --- | --- | --- | --- |
| [ ]  Small Groups | [ ]  Classroom Centers | [ ]  Multi-Sensory Approach | [ ]  Break learning into small steps |
| [ ]  Provide ample, independent, intensive practice | [ ]  Use of diagrams, graphics, and pictures to augment what they say in words | [ ]  Modeling | [ ]  Other (specify):       |

**SOCIAL DEVELOPMENT**

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT’S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS:

**STUDENT STRENGTHS:**

Some ofrelative social strengths are:

SOCIAL DEVELOPMENT NEEDS OF THE STUDENT

In the area of Social Development**,** needs to

**What strategies/methodologies have been used to meet the students social needs?**

|  |  |  |  |
| --- | --- | --- | --- |
| [ ]  Daily check-ins | [ ]  Partner/Group Work | [ ]  Peer Mediation | [ ]  Role Play |
| [ ]  Journaling | [ ]  Reflective Writing | [ ]  Counseling | [ ]  PBIS Program |
| [ ]  Mini-breaks | [ ]  Routine/Structure | [ ]  Clear Expectations | [ ]  Other (specify):      |

**MANAGEMENT NEEDS**

The nature (type) and degree (extent) to which environmental and human or material resources are needed to address needs identified above:

Below are examples of **Academic Management Needs:** **CHECK** the management needs for the student. If you are going to mention the need in T**esting Accommodations** Section of the IEP make a check in the bow above the need.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| [ ]  Extended Time | [ ]  Breaks | [ ]  Graphic Organizer | [ ]  Checklists | [ ]  Use of Calculator |  [ ] Revised Test Directions |
| [ ]  Use of Aids/Devices | [ ]  Separate Location/Room | [ ]  Focusing Prompts |  [ ]  Preferential Seating | [ ]  Additional Paper for Math Calculations | [ ]  Other:       |

Below are examples of **Behavior Management Needs:** **CHECK** the management needs for the student. If you are going to mention the need in T**esting Accommodations** Section of the IEP make a check in the box above the need. ***(Be sure to make this specific for the student:*** *For example,**If the student is in an 8:1:1 setting chooe that setting)*

|  |  |  |  |
| --- | --- | --- | --- |
| [ ]  small instructional  group | [ ]  PBIS  | [ ]  Incentives | [ ]  Counselor |
| [ ]  Classroom Paraprofessional | [ ]  Crisis Intervention  Teachers | [ ]  Smaller Class Ratio (e.g. 8:1:1 or 12:1:1) | [ ]  Other (specify): |
| [ ]  Functional Behavior Assessment (FBA )**\*** | [ ]  Behavior Intervention Plan (BIP) **\*** | [ ]  1:1 Crisis Paraprofessional **\*** | **\*** Note that an FBA must be conducted, BIP developed and implemented **prior** consideration for a 1:1 para |

**MEASURABLE POSTSECONDARY GOALS**

LONG-TERM GOALS FOR LIVING, WORKING AND LEARNING AS AN ADULT

*This section will be generated from the* ***Students Level 1 Vocational Interview.*** *After the counselor has met with the student and done the* ***Students Level 1 Vocational Interview*** the teacher will use the information to write the Measurable Postsecondary Goals.

1. What education/job training will the student pursue?

      will pursue education/job training as a (in):

1. What kind of employment will the student pursue?

      will pursue the following employment:

1. What independent living skills (when appropriate) do the student plan to have?

 plans to:

**TRANSITION NEEDS**

In consideration of present levels of performance, transition service needs of the student that focus on the student's courses of study, taking into account the student’s strengths, preferences and interests as they relate to transition from school to post-school activities:

1. What are the student’s needs to achieve their postsecondary goal for Education/Training?

      needs to:

1. What are the student’s needs to achieve their postsecondary goal for Employment?

      needs to:

1. What are the student’s needs to achieve their postsecondary goal for Independent Living?

      needs to:

**COORDINATED SET OF TRANSITION ACTIVITIES**

Based on 4-6, What transition activities do you propose for the student in terms of: (**Disclaimer:** this is only a **draft** of the **transition activities**)

7.  **Instruction:**

8. **Related Services**:

9. **Community Experiences:**

10**. Development of Employment and Other Post-school Adult Living Objectives:**

11**. Acquisition of Daily Living Skills (if applicable):**

12. **Functional Vocational Assessment (if applicable):**