

POST SECONDARY READINESS RUBRIC



University at Buffalo *The State University of New York*



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How to Use the Post Secondary Readiness Rubric

This is a tool that students, parents, school counselors and teachers can use to help a student to determine how he/she performs at some of the critical skills needed to succeed in a post secondary setting (career school, community college, college, university).

To assist in using and interpreting the Rubric several concepts should be kept in mind:

- * The student is the center of this activity and self-awareness/exploration to assist in making positive choices is a primary goal.
- * The student can do this with parents, school counselor, teacher or other adult that knows them well.
- * The rubric is designed to be flexible; counselors and those administering it should be comfortable altering the sequence of administration, and ask probing questions as needed.

For all skill areas the higher the rubric score the better and these general guidelines can be used to aid in interpretation:

Levels for academic and social skills

- **4** – Student is strong in this area; has all elements
- **3** – Student is prepared with some area for improvement
- **2** – Student has limitations in this area, multiple areas for improvement to lead to successful outcomes
- **1** – Student does not meet basic requirement in this area, intensive remediation or change is necessary to lead to successful outcomes

Some things to remember when looking at students' overall profiles:

- It is **expected** that students will have strengths and weaknesses; there are no hard and fast “cutoffs” that dictate guaranteed success or difficulty
- Strong college-ready students should have a majority of **3's** and **4's**, **but will also be expected to have some** areas for improvement
- Students with a majority of **1's** and **2's** will experience **significant** challenges in either a 2 or 4-year college setting, and should strongly consider what supports and additional instructional goals will be needed

Self Awareness

noun

Aware of oneself, including one's traits, feelings, and behaviors.

Indicators in this area include:

- ✓ Knows their individual strengths and weaknesses
- ✓ Is knowledgeable of their disability and the supports needed to address it
- ✓ Has set realistic goals that are challenging but attainable
- ✓ Is knowledgeable of their individual learning style

Information you should think about to complete the rating:

- What are your strengths, talents and abilities?
- What are your weaknesses?
- Can you do your schoolwork/homework without help?
- Do you like to do schoolwork/homework alone or with a group?
- What is the best way to teach you something new?
- Which subjects do you like the best?
- Which subjects do you like the least?
- Which subjects do you get your best grades? Why?
- What strategies do you use to help you be successful in school?
- What do you really dislike? What situations cause you stress and frustration?
- Do you have a disability?

Glossary

Ability	A natural or acquired skill or talent.
Consistent	Reliable, steady.
Goal	The purpose toward which an effort is directed.
Learning Style	An individual's preferred mode of gaining knowledge.
Ownership	The act of having and controlling.
Strategy	A plan of action to accomplish a specific goal.
Strength	An attribute or quality of particular worth or utility; an asset.

Self Awareness

<p style="text-align: center;">1</p> <p>Student demonstrates control over Self-Awareness skills only through the use of <u>external support</u> in the components below:</p> <ul style="list-style-type: none"> • Knows their individual strengths and weaknesses • Has set realistic goals that are challenging but attainable • Is knowledgeable of their individual learning style • Is knowledgeable of their disability if one exists and the supports needed to address it <p>Student <u>requires consistent external control</u> or direction to achieve success.</p>	<p style="text-align: center;">2</p> <p>Student demonstrates <u>some personal control</u> over Self-Awareness skills by positive behaviors in <u>most</u> of the components below:</p> <ul style="list-style-type: none"> • Knows their individual strengths and weaknesses • Has set realistic goals that are challenging but attainable • Is knowledgeable of their individual learning style • Is knowledgeable of their disability if one exists and the supports needed to address it <p>Student <u>requires counseling or direction</u> to achieve success.</p>
<p style="text-align: center;">3</p> <p>Student demonstrates <u>ownership</u> of Self-Awareness skills by showing <u>positive behaviors in all</u> of the components below:</p> <ul style="list-style-type: none"> • Knows their individual strengths and weaknesses • Has set realistic goals that are challenging but attainable • Is knowledgeable of their individual learning style • Is knowledgeable of their disability if one exists and the supports needed to address it <p>Student <u>may require</u> advice or direction to achieve the positive behaviors.</p>	<p style="text-align: center;">4</p> <p>Student demonstrates <u>high level</u> of Self-Awareness skills by showing <u>independence in all</u> of the components below:</p> <ul style="list-style-type: none"> • Knows their individual strengths and weaknesses • Has set realistic goals that are challenging but attainable • Is knowledgeable of their individual learning style • Is knowledgeable of their disability if one exists and the supports needed to address it <p>Student's ability in this area is a role model for others and <u>does not require</u> support from parents or others.</p>

Self Awareness rating:

1 2 3 4

Social Skills: Personal

Social Skills

noun

a group of skills that people need to interact and communicate with others.

Personal

Adj.

pertaining to or characteristic of a person or self-conscious being:

Indicators in this area include:

- ✓ Develop friendships
- ✓ Develop romantic relationships
- ✓ Participation in extracurricular activities
- ✓ Sexuality
- ✓ Social decision making
- ✓ Participation in extracurricular activities
- ✓ Participation in community activities
- ✓ Initiating social behavior
- ✓ Having and keeping a job
- ✓ Anxiety and stress management

Information you should think about to complete the rating:

- What activities do you participate in after school?
- What helps you when you are feeling stressed?
- What is your work/job history?
- Have you done volunteer work?
- What helps you when you are feeling stressed?

Glossary

Counseling	advice; opinion or instruction given in directing the judgment or conduct of another.
Direction	management; control; guidance; supervision
Extracurricular	Outside the regular academic curriculum.
Responsibility	on one's own initiative or authority.
Role Model	a person whose behavior, example, or success is imitated by others.
Unsupervised	Not under constant observation.

Social Skills: Personal

<p style="text-align: center;">1</p> <p>Student demonstrates control in personal/social areas only through the use of external support:</p> <ul style="list-style-type: none"> • Developing friendships • Developing romantic relationships • Manage sexuality • Social decision making • Participation in extracurricular activities • Participation in community activities • Initiating social behavior • Getting and keeping a job • Anxiety and stress management <p>Student requires external control or direction to achieve success.</p>	<p style="text-align: center;">2</p> <p>Student demonstrates some personal control over personal/social skills as demonstrated by positive behaviors in most of the areas below:</p> <ul style="list-style-type: none"> • Developing friendships • Developing romantic relationships • Manage sexuality • Social decision making • Participation in extracurricular activities • Participation in community activities • Initiating social behavior • Getting and keeping a job • Anxiety and stress management • Ability to function in an unsupervised setting <p>Student will require counseling or direction to achieve success.</p>
<p style="text-align: center;">3</p> <p>Student demonstrates responsibility in personal/ social skills as demonstrated by positive behaviors in all of the areas below:</p> <ul style="list-style-type: none"> • Developing friendships • Developing romantic relationships • Manage sexuality • Social decision making • Participation in extracurricular activities • Participation in community activities • Initiating social behavior • Getting and keeping a job • Anxiety and stress management • Ability to function in an unsupervised setting <p>Student may require advice or direction to achieve the positive behaviors.</p>	<p style="text-align: center;">4</p> <p>Student demonstrates high level of personal/social skills by showing independence in all of the areas below:</p> <ul style="list-style-type: none"> • Developing friendships • Developing romantic relationships • Manage sexuality • Social decision making • Participation in extracurricular activities • Participation in community activities • Initiating social behavior • Getting and keeping a job • Anxiety and stress management • Ability to function in an unsupervised setting <p>Student's behavior is a role model for others and does not require support from parents or others.</p>

Your Social Skills: Personal rating:

1 2 3 4

Social Skills: Academic

Social Skills

a group of skills that people need to interact and communicate with others.

Academic

adj

pertaining to areas of study

Indicators in this area include:

- ✓ Self Advocacy
 - * Identify own needs
 - * Attend meetings about needs
 - * Talk to teachers and support staff
- ✓ Anxiety and stress management

Information you should think about to complete the rating:

- Do you actively participate in planning meeting about your future?
- What do you need help with in school?
- Where do you get help when you need it in school?
- Do you have an IEP or 504 plan? If “yes”, what is your disability?

Glossary:

Counseling

advice; opinion or instruction given in directing the judgment or conduct of another.

Direction

management; control; guidance; supervision

Responsibility

on one's own initiative or authority

Role Model

a person whose behavior, example, or success is or can be emulated by others.

Self-Advocacy

an individual's ability to effectively communicate, convey, negotiate or assert his or her own interests, desires, needs, and rights.

(VanReussen, et al, 1994)

Support Staff

persons that assist the education process. This can

include classroom and non-classroom staff.

Social Skills: Academic

<p style="text-align: center;">1</p> <p>Student <u>demonstrates control</u> over Academic Social skills only through the use of <u>external support</u> in the components below</p> <ul style="list-style-type: none">• Self Advocacy<ul style="list-style-type: none">*Identifies own needs* Communicates needs to others*Attends and participates in meetings about his/her needs*Talks to teachers and support staff• Anxiety and stress management <p>Student requires consistent <u>external control or direction</u> to achieve success.</p>	<p style="text-align: center;">2</p> <p>Student <u>demonstrates some personal control</u> over Academic Social skills by positive behaviors in <u>most</u> of the components below:</p> <ul style="list-style-type: none">• Self Advocacy<ul style="list-style-type: none">*Identifies own needs* Communicates needs to others*Attends and participates in meetings about his/her needs*Talks to teachers and support staff• Anxiety and stress management <p>Student requires <u>counseling or direction</u> to achieve success.</p>
<p style="text-align: center;">3</p> <p>Student <u>demonstrates responsibility</u> in Academic Social skills by positive behaviors in <u>all</u> of the components below:</p> <ul style="list-style-type: none">• Self Advocacy<ul style="list-style-type: none">*Identifies own needs* Communicates needs to others*Attends and participates in meetings about his/her needs*Talks to teachers and support staff• Anxiety and stress management <p>Student may require <u>advice or direction</u> to achieve the positive behaviors.</p>	<p style="text-align: center;">4</p> <p>Student demonstrates <u>high level</u> of Academic Social skills by showing independence in <u>all</u> of the components below:</p> <ul style="list-style-type: none">• Self Advocacy<ul style="list-style-type: none">*Identifies own needs*Communicates needs to others*Attends and leads meetings about his/her own needs* Talks to teachers and support staff• Anxiety and stress management <p>Student's behavior is a <u>role model</u> for others and <u>does not</u> require support from parents or others.</p>

Your Social Skills: Academic rating:

1 2 3 4

Motivation

Motivation

noun

the psychological feature that arouses a person to action toward a desired goal.

Indicators in this area include:

- ✓ Knows their individual strengths and weaknesses
- ✓ Uses their skills effectively and efficiently
- ✓ Has developed a plan A and a plan B
- ✓ Is motivated to work towards achieving their goals
- ✓ Has goals

Information you should think about to complete the rating:

- Why do you want to go to college?
- What do you want to study? Why do you want to study this?
- What motivates you to do well?
- What do you want to do after college?
- If your first plan does not work out do you have a second plan?

Glossary

Articulate	To make clear or effective.
Backup Plan	An alternative solution adopted when one's original plan does not succeed.
Framework	A set of assumptions, concepts, values, and practices that constitutes a way of viewing reality.
Goals	The purpose towards which an effort is directed.

Independent Not relying on another or others for aid or support.

Motivation

<p style="text-align: center;">1</p> <p>The student <u>cannot articulate why</u> they wish to attend college or how it will impact their life goals</p>	<p style="text-align: center;">2</p> <ul style="list-style-type: none">✓ The student <u>can articulate why</u> they want to attend college and what goals they hope to accomplish by attending college.✓ The student has <u>no backup plan</u> or strategies in place
<p style="text-align: center;">3</p> <ul style="list-style-type: none">✓ The student <u>can articulate why</u> they want to attend college and what goals they hope to accomplish by attending college.✓ The student has the <u>framework of a backup plan</u> but is <u>not prepared</u> to implement it.	<p style="text-align: center;">4</p> <ul style="list-style-type: none">✓ Student begins tasks and responsibilities by self.✓ Student uses accommodations and supports appropriately when needed.✓ Student demonstrates ability to change behavior/path if goals are not being achieved.✓ Student manages homework <u>independently</u>✓ The student <u>can articulate why</u> they want to attend college and what goals they hope to accomplish by attending college.✓ Student has selected a major that moves them towards their career goal.✓ The student also <u>has a backup plan</u> and has <u>taken steps</u> to implement it.✓ Student has career goal that uses their strengths and skills and minimizes their weaknesses.

Motivation rating:

1 2 3 4

Study Skills: Acquiring and Manipulating Information

Study Skills

strategies and methods of purposeful [learning](#),

Acquiring

Verb

to gain for oneself through one's actions or efforts.

Manipulating

Verb

to handle, manage, or use, esp. with skill.

Information

Noun

knowledge gained through study, communication, research, instruction, etc.

Indicators in this area include:

- ✓ The student describes how they study for an exam.
- ✓ The student can describe how they research a topic
- ✓ The student can describe how they organize information

Information you should think about to complete the rating:

- How do you prepare for a test?
 - Do you use an outline? Index cards
 - Color Code Re-Read textbook
 - Highlight text Cram
- How much time do you spend studying for an exam/test?
- Do you take notes in class and use them for studying?

Glossary

Consistently	reliable; steady	<hr/>
Occasionally	now and then; from time to time	<hr/>
Rarely	infrequently; seldom	<hr/>
Research	close, careful study.	

Subject Matter matter under consideration in a written work or speech; a theme

Study Skills: Acquiring and Manipulating Information

<p>1</p> <p>Student rarely is able to produce notes and materials that would include the following:</p> <ul style="list-style-type: none"> ✓ Subject matter ✓ Main ideas ✓ Supporting details <p><u>across</u> curricular areas.</p>	<p>2</p> <p>Student occasionally produces notes and materials but two of the following are generally missing:</p> <ul style="list-style-type: none"> ✓ Subject matter ✓ Main ideas ✓ Supporting details <p><u>across</u> curricular areas.</p>
<p>3</p> <p>Student can usually produce notes and materials that are missing one of the following elements:</p> <ul style="list-style-type: none"> ✓ Subject matter ✓ Main ideas ✓ Supporting details <p><u>not across</u> all curricular areas.</p>	<p>4</p> <p>Student can consistently produce notes and materials that address:</p> <ul style="list-style-type: none"> ✓ Subject matter ✓ Main ideas ✓ Supporting details <p><u>across</u> curricular areas.</p>

Study Skills: Acquiring and Manipulating Information rating:

1 2 3 4

Study Skills: Using and Producing Information

Study Skills

strategies and methods of purposeful [learning](#),

Using

Verb

apply to one's own purposes

Producing

Verb

to bring into existence by intellectual or creative ability

Information

Noun

knowledge gained through study, communication, research, instruction, etc.

Information you should think about to complete the rating:

- Do you study by yourself or with a friend?
- Where do you study?
- How do you check your work?
- What distracts you from studying?

Glossary

Ability	competence in an activity or occupation because of one's skill, training, or other qualification.
Consistently	reliable; steady.
Curriculum	a group of related courses, often in a special field of study.
Inconsistently	not regular or predictable; erratic.
Produce	bring into existence by intellectual or creative ability
Sometimes	at times; now and then

Study Skills: Using and Producing Information

<p>1</p> <p>Student <u>consistently does not produce</u> and use information across all curricular areas.</p>	<p>2</p> <p>Student <u>shows the ability</u> to <u>occasionally</u> produce and use information as demonstrated by:</p> <ul style="list-style-type: none"> ✓ Curriculum based measures <p><u>Inconsistently</u> across some curricular areas.</p>
<p>3</p> <p>Student can <u>sometimes produce</u> and use information as demonstrated by:</p> <ul style="list-style-type: none"> ✓ Curriculum based measures <p>Across <u>most</u> curricular areas.</p>	<p>4</p> <p>Student can</p> <ul style="list-style-type: none"> ✓ <u>consistently produce</u> and use information as demonstrated by Curriculum based measures across <u>all</u> curricular areas. ✓ Prepare for tests with no external support ✓ Can self check their work.

Study Skills: Using and Producing Information rating:

1 2 3 4

Literacy

Literacy

Noun

the ability to read and write

Indicators in this area include:

- ✓ Does the student read textbooks?
- ✓ Does the student read material for relaxation or to gain information?
- ✓ What was the last book the student read?
- ✓ Does the student read books assigned by school?
- ✓ What magazines does the student read? Why?

Information you should think about to complete the rating:

- ❑ What do you read for fun/enjoyment?
- ❑ What are some of your favorite novels that you read in school?
- ❑ What are your favorite magazines?
- ❑ What was the last book you read?
- ❑ What other sources/resources do you use to gain information?

Glossary

Accommodations	the act of providing something (i.e., extra time) to meet a need.
Comprehend	get the meaning of something.
Curriculum	a group of related courses, often in a special field of study.
Diagnostic Reading Test	measures the major components of the reading process and is used to diagnose students' strengths and weaknesses in reading.
Read	to look carefully at written material so as to understand the meaning.
Resource	something that can be used for support or help.

Literacy

<p style="text-align: center;">1</p> <p>Reads and comprehends <u>below the 8th</u> grade level as demonstrated by:</p> <ul style="list-style-type: none"> ✓ Diagnostic reading tests <p>With the support of curriculum based measures and/or Regents exam performance.</p>	<p style="text-align: center;">2</p> <p>Reads and comprehends <u>at the 8th grade</u> level as determined by:</p> <ul style="list-style-type: none"> ✓ diagnostic reading achievement tests <p>and/or</p> <ul style="list-style-type: none"> ✓ curriculum based measures <p>and/or</p> <ul style="list-style-type: none"> ✓ Regents exam performance <p>with or without the use of <u>accommodations</u> that are proven to be needed.</p>
<p style="text-align: center;">3</p> <p>Reads and comprehends <u>at the 10th grade</u> level as determined by:</p> <ul style="list-style-type: none"> ✓ diagnostic reading achievement tests <p>and/or</p> <ul style="list-style-type: none"> ✓ curriculum based measures <p>and/or</p> <ul style="list-style-type: none"> ✓ Regents exam performance <p>with or without the use of <u>accommodations</u> that are proven to be needed.</p>	<p style="text-align: center;">4</p> <p>Reads and comprehends at the <u>grade 12 level*</u> as determined by:</p> <ul style="list-style-type: none"> ✓ diagnostic reading achievement tests <p>and/or</p> <ul style="list-style-type: none"> ✓ curriculum based measures <p>and/or</p> <ul style="list-style-type: none"> ✓ Regents exam performance <p>The student also:</p> <ul style="list-style-type: none"> ✓ Uses technology appropriately ✓ Accesses other resources to obtain meaning or more information ✓ Structures their own reading based on expectations. <p>with or without the use of <u>accommodations</u> that are proven to be needed.</p> <p>* or current grade level for students not in 12th grade.</p>

Literacy rating:

1 2 3 4

Rigorous Curriculum

Rigorous

Adj

Demanding, precise

Curriculum

Noun

All the courses of study offered by an educational institution.

Indicators in this area include:

- ✓ four years of English
 - ✓ mathematics (which includes precalculus or higher),
 - ✓ three years of foreign language
 - ✓ three years each of social studies
 - ✓ science (which includes biology, chemistry and physics)
- (Source: NAEP Guidelines)

Information you should think about to complete the rating:

- What courses have you taken in math?
- What courses have you taken in science?
- What courses have you taken in social studies?
- What courses have you taken in English/language arts?
- Have you taken a foreign language? If “yes” how many years?
- Did you take Regents level classes?

Glossary

Completed	to make whole, with all necessary elements or parts.
Fully Integrated	student takes classes with their peers in their district school.
General Education Environment	includes the general education curriculum, instruction, academic opportunities and settings that nondisabled students experience, as well as the nonacademic and extracurricular activities in which nondisabled students participate. (Nebraska Department of Education)

Rigorous Curriculum:

<p style="text-align: center;">1</p> <p>Student has <u>completed</u> the following curricular elements:</p> <ul style="list-style-type: none"> ✓ 2 years or less of English/Language Arts (any level) ✓ 2 years or less of math (any level) ✓ 1 year science (any level) ✓ Less than 2 years foreign language or proof for a documented exemption ✓ 3 years or less of Social Studies 	<p style="text-align: center;">2</p> <p>Student has successfully <u>completed</u> the following curricular elements:</p> <ul style="list-style-type: none"> ✓ 3 years English/Language Arts (any level) ✓ 3 years of Math (any level) ✓ 3 years Science (any level) ✓ 2 years foreign language or proof for a documented exemption ✓ 4 years social studies ✓ Student participates in a fully integrated curriculum that includes general education settings.
<p style="text-align: center;">3</p> <p>Student has successfully <u>completed</u> the following curricular elements:</p> <ul style="list-style-type: none"> ✓ 4 years English/Language Arts at the college prep/ Regents level ✓ 3 years of Math at a college level ✓ 3 years of science ✓ 3 years foreign language or proof for a documented exemption or meet the state standard ✓ 4 years of social studies ✓ Student is fully integrated into the general education environment. 	<p style="text-align: center;">4</p> <p>Student has successfully <u>completed</u> a curriculum containing the following elements:</p> <ul style="list-style-type: none"> ✓ 4 years English/Language Arts at a college prep/Regents level ✓ 4 years of math at a college level with the 4th year being pre-calculus ✓ 3 years of science at a college prep level ✓ 3 years foreign language or proof for a documented exemption ✓ 4 years Social Studies ✓ Student is fully integrated into the general education environment.

Rigorous Curriculum rating:

1 2 3 4

College Admissions Testing Preparation

College

Noun

an institution of higher learning that offers courses and grants degrees.

Admissions

Noun

being allowed to enter.

Testing

Noun

A series of questions, problems, or physical responses designed to determine knowledge, intelligence, or ability.

Preparation

Noun

the cognitive process of thinking about what you will do for a specific event.

Indicators in this area include:

- ✓ The PSAT exam
- ✓ The ACT exam
- ✓ The SAT exam
- ✓ Knowing if these tests are needed for your post secondary goal. Not all colleges, community colleges and career schools require these tests.

Information you should think about to complete the rating:

- Have you taken the PSAT, ACT or SAT?
- How many times did you take these exams?
- How did you prepare for these exams?
 - Tutor
 - Prep course
 - Practice exams from a book
- Did you take the test with accommodations?

Glossary

Accommodations the act of providing something (i.e., extra time) to meet a need.

College Admissions Testing Preparation:

<p style="text-align: center;">1</p> <p>For the college admission exam the student has:</p> <ul style="list-style-type: none">✓ Registered for the exam✓ Not made timely application for accommodations (if needed).	<p style="text-align: center;">2</p> <p>For the college admission exam the student has <u>not done all</u> of the following:</p> <ul style="list-style-type: none">✓ Taken actions to prepare for the exam✓ Applied for accommodations (if needed)✓ Practiced for the exam without accommodations✓ Taken PSAT's
<p style="text-align: center;">3</p> <p>For the college admission exam the student has <u>completed the following:</u></p> <ul style="list-style-type: none">✓ Taken actions to prepare for the exam✓ Applied for accommodations in a timely manner (if needed)✓ Practiced for the exam without accommodations✓ Taken PSAT's <p><u>And only one</u> of the following</p> <ul style="list-style-type: none">✓ Identified which exam (ACT or SAT) is needed to meet their needs✓ Take the identified exam several times to get the best possible score.	<p style="text-align: center;">4</p> <p>For the college admission exam the student has <u>completed all of the following:</u></p> <ul style="list-style-type: none">✓ Taken actions to prepare for the exam✓ Applied for accommodations in a timely manner (if needed)✓ Practiced for the exam without accommodations✓ Taken PSAT's✓ Identified which exam, (ACT or SAT) is needed to meet their needs.✓ Taken the identified exam several times to get the best possible score.

College Admissions Testing Preparation rating:

1 2 3 4

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The following two (2) sections are for students
with a disability.

- Documentation of a Disability
- Legal Framework

If this does not apply to you, turn to page **29** for scoring.

Documentation of Disability

Documentation

Noun

the supplying of documents or supporting references to confirm that some fact or statement is true

Disability

Noun

A disadvantage or deficiency that prevents or restricts normal achievement

Indicators in this area include:

- ✓ Documentation of disability applies to students with an IEP, a 504 plan or will be requesting supports from the college due to a disability.
- ✓ The IEP and/or Section 504 plan from high school will not function as sufficient documentation for support services from a college.
- ✓ Students with attention disorders must be prepared to show documentation that goes back prior to 7 years of age.

Information you should think about to complete the rating:

- What information is on your IEP or 504 plan?
- Has your disability been explained to you
- What steps do you need to take to receive accommodations in college?

Glossary

504 Plan

Document that indicates the accommodations that a student will receive to overcome their disability in an educational

	environment
Accommodation	the act of providing something (i.e., extra time) to meet a need.
IEP (Individualized Education Program)	Document that indicates the services and supports that a student will receive to overcome their disability in an educational environment.

Documentation of Disability:

1	2
<p>The student's documentation is missing one or more of the following elements:</p> <ul style="list-style-type: none"> ✓ Performed by a qualified professional ✓ Uses appropriate testing instruments that emphasize the use of multiple measures. (Enough assessments should be used to completely describe the disability.) ✓ Includes all sub-test and index scores converted to standards scores and/or age/grade level score. ✓ Includes a clear statement of the functional limitations of the disability. ✓ Generally the information is 2 years old or older 	<p>The student's documentation contains all the following elements:</p> <ul style="list-style-type: none"> ✓ Performed by a qualified professional ✓ Uses appropriate testing instruments that emphasize the use of multiple measures. (Enough assessments should be used to completely describe the disability.) ✓ Includes all sub-test and index scores converted to standards scores and/or age/grade level score. ✓ Includes a clear statement of the functional limitations of the disability. ✓ Generally the information is 2 years old or less.
3	4
<p>The student's documentation contains all the following elements:</p> <ul style="list-style-type: none"> ✓ Performed by a qualified professional ✓ Uses appropriate testing instruments that emphasize the use of multiple measures. (Enough assessments should be used to completely describe the disability.) ✓ Includes all sub-test and index scores converted to standards scores and/or age/grade level score. ✓ Includes a clear statement of the functional limitations of the disability. ✓ Includes strategies and recommendations that have a clear basis in documentation ✓ Includes strategies and recommendations that have been tried and work. ✓ Generally the information is 2 years old or less. ✓ Shows the history of previous testing ✓ Provides information about timed and untimed 	<p>The student's documentation contains all the following elements:</p> <ul style="list-style-type: none"> ✓ Performed by a qualified professional ✓ Uses appropriate testing instruments that emphasize the use of multiple measures. (Enough assessments should be used to completely describe the disability.) ✓ Includes instruments that eliminates other possible causes ✓ All sub-test and index scores converted to standards scores and/or age/grade level score. ✓ A clear statement of the functional limitations of the disability. ✓ Includes strategies and recommendations that have a clear basis in documentation ✓ Includes strategies and recommendations that have been tried and work. ✓ Generally the information is 2 years old or less.

<p>sub-tests</p> <p>✓ Be legibly handwritten or typed and signed by the professional who performed the assessment.</p>	<p>✓ Shows the history of previous testing</p> <p>✓ Includes a Social History</p> <p>✓ Provides information about behaviors during testing.</p> <p>✓ Provides information about timed and untimed sub-tests.</p> <p>✓ Is typed and signed by the professional who performed the assessment.</p>
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Documentation of Disability rating:

1 2 3 4

Legal Framework:

Indicators in this area include:

Student’s (and parent’s) knowledge of their place in a legal framework

Answer the following True/False questions.

- | | |
|---|---------------|
| 1) Your IEP/504 Plan continues in college. | True False |
| 2) IDEA applies to college. | True False |
| 3) The law gives anyone an accommodation n college. | True False |
| 4) In order for a student to receive an accommodation in college he/she must have a life threatening disease. | True False |
| 5) Students with disabilities can not live on campus. | True False |
| 6) To access accommodations in college you must self-identify And register with Office of Disability Services | True False |
| 7) In college, you have to give permission to the school for your parents to receive your grades and schedule. | True False |
| 8) The disability support office will notify my teachers about my disability and accommodations. | True False |
| 9) A student must get new accommodations letters from the disability support office every semester to receive accommodations. | True False |
| 10) If the disability office approves accommodations for the semester the teachers must grant them. | True False |

11) I will receive the same accommodations in college that I received in high school. True False

12) If the disability office approves accommodations for the semester they can be used in all my classes. True False

See Page 25 for the answers.

Number of correct responses: _____

Legal Framework

<p style="text-align: center;">1</p> <p>Student has little knowledge of the laws that affect disability.</p> <p>True/False test score of 4 or lower.</p>	<p style="text-align: center;">2</p> <p>The student knows that ADA/504 laws exist but cannot differentiate them from IDEA. They cannot articulate how the law applies to their situation.</p> <p>True/False test score is 5, 6 or 7.</p>
<p style="text-align: center;">3</p> <p>Student's knowledge of the law is clear in general. The student knows their disability but does not know how ADA/504 applies to them specifically.</p> <p>True/False test score is 8, 9 or 10.</p>	<p style="text-align: center;">4</p> <p>Student knows what rights they have under law and know how to acquire accommodations including who to ask and how to access them.</p> <p>True/False test score is 11 or 12.</p>

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Legal Framework rating:

1 2 3 4

Legal framework True/False answers.

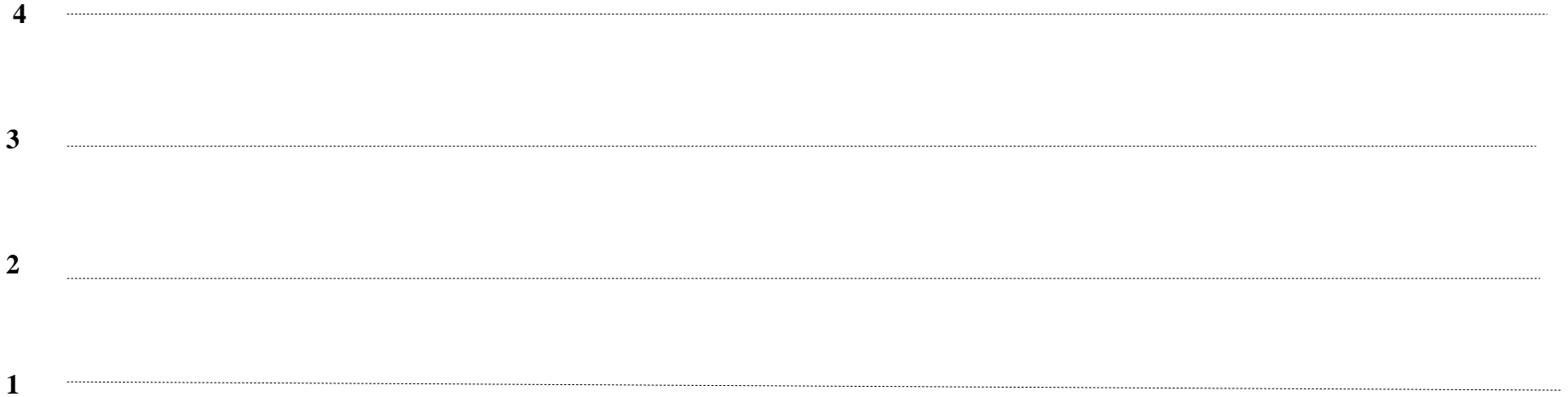
- | | |
|---|--------------|
| 1) Your IEP/504 Plan continues in college. | False |
| 2) IDEA applies to college. | False |
| 3) The law gives anyone an accommodation n college. | False |
| 4) In order for a student to receive an accommodation in college he/she must have a life threatening disease. | False |
| 5) Students with disabilities can not live on campus. | False |
| 6) To access accommodations in college you must self-identify
And register with Office of Disability Services | True |
| 7) In college, you have to give permission to the school for your parents to receive your grades and schedule. | True |
| 8) The disability support office will notify my teachers about my disability and accommodation. | False |
| 9) A student must get new accommodations letters from the disability support office every semester to receive accommodations. | True |
| 10) If the disability office approves accommodations for the semester the teachers must grant them. | True |
| 11) I will receive the same accommodations in college that I received in high school. | False |

12) If the disability office approves accommodations for the semester they can be used in all my classes.

False

SCORING

Chart your profile. Indicate the rating for each category and connect the dots



Self - Awareness	Social Skills: Personal	Social Skills: Academic	Motivation	Study Skills: Acquiring and manipulating information	Study Skills: Using and producing Information	Literacy	Rigorous curriculum	College Admissions Testing Preparation	Documentation of disability and support needs.	Student's knowledge of their place in a legal framework
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Please note:

- ✓ It is not expected that any student would rate 4 in every category. A “wavy” line would be what is expected.
- ✓ Students whose skill set is in the 3, 4 range would seem to be very well prepared to attend college and have an increased probability to graduate college. Dips into the 1, 2 range will identify skills that require focused attention. If the dip is due to a disability, it indicates the area(s) where supports and accommodations will need to be focused.
- ✓ Students whose profile stays primarily in the 1, 2 range should talk with their parents and guidance counselor about strategies to improve their skill set and alternate paths to achieve their goals.

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Helpful Web Resources

www.ahead.org

Association for postsecondary disability service providers; also provides college success and documentation information.

www.collegeboard.org

The educators section provides both internal and external research and documentation guidelines for obtaining testing accommodations.

www.ldonline.org

Site provides information for teachers, school personnel, families and students; referrals and resources are also available.

www.schwablearning.org

Site provides a large array of literature and information for professionals, families and students.

Glossary Resources

American Heritage Dictionary
Dictionary.com