

# Transition Milestone Rubric

Student: \_\_\_\_\_ ID#: \_\_\_\_\_ School: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Career Cluster: \_\_\_\_\_

Career Specialist/Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

**Step 1.** In each row, please check ONE phrase that best describes the student's performance.

**BASIC SKILLS**

HIGHLY DEVELOPED	PROFICIENT	EXPERIENCED	NEEDS DEVELOPMENT	EMERGING AWARENESS OF SKILL	COMMENTS
<b>1a. Speaking/Expressive Communication</b>					
<input type="checkbox"/> Expresses complex ideas in an organized and concise manner, responding to the needs of the audience.	<input type="checkbox"/> Communicates effectively to a group using well-organized format and clear, concise language.	<input type="checkbox"/> Communicates clearly and uses language appropriate to the environment/situation.	<input type="checkbox"/> Communicates clearly and respectfully either verbally or nonverbally with prompting.	<input type="checkbox"/> Labels objects in the environment and expresses basic needs either verbally or nonverbally.	
<b>1b. Listening/Receptive Communication</b>					
<input type="checkbox"/> Attends to the speaker, comprehends and retains complex information and applies it to later work.	<input type="checkbox"/> Comprehends and demonstrates understanding through relevant responses and questions.	<input type="checkbox"/> Independently acknowledges whether or not he/she understands.	<input type="checkbox"/> Acknowledges with support, whether or not he/she understands.	<input type="checkbox"/> Follows one step directions, and/or responds to interactions through a physical gesture (eye contact, turn toward another person or respond with a communication device).	

HIGHLY DEVELOPED	PROFICIENT	EXPERIENCED	NEEDS DEVELOPMENT	EMERGING AWARENESS OF SKILL	COMMENTS
<b>1c. Reading</b>					
<input type="checkbox"/> Reads complex written materials and executes related tasks independently.	<input type="checkbox"/> Independently reads written materials, in quest of additional information.	<input type="checkbox"/> Independently reads written information to meet every day needs (i.e. newspapers, directions, short stories).	<input type="checkbox"/> With assistance, reads written information to meet every day needs.	<input type="checkbox"/> Recognizes universal symbols or basic safety words in the environment.	
<b>1d. Communication through Writing</b>					
<input type="checkbox"/> Writes information that clearly conveys concepts/ideas to the reader.	<input type="checkbox"/> Accesses other resources to develop written materials.	<input type="checkbox"/> Independently writes to meet everyday needs.	<input type="checkbox"/> With assistance writes to meet everyday needs.	<input type="checkbox"/> Writes/produces simple words or symbols to communicate.	
<b>1e. Quantitative Analysis and Mathematics</b>  Applies mathematics in real world settings and solve problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.	Applies complex mathematical relations such as calculating fractions, percentages, angles and other geometric relationships. Can solve a missing piece of mathematical information (variable) (word problems).	Applies basic math to community living tasks ie. Budgeting, balancing checkbooks, shopping. Performs simple calculations – addition and subtraction, multiplication and division with and without a calculator.	Can count, recognize money values and measure or quantify.	Group objects by likeness and differences. Understands concepts of quantity such as more than and less than and 1:1 correspondence.	

HIGHLY DEVELOPED	PROFICIENT	EXPERIENCED	NEEDS DEVELOPMENT	EMERGING AWARENESS OF SKILL	COMMENTS
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**THINKING SKILLS**

**2a. Identifying Problems**

<input type="checkbox"/> Identifies potential problems and proposes preventive action.	<input type="checkbox"/> Explores cause of problems and evaluates impact on others.	<input type="checkbox"/> Describes problems independently.	<input type="checkbox"/> Describes problems with assistance.	<input type="checkbox"/> Demonstrates awareness that problems exist.	
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**2b. Solving Problems**

<input type="checkbox"/> Explores options and considers several alternative solutions when solving routine and novel problems, including preventive actions.	<input type="checkbox"/> Applies problem solving skills to both routine and novel problems.	<input type="checkbox"/> Solves routine problems independently.	<input type="checkbox"/> Solves routine problems with support.	<input type="checkbox"/> Demonstrates a basic response to a problem.	
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**PERSONAL QUALITIES**

**3a. Adaptability to Situational Expectations**

<input type="checkbox"/> Readily adjusts to new situations.	<input type="checkbox"/> Adjusts to new situations when expectations are clarified.	<input type="checkbox"/> Understands and abides by the rules/ expectations only in familiar situations.	<input type="checkbox"/> Can follow a routine when cues are provided.	<input type="checkbox"/> Demonstrates an awareness of different environments and routines.	
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HIGHLY DEVELOPED	PROFICIENT	EXPERIENCED	NEEDS DEVELOPMENT	EMERGING AWARENESS OF SKILL	COMMENTS
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**3b. Accepting Direction and Criticism**

Adapted from Massachusetts Work-Based Learning Program  
by the Rochester Regional Transition Coordination Site/Monroe #1 BOCES

Updated 4/19/04

<input type="checkbox"/> Accepts and applies constructive criticism to improve performance with a positive response.	<input type="checkbox"/> Accepts constructive criticism with a positive response.	<input type="checkbox"/> Independently accepts direction with positive response.	<input type="checkbox"/> Accepts direction with a positive response using cues or reinforcement.	<input type="checkbox"/> Demonstrates awareness that direction is being given.	
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**3c. Flexibility and Maintaining Self-Control**

<input type="checkbox"/> Maintains self-control in routine and novel situations.	<input type="checkbox"/> Resumes and maintains self-control in routine and novel situations independently.	<input type="checkbox"/> Resumes and maintains self-control in routine situations independently.	<input type="checkbox"/> Resumes self-control in routine and novel situations with external support.	<input type="checkbox"/> Resumes self-control in routine situations with external support.	
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**INTERPERSONAL SKILLS**

**4a. Interacting with Authority**

**6**

<input type="checkbox"/> Proactively handles difficult academic/personal situations with teachers/supervisors.	<input type="checkbox"/> Resolves teacher/supervisor problems independently where appropriate.	<input type="checkbox"/> Appropriately requests assistance from friends and staff when dealing with difficult interactions.	<input type="checkbox"/> Responds to direction from authority with cues.	Differentiates between authority figures and peers.	<input type="checkbox"/>
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**4b. Interacting with Peers**

Leads teams of peers to complete projects in an effective and timely manner. Can demonstrate appropriate social skills in a variety of situations	<input type="checkbox"/> Participates and consistently contributes constructively in peer group situations by listening to others, responding to others, and constructively contributes to a group.	<input type="checkbox"/> Initiates positive interactions with peers	<input type="checkbox"/> With cues, initiates positive social interaction with peers.	<input type="checkbox"/> Demonstrates an initial response to peer interaction	
<b>HIGHLY DEVELOPED</b>	<b>PROFICIENT</b>	<b>EXPERIENCED</b>	<b>NEEDS DEVELOPMENT</b>	<b>EMERGING AWARENESS OF SKILL</b>	<b>COMMENTS</b>

**4d. Respecting Diversity**

<input type="checkbox"/> Understands the value of maintaining effective relationships throughout life in today's interdependent society.	<input type="checkbox"/> Maintains appropriate and enhancing relationships with adults and peers based on appreciation for differences and similarities in cultural heritage.	<input type="checkbox"/> Sees how stereotypes affect them and their relationships with others and recognizes one's own culture, family, and heritage.	<input type="checkbox"/> Needs assistance in understanding other cultures and how groups are stereotyped.	<input type="checkbox"/> Demonstrates an awareness of diversity or cultural differences.	
<b>HIGHLY DEVELOPED</b>	<b>PROFICIENT</b>	<b>EXPERIENCED</b>	<b>NEEDS DEVELOPMENT</b>	<b>EMERGING AWARENESS OF SKILL</b>	<b>COMMENTS</b>

**USING TECHNOLOGY**

**5a. Using Technology as a Tools**

Can use a variety of tools and can identify alternatives to accomplish the task.	<input type="checkbox"/> Trouble shoots and solves problems using tools and/or equipment.	<input type="checkbox"/> Uses tools and/or equipment independently.	<input type="checkbox"/> Uses tools and/or basic equipment with supervision.	<input type="checkbox"/> Recognizes that tools can assist in completing tasks.	<input type="checkbox"/>
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**5b. Computer Operation**

Selects and applies technology to innovatively analyze and solve problems.	<input type="checkbox"/> Independently selects and uses a variety of technology tools to complete tasks.	<input type="checkbox"/> Can complete tasks using technology tools on which they have been trained.	<input type="checkbox"/> Can initiate tasks and use technology tools with training and supervision.	<input type="checkbox"/> Initiates tasks and use technology tools with training and supervision. (voice output keyboard, pointer)	<input type="checkbox"/>
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HIGHLY DEVELOPED	PROFICIENT	EXPERIENCED	NEEDS DEVELOPMENT	EMERGING AWARENESS OF SKILL	COMMENTS
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**MANAGING INFORMATION**

**6a. Collecting and Organizing Information**

<input type="checkbox"/> Identifies information that is needed for decision making, obtains it independently from a variety of sources and generalizes the information to new situations.	<input type="checkbox"/> Identifies information that is needed for decision making, obtains the information independently, develops alternatives and chooses among the alternatives.	<input type="checkbox"/> Requires assistance to obtain information from a variety of sources when making a decision.	<input type="checkbox"/> Expresses a need for assistance to manage the information to make a decision.	<input type="checkbox"/> Demonstrates an awareness of information and environment outside of self as a basis for actions.	
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**6b. Research and Analysis**

Develops theories of action and tests them in practice.	<input type="checkbox"/> Analyzes, interprets and draws conclusions from multiple information types and sources.	<input type="checkbox"/> Independently interprets information from multiple sources.	<input type="checkbox"/> With assistance, can use information from multiple sources.	Responds to information from a single source.	<input type="checkbox"/>
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**MANAGING RESOURCES**

**7a. Initiating Projects**

<input type="checkbox"/> Manages the initiation of multiple and/or a series of tasks.	Independently initiates multiple and/or a series of tasks.	<input type="checkbox"/> Independently initiates a task.	<input type="checkbox"/> Initiates a task with support.	<input type="checkbox"/> Recognizes that a task needs to be started.	<input type="checkbox"/>
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**7b. Organizing Projects**

Independently accesses resources to perform multiple tasks/projects.	<input type="checkbox"/> Independently accesses resources to perform a task/project.	<input type="checkbox"/> Identifies and accesses those resources to perform tasks/projects with support.	<input type="checkbox"/> Identifies resources to perform tasks/projects.	<input type="checkbox"/> Recognizes that resources are available.	<input type="checkbox"/>
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HIGHLY DEVELOPED	PROFICIENT	EXPERIENCED	NEEDS DEVELOPMENT	EMERGING AWARENESS OF SKILL	COMMENTS
<b>7c. Completing Projects</b>					
Independently accesses resources to complete multiple tasks/projects.	<input type="checkbox"/> Independently accesses resources to complete a task/project.	<input type="checkbox"/> Identifies and accesses those resources to complete tasks/projects with support.	<input type="checkbox"/> Identifies resources to complete tasks/projects.	<input type="checkbox"/> Recognizes that a task/project needs to be completed.	<input type="checkbox"/>
<b>7d. Time Management</b>					
Independently plans and completes tasks and responsibilities within time limits.	<input type="checkbox"/> Independently completes tasks and responsibilities within time limits, but needs support with planning.	<input type="checkbox"/> Completes tasks and responsibilities within time limits with support.	<input type="checkbox"/> Meets assigned deadlines with support.	Recognizes that time limits exist for completing tasks and responsibilities.	<input type="checkbox"/>
<b>SYSTEMS</b>					
<b>8a. Functioning within the Structure / Dynamics of the Entire Organization</b>					
<input type="checkbox"/> Assists others in accessing services and supports in their everyday environment.	Independently obtains services and supports in their everyday environment.	<input type="checkbox"/> With assistance, obtains services and supports in their everyday environment.	<input type="checkbox"/> Identifies services and supports who can help in their everyday environment.	<input type="checkbox"/> Expresses the need to access services and supports in the everyday environment (i.e., workplace/school/home/community).	<input type="checkbox"/>
<b>8b. Recognizing Health and Safety Issues</b>					
Models good health and safety practices and assists others to maintain health and safety.	<input type="checkbox"/> Understands the implications of health and safety practices and applies them to new situations.	<input type="checkbox"/> Independently uses appropriate health and safety practices in situations where they have been provided instruction.	<input type="checkbox"/> Uses appropriate health and safety practices with assistance.	<input type="checkbox"/> Recognizes situations that may impact their health and safety.	<input type="checkbox"/>

HIGHLY DEVELOPED	PROFICIENT	EXPERIENCED	NEEDS DEVELOPMENT	EMERGING AWARENESS OF SKILL	COMMENTS
<b>CAREER AND LIFE CHOICES</b>					
<b>9a. Life Long Learning on an Ongoing Basis</b>					
<input type="checkbox"/> Assists others to effectively pursue learning opportunities.	Solves problem or pursue interest independently.	<input type="checkbox"/> With assistance begins to solve the problem or pursue the interest.	<input type="checkbox"/> Seeks assistance the skills needed for learning new skills.	<input type="checkbox"/> Recognizing the need to learn (in order to solve a problem or pursue an interest).	<input type="checkbox"/>
<b>9b. Balancing Home and Community (LIVING) Learning and Working Responsibilities</b>					
Effectively manages their responsibilities working responsibilities, independently accessing appropriate supports if necessary.	<input type="checkbox"/> Effectively prioritizes and recognizing that additional supports may be necessary.	With assistance identifies and begins to apply the responsibilities.	<input type="checkbox"/> With support identifies and recognizes differences among responsibilities.	<input type="checkbox"/> Recognizes responsibilities.	<input type="checkbox"/>
<b>9c. Developing a Career Plan</b>					
<input type="checkbox"/> Assisting others in establishing and implementing a career plan.	<input type="checkbox"/> Establishes own career plan and participates in a variety of work experiences.	<input type="checkbox"/> Exploring career options with assistance.	<input type="checkbox"/> Expresses hopes and dreams.	<input type="checkbox"/> Identifies interests, strengths, aptitudes and abilities.	
<b>9e. Accessing Community Resources</b>					
<input type="checkbox"/> Successfully assists other in accessing services and supports from community resources.	<input type="checkbox"/> Independently obtains the services and supports needed from community resources.	<input type="checkbox"/> Obtains services from community resources with assistance. For example: makes a phone call, communicates a need to provider, provides requested information	<input type="checkbox"/> Identifies area of need.	<input type="checkbox"/> Expresses the need for assistance.	

## Step 2:

## Language

1. <b>Basic Skills:</b> The student demonstrates the ability to speak, listen, read, and write to function successfully at the work site.	
2. <b>Math Thinking Skills:</b> The student identifies problem, understands their context and develops solutions.	
3. <b>Personal Qualities:</b> The student meets workplace/classroom standard on attendance, punctuality, dress-code, confidentiality, flexibility, and self control and self-advocacy.	
4. <b>Interpersonal Skills:</b> The student works professionally and respectfully with a diversity of co-workers, supervisors and customers, resolving conflicts in a constructive manner.	
5. <b>Using Technology:</b> The student identifies and applies appropriate technologies.	
6. <b>Managing Information:</b> The student gathers, organizes, and evaluates the meaning of documents and information.	
7. <b>Managing Resources:</b> The student participates fully in a task or project from initiation to completion, using appropriate time-management skills.	
8. <b>Systems:</b> The student understands the structure and dynamics of the entire organization, health and safety issues in the industry and the role of the business with the larger community.	
9. <b>Career and Life Choices:</b> The student balances demands of work, school and personal life, takes responsibility for his or her personal and professional growth and seeks out appropriate community resources.	

Student Signature

Supervisor Signature

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Updated 4/19/04

**Step 3.** After you have completed the Workplace Learning Profile, review and list the student's strengths and areas of need.

Strengths	Areas of Need

**Step 4.** Have the student identify three competencies that they wish to work on:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Step 5.** In more detail, write or list objective, task and/or projects that will assist the student in moving to a higher level skill in each of the three student identified competencies.

<b>Task</b>	<b>Competency (ies)</b>
1.	
2.	
3.	
4.	
5.	
6.	
7.	