

Definitions

This supplement to the Collaborative Assessment Guide includes a list of definitions related to assessment that are used throughout these related resources.

An **accommodation** is defined as a support or service that is provided to help a student fully access the general education curriculum or subject matter. For example, student with impaired spelling or handwriting skills, may be accommodated by a note taker or given permission to take class notes on a laptop. An accommodation does not change the content of what is being taught.

Achievement Test is a test of developed skill or knowledge. An achievement test, on the is be designed to determine what a student already knows about a specific subject.

Aptitude Tests is designed to determine a person’s potential for success in a certain area. For example, a student might take an aptitude test to help determine which types of career they might be best suited for.

Adaptive Behavior Scales are used to assess a person’s adaptive behavior for the purpose of either making a diagnosis and/or identifying the educational or interventional goals for the purpose of teaching the person skills that will contribute to independence and improved quality of life. Adaptive behavior is defined as the collection of conceptual, social, and practical skills learned by people to enable them to function in their everyday lives.

Assistive Technology (AT) is defined as any device that helps a student with a disability function in a given environment. An AT device does not have to be limited to “high-tech” or costly options. Assistive technology can also include simple devices such as laminated pictures for communication, removable highlighter tapes, Velcro and other “low-tech” devices. Also defined in Section 3 of the Assistive Technology Act of 1998.

Authentic Assessment relies on real-life, active applications of knowledge to get more accurate and relevant results; closely integrated with instruction and element of self-assessment.

Career Awareness is learning about opportunities, education and skills needed in various occupational pathways to choose a career that matches one’s strengths and interests.

Career Readiness means a high school graduate has the English and Math knowledge and skills needed to qualify for and succeed in the post-secondary job training and/or education necessary for their chosen career (i.e. community college, university, technical/vocational program, apprenticeship, or significant on-the-job training).

Source <http://www.achieve.org/college-and-career-readiness>

College Readiness is most commonly defined as being ready for college-level coursework without remediation. It means more than pursuing any post-secondary experience, including two and four year institutions leading to a credential, certificate, degree or license. Research tells us that there are numerous factors that indicate that we are actually college ready,

including independence, self-determination, social and emotional skills and attitudes (e.g., maturity, resiliency, self-management, self-advocacy, and interpersonal relations), college knowledge (e.g., finding the right post-secondary education match, understanding the college application process, and applying for financial aid), critical thinking, lifelong learning, and employment skills. Source: College & Career Readiness & Success Center at American Institutes for Research

Community experiences are activities occurring outside of the school setting, supported with in-class instruction, where student apply academic, social, and/or general work behaviors and skills. Source: Extracted from Predictor Implementation Self-Assessment

Community Rehabilitation Programs (CRPS) are programs that directly provide or facilitate the provision of VR services to individuals with disabilities to enable those individuals to maximize their opportunities for employment, including career advancement as defined in Section 101(a)(8) of the Rehabilitation Act, as amended by WIOA, and 34 C.F.R. § 361.5(c)(7).

Competitive Integrated Employment means work that is performed on a full-time or part-time basis (including self-employment) for which an individual is compensated at a rate that is not less than the higher of the rate specified in Section 6(a)(1) of the Fair Labor Standards Act of 1938 or the rate required under the applicable State or local minimum wage law. The rate cannot be less than the customary rate paid by the employer for the same or similar work performed by other employees who are not individuals with disabilities, and who are similarly situated in similar occupations by the same employer, and who have similar training, experience and skills. In the case of an individual who is self-employed, the work yields an income that is comparable to the income received by other individuals who are not individuals with disabilities and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills Through such work, individuals with disabilities are eligible for the level of benefits provided to other employees without disabilities. In addition, this work is in a location where the employee interacts with other employees who are not individuals with disabilities to the same extent individuals without disabilities in comparable positions interact with other employees, and offers the same opportunities for advancement that are similar to those for other employees without disabilities in similar positions. (Section 7(5) of the Rehabilitation Act, as amended by WIOA).

Criterion-based Assessment measures a person's performance in reference to established, carefully defined standards.

Continuum refers to an uninterrupted ordered sequence.

Culture is an integrated pattern of human behavior that includes but is not limited to—thought, communication, languages, beliefs, values, practices, customs, courtesies, rituals, manners of interacting, roles, relationships, and expected behaviors of a given social group

whose members are uniquely identifiable by that pattern of human behavior. Source:
https://www.sagepub.com/sites/default/files/upm-binaries/45974_Chapter_1.pdf

Curriculum-Based Assessment is the ongoing evaluation of a student's progress towards the objectives of a specific course curriculum

Customized Employment is competitive integrated employment for an individual with a significant disability is based on an individualized determination of the strengths, needs, and interests of the individual with a significant disability and the business needs of the employer and carried out "through flexible strategies." (Section 7(7) of the Rehabilitation Act, as amended by WIOA, and 34 C.F.R. § 361.5(c)(11)).

Direct Observation is designed to answer specific, practical, and immediate questions. The student carries out steps to demonstrate a skill, and the teacher observes and rates how the student is performing.

Employment First means that employment in the general workforce is the first and preferred outcome in the provision of publicly funded services for all working age citizens with disabilities, regardless of level of disability

Employability Scales are designed to measure the presence of "soft skills" needed for employment. Skills measured may include positive self-confidence, self-control, social skills, communication skills, problem solving skills, and job search skills.

Individuals with Disabilities Education Act (IDEA) The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to eligible infants, toddlers, children and student with disabilities. Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C. Children and student (ages 3-21) receive special education and related services under IDEA Part B. <http://idea.ed.gov>

Inclusion in general education requires student with disabilities to have access to general education curriculum and be engaged in regular education classes with peers without disabilities to the greatest extent possible.

Individualized Education Program (IEP) is a written document that includes the special educational services a child identified with a disability will receive as part of his/her Free and Appropriate Public Education (FAPE). The student, their family, school staff and invited professional will participate in the writing of the IEP. Beginning the year the student turns 16; the IEP will include a post-secondary community employment goal and create a transition plan to achieve the identified adult goals. A 504 team generally includes the school counselor (case manager), general education teachers, and other specialists. The development of the IEP or 504 is a person centered planning process in that it includes formal and informal information gathered about the student's academic and functional

performance. This information is then used to develop a plan of service that includes instructional goals, accommodations, modifications, specialized support services, transportation, and where the student will be served throughout the day including the percentage of time spent in the general education environment.

Individualized Plan for Employment (IPE) meeting the requirements in 34 C.F.R. §§ 361.45 and 361.46 is developed and implemented in a timely manner for each individual determined to be eligible for VR services, or, if the VR agency is operating under an order of selection in accordance with § 361.36, for each eligible individual to whom the State agency is able to provide services. The IPE includes a description of the specified employment outcome chosen by the eligible individual and is consistent with the individual's unique strengths, resources, priorities, concerns, abilities, capabilities, career interests, and informed choice consistent with the general goal of competitive integrated employment. The IPE also includes a description of the specific rehabilitation services needed to achieve the employment outcome, the specific transition services and supports needed to achieve the individual's employment outcome or projected post-school employment outcome; timelines for achievement of the employment outcome and the initiation of services; and a description of the entity or entities chosen by the eligible individual to provide VR services and the methods to procure those services (Section 102(b) of the Rehabilitation Act, as amended by WIOA).

Individual Support Plan: The **ISP** outlines when individuals need support services, what kind of paid or natural supports are needed, and where those supports are to be given. There are many people who may be involved in helping to create the ISP, including family, close friends, Personal Agents, Service Coordinators, teachers and others that the individual may choose. A Career Development Plan is part of an ISP or Annual Plan regarding DD Services. It identifies the individual's employment goals and objectives, the services and supports needed to achieve those goals and objectives, the persons, agencies, and providers assigned to assist the person to attain those goals, the obstacles to the individual working in Competitive Integrated Employment, and the services and supports necessary to overcome those obstacles. **Person Centered Planning:** Throughout individual's participation in the DD system, staff will spend time getting to know the individual by guiding them through a process called "Person-Centered Planning".

Intellectual functioning is determined by many factors. However, a primary source of this capacity is mental ability or "intelligence." Intelligence refers to the ability to reason, plan, think, and communicate.

Intellectual Functioning Assessment (Intelligence tests) provide at least one measure of "general intellectual functioning" and are usually administered by clinical psychologists in community settings and by school psychologists in schools. General intellectual functioning typically refers to one's global or overall level of intelligence, often referred to as IQ (intelligence quotient).

This single score indicates general functioning. It does not necessarily explain, for example, why a given student does not know how to read even though he or she is in the fifth grade, or if the student has some special skills in an area such as art, music, or learning a foreign language. More importantly, because a global score cannot tell us in what specific area a child has difficulty or talent, it is not useful for drawing conclusions about how this child learns or should be taught. Performance on a single measure of intellectual ability might be useful as a starting point in efforts to understand a student's skills and needs, when used in combination with other sources of information including measures of cognitive abilities.

Interagency Collaboration is a clear, purposeful, and carefully designed process that promotes cross agency, cross program, and cross disciplinary collaborative efforts leading to tangible transition outcomes for student. Source: Extracted from Predictor Implementation Self-Assessment

Interest Inventories are types of psychometric assessments used to measure a person's interests in different occupational areas. Most often interest inventories are used in career analysis to assist in finding areas where an individual has strong interests and therefore is more likely to enjoy the work.

Interviews are a form of assessment that is a direct manner for gathering important information; usually refers to a meeting at which information is obtained from another person through a two-way communication process.

Learning Style Inventories are designed to help respondents determine which learning style they have. These inventories typically take the form of a questionnaire that focuses on how people prefer to learn. A learning style is an individual's approach to learning based on strengths, weaknesses, and preferences.

Local Education Agency (LEA) is a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

A **modification** is defined as a change to the general education curriculum or other material being taught. Teaching strategies, for example, can be modified so that the material is presented differently and/or the expectations of what the student will master are changed.

Norm Referenced Tests are tests that give scores that can be compared to how a studied group normally performs on tests. They show if the test taker performs above the average or below the average of what other people have usually done on the same test.

Occupational Courses are individual courses that support career awareness, allow or enable student to explore various career pathways, develop occupational specific skills through instruction, and experiences focused on their desired employment goals.

Order of Selection may be implemented in accordance with 34 C.F.R. § 361.36 when a State VR agency is unable to provide the full range of vocational rehabilitation services to all eligible individuals in the State who apply for the services. Prior to implementing an order of selection, the vocational rehabilitation services portion of the Unified or Combined State plan must show the order to be followed in selecting eligible individuals to be provided VR services; provide justification for the order of selection; identify service and outcome goals; and the time within which the goals may be achieved for individuals in each priority category within the order (Section 101(a)(5) of the Rehabilitation Act, as amended by WIOA).

Paid Employment can include existing standard jobs in a company or organization or customized work assignments negotiated with the employer, but these activities always feature competitive pay (e.g., minimum wage) paid directly to the student by the employer.

Pre-Employment Transition Services (Pre-ETS) means the required authorized, and pre-employment transition coordination activities specified in §361.48(a)(2) (3) and (4). (Sections 7(42) and 113of the Rehabilitation Act of 1973, as amended by WIOA).

The five required activities are designed to be an early start at job exploration for students with disabilities and should enrich, not delay transition planning, application to the VR program, or the continuum of vocational rehabilitation services necessary for movement from school to post-school activities. The five activities are:

- Job exploration counseling;
- Work-based learning experiences, which may include in-school or after school opportunities, or experiences outside the traditional school setting (including internships), that is provided in an integrated environment in the community to the maximum extent possible;
- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education;
- Workplace readiness training to develop social skills and independent living; and
- Instruction in self-advocacy (including instruction in person-centered planning), which may include peer mentoring (including peer mentoring from individuals with disabilities working in competitive integrated employment).

Program of study is an individualized set of courses, experiences and curriculum designed to develop student' academic and functional achievement to support the attainment of student' desired post-school goals. Source: Extracted from Predictor Implementation Self-Assessment

Rating Scales for Specific Areas Indicates how well a task or behavior is being done on a continuum of possible levels of possible levels. It marks a what stage, or to what degree,

something is being done, giving depth to the information that can be gathered through this assessment technique

Reliability refers to the extent to which a test statistically yields the same results on repeated trials.

Self-care/independent living skills are skills necessary for management of one's personal self-care and daily independent living, including the personal management skills needed to interact with others, daily living skills, financial management skills and the self-management of healthcare/wellness needs. Source: Extracted from Predictor Implementation Self-Assessment

Self-determination is believing you can control your own destiny. Self-determination is a combination of attitudes and abilities that lead people to set goals for themselves, and to take the initiative to reach these goals. It is about being in charge, but is not necessarily the same thing as self-sufficiency or independence. It means making your own choices, learning to effectively solve problems, and taking control and responsibility for one's life. Practicing self-determination also means one experiences the consequences of making choices.

Source: Pacer Center at www.pacer.org

Shadowing is an experiential job strategy that allows a student to observe a worker doing his/her job duties in the workplace.

Situational Assessments A 'hands-on' assessment where a student is in an actual work or training setting for the express purpose of assessing an individual's' interests, abilities and needs. Situational Assessments are typically used when existing information does not describe the current functioning of the client, is unavailable, insufficient, or inappropriate. VR requires this assessment be provided in a competitive work setting.

Social History is usually collected by interview or questionnaire. It provides information on any developmental delays, health and psychological issues, behavioral concerns and family and cultural factors that may contribute to the child's learning problems. The history also provides information on the strengths the student may have. This information, along with other assessment data, can help confirm or rule out disabilities and suggest intervention strategies.

Social skills are behaviors and attitudes that facilitate communication and cooperation (e.g., social conventions, social problem-solving when engaged in a social interaction, body language, speaking, listening, responding, verbal and written communication). Source: Extracted from Predictor Implementation Self-Assessment

Standardized Tests are tests which are based on a systematic sampling of behavior, have data on reliability and validity, and are administered and scored according to specific instructions

State Education Agency (SEA) is the state-level government organization within each U.S. state or territory responsible for education, including providing information, resources, and technical assistance on educational matters to schools and residents.

Student with a Disability is defined in Section 7(37) of the Rehabilitation Act, as amended by WIOA, and 34 C.F.R. §361.5(c)(51) as an individual with a disability in a secondary, postsecondary, or other recognized education program who -

- Is not younger than the earliest age for the provision of transition services under Section 614(d)(1)(A)(i)(VIII) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(1)(A)(i)(VIII)); or
- If the State elects to use a lower minimum age for the receipt of pre-employment transition services under the Rehabilitation Act, is not younger than that minimum age; and
- Is not older than 21 years of age; or
- If the State law for the State provides for a higher maximum age for receipt of services under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) is not older than that maximum age; and
- Is eligible for, and receiving, special education or related services under Part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.); or
- Is a student who is an individual with a disability, for purposes of section 504.

Student support is a network of people (e.g., family, friends, educators, and adult service providers) who provide services and resources in multiple environments to prepare students to obtain post-secondary goals aligned with their preferences, interests, and needs.

Source: Extracted from Predictor Implementation Self-Assessment

Student Survey is an assessment tool comprised primarily of survey questions (e.g., multiple choice, Likert scale, open-ended response) in which individual students answer questions about their experiences. For example, a student survey could include questions about the students' perceptions, beliefs, demographics, satisfaction, activities, and/or future plans.

Summary of Performance "For a child whose eligibility under special education terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility, the local education agency shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals." IDEA 2004 - 300.305 (e)(2)(3)

Validity refers to whether or not a test actually measures what it intends to measure

Temperament Inventories provide information about why a student reacts differently in different situations and can be seen as one of the variables playing a role in determining adaptive and maladaptive outcomes. Insight into the

temperament of the student, therefore, facilitates the adaptation of support and teaching to the specific needs of the student. Temperament broadly refers to consistent individual differences in behaviors that are biologically based and are relatively independent of learning, system values and attitudes.

Transition Program prepares student to move from high school to adult-life, utilizing comprehensive transition planning that creates individualized opportunities, services, and supports to help student achieve their post-school goals in education or training, employment, and independent living.

Transition Services - Transition Services as defined in IDEA Regulation 34 CFR 300.43(a)(2) 300.320(b)(1) and in Section 103(a)(15) of the Rehabilitation Act, as amended by WIOA, and 34 C.F.R. § 361.5(c)(55).

(a) Transition services means a coordinated set of activities for a child with a disability that—

(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes— (i) Instruction; (ii) Related services; (iii) Community experiences; (iv) The development of employment and other post-school adult living objectives; and (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(b) Transition services. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include— (1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;

Vocational Education is a sequence of courses that prepares student for a specific job or career at various levels from trade or craft positions to technical, business, or professional careers.

Work Experience is any activity that places the student in an authentic community-based workplace in the most integrated setting possible, and could include: work sampling, job shadowing, internships, apprenticeships, and paid employment.

Work Samples simulates real work tasks and are closely associated with actual jobs in the labor market. They emphasize performance skills rather than verbal or written skills, and incorporate the tools and standards associated with the actual job.

Work Study program is a specified sequence of work skills instruction and experiences designed to develop student' work attitudes and general work behaviors by providing student with mutually supportive and integrated academic and vocational instruction.

Work-Based Learning Experience is defined as an educational approach or instructional methodology that uses the workplace or real work to provide pupils with the knowledge

and skills that will help them connect school experiences to real-life work activities and future career opportunities. Work-based learning should be an integral part of a more comprehensive program that integrates academic courses and career technical education. There are an array of work-based learning experiences for career awareness, career exploration, career preparation and career training.

Workforce Innovation and Opportunity Act Title IV of the Workforce Innovation and Opportunity Act (WIOA) amended the Rehabilitation Act of 1973, and was signed into law (Pub. L. 113-128) on July 22, 2014 and seeks to empower individuals with disabilities to maximize employment, economic self-sufficiency, independence, and inclusion in and integration into society.