Example 1;

*Transition Planning Inventory* (TPI), Case Manager, updated 4/11/12

*The Life Skills/Career/Transitional Planning Check Sheet*, Transition Class Teacher,

1/16/13

Informal interview, Joe Smith, 1/10/13

Review of *Accuplacer*, Dan Dunn, 2/1/13  
Assessments indicate that Erin, a junior, has adequate and age appropriate independent living, career awareness, and community skills. She is interested in a job where she can work with her hands and with tools. She likes working by herself and building things. Cars are her primary interest. She plans to attend a community college for auto tech. She took the *Accuplacer* 01/22/13; currently, her skills are not at the college readiness level and would require remedial classes. Reading score was 57, college level range 78-120; English 74, college level range 86-120; and arithmetic 65, college level range 71-120. Erin does have three semesters to continue to improve her basic skills and will re-take the *Accuplacer* as part of the college application process.

Example 2

During an interview process that occurred on 9/18/2013 with the Case Manager, Alicia reported that she wants to attend Colorado State University. 10th GL T*CAP* scores were reviewed with Alicia at that time. [Math 482 (unsatisfactory range 370-561), Reading 612 (partially proficient range 607-662), and Writing 561 (partially proficient range of 459-577)]. Alicia and her case manager reviewed the CSU admission requirements on the *College in Colorado* website and discussed the gap between those requirements and her current skill level. They also used *O\*NET* to explore other careers in the animal care field. Attendance records indicate that spring semester of her sophomore year, she was late to her first period math class 2-3 times per week.

Example 3

Michael completed the *Casey Life Skills Inventory* 2/9/13 to assess his independent living skills. His life skills teacher completed three *situational assessments* with Michael in January, 2013, one each in the classroom, cafeteria, and community during transit training. These assessments indicate that he can follow multiple step directions, demonstrate safety awareness, and maintain eye contact during interactions with others. He has needs in following directions without prompts, recognizing boundaries, and independently asking for assistance. His life skills teacher has also observed that he typically chooses to work with peers rather than alone.

Example 4

Michael completed the *Casey Life Skills Inventory* 2/9/13 to assess his independent living skills. His life skills teacher completed three *situational assessments* with Michael in January, 2013, one each in the classroom, cafeteria, and community during transit training. These assessments indicate that he can follow multiple step directions, demonstrate safety awareness, and maintain eye contact during interactions with others. He has needs in following directions without prompts, recognizing boundaries, and independently asking for assistance. His life skills teacher has also observed that he typically chooses to work with peers rather than alone.