Conversational Rubric

6 Critical Elements of Transition

Critical Element #1: *Establishes/ Explains/ Identifies* **Interests & Preferences**	Gold Standard	Enhanced Quality	Quality	Meets Compliance	Does Not Meet Compliance
Definition(s): **Interests** are things, events, or people that evoke the student's curiosity. **Preferences** are things, events, or people that the student chooses above others.					
	Students can articulate their own strengths, interests, preferences, and make connections. Students can make connections to their current education and post-secondary outcomes. Student can share information at his/her own IEP meeting.	Includes specific career areas and/or job-related skills (i.e., carpenter, hand-on activities)	Informational source is listed (i.e., student interview, interest inventory) Includes student's strengths Linked to multiple sections within the IEP	Interests and preferences are stated from student perspective **T20**	Interests and preferences are not included or not stated from student perspective

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Critical Element #2: *Establishes/ Explains/ Identifies* **Transition Assessments**	Gold Standard	Enhanced Quality	Quality	Meets Compliance	Does Not Meet Compliance
Living	Students can discuss their own assessment results and explain their needs and how this will impact them in the area of living	Clear evidence that sources from all types of data (RIOT: review, interview, observe, test/task) are included Builds upon previous records along with current information Includes information about the whole student (i.e., health needs, appearance/self-care, budgeting, financial literacy, mobility)	Summative statement of needs and how they will be met OR Justification is given if it is not an area of need Becomes more defined as the student grows closer to post-secondary life More than 1 perspective is required if interview is the only source of data Context is given for any numeric data (explanation beyond numbers only) Includes descriptions of current skills Includes descriptions of skills needed for the PSE What is the discrepancy (gap) between the current and future skills?	Specific data related to living skills are included Method of collection or source of data are listed Assessment is sufficient to determine skills the student has and needs	Assessment is based on student interview only Sources are listed with no information provided Data are insufficient to determine the area has been assessed

T21A

Conversational Rubric

6 Critical Elements of Transition

Critical Element #2: *Establishes/ Explains/ Identifies* **Transition Assessments**	Gold Standard	Enhanced Quality	Quality	Meets Compliance	Does Not Meet Compliance
Learning	Students can discuss their own assessment results and explain their needs and how this will impact them in their future learning plans.	Clear evidence that sources from all types of data (RIOT: review, interview, observe, test/task) are included Builds upon previous records along with current information Includes information about the whole student (i.e., grades, standardized assessments [all academic areas], classroom observations, informal inventories, learning styles) in relation to all goals, services, supports	Summative statement of needs and how they will be met OR Justification is given if it is not an area of need Becomes more defined as the student grows closer to post-secondary life More than 1 perspective is required if interview is the only source of data Context is given for any numeric data (explanation beyond numbers only) Includes descriptions of current skills Includes descriptions of skills needed for the PSE What is the discrepancy (gap) between the current and future skills? Progress monitoring results are included for all goal areas	Specific data related to learning skills are included Method of collection or source of data are listed Assessment is sufficient to determine skills the student has and needs **T21B**	Assessment is based on student interview only Sources are listed with no information provided Data are insufficient to determine the area has been assessed

Conversational Rubric

6 Critical Elements of Transition

Critical Element #2: *Establishes/ Explains/ Identifies* **Transition Assessments**	Gold Standard	Enhanced Quality	Quality	Meets Compliance	Does Not Meet Compliance
Working	Students can discuss their own assessment results and explain their needs and how this will impact them in their future career plans.	Clear evidence that sources from all types of data (RIOT: review, interview, observe, test/task) are included Builds upon previous records along with current information Includes information about the whole student (i.e., attendance, office referrals, employer/work study results, classroom behaviors, soft skills, etc.)	Summative statement of needs and how they will be met OR Justification is given if it is not an area of need Becomes more defined as the student grows closer to post-secondary life More than 1 perspective is required if interview is the only source of data Context is given for any numeric data (explanation beyond numbers only) Includes descriptions of current skills Includes descriptions of skills needed for the PSE What is the discrepancy (gap) between the current and future skills?	Specific data related to working skills are included Method of collection or source of data are listed Assessment is sufficient to determine skills the student has and needs	Assessment is based on student interview only Sources are listed with no information provided Data are insufficient to determine the area has been assessed

T21C

Conversational Rubric

6 Critical Elements of Transition

Critical Element #3: Establishes/ Explains/ Identifies **Post Secondary Expectations** (L,L,W)	Gold Standard	Enhanced Quality	Quality	Meets Compliance	Does Not Meet Compliance
Living	Students can articulate living plans and understand why the plan is a match with their skills and needs	Plan becomes more specific as student nears graduation	Includes geographic location and level of independence (Example, student will live in supported environment vs. student will not live independently) Written in positive terms	Projects post-secondary, is observable One sentence statement of what the student will do Consistent with transition assessment Based on team consensus Realistic **T22A**	Does not project beyond high school, is not observable, is inconsistent with assessment results Written in a negative context, stating what a student cannot do or cannot be expected to do
Learning	Students can articulate learning plans and understand why the plan is a match with their skills and needs	Plan becomes more specific as student nears graduation	Includes name of school or specific learning plan (as specific as possible for middle school) Written in positive terms	Projects post-secondary, is observable Consistent with transition assessment, based on team consensus Realistic **T22B**	Does not project beyond high school, is not observable, is inconsistent with assessment results Written in a negative context, stating what a student cannot do or cannot be expected to do

Conversational Rubric

6 Critical Elements of Transition

Critical Element #3: **Establishes/ Explains/ Identifies** **Post Secondary Expectations (L,L,W)**	Gold Standard	Enhanced Quality	Quality	Meets Compliance	Does Not Meet Compliance
Working	Students can articulate working plans and understand why the plan is a match with their skills and needs.	Plan becomes more specific as student nears graduation	Includes type of job and level of independence, if support is needed (i.e., welding, work with the assistance of a job coach) Written in positive terms	Projects post-secondary, is observable Consistent with transition assessment, based on team consensus Realistic **T22C**	Does not project beyond high school, is not observable, is inconsistent with assessment results Written in a negative context, stating what a student cannot do or cannot be expected to do.

Conversational Rubric

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Critical Element #4: Establishes/ Explains/ Identifies **Course of Study**	Gold Standard	Enhanced Quality	Quality	Meets Compliance	Does Not Meet Compliance
Identifies graduation criteria	Student can identify the graduation requirements Student can articulate how classes can help them meet their post-secondary goals			Includes district's overall number of credits required Subject areas with credits Includes any additional district requirements such as portfolio, CPR, community service, etc Requirements specific to student if graduating by alternative requirements, including core substitutions for required courses **T23A**	One or more is missing: ▪ district's overall number of credits ▪ required subject areas with credits ▪ other district requirements ▪ student specific requirements if graduating by alternative requirements

Conversational Rubric

6 Critical Elements of Transition

Critical Element #4: Establishes/ Explains/ Identifies **Course of Study**	Gold Standard	Enhanced Quality	Quality	Meets Compliance	Does Not Meet Compliance
Student's current status	Student is able to articulate current status in terms of graduation requirements left to complete, and how classes fit into their post-secondary plan	Delineates specific courses for each school year within required number of subject areas	Detailed credit recovery options documented, if needed to meet graduation date, including multiple options to meet graduation requirements Documentation of both requirements completed as well as left to complete	Overall number of credits required left to complete All subject areas with credits left to complete (includes classes currently enrolled but not completed) Includes any additional district requirements (portfolio, CPR, community service, etc.) left to complete Requirements specific to student if graduating by alternative requirements left to complete, including core substitutions for required courses Targeted graduation date is feasible based upon requirements left to complete.	One or more is missing: ▪ overall number of required credits left to complete ▪ subject areas (with credits) left to complete ▪ other district requirements left to complete ▪ requirements specific to student if graduating by alternative requirements left to complete Targeted graduation date is not feasible based upon requirements left to complete. Date has passed.

T23B

GPAEA Transition
revision date: Aug 26, 2016

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Critical Element #4: Establishes/ Explains/ Identifies **Course of Study**	Gold Standard	Enhanced Quality	Quality	Meets Compliance	Does Not Meet Compliance
Courses/activities/linkages to pursue PSE are documented and project to graduation	Student can articulate why courses, activities, and linkages are necessary, and the relevancy towards their PSEs.	Includes supports to bridge discrepancies between hopes and current skills Exhaustive list of individualized courses, activities, and linkages that project to final graduation date.	Districts will collaborate with all pertinent outside agencies to provide the services and supports that students need Describes courses needed and how the class is related to needs/PSE/interests Work-based learning opportunities provided, including job shadowing, internships, work experience, career exploration activities, mock interviews	Projects other specific courses beyond those listed in current status to meet student needs Specific to pursue PSEs Activities are included to meet identified needs **T23C**	Courses, Activities, and Linkages needed to pursue PSEs are not included Is not individualized Only includes a list of courses/credits yet to be completed (no repetition of Current Status)

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Critical Element #5: **Establishes/ Explains/ Identifies** **Annual Goals**	Gold Standard	Enhanced Quality	Quality	Meets Compliance	Does Not Meet Compliance
	Student can articulate goal areas and how they align with post-secondary needs and plans Student can describe progress made in each goal area	Utilizing materials for progress monitoring that directly align with skills needed for PSEs Goals will deliver life-long skills through specially designed instruction, and focus on skills relevant to the PSE	Areas of priority and focus will match the age, grade level, and needs of the student. Goal areas are not selected for ease of instruction or monitoring The goals clearly align with assessment data, expectations, and comprehensively meet the needs of the student	Addresses a skill/need that is relevant and a priority to meet the student's PSE and links to information described on Tab B Goals are meaningful, measurable, and able to be monitored Meets the "stranger test" for prioritization – (Example: Could someone who does not know the student read your assessment results and IEP and identify why the goal area was selected?) **T24**	Goals do not reflect a need that was listed in the assessment information (no surprise goals) Not a priority skill essential for the student to pursue targeted PSEs Goals are not observable or measureable

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Critical Element #6: Establishes/ Explains/ Identifies **Supports, Services, Activities**	Gold Standard	Enhanced Quality	Quality	Meets Compliance	Does Not Meet Compliance
There are supports, services, or activities for every NEED identified for this year (If a need is identified in L, L, W Results section, there are supports, services, or activities included on Tab F) Note: future needs should be documented in Course of Study	Student can articulate services, supports, and activities that meet their needs		Detailed explanation of supports, services and activities are included for every need area (are age and grade appropriate in intensity and specificity) Items described as a need or in course of study are also recorded as an activity or linkage on Tab F (for the current IEP)	Every identified need (on Tab B) is addressed through supports, services, activities **OR** a detailed explanation why those needs are not being addressed/prioritized at this time **T25A**	At least one area (L, L, W) indicates a need, and there are no detailed explanations for why that need is not being addressed/prioritized at this time
Goals, services, activities are listed for each area (L, L, W)	Student can describe their needs and supports in each area of living, learning, and working		There are detailed justification statements why there are no goals, services, activities for every area (L, L, W)	There are goals, services, or activities for each area (L, L, W) **OR** a justification statement why there are no needs in that area (L, L,W) **T25B**	At least one area (L, L,W) does not have goals, services, or activities **AND** there is no justification statement of why there are no goals, services, or activities

Conversational Rubric
6 Critical Elements of Transition

<u>**Guidance for Use:**</u>

This rubric has been created to support the best practices, services, and procedures for transition age students. It is intended to enable conversations and as a means of growth and self-improvement in the practices of transition and post-secondary outcomes for students.

The IEP documentation must include the criteria in Meets Compliance prior to earning Quality or Enhanced Quality classification.

Gold Standard: The ultimate goal is for students to be engaged in their educational process/planning, which will lead to successful post-secondary outcomes. As this description is beyond/outside of the IEP documentation, a conversation would need to occur with the student and/or educator to determine whether this description is met.

Enhanced Quality: The IEP includes a higher degree of detailed documentation, including the skills, needs, and services of the whole student. The information throughout the IEP provides a coordinated set of data, supports, services, and activities to support quality post-secondary outcomes for students.

Quality: Documentation goes beyond compliance to describe the services provided and how they link to student needs.

Meets Compliance: The state of Iowa includes both yes/no compliance items and qualitative items in the area of transition. Specific procedural language and compliance guidance should be referenced using the file review tool and procedures manual.

<u>**Definitions:**</u>

Whole Student: Includes information about all needs (speech/language, behavior, physical, fine/gross motor, adaptive behavior, hearing, vision, academics, etc.) for the specific student, and how the needs affect the student in each area of living, learning, and working.

Consultation: One person has a greater technical skill or content knowledge and shares that knowledge through explicit sharing, modeling, or reflective questions. Consultation still requires mutual respect for the knowledge, experience, perspective, and skills of each party. (A coaching model should not require either person to "hold back" content knowledge that is additive to problem-solving).

Coaching: Helping each other move toward a mutually agreed upon target.

Consensus: Bringing together different viewpoints and multiple sources of input to agree upon a course of action that is acceptable to all and agreeing to refrain from sabotage; knowing the action will be measured and re-evaluated in a continuous improvement cycle.

Conversational Rubric
6 Critical Elements of Transition

Collaborative Inquiry:

The Questions for the Conversational Rubric are to be used as a tool for collaborative inquiry for **each** of the **6 Critical Elements**. The evidence-based response to key questions **supports continuous improvement** and may be used as a **self-assessment**.

As You Review this Conversational Rubric…		
1st…	**Then…**	**Then…**
What is the current status of practice (current reality)?	Is current reality optimal for meeting the needs of students?	What are some strategies that could be used for improvement?
Why do you think so?	Are you satisfied with the current status of practice?	What are the barriers to improvement?
What data or evidence supports your assessment of current status of practice?		What supports do you need to remove barriers and implement strategies for improvement?