

## **Level I Vocational Assessment for Students with Developmental Disabilities**

A Level I Vocational Assessment views a student's present skills in several key areas as they relate and transfer into the workplace. The Level I is used as a tool for future community vocational training, appropriate employment and post school day programming. The Level I Vocational Assessment is an ongoing process of gathering existing information. It does not require specialized testing. It is anecdotal and descriptive in nature. The Level I is divided into several sections.

- 1. Current Level of Academic Functioning/ Demonstrations of Knowledge**
- 2. Social Skills and Style**
- 3. Perceptual Motor Skills**
- 4. Physical Capabilities**
- 5. Medical & environmental Limitations/Alerts**
- 6. Grooming/Self Help Skills**
- 7. Learning Style**
- 8. Work Behaviors**
- 9. Student Interests**
- 10. Communication System**
- 11. Behavioral Functioning**
- 12. Travel /Mobility Skills**

**Please see the attached Rubric for scoring sections 2,3,4,6,8,12**

## **Rubric**

### ***Exemplary***

Student is able to initiate the skill without any assistance or prompts from staff. Student is able to perform the skill consistently, sustain its performance across settings (in the classroom, in other areas, in the school, and in the community). A job utilizing this skill would be very appropriate and successful.

### ***Adequate***

Student needs very few prompts to initiate and sustain the performance of skill. Performance of the skill is inconsistently performed across settings. Student is making significant progress towards independence and mastery. A job utilizing this skill would, over time, be appropriate.

### ***Beginning***

Student rarely self-initiates performance of the skill. Student consistently requires verbal, gestural and/or physical prompts from the staff to complete the skill across settings. A job utilizing this skill would be very difficult and consistently require staff presence and assistance.

### ***Not Yet***

Skill has not been tried because it is not presently appropriate for the student's educational program.

**LEVEL I**

**VOCATIONAL ASSESSMENT REPORT**

STUDENT:

DATE OF REPORT:

DATE OF BIRTH:

DISTRICT:

CLASS/MILEU:

ASSESSED BY:

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**I CURRENT LEVEL OF ACADEMIC FUNCTIONING/  
DEMONSTRATIONS OF KNOWLEDGE**

(Reading, Math, and Writing Level and Skills as they may relate to the workplace. What is the student's reading and math level? Can he/she sort by color, letter, number? What is the best mode of following a work schedule? What skills does the student have in regards to telling time and handling money? Does the student understand one to one correspondence for purposes of assembly? What are the abilities in using a computer? What abilities does the student demonstrate in writing name, address, and phone number? Could the student fill out a job application?

## II. SOCIAL SKILLS

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	<b>Exemplary</b>	<b>Adequate</b>	<b>Beginning</b>	<b>Not Yet</b>
<b>WORKS WITH GROUP</b>				
<b>WORKS ALONE</b>				
<b>INITIATES INTERACTION</b>				
<b>PARTICIPATES IN INTERACTION</b>				
<b>ACCEPTS SUPERVISION</b>				
<b>ACCEPTS CORRECTION</b>				
<b>DISPLAYS GOOD MANNERS</b>				
<b>KNOWS FAMILIAR FROM UNFAMILIAR PEOPLE</b>				
<b>ESTABLISHES EYE CONTACT</b>				
<b>ACCEPTS HELP FROM OTHERS</b>				
<b>HELPS OTHERS</b>				
<b>DISPLAYS AN APPROPRIATE SENSE OF HUMOR</b>				

### III. PERCEPTUAL MOTOR SKILLS

	<b>Exemplary</b>	<b>Adequate</b>	<b>Beginning</b>	<b>Not Yet</b>
<b>EYE HAND COORDINATION</b>				
<b>FINE MOTOR ABILITIES</b>				
<b>SPATIAL RELATIONS</b>				
<b>GROSS MOTOR ABILITIES</b>				
<b>DEPTH PERCEPTION</b>				

**COMMENTS:** Describe examples of activities where student demonstrates strengths; examples of activities where student exhibits difficulty. What jobs using these skills can you envision student doing. (i.e. working with food items in a cafeteria, packaging small items in a bag, assembling mailings). Can the student use a stapler, manipulate paper clips, fold paper accurately and use a pair of scissors? Are there particular adaptive devices and/or strategies that work with the student to enable him or her to be more motorically independent?

**IV. PHYSICAL CAPACITIES**

	<b>Exemplary</b>	<b>Acceptable</b>	<b>Beginning</b>	<b>Not Yet</b>
<b>UPPER BODY STRENGTH</b>				
<b>CLIMBING ABILITY</b>				
<b>STANDING STAMINA</b>				
<b>MOBILITY STAMINA</b>				
<b>HEARING</b>				
<b>VISION</b>				
<b>BENDING CORRECTLY</b>				
<b>LIFTING</b>				

**COMMENTS:**

**V. MEDICAL & ENVIRONMENTAL LIMITATIONS/ALERTS**

**VI. GROOMING/SELF HELP SKILLS**

	<b>Exemplary</b>	<b>Adequate</b>	<b>Beginning</b>	<b>Not Yet</b>
<b>CARES FOR OWN TOILET NEEDS</b>				
<b>COMES TO SCHOOL IN CLEAN CLOTHES</b>				
<b>SHOWERS REGULARLY</b>				
<b>DISPLAYS GOOD NASAL HYGIENE</b>				
<b>DISPLAYS GOOD ORAL MOTOR HYGIENE</b>				

**COMMENTS:**

**VII. LEARNING STYLE**

What is the best way for the student to learn a work task? What are the preferred modalities that the student uses in learning? (auditory, visual, visual-motor, tactile,) What strategies have you found work best for skill mastery?

**COMMENTS:**

**VIII. WORK BEHAVIORS**

	<b>Exemplary</b>	<b>Adequate</b>	<b>Beginning</b>	<b>Not Yet</b>
<b>ATTENTION TO FAMILIAR TASKS</b>				
<b>ATTENTION TO UNFAMILIAR TASKS</b>				
<b>FRUSTRATION TOLERANCE</b>				
<b>RECOGNIZES &amp; SELF-CORRECTS</b>				
<b>SUSTAINS A STEADY WORK PACE</b>				
<b>ATTENDANCE</b>				
<b>PUNCTUALITY</b>				
<b>ADAPTABILITY TO CHANGE IN WORK SPACE</b>				
<b>ADAPTABILITY TO CHANGE IN WORK ROUTINE</b>				
<b>MOTIVATION TO WORK</b>				
<b>PRIDE IN WORK QUALITY</b>				
<b>DISPLAYS WORK INITIATIVE</b>				

**COMMENTS:**



**IX. STUDENT INTERESTS** (As observed by Staff members)

**X. COMMUNICATION SYSTEM**

What method(s) of communication does the student use in communicating needs and wants? Are there any specific materials and/or devices that assist the student in receptive and/or expressive language?

**XI. BEHAVIORAL FUNCTIONING**

Are there any behaviors that interfere with work performance? What strategies been successful in overcoming interfering behaviors? What are the student's reinforcement needs? Would the student understand the concept of a paycheck?

**XII. TRAVEL / MOBILITY SKILLS**

	<b>Exemplary</b>	<b>Adequate</b>	<b>Beginning</b>	<b>Not Yet</b>
<b>CAN TOLERATE BUS RIDES FOR COMMUNITY TRIPS</b>				
<b>DEMONSTRATES APPROPRIATE SOCIAL BEHAVIORS ON BUSSES</b>				
<b>CAN FASTEN SEAT BELT</b>				
<b>STREET CROSSING SKILLS</b>				
<b>SENSE OF DIRECTION</b>				
<b>SAFETY AWARENESS</b>				
<b>PUBLIC BUS TRAVEL</b>				