

KENTUCKY ALTERNATE ASSESSMENT

*Based on Employability and Foundational
Academic Standards-Alternate Assessment*

EMPLOYABILITY SKILLS ATTAINMENT RECORD ADMINISTRATION GUIDE

for

School Year 2020-21



**KENTUCKY DEPARTMENT OF EDUCATION
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COMMISSIONER of EDUCATION**

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Employability Skills Attainment Record 2020-21

The **Employability Skills Attainment Record (ESAR)** is one of four components of the Kentucky Alternate Assessment. The ESAR was developed for students with significant cognitive disabilities in an alternate course of study and working toward the alternative high school diploma. The ESAR is designed to provide a career readiness measure within the Transition Readiness indicator of Kentucky's accountability system.

Content Assessed

The ESAR is a rating scale that assesses student demonstration of skills linked to the *Employability and Foundational Academic Standards-Alternate Assessment (EFAS-AA)*, included in [Appendix A](#). Students receive instruction for the standards through participation in an experiential curriculum that includes work-based learning. The standards align with a subset of the standards assessed by the Career and Technical Education End-of-Program (CTE-EOP) Assessment for articulated credit and the CTE Pathway Standards Documents.

The ESAR includes 30 items related to the following EFAS-AA concepts and skills:

Personal Qualities and People Skills

- Positive Work Ethic: uses directions, keeps up with personal belonging/tools, punctuality, attendance, responsibility for behavior and actions, outlook toward work assignments, meeting work standards
- Integrity: follows rules
- Teamwork: shares ideas, works cooperatively, respects opinions
- Self-representation: good manners, dresses appropriately, greets people politely

Foundational Academic Skills

- Speaking and listening: ask questions & seeks guidance, gets information, uses a variety of communication skills, knows how to listen and when to ask questions
- Reading and Writing: use charts, guides and written directions, completes forms and materials related to time worked and other information required by an employer

Workplace Knowledge Skills

- Technical literacy: uses technology tools, uses social media, follows directions when using internet, cell phones, and email
- Critical Thinking and problem solving: recognizes symbols, signs and maps when traveling to and from jobs, participates in solving problems
- Health and Safety: follows safety rules, uses equipment and supplies safely and as directed

- Job acquisition and advancement: identifies jobs that uses personal talents and interests, completes job applications, skills in answering questions during an interview

Grade Level Administration

Grade 12

The ESAR is administered to all 12th grade students who are working toward achievement of career readiness within the Transition Readiness indicator of Kentucky's accountability system.

“Working toward” means the student has completed the coursework leading to the Career Work Experience Certification (CWEC) or is in the process of completing the courses. The courses are documented on the student's multi-year course of study and transcript.

Grade 11 – Early Administration

A student in grade 11 may be assessed if the student has completed the first two courses leading to the CWEC and is on schedule to complete the remaining two courses before graduation. This means the student has already taken Developing Career Options and Developing Leadership Skills, as indicated on the student high school transcript, and will enroll and complete Experience in Workplace Principles and Individualized Career Work Experience.

Grade 14

A grade 14 student has continued opportunity for assessment on the ESAR, if the benchmark has not been met prior at grades 11 or 12.

NOTE: THE ESAR IS NOT ADMINISTERED TO STUDENTS WITH A GRADUATION CODE

Accountability Reporting

A student will not be included in accountability reporting until the year of high school exit with a graduation code.

If a student is assessed at multiple grades the scores are stored by the KDE Office of Career and Technical Education (OCTE) until student exits with a graduation code. The highest score will be selected for accountability.

Benchmark

The highest possible rating on the ESAR is 60. The benchmark score is 37.

Administration Protocol

This section provides detailed specifications for completing the ESAR process for individual students. The ESAR must be completed by the Qualified ESAR Administrator (QEA) in collaboration with the other members of the student's instructional team.

Student Instructional Team Membership

A student's instructional team includes:

- QEA: Must be a certified staff member. Only one person is required to complete the ESAR training and qualification quiz. The QEA may be the teacher of record or another certified district representative. The teacher of record is typically the primary special education teacher of the student who is most familiar with the student's performance across multiple settings.
- Special Education Teacher: Other than the QEA if a student has more than one special education teacher.
- General Education Teacher(s): To the extent a student participates in the general education program, the student's general education teacher(s) collaborates in determining appropriate ratings for the items on the ESAR.
- Other Certified Staff: Other team members who have knowledge of a student's current performance levels in the areas assessed by the ESAR. Often, a student's speech and language pathologist, occupational therapist, career technical education teacher, guidance counselor, school psychologist, or others have valuable information about the student's performance in different settings.
- Classified staff (e.g., employment specialists and paraprofessionals) **assist in providing information** about a student's current performance levels in the skills assessed by the ESAR. But the responsibility of scoring and providing the primary information is that of the certified staff members.

Timelines for ESAR Administration

The QEA must pass a qualification quiz before ESAR administration begins. The quiz is included in the Online Training System (OTS) housed on the [Kentucky Alternate Assessment Program](#) (KAAP) website. The OTS opens early each school year, typically by the end of August.

Upon successful completion of the quiz, the QEA will be prompted to download the ESAR. Only a QEA can access the ESAR from the KAAP system. The QEA will print the ESAR and copy for each student eligible for assessment in the current school year.

The QEA may begin assessing students upon completion of the ESAR quiz. Consultation with other team members may also begin at that time. To arrive at the final ratings the full instructional team must meet at least once per year. Experience in the field indicates the best time to complete the ESAR is prior to the transition meeting or the annual Admissions and Release Committee (ARC) meeting.

The ESAR must be completed by May 28, 2021.

Rating Student Performance

The goal of the ESAR is to provide an accurate picture of the student’s functional performance and achievement of the EFAS-AA and must reflect the student’s current performance levels. This means the QEA and instructional team members must be confident that the ratings assigned accurately reflect the student’s performance when the ESAR is finalized.

Item Rating Scale

Every item must be rated on the following three-point scale. **There must be a response for every item.** When rating an item, any mode of communication or responding that is typically utilized by the student is acceptable. It is important to identify a modality that will permit the student to demonstrate the basic skill addressed by the item. This means that for some students, skills will be demonstrated verbally; other skills might be demonstrated by gestures, eye gaze, assistive technology, etc.

Rating Scale	Explanation
0 Does not demonstrate skill	Use this response for skills and concepts the student does not demonstrate in any setting.
1 Developing/Prompted	Use this response for skills the student displays only with some level of prompt (i.e., a verbal cue, partial physical guidance, modeling, etc.). Use also for skills that are displayed inconsistently. If a student can demonstrate a skill occasionally but not consistently, then the skill should be rated as “1 Developing/Supported.”

Rating Scale	Explanation
2 Independent/Mastered	<p>Use this response for skills that the student clearly has mastered and performs independently. To be rated as “2 Independent/Mastered,” the student must demonstrate the skill consistently over time. The student does not have to demonstrate the skill every time but over the course of instruction has shown that he/she has mastered the skill without prompts.</p> <p>Note that the student may use some type of support. A student who independently asks for a support and/or uses a support independently can be rated as “2”. Example: The student uses a visual calendar as a support. If the student asks for the visual calendar and/or independently uses it to complete a task, the student can be rated as “2”. If the student is prompted to use the visual calendar, the student would be rated as “1”.</p>

Worksite

Some ESAR test items are scored based on performance at a worksite. A worksite is defined as a non-school integrated, competitive environment where the students engage in work-based learning options customized and aligned to their post-secondary goals, including entrepreneurship, mentoring, shadowing, internship or cooperative education. For careers found only in educational settings, the placement should be outside the student’s school of attendance.

[Appendix B](#) details the rationale supporting the worksite definition and inclusion of work-based learning as part of an experiential curriculum.

Supporting Evidence

The rating of each item on the ESAR must be based on direct observation of demonstrated student performance and must be documented. This documentation is called supporting evidence. In most cases supporting evidence for the ESAR is derived from existing progress data collected during the instructional process. Teachers and related service personnel typically keep progress data in student working folders.

General Instructional Cycle

The general instructional cycle followed by teachers and related service personnel typically includes the following steps:

- Embed the EFAS-AA into curriculum, instruction and individual student IEPs, as appropriate.
- Teach, assess learning, and adjust instruction as necessary.
- Keep the learning stage of the student in mind when planning instruction, i.e., acquisition, fluency, maintenance or generalization.
- Collect progress data.
- Maintain progress data in student working folder.
- Assess skills previously mastered for maintenance.
- Include skills not maintained into current instruction.

Assessing for maintenance of skills previously mastered is in alignment with good instructional practices. Assessing for maintenance at the beginning of each year is recommended, as well as maintenance checks throughout. Skills not maintained should be included in the current year's instruction.

Supporting Evidence for Rating ESAR Items

During the administration of the ESAR the student's instructional team will select existing progress data from the student's working folder to support the 0, 1, or 2 item ratings. Documentation from the student's working folder may take various forms, including but not limited to staff journals with results of informal or formal observation; workplace performance evaluations; behavioral checklists; videos of student demonstration of performance; and employment specialist monthly reports. Note: if an employment specialist is providing Pre-Employment Transition Services (Pre-ETS) for a student there is no progress documentation, assessment of skills, or mandate for skill improvement. The sole purpose of Pre-ETS is providing exposure to and experiences in activities related to work post high school. If an employment specialist is providing targeted Transition Services individually to a student, during the last year of high school, Job Development/Job Coaching monthly notes may provide documentation to assist with ESAR item rating.

Existing documentation for a skill assessed by an ESAR item may be dated within the last four years. However, when a student masters and performs a skill independently in a previous year an activity or observation to check for maintenance of the skill must be conducted within the school year of ESAR administration. The item rating must be based on the current year performance check. The check for maintenance takes precedence over previous data and substantiates the response selected on the ESAR.

To retain a previous status that a student has mastered and performs independently, the current year performance check must indicate the student continues to demonstrate the skill consistently over time.

Once the documentation for the rating is selected, the supporting evidence will be filed in the Career Ready Alternate Assessment Folder (CRAAF). One piece of evidence may document more than one ESAR item.

Additional Documentation

Team members should supplement supporting evidence with additional assessment activities, as needed. For skills not yet observed and documented team members should create opportunities for observations and assessment.

See [Appendix C for the Supporting Evidence](#) graphic.

Instructional Team Consensus

Consensus must be achieved when the student’s instructional team meets, a minimum of one time as a group, to determine the final rating on ESAR items.

For many items the supporting evidence will lead to immediate consensus regarding the student’s current performance level. For this reason, the team members may wish to focus on discussing and resolving any differences for items about which there is no general agreement. In cases of non-agreement, the team members should examine the supporting evidence for the basis of differing ratings. If team members cannot reach agreement or if they determine the student demonstrates different performance levels at different times or under different conditions, the lowest of the ratings being considered must be assigned to the item.

Test Security

The Employability Skills Attainment Record is considered secure testing material under the regulation established for all state-required assessments and optional tests administered by school personnel that are reported in Kentucky’s accountability system.

Visit the [Assessment Regulations](#) page to review *703 KAR 5:080 Administration Code for Kentucky’s Educational Assessment Program* in its entirety on the KDE website. The following table includes information selected from the test security section. The concepts more closely address a rating scale assessment like the ESAR.

TEST SECURITY

ACCEPTABLE	NOT ACCEPTABLE
It is appropriate for teachers to know the concepts measured by the state-required assessment and to teach those concepts.	Test administrators with knowledge of the content of any secure test item shall not reveal this content to anyone.
Concepts appropriate for curriculum instruction can be found in Kentucky’s content standards. Note: The EFAS-AA	Test administrators or other staff, who become aware of specific test items through any means, shall not use this

ACCEPTABLE	NOT ACCEPTABLE
contain the content standards assessed by the ESAR.	knowledge to prepare students for the assessment.
All persons helping with testing (i.e., packing materials, providing accommodations, escorting students to test sites) must annually sign a form committing to nondisclosure of information and to following appropriate practices as outlined in this regulation.	Local district staff may not show items in the test booklets to anyone not administering the test.
	No one may have test booklets without authorization from the district assessment coordinators (DAC) or building assessment coordinator (BAC).
	Test booklets shall not be stored in class- rooms unless double locked (such as a lockable storage unit inside a locked room). Access to these locks shall be limited to authorized personnel.
	Test booklets outside of locked storage shall not be left unattended.
	Secure test materials shall not be reproduced in whole, in part or paraphrased in any way. Examples include: discussing, e-mailing, photocopying, photographing, handwriting, typing, or posting to social network sites or other Internet sites.

DACs, administrators and teachers must ensure the security of the assessment materials before, during and after test administration. **When not being used for testing sessions**, all materials shall be stored in the CRAAF in accordance with the test security requirements.

Career Ready Alternate Assessment Folder

The ESAR and corresponding documentation are stored in the Career Ready Alternate Assessment Folder (CRAAF) in accordance with appropriate test security. The CRAAF is also used to document the completion of the CWEC.

QEA Responsibilities

The QEA is responsible for maintaining a CRAAF for each student eligible for ESAR administration. The QEA will:

1. Complete the ESAR training and qualification quiz in the OTS
2. Print the ESAR certificate from the OTS, file in the CRAAF, and provide a copy to BAC or DAC.
3. File the completed Student Information Page in the CRAAF

4. File a signed copy of the Code of Ethics in the CRAAF
5. Download the ESAR from the OTS and copy for each student
6. Maintain the ESAR in the CRAAF when not in use
7. File the completed ESAR and documentation in the CRAAF at the end of each school year

CRAAF Components

The sections included in the CRAAF are:

1. Student Information
2. Teacher Code of Ethics
3. Qualifying Quiz Certification(s)
4. Employability Skills Attainment Record
5. Career Work Experience Certification

The Student Information Page form, found on the KDE [Alternate Assessment and Accountability Folder](#) page, is stored in the Student Information section. Form components include student name, school, district, grade, State Student Identification number (SSID), district enrollment date (only applies to students new to the district), date participation in the alternate assessment was determined (only if placement occurred during current school year), accommodations listed in the current IEP for the student, and the name and signature of the supervising teacher.

The [Kentucky Alternate Assessment Code of Ethics](#) form is stored in the second component of the CRAAF, Teacher Code of Ethics. The form outlines the assessment guidelines for professional ethics, educational defensibility, student ownership, accommodations and student performance and includes signatures and dates for the submitting teacher and building level administrator. School personnel assisting with the administration of the ESAR must sign a Code of Ethics. The signed Code of Ethics is stored in the CRAAF to acknowledge school personnel read and agreed to comply with all policy information. If a QEA has multiple CRAAF folders, the signed Code of Ethics may be duplicated for placement in each. Any non-school personnel who assist with ESAR administration should sign a [non-disclosure form](#), which is also filed in the CRAAF.

The Qualifying Quiz Certification(s) component of CRAAF houses the ESAR certificate, documenting the QEA successfully completed the qualification quiz. The ESAR certificate is printed from the Online Training System (OTS) housed on the [Kentucky Alternate Assessment Program](#) (KAAP) website. A copy is placed in the CRAAF and one copy is provided to the BAC or DAC.

The fourth CRAAF component houses the documentation for the administration of the ESAR, which can include up to five sections. The number is dependent upon when and how many times the ESAR is completed for a student.

- If the ESAR is completed early at grade 11, the folder section begins that year.

- If not, the ESAR documentation begins at grade 12. Reminder: The ESAR is required at grade 12 for all students working toward achievement of career readiness within the Transition Readiness indicator of Kentucky's accountability system.
- If the student exits with a graduation code at the completion of grade 12, the ESAR documentation ends at that grade level.
- If the student does not meet benchmarks in grades 11 (if eligible for early administration) or 12, and continues receiving services as a Grade 14 student, assessment on the ESAR may continue. A section will be added for each Grade 14 year, until the student either meets benchmarks or exits with a graduation code.

ESAR Documentation

The same ESAR documentation is kept each year and includes:

- the completed ESAR & supporting evidence;
- anecdotal notes regarding specific student information on the ESAR; and
- documentation concerning the meeting(s) to complete the final ESAR ratings (i.e., who, where and when).

The fifth CRAAF component houses the documentation for the CWEC. The [Career Work Experience Certification Administration Guide for School Year 2020-21](#) provides information about this CRAAF section.

Folder Audit

Career Readiness is reported by the KDE OCTE. Therefore, personnel from the OCTE will audit CRAAFs during monitoring or review visits for Career and Technical Education (CTE) programs. At the time of the folder audit the reviewers will confirm that the supporting evidence substantiates the ratings on the ESAR items. DACs may choose to monitor the CRAAF at the district level to review programming and assessment compliance. This is a district level decision.

Reporting ESAR Ratings to the Kentucky Department of Education

The QEA reports the ratings of students' ESAR performance levels to the Kentucky Department of Education (KDE), in accordance with directions received through the Alternate Assessment E-mail distribution list and DAC emails. The QEA transfers the ratings for the 30 ESAR items to Career Ready Database (CRD). The CRD is housed on the [Kentucky Alternate Assessment Program](#) (KAAP) website.

Reporting Deadline

June 4, 2021 is the last day to enter scores in CRD.

CRD Student Rosters

Grade 12 students are entered in the CRD by KAAP personnel.

A grade 11 student eligible for early administration will not appear in the CRD. Nor will students in grade 14. The process for registering a student in the system follows:

- The DAC, DoSE or district level administrator registers the student in the database.
- Once the student is registered in the CRD, the DAC, DoSE or district level administrator must then contact Sherri Craig, OCTE at sherri.craig@education.ky.gov or Darrell Mattingly, Career Ready Database System Administrator at darrell.mattingly@uky.edu to request the student record be opened.
- Once the student record is open, scores may be entered into the CRD.

Summary of Steps to Completing the ESAR

Beginning of the School Year

QEA Responsibilities

1. Begin instruction on the EFAS-AA and document student progress.
2. Maintain progress data in student working folder.
3. Complete the ESAR training and the qualification quiz in the OTS.
4. Print and file the ESAR certificate in the CRAAF after passing the quiz and provide a copy to the BAC or DAC.
5. File signed and dated Student Information Page in the CRAAF.
6. File the signed current year copy of the Code of Ethics in the CRAAF.
7. Download the Employability Skills Attainment Record from the OTS and copy for each student eligible for ESAR administration.
8. Complete the ESAR Demographic Information for each student.

Other Instructional Team Member Responsibilities

1. Begin instruction on the EFAS-AA and document student progress.
2. Maintain progress data in student working folder.
3. Complete the ESAR online training, if desired.
4. Sign current year copy of Code of Ethics. The form is filed in the CRAAF.
5. Non-school personnel who assist with the completion of the ESAR signs a non-disclosure form. The form is filed in the CRAAF.

During the School Year

1. QEA and Instructional Team Members continue instruction on the EFAS-AA and document student progress.
2. QEA may rate ESAR items based on supporting evidence.
3. QEA consults with other team members. Other team members may provide supporting evidence throughout the year.
4. QEA maintains the ESAR and supporting evidence in the CRAAF within a secure location when not in use.

During the Instructional Team Meeting(s)

QEA Responsibilities

1. Review the ESAR directions with instructional team members.
2. Document ratings and supporting evidence for each test item.

Instructional Team Member Responsibilities

1. Review all standards and test items for common understanding.
2. Discuss each test item and supporting evidence.
3. Jointly decide how the student's performance on each item should be scored as a 0, 1, or 2, as described in the Item Rating section.

After the Assessment

QEA Responsibilities

1. Review the completed ESAR to ensure that all items have been marked.
2. Store the finalized ESAR and supporting evidence in the CRAAF within a secure location.
3. Transfer the ratings of student performance to the CRD housed on the [KAAP](#) website by June 4, 2021.

Glossary

Assistive Technology: tools and strategies used to assist students in developing and participating in meaningful academics, social relationships, and employment activities; can range from *low technology* (e.g., unaided communication systems, sign language, etc.) to *high technology* (e.g., computers with switch interfaces, etc.).

Career and Technical Education End-of-Program (CTE EOP) Assessment for Articulated Credit: one measure of career readiness for the Transition Readiness indicator of Kentucky's accountability system. CTE-EOP Assessments are state developed assessments based upon clear and concise standards identified by Kentucky employers, aligned with CTE career pathways and associated with statewide articulation agreements with postsecondary partners.

Career Ready Alternate Assessment Folder (CRAAF): The Career Ready Alternate Assessment Folder houses documentation for the career ready measures for students participating in the alternate assessment. The CRAAF contains five sections: Student Information, Code of Ethics, Teacher Certificates, Employability Skills Attainment Record, and Career Work Experience Certification. The CRAAF serves all monitoring purposes at both a district and state level.

Career Ready Database (CRD): The Career Ready Database is the platform for school district personnel to report the ratings for the Employability Skills Attainment Record and student status on completion of the Career Work Experience Certification process. The CRD can be accessed from the [Kentucky Alternate Assessment Program \(KAAP\) website](#).

Career Work Experience Certification (CWEC): one of four components of the Kentucky Alternate Assessment. For students with significant cognitive disabilities in an alternate course of study and working toward the alternative high school diploma, the CWEC is a process that provides instruction in an experiential curriculum with work-based learning opportunities. Students complete four courses that provide the opportunity to practice, maintain and generalize practical knowledge and skills linked to the *Employability and Foundational Academic Standards-Alternate Assessment* (EFAS-AA). The CWEC is a career readiness measure within the Transition Readiness indicator of the Kentucky accountability system.

District Assessment Coordinators (DACs): An individual who facilitates and coordinates the services essential to the putting into practice state and local student assessments for a school district.

Director of Special Education (DoSE): an individual who supervises, directs, administers, or coordinates special education programs at the district-wide level.

Employability and Foundational Academic Skills-Alternate Assessment (EFAS-AA): the standards that guide the instruction and assessment for career readiness within the Transition Readiness indicator of the Kentucky accountability system for students participating in the alternate assessment.

Employability Skills Attainment Record (ESAR): one of four components of the Kentucky Alternate Assessment. For students with significant cognitive disabilities in an alternate course of study and working toward the alternative high school diploma, the ESAR is a rating scale that assesses student demonstration of skills linked to the *Employability and Foundational Academic Standards-Alternate Assessment (EFAS-AA)*. The ESAR is a career readiness measure for the Transition Readiness indicator of the Kentucky Accountability System.

Kentucky Alternate Assessment: Kentucky's Alternate Assessment includes all content areas for instruction and a state assessment known as the Alternate K-PREP. The Alternate K-PREP is made up of two parts; the Attainment Tasks (Grades 3-12) and the Transition Attainment Record for students in grades 10 and 11. These academic assessments meet federal requirements for the Every Student Succeeds Act (ESSA) of 2015 and Individuals with Disabilities Education Act (IDEA). These assessment options align with the requirements implemented through Senate Bill 1 (2009) and the updated Senate Bill 1 revisions (2017). The program also includes the Employability Skills Attainment Record (ESAR) and the Career Work Experience Certification (CWEC), for students seeking to achieve career readiness within the Transition Readiness indicator of Kentucky's accountability system. For more information visit the Alternate [K-PREP page](#) on the KDE website.

Kentucky Alternate Assessment Project (KAAP): a project housed at UK-Human Development Institute that assists the Kentucky Department of Education with the inclusion and assessment of students with the most significant cognitive disabilities in the statewide school accountability system.

Mode of Communication: predominate way a student expresses his/her thoughts (e.g., through words, pictures, objects, tactile cues, augmented communication/assistive technology).

Prompt: for the purpose of this assessment, a prompt is defined as any word(s), gesture, or physical assistance provided by the teacher that is designed to

lead or guide the student to the correct answer during any instructional activity (e.g., work samples, projects, or assessment probes).

Qualified ESAR Administrator (QEA): a certified staff member responsible for the administration of the Employability Skills Attainment Record. The QEA may be the teacher of record or another certified district representative.

Supports: adaptations, modifications, assistive technology, and other accommodations that provide the student access to information and allow the student to demonstrate understanding. Supports do not guide the student to the answer.

Appendix A

Employability and Foundational Academic Standards: Alternate Assessment		
PERSONAL QUALITIES AND PEOPLE SKILLS		
		POSITIVE WORK ETHIC
EA	001	Uses directions provided for completing a job/task
EA	002	Keeps up with personal belongings and tools at school and work
EA	003	Arrives on time and maintains punctuality at school and work
EA	004	Maintains good attendance at school and work
EA	005	Assumes responsibility for behavior and actions at the worksite (e.g., manages emotions)
EA	006	Exhibits a good outlook toward work assignments
EA	007	Meets work standards for the amount of work to complete and how well it is done
		INTEGRITY
EB	001	Follows rules at the worksite
EB	002	Exhibits loyalty to the employer
EB	003	Practices ethical behavior
		TEAMWORK
EC	001	Shares ideas and suggestions when making decisions as a group
EC	002	Works cooperatively with others
EC	003	Respects the opinions of other people in the workplace
		SELF-REPRESENTATION
ED	001	Demonstrates the use of good manners
ED	002	Dresses appropriately
ED	003	Greets people in a polite and courteous way
FOUNDATIONAL ACADEMIC SKILLS		
		SPEAKING AND LISTENING
EE	001	Asks questions and seeks guidance at worksite
EE	002	Gets information from supervisors
EE	003	Uses a variety of communications skills (e.g., talking, listening, reading, facial and body language)
EE	004	Knows how to listen and when to ask questions
		READING AND WRITING
EF	001	Uses charts, guides, and written directions to complete tasks and work assignments (utilizing, when necessary, assistive technology)
EF	002	Completes forms and other materials pertaining to time worked, leave and other required information for employer or school
		MATHEMATICS
EG	001	Uses basic math skills needed to complete assignments at school and work
EG	002	Makes a simple budget and keeps track of money and expenses

		TECHNICAL LITERACY
EH	001	Uses various technology tools in completing tasks
EH	002	Uses social media in a proper manner at school and work
EH	003	Follows direction when using the Internet at school and work
EH	004	Follows direction when using cell phones and e-mail appropriately at school and work
WORKPLACE KNOWLEDGE SKILLS		
		CRITICAL THINKING AND PROBLEM SOLVING
EI	001	Recognizes and uses symbols, signs, and maps when traveling to and from a job
EI	002	Participates in solving problems
		HEALTH AND SAFETY
EJ	001	Knows, follows and practices safety rules at the worksite
EJ	002	Uses equipment and supplies safely as directed by teacher, supervisor or other adult
		JOB ACQUISITION AND ADVANCEMENT
EK	001	Identifies job that use personal talents and interests
EK	002	Uses proper guidelines in applying for a job
EK	003	Listens to questions and answers questions with more than one word during an interview
EK	004	Develops training plan for occupational work experience(s)
		TIME, TASK, AND RESOURCE MANAGEMENT
EL	001	Uses time wisely at the worksite
EL	002	Follows directions for recording time at work
EL	003	Meets timelines for completing assigned tasks
EL	004	Leaves and returns from breaks on time

Appendix B

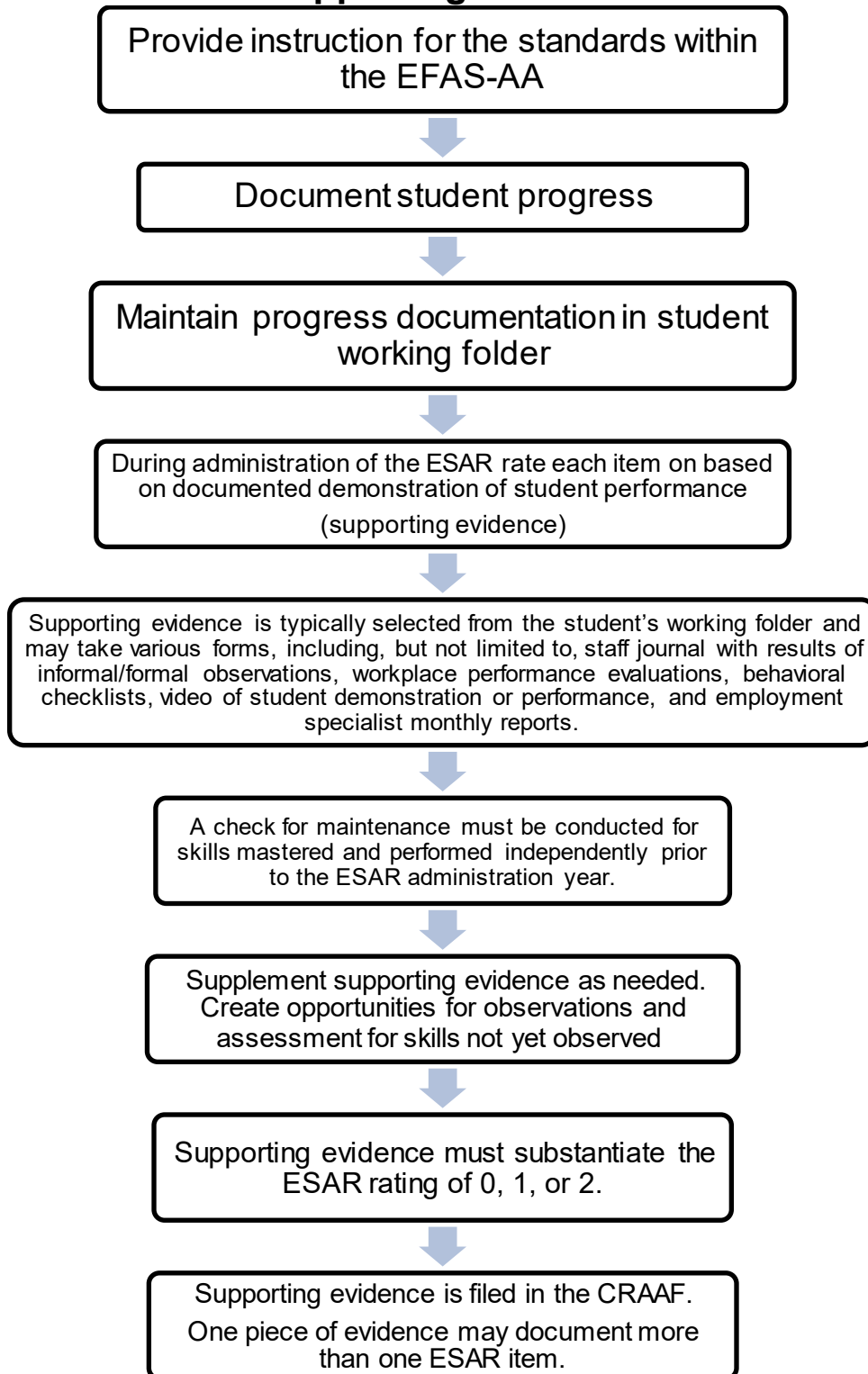
Rationale Supporting Worksite Definition and Inclusion of Work-based Learning

The following points support the worksite definition and work-based learning options:

- Students with significant cognitive disabilities exhibit difficulty in learning new tasks, maintaining new skills, and generalizing information and skills to other people, materials or new environments.
- One component of having an intellectual disability is defined as having at least two or more of the following impairments in adaptive behavior: conceptual skills, social skills and practical skills. Source: The American Association on Intellectual and Developmental Disabilities [AAIDD], n.d.; American Psychiatric Association [APA], 2013.
- Students typically advance through a predictable series of learning stages; acquisition, fluency, maintenance and generalization. Instruction needs to address difficulties with generalization. Source: The Apple Difference, n.d.; Intervention Central, n.d.).
- When completing the Alternate Assessment Participation Guidelines, the Admissions and Release Committee must determine and verify that the student meets all criteria to be determined eligible. Criteria #3 (1) asks “Does the student require extensive individual direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access and make progress on the Kentucky Academic Standards and to maintain and generalize learning”. Source: *Kentucky Alternate Assessment Participation Guidelines*.
- The National Technical Assistance Center on Transition houses information about Effective Practices and Predictors of Post-School Success (NTACT). NTACT lists the practices and predictors in correlation to improved outcomes in education, employment, and independent living. The following practices are included in the experiential work-based curriculum and the process for achieving a Career Work Experience Certification: Career Awareness, Occupational Courses, Paid Work, Interagency Collaboration, Using Services to a Targeted Group, Community Experiences, Student Support, a Program of Study, a Transition Program, and Work-Based Learning Opportunities. Source: NTACT. For further review of practices and predictors, view the [Effective Practices and Predictors page](#) of the NTACT website.

Appendix C

Supporting Evidence



References

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