Age 12 Assessment Info



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For an Age 12 Assessment (formally known as the Level 1 Assessment) the following is required:

* student interview
* parent interview
* a review of student records

**Section 200.4 (viii)**

<http://www.p12.nysed.gov/specialed/transition/level1careerassess.htm>



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Since the school has daily contact with the students, participation by the school staff is critical in helping students determine a direction, or outcome, from the educational process. This process is a team effort. The career assessment team should include (but not be limited to):

* the teacher
* the student
* the student’s family (a guardian, or someone who can advocate on the student’s behalf)
* professionals who have regular contact with the student.

The focus of this process is to gather information through communication. If a single career abilities test or interview is equivalent to a snapshot of a student’s abilities and interests at a specific point in time, then, the Age 12 Assessment process is equivalent to a photo album. The team approach, performed over a period of time, provides a variety of snapshots that can tell us much more about a student than a single picture can.

The team, working together over time, will be able to see the student from a variety of perspectives under a variety of conditions. This information may expose trends and themes about a student’s abilities rather than spelling out a specific career path. This broader based view will benefit both the student and the district by providing a clearer focus for the transition process.



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**What is an Age 12 Assessment?**

The Age 12 Assessment is:

* a structured process that takes place over a 2 year period starting in middle school (age 12)
* the review of student information to assess basic skills and determine students’ strengths, preferences, and interests
* the structured collection of information about the student’s interests and abilities both in and outside of the school environment, allowing the student and family to work with the school in the career decision making process

**When is the Age 12 Assessment performed?**

Age 12 Assessment is performed when the student is in middle school (ages 12 - 13).

**Why perform an Age 12 Assessment?**

The Age 12 Assessment is a process that occurs over time for the purpose of:

* focusing the student, parents and staff on realistic positive outcomes available to the student upon completion of his/her secondary education
* documenting the decision making process concerning career programming for the students.

**What is a realistic outcome for a career programming decision?**

A career programming decision may include, but not limited to, participation in the following:

* BOCES Career Technical Education programs
* Secondary Special Education that includes a vocational component, career internships, mentorships, apprenticeships, and work based learning
* College preparatory programs that specify supports needed by the student
* Supported employment
* Competitive Employment
* Armed Forces.

**Who should be given an Age 12 Assessment?**

All students classified with disabilities that are between the ages of 12.0 and 14.0 years of age as of September 1 of a given year will receive an Age 12 Assessment. First time students to special education over the age of 12 will also have an Age 12 Assessment performed regardless of their age.

**Who should perform the Age 12 Assessment?**

The Age 12 Assessment process is a team process. Each district is free to establish its own system. Many districts have the teacher who writes the IEP for a student manage the Age 12 Assessment process and ensure that activities are performed. This teacher is not the only one that should be performing all the activities. The actual gathering of information can be performed by other team members as well. In all cases, the student and family should be communicating with someone with whom they are comfortable.

**When Is the Information Due?**

Information from the Age 12 Assessment should be included in the development of each student's IEP for the following school year.

**Age 12 Assessment**

**Suggested Timeline of Activities**

**Grade 7 (Age 12)**

|  |  |  |
| --- | --- | --- |
| Activity | Comments | Suggested Date |
| Student Interview (mandated) | Opportunity for the student to provide direct input into the career assessment process. | First 3 months of the school year |
| Parent Interview (mandated) | Opportunity for the parents to have direct input in the career assessment process concerning their hopes and dreams about their child. | Fall of the school year |
| Educational Staff Reports (2) (required) | Opportunity for staff who know the student to provide direct input concerning the student’s strengths and abilities in various educational settings. | February of the school year |
| Exposure to a variety of careers | Gives the student the opportunity to develop an experience base from which to state a preference. Also, lets the student learn that there are many different types of jobs in the world. | During the school year |
| Social skills review | An examination of how the student interacts in a variety of situations with persons, places and things. | May be done during the 7th or 8th grade. |
| Annual Summary Sheets | Used to summarize the current year’s Level 1 Career Assessment activities and identify future career assessment activities. Attached to the IEP. | Before annual IEP reviews. |

**Age 12 Assessment**

**Suggested Timeline of Activities**

**Grade 8 (Age 13)**

**(**Note: The information from the Level 1 will be used as the starting point for the transition services process.)

|  |  |  |
| --- | --- | --- |
| Activity | Comments | Suggested Date |
| Student Interview (required) | Opportunity for the student to provide direct input into the Career Assessment process. | First 3 months of the school year |
| Parent Interview (required) | Opportunity for the parents to have direct input into the career assessment process concerning their hopes and dreams about their child. | Fall of the school year |
| Educational Staff Reports (2) (required) | Opportunity for staff members who know the student to provide direct input concerning the student’s strengths and abilities in various educational settings. | February of the school year |
| Exposure to a variety of careers | Gives the student the opportunity to develop an experience base from which to state a preference. Also, lets the student learn that there are many different types of jobs in the world. | During the school year |
| Interest Information | Opportunity for the student to identify careers, activities or environments that have appeal. | By February of the school year |
| Social skills review | An examination of how the student interacts in a variety of situations with persons, places and things. | May be done during the 8th or 9th grade. |
| Begin Transition Services planning process | Take the information developed from the 2 years of the Level 1 process and use it as the base information for the Transition Services process. The information and activities can be useful for developing the Long-term Adult outcome Statements and Coordinated Set of Activities. | Before annual IEP review |

**Student Interview**Age 12 Career Assessment. Please answer all 15 questions.

|  |  |  |
| --- | --- | --- |
| Student: | Age: | Date |
| Staff person performing interview: |

1. Have you taken

|  |  |  |
| --- | --- | --- |
|  | What did you like about the class? | What did you dislike about the class? |
| technology class |  |  |
| art class |  |  |
| computer class |  |  |
| music class |  |  |

1. List the jobs/chores that you do or have done:

|  |  |  |
| --- | --- | --- |
|  | Duties | What did you like about the work? |
| Home |  |  |
| School |  |  |
| Paid jobs |  |  |
| Other |  |  |

3) What do you enjoy about school?

4) What is the hard part about school?

5) What school activities are you involved in?

6) What do you do with your spare time? What are your hobbies?

7) Would you rather work (or play) with people, animals or things? Why?

8) What kind of job do you think you would like to do when you are done with schooling?

9) What do you have to do to prepare for this type of work?

10) What are the things you do best?

11) What things are hard for you to do?

12) Do you have any disabilities or medical conditions?

13) Who are the important people in your life? What jobs do they have?

14) Do you:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes | No | Don’t Know |
| Have a bank account? |  |  |  |
| Know how to ride the public bus? |  |  |  |
| Know how to ride the train? |  |  |  |

15) Comments:

Student:

Interviewer:

**Parent Interview (direct contact)**Age 12 Career Assessment. Please answer all 13 questions.

Student Name: Parent/Guardian Name:

Date: Interviewer:

1. Has your child taken

|  |  |  |
| --- | --- | --- |
|  | What did he/she like about the class? | What did he/she dislike about the class? |
| technology class |  |  |
| art class |  |  |
| computer class |  |  |
| music class |  |  |

1. What are your child’s favorite classes in school?

1. List the chores/responsibilities that your child has:

|  |  |  |
| --- | --- | --- |
|  | Duties | Does your child work independently? If not, what kind of help is needed? |
| Home |  |  |
| Paid jobs |  |  |
| Other |  |  |

1. Where do you see your child’s best behavior? Are there any special people that your child responds to positively?

1. Are there any situations or conditions that cause your child to become upset?

1. What does your child like to do during free time? What activities does he/she chose?

1. What recreational activities does your child enjoy?

1. Does your child play well with friends? Brothers? Sisters? Anybody else?

1. How does your child respond to supervision (i.e. suggestions about free time use, correction)?

10) What are your child’s strengths? What does he/she do well?

 11) What activities does your child require extra help in?

 12) You know your child best, what are your dreams/hopes for your child in the future?

 13) How can the school work with you so your child can achieve the dream? What should your child do to achieve this dream?

 Comments:

|  |
| --- |
| **Parent Questionnaire (Send Home)**Age 12 Career Assessment – Please answer all questions. |
| Student Name: | Date: |
| Completed by: | Relationship: |

|  |
| --- |
| Read the statements below and circle the number which best matches how you feel about the statement: |
| **My son/daughter**: | **Agree** | **Disagree** | **Don't Know** |
| Freely helps with house chores | 1 | 2 | 3 |
| Completes chores that he/she starts | 1 | 2 | 3 |
| Responds positively to directions | 1 | 2 | 3 |
| Calmly accepts constructive criticism | 1 | 2 | 3 |
| Works/plays well with friends | 1 | 2 | 3 |
| Uses free time constructively | 1 | 2 | 3 |
| Does homework without being told | 1 | 2 | 3 |
| **I hope that my son/daughter:** | **Agree** | **Disagree** | **Don't Know** |
| Will pursue additional training after high school | 1 | 2 | 3 |
| Will become employed after high school | 1 | 2 | 3 |
| Will live on his or her own after high school | 1 | 2 | 3 |
|  |  |  |  |

**Based upon your child’s interests and abilities, what jobs/careers do you think your child would enjoy and succeed in?**

**Please return this completed questionnaire to your child’s teacher. THANK YOU!**

AGE 12 CAREER ASSESSMENT
**Educational Staff Report #1**

*(Complete annually beginning at age 12.)*

|  |  |
| --- | --- |
| Student Name: | Date: |
| DOB: | Grade: | School: |
| Person Completing Form: |

|  |
| --- |
| 1. **Please complete the following Career Skills Profile.**Directions: Check the column under 1, 2, 3, or 4, using the following rating criteria:

1 = Does not demonstrate this skill;2 = Demonstrates this skill with continued coaching;3 = Demonstrates this skill with some coaching; and4 = Demonstrates independence with this skill and seeks coaching as necessary. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **Comments or Not Applicable** |
| **BASIC SKILLS-***Reads, writes performs arithmetic and mathematical operations, listens and speaks* |
| ***Reading***-locates, understands, and interprets written information in prose and in documents such as manuals, graphs and schedules. |  |  |  |  |  |
| ***Writing*-**communicates thoughts, ideas, information and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts. |  |  |  |  |  |
| ***Arithmetic/Mathematics*-**performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques. |  |  |  |  |  |
| ***Listening*-**receives, attends to, interprets, and responds to verbal messages and other cues. |  |  |  |  |  |
| ***Speaking*-**organizes ideas and communicates orally. |  |  |  |  |  |
| **THINKING SKILLS-***Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reason* |
| ***Creative Thinking*-**generates new ideas. |  |  |  |  |  |
| ***Decision Making*-**specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative. |  |  |  |  |  |
| ***Problem Solving*-**recognizes problems and devises and implements plan of action. |  |  |  |  |  |
| ***Seeing Things in the Mind’s Eye*-**organizes and processes symbols, pictures, graphs, objects, and other information. |  |  |  |  |  |
| ***Knowing How to Learn*-**uses efficient learning techniques to acquire and apply new knowledge and skills. |  |  |  |  |  |
| ***Reasoning*-**discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem. |  |  |  |  |  |
| **PERSONAL QUALITIES-***Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty* |
| ***Responsibility*-**exerts high level of effort and perseveres towards goal attainment. |  |  |  |  |  |
| ***Self-esteem*-**believes in own self-worth and maintains a positive view of self. |  |  |  |  |  |
| ***Sociability*-**demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings. |  |  |  |  |  |
| ***Self-management*-**assesses self accurately, sets personal goals, monitors progress, and exhibits self-control. |  |  |  |  |  |
| ***Integrity/Honesty*-**chooses ethical courses of action. |  |  |  |  |  |
| **RESOURCES-***Identifies, organizes, plans and allocates resources* |
| ***Time*-**selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules. |  |  |  |  |  |
| ***Money*-**uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives. |  |  |  |  |  |
| ***Material and Facilities*-**acquires, stores, allocates, and uses materials or space efficiently. |  |  |  |  |  |
| ***Human Resources*-**assesses skills and distributes work accordingly, evaluates performance and provides feedback. |  |  |  |  |  |
| **INTERPERSONAL-***Works with others* |
| ***Participates as Member of a Team*-**contributes to group effort. |  |  |  |  |  |
| ***Teaches Others New Skills*** |  |  |  |  |  |
| ***Serves Clients/Customers*-**works to satisfy customers’ expectations. |  |  |  |  |  |
| ***Exercises Leadership*-**communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies. |  |  |  |  |  |
| ***Negotiates*-**works toward agreements involving exchange of resources, resolves divergent interests. |  |  |  |  |  |
| ***Works With Diversity*-**works well with men and women from diverse backgrounds. |  |  |  |  |  |
| **INFORMATION -***Acquires and evaluates information* |
| ***Acquires and Evaluates Information*** |  |  |  |  |  |
| ***Organizes and Maintains Information*** |  |  |  |  |  |
| ***Interprets and Communicates Information*** |  |  |  |  |  |
| ***Uses Computers to Process Information*** |  |  |  |  |  |
| **SYSTEMS-***Understands complex interrelationships* |
| ***Understands Systems*-**knows how social, organizational, and technological systems work and operate effectively with them. |  |  |  |  |  |
| ***Monitors and Corrects Performance*-**distinguishes trends, predicts impacts on system operations, diagnoses deviation in systems’ performance, and corrects malfunctions. |  |  |  |  |  |
| ***Improves or Designs Systems*-**suggests modifications to existing system and develops new or alternative systems to improve performance. |  |  |  |  |  |
| **TECHNOLOGY-***Works with a variety of technologies* |
| ***Selects Technology*-**chooses procedures, tools or equipment including computers and related technologies. |  |  |  |  |  |
| ***Applies Technology to Task*-**understands overall intent and proper procedures for setup and operation of equipment. |  |  |  |  |  |
| ***Maintains and Troubleshoots Equipment****-*prevents, identifies, or solves problems with equipment, including computers and other technologies. |  |  |  |  |  |
| **CAREER DEVELOPMENT** |
| *Has an awareness of the world of work.* |  |  |  |  |  |
| *Has explored career options.* |  |  |  |  |  |
| *Can relate personal skills, aptitudes, and abilities to make future career decisions.* |  |  |  |  |  |
| **INTEGRATED LEARNING** |
| *Demonstrates how academic knowledge and skills are applied in the workplace and other settings.* |  |  |  |  |  |
| **CAREER MAJORS** |
| *Has chosen a career major.* |  |  |  |  |  |
| *Has acquired the career specific technical knowledge/skills necessary to progress toward gainful employment, career advancement and success in post-secondary programs.* |  |  |  |  |  |

1. Strategies/accommodations that student uses include:

1. Vocational Assessment Completed? Yes\_\_\_\_\_\_\_\_ No\_\_\_\_\_\_\_

1. In what career/vocational activities or programs has the student previously participated?

1. What career oriented programs/activities is the student currently participating in this school year? e.g., (Shadowing, Multi-OCC, Work-Study, Volunteer

1. Indicate career areas where student demonstrates strengths:

1. Indicate career areas in which student needs assistance