

Item Descriptions for Student Core Rating Form

Working: Career Choice and Planning		
Item 1	I can name occupations I think I would like the most.	I have thought about and can name occupations that I like the most. Even though I may have one choice for what I want to be right now, I have some others as back up in case my first choice does not work out. I can name several occupations I like above all others.
Item 2	I know about jobs I am interested in and what they require.	I know the kind of work I would do in the jobs I like. I also know what is required to get hired in those jobs. For example, I know about the minimum age for hiring, the education required, job skills required, and whether or not I need a state license or certificate.
Item 3	I choose jobs that fit my interests, preferences, and strengths.	I know enough about myself to make a good match with different kinds of jobs. For example, if I have very good skills in working with people and I want to work indoors, I know that jobs like being a waiter or waitress, teacher, child care worker, or customer service worker, or jobs providing services directly to people (nurse, barber, hairstylist, home care attendant, etc.), might be a good match for my strengths and preferences.
Item 4	I know how to get a job.	I know different ways to look for a job, how and when to apply for a job, and what to do on a job application or in an interview to give a good impression.
Working: Employment Knowledge and Skills		
Item 5	I have the general job skills I need to keep a job.	I have shown at school, in a part-time job, or in my community job training the general work habits and employability skills that I know employers will expect to keep me on the job. Examples of these employability skills are good attendance, being on time, getting along with co-workers, following directions, completing tasks accurately, and asking for help when I need it.
Item 6	I have the work attitudes I need to keep a job.	I have shown at school, in a part-time job, or in my community job training the work attitudes that I know employers will expect to keep me on the job. Examples of these work attitudes include such things as showing a positive attitude about work, showing respect for others, showing a cheerful and positive attitude toward my work assignments, responding well to criticism, and showing pride in my work.
Item 7	I have the specific knowledge and skills needed for an entry-level job that I have an interest in.	I know how to do all the basic tasks required of at least one job. I have shown my skills in a part-time job, a work-training program, or a career-technical program. I could be hired for that job without any more training or experience.
Item 8	I know how to change jobs.	I know how to change from one job to another so that I improve my job situation but do not leave with a bad reputation. For example, I know I need to give my employer at least 1 month's notice; I leave with no unfinished work; and I make sure all tools, materials, or uniforms belonging to the employer are checked in.
Item 9	I know how to get into a community work- or job-training program, if needed, for a job I want. [If a work- or job-training program is not needed for a job you want, select NA ("not appropriate") for this item.]	I know how to find and get into an on-the-job training program that interests me. I know whom to contact for information about the program and requirements for admission.

Learning: Further Education/Training		
Item 10	I know how to get into a college or career-technical program that meets my needs. [If college or a career-technical school is not needed for a job you want or you do not plan to go to college or a career-technical school, select NA (“not appropriate”) for this item.]	I know how to find and get into a community college, 4-year college, or career-technical school that provides the training for my career choice or interest. I know whom to contact for information about the program, the application process, and requirements for admission. I know about using the school guidance office and the Internet for getting information about a program, using the disability service office, and selecting the school that best meets my needs.
Item 11	I have the study and organization skills expected by instructors in a college or career-technical program. [If college or a career-technical school is not needed for a job you want or you do not plan to go to college or a career-technical school, select NA (“not appropriate”) for this item.]	I have shown at school that I use the study skills that are important in a college or career-technical program. Study skills include strategies for studying different kinds of material, skills in completing homework assignments and projects, test-taking skills, and research skills, I also have shown that I am organized in my study habits with my school assignments and materials and that I manage my time well.
Item 12	I know how to get the help that I need in a college or career-technical program from the office of services for students with disabilities. [If college or a career-technical school is not needed for a job you want or you do not plan to go to college or a career-technical school, select NA (“not appropriate”) for this item.]	I know about the support services (e.g., interpreters, Braille, audiotapes of books, course accommodations) that are available at the college or career-technical school I want to attend and how to apply for them. I know what the requirements are to receive support services from them and how to request the services or accommodations I need.
Item 13	I know how to get the help I need from classmates, friends, family, or other sources while in a college or career-technical program. [If college or a career-technical school is not needed for a job you want or you do not plan to go to college or a career-technical school, select NA (“not appropriate”) for this item.]	I know how to find and ask for help from sources outside the postsecondary education or career-technical program. Informal supports at a postsecondary education or training setting include classmates, friends, family, residence hall counselors/assistants, campus services and organizations, private tutors, local independent living centers, church or campus religious organizations’ support programs, and community disability support groups.
Learning: Functional Communication		
Item 14	I have speaking skills I will need after high school. [Speaking may include manual/tactile/visual/auditory communication and/or assistive technology devices/services.]	I have the skills I will need after high school to express my thoughts and feelings clearly to others. I can tell others about my personal needs, ask questions for information, respond to questions, and participate in conversations. My speaking skills will help me when I am on my own in the adult world.

Item 15	I have listening skills I will need after high school. [Listening may include manual/tactile/visual/auditory communication and/or assistive technology devices/services.]	I have the skills I will need after high school to hear and understand others when they are speaking. I can understand or interpret what others say to me through what they say, questions they ask, and their expressions of personal feelings through facial expressions and/or tone of voice, loudness, or emphasis on certain words. My listening skills will help me when I am on my own in the adult world.
Item 16	I have reading skills I will need after high school. [Reading may include manual/tactile/visual/auditory communication and/or assistive technology devices/services.]	I have the skills that I will need after high school to read materials at home, at work, and at school if I am going to college or a training program. When I can’t read or don’t understand written information, I use other ways of getting the information, such as asking someone to read or help me read. My reading skills and strategies for getting information I need from written materials will help me when I am on my own in the adult world.
Item 17	I have writing skills I will need after high school. [Writing may include manual/tactile/visual/auditory communication and/or assistive technology devices/services.]	I have the skills I will need after high school to be able to write various things at home, at work, and at school if I am in college or a career-technical program. I know how to use other ways to get my ideas into writing, such as speech-recognition software, text editing systems, and Braille. My writing skills will help me when I am on my own in the adult world.
Learning: Self-Determination		
Item 18	I understand my strengths and limitations.	I know what my strengths are as well as the areas in which I have difficulty in school, at work, at home, or in the community.
Item 19	I can explain how my disability affects my life.	I know about my disability and how it affects me in learning at school; working for someone; or doing things in the community, such as buying things, getting along with other people, getting where I want to go without depending on others, and the like. I can explain it to others if I am asked about it.
Item 20	I can speak up for my self-interests and needs.	I have shown at school, in my part-time job, or my community work training that I can speak up for myself to get the supports and accommodations that I need. I know I can ask for others to advocate or speak up for me, but I do not depend on others.
Item 21	I make my own decisions about my personal life.	I make my own decisions about friendships and relationships, personal purchases, hairstyle, recreation and leisure, music, and phone and computer use.
Item 22	I set goals for myself based on my own preferences, interests, strengths, and needs.	I set goals for myself based on my strengths, what I am interested in, my preferences in life, and my needs. These goals might not be written down, but they are part of my thinking about myself and what I want in life.
Item 23	I plan for reaching my goals and follow through to make my plans work.	I know that to reach my goals I have to take specific steps, so I plan the things I need to do if I want to reach my goals. I also know that I need to check to see how my plans are working and change my goals or plans if I need to.
Item 24	I know my basic legal rights.	I know my basic rights as a citizen as well as my rights as a person with a disability. For example, I know that I have basic rights of freedom of speech, religion, and voting when my age makes me eligible. I also know that if I have a documented disability, I have the right to equal opportunity in the areas of getting an appropriate education and applying for a job, for housing, and for reasonable accommodations at school, at work, or in the community.
Item 25	I know how to make legal decisions affecting my life.	I make some legal decisions by myself and other decisions I make with my family. I know that it is important to have information and think carefully about the outcomes of my decision. Legal decisions related to my life may include educational decisions in my IEP, financial decisions (loans, credit application, rental or lease contracts), and medical treatment decisions.

Living: Independent Living		
Item 26	I know how to find a place to live when I leave home.	I know how to use resources to find a place to live when I no longer live at home. For example, I know how to use family contacts, newspaper ads, rental brochures, Internet listings, and independent living center services in searching for a place to live.
Item 27	I know how to do routine household tasks.	I know how to do routine, everyday household tasks, such as cooking or preparing food, storing fresh or leftover food, house cleaning, dishwashing, doing laundry, shopping for household items, disposing of garbage, and recycling materials.
Item 28	I know how to take care of basic home maintenance and repairs.	I know how to do simple home maintenance and repairs, such as changing light bulbs, batteries, and furnace filters; unclogging a sink or toilet; raking/bagging leaves; repainting or refinishing furniture; and painting a room. If I live where the landlord or a building supervisor does these services, I know how to report problems.
Item 29	I solve problems that come up in new or unexpected situations.	I solve problems that come up in new or unexpected situations at school, at home, or in the community. Some strategies I use include such things as looking for the cause of the problem, going to an adult or friend for advice, reporting the problem to a person in charge in that setting, or calling 911 for an emergency.
Item 30	I know how to be careful in situations that might be harmful to me.	I know how to tell that a situation might be harmful or dangerous and do what I can to prevent an accident or injury. I know when it is a good idea to use safety precautions, such as locking doors and windows; making sure gas or electric appliances are turned off; and wearing protective clothing and/or gloves, eye protection, ear protection, or protective headgear when needed in situations at school, at home, or in the community. I know how to handle pressures from others that could lead to problems.
Item 31	I know how to use everyday technology.	I know how to use everyday technology devices, including computers, phones, DVD/CD players, remote control devices, ATMs, automated checkout stations in grocery stores, and temperature control systems.
Living: Personal Money Management		
Item 32	I buy everyday items that I need or want.	I buy items such as food, clothes, CDs, or DVDs using cash, check, debit card, or credit card. Purchases can be in person, online, or over the telephone. I know how much an item costs and how much money I need to give to pay for the item. I am also aware of how much change I should get back, if I am paying cash for an item.
Item 33	I know how to pay bills.	I know how to read a bill to figure out how much I owe, how much the minimum payment is, and when it is due. I know how to make the payment, whether paying by check, online, or over the phone. I also know when a mistake in my bill has been made and how to correct such mistakes.
Item 34	I know how to use a checking, savings, credit card, or other type of account.	I know about opening and closing checking and savings accounts and how to balance my accounts. I know about using electronic banking for paying bills. I also know about managing a credit card account and a debit card account, including what to do if a card is lost or stolen.
Item 35	I know how to budget and manage my money.	I know how to budget my income and expenses in order to manage my money over time. I know about simple record keeping procedures for income tax, bank accounts, and credit card accounts. I also know what it takes to have a good bank account history and good credit rating, and how to use comparative shopping, sales, and coupons to save money.
Community Involvement and Usage		
Item 36	I am a responsible citizen and respect the law.	I have shown that I am a responsible person at school and at home by following the rules for behavior and making a positive contribution to the school and family by helping others, volunteering, or doing service when asked. I also have been a good citizen by following the laws, rules, and regulations of my city, state, and national governments, such as those related to driving, littering, trespassing, or graffiti.

Item 37	I find and use businesses to buy things I need.	I know how to locate and shop at local businesses to get what I need. For example, if I want a certain brand of jeans or shoes, I know how to find out who carries that brand and then go to that store or purchase them online. I can find services such as hair care, recreation and leisure, dental services, or Laundromats and go there to get what I need or pay for services.
Item 38	I know how to get help from government programs to receive services or benefits.	I know about the basic services that are in my community that provide assistance to persons with disabilities, such as vocational rehabilitation services, health clinics, mental health services, or independent living centers. I know how to contact these services to apply for benefits or services, or I know someone who can help me do that. I also know the steps that I have to take to apply for services.
Item 39	I know how to use local transportation systems when I need to.	I know about and can use local transportation systems, such as taxis, buses, subways, or special transportation for persons with disabilities. I know what transportation systems choices are available, where to go to use them, how much each will cost, and how to pay for the service.
Item 40	I know how to get to places I want to go in the community.	I know how to read and use a city map and a bus or subway schedule. I know how to ask for directions to get where I want to go and how to choose the way I will get there, such as walking, riding a bicycle, using a moped or a motorcycle, driving a car, or taking a taxi or a bus.
Item 41	I know how to get a driver's license.	I know the requirements for getting a driver's license. I know where to get a driver's manual to study for the test and where to go to take the test. I also understand the difference between a learner's permit and a regular license.
Living: Leisure Activities		
Item 42	I know what I like to do in my free time.	I know the things I like most to do in my free time and can name them.
Item 43	I do different kinds of indoor leisure activities.	I do several different kinds of indoor leisure activities for fun on a regular basis. Some examples of these are listening to music, reading, watching television, playing video games, playing card games, bowling, roller skating, playing basketball, or indoor ice skating.
Item 44	I do different kinds of outdoor leisure activities.	I do several different kinds of outdoor leisure activities for fun on a regular basis. Some examples of these are walking/hiking; playground basketball; bicycling; swimming; rollerblading; ice skating outdoors; sledding; skateboarding; fishing or hunting; and engaging in beach activities like surfboarding, beach volleyball, or beachcombing.
Item 45	I go to different places for entertainment.	I know how to select and go to school and community events for entertainment. Examples of some of these are dances, movies, music/art festivals, concerts, sports events, plays, recitals, and music or dance performances.
Living: Health		
Item 46	I stay physically healthy.	I take care of my health by washing my hands frequently, eating healthy foods, getting enough sleep, and exercising regularly.
Item 47	I know how to take care of physical problems that arise.	I know how to treat minor illnesses, accidents, or health problems by myself or with assistance. I am careful in using over-the-counter medications when I have a cold, headache, or an upset stomach or for treating scratches, cuts, burns, or rashes. I know when it is important to ask for help from an adult or professional health-care worker. I also know how to call 911 for health emergencies and how to call my doctor.
Item 48	I stay emotionally and mentally healthy.	I keep my emotions balanced and do not go to extremes in my emotions. I take care of my mental health and try to prevent emotional crises by being aware of my feelings (e.g., anger, frustration, fear, or depression); getting enough sleep and exercise; avoiding foods, beverages, and other substances that affect my emotions; and by taking my prescribed medications as directed.

Item 49	I know how to take care of emotional and mental problems that arise.	I know how to take care of emotional or mental health problems that come up by exercising, moving to a different environment, talking to a helpful and accepting person, taking my medications, or using relaxation techniques. I know when I need to ask for professional help and have a name and telephone number to call.
Item 50	I know how to make choices regarding sexual behavior based on accurate information.	I make good decisions about my sexual behavior based on accurate medical and health information. Accurate information about sexual behavior and choices comes from facts provided by medical and health experts.
Living: Interpersonal Relationships		
Item 51	I get along well with family members and relatives.	I am able to get along with my family and relatives so that we have mostly good interactions when we are together. When there are disagreements, we can work them out.
Item 52	I get along well with others outside of the family.	I am able to get along with my friends and classmates at school and my co-workers and supervisors at work. When there are disagreements, we can work them out.
Item 53	I make and keep friends in different settings.	I make and keep friends wherever I go because I am a good listener, loyal to my friends, ready to help when asked, and do not tell others what a friend has told me to keep secret or private.
Item 54	I act appropriately in different social settings.	I can say and do what is appropriate in different social situations outside my home when interacting with other people. For example, I can participate in conversations and show appropriate social behavior, whether I am in the school cafeteria, the gymnasium, restrooms, dressing rooms, a work setting, restaurants, parks, malls, a public event, or a religious service.
Item 55	I know how to handle problems that occur with other people in public.	I know some strategies for dealing with arguments, teasing, bullying, or threats in public situations, including knowing some things I could say to ease the tension or ways of getting myself away from the problem situation. I also know when it is important to ask for help from a person in charge.
Item 56	I figure out how to act appropriately in new social situations.	I see and figure out cues as to what is going on in a social situation so that I know what the appropriate social behavior is for me. For example, if I have never been to a funeral or wedding, I know how to watch others and see what I should be doing.
Item 57	I know about the skills and responsibilities of being a parent.	I know about the responsibilities of being a parent, such as providing love, food, shelter, clothing, and health care. I know some of the skills that parents have to be successful with in their responsibilities of earning a living; making family decisions; and teaching children to be caring family members, good neighbors, and responsible citizens.