

**Employability and Foundational  
Academic Standards-  
Alternate Assessment  
and  
EFAS-AA Progressions**

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## Employability and Foundational Academic Standards-Alternate Assessment

The Employability and Foundational Academic Standards-Alternate Assessment were developed to provide teachers a working knowledge of the skills needed to assist students in becoming career ready and succeeding in the environments they will encounter after high school.

The standards guide the assessment for youth on the Alternate K-PREP in the career ready academic component. The standards also serve as the foundation for work-based learning and the Kentucky Career Work Experience Certification (CWEC), which corresponds to the career ready technical component of the career readiness measures. See table below. The intent is the skills will be taught in the classroom but students will also be given opportunities, during high school, to practice and generalize the skills in community and work settings.

College and Career Readiness Measures for Students Participating in the Alternate Assessment				
College Ready: Must meet TAR benchmarks	Career Ready: Must meet benchmarks in Career Academic area and Career Ready Technical area		Bonus: Must meet benchmarks on the following	
College Ready	Career Ready Academic	Career Ready Technical	College Ready	Career Ready
Transition Attainment Record (TAR)	Employability Skills Attainment Record (ESAR) (based upon standards, i.e., KOSSA and Department of Labor Employment Standards)	Career Work Experience Certification (based upon standards, i.e., KOSSA & US Department of Labor Employment Standards)	TAR	ESAR CWEC

The standards were developed through a review of the Kentucky Occupational Skill Standards (KOSSA). The KOSSA standards were reduced in number as well as in depth and breadth. Those that appeared salient for youth participating in Alternate Assessment were selected, and revised as needed, for inclusion in the EFAS-AA. The standards identified were also cross-walked with the US Department of Labor's Office of Disability Employment Policy's Skills to Pay the Bills research and curriculum (2012).

The EFAS-AA contains three main areas: Personal Quality and People Skills, Foundational Academic Skills, and Workplace Knowledge Skills. Each area is further delineated and organized into corresponding sub-areas with numbered standards.

## Employability and Foundational Academic Standards: Alternate Assessment

### PERSONAL QUALITIES AND PEOPLE SKILLS

<b>POSITIVE WORK ETHIC</b>		
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
<b>INTEGRITY</b>		
EB	001	Follows rules at the worksite
EB	002	Exhibits loyalty to the employer
EB	003	Practices ethical behavior
<b>TEAMWORK</b>		
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
<b>SELF-REPRESENTATION</b>		
ED	001	Demonstrates the use of good manners
ED	002	Dresses appropriately
ED	003	Greets people in a polite and courteous way
<b>FOUNDATIONAL ACADEMIC SKILLS</b>		
<b>SPEAKING AND LISTENING</b>		
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
<b>READING AND WRITING</b>		
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
<b>MATHEMATICS</b>		
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
<b>TECHNICAL LITERACY</b>		
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

<b>WORKPLACE KNOWLEDGE SKILLS</b>		
		<b>CRITICAL THINKING AND PROBLEM SOLVING</b>
EI	001	Recognizes and uses symbols, signs, and maps when traveling to and from a job
EI	002	Participates in solving problems
		<b>HEALTH AND SAFETY</b>
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
		<b>JOB ACQUISITION AND ADVANCEMENT</b>
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)
		<b>TIME, TASK, AND RESOURCE MANAGEMENT</b>
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

## **PROGRESSIONS EMPLOYABILITY AND FOUNDATIONAL ACADEMIC STANDARDS: ALTERNATE ASSESSMENT**

The Employability and Foundational Academic Standards progressions were created to ensure that all students with significant cognitive disabilities exit high school with the skills and knowledge necessary to succeed in postsecondary settings.

To develop an understanding of the skills necessary to succeed in the next environments after high school, students need sustained opportunities to work with and develop those skills over a period of years rather than weeks or months. This sense of development has been conceptualized in the idea of learning progressions. If mastery of an employability or foundational academic standard is the ultimate destination, then well-designed learning progressions provide a map of the routes that can be taken to reach that destination. Such progressions describe both how students' understanding of the idea matures over time and the instructional supports and experiences that are needed to make progress.

The learning progressions extend all the way from primary to Grade 12 and beyond to Grade 14, as needed. Indeed, people can continue to learn about employability and foundational academic skills needed in postsecondary, work, and community environments their entire lives. Because learning progressions extend over multiple years, they can prompt educators to consider how topics are presented at each grade level so that they build on prior understanding and can support increasingly higher level learning. The standards and their related learning progressions are essential for the design of a career work experience curriculum.

When developing the progressions the following concepts were applied:

- The standard is the expected skill at the time of exit from high school.
- The focus of the progressions is to move students toward independence.
- Progressions widen the settings as the student ages, from school to community and work settings.
- Grade levels related to the progressions are:
  - Primary: K-3
  - Intermediate: 4-5
  - Middle School: 6-8
  - High School: 9-12 and Grade 14
- The progressions do not include instructional strategies, examples, or scenarios.
- The progressions are not individualized for particular students.
- Modeling and supports are part of the instructional process for teaching the standards and related skills. They are not specified in the progressions.
- When the term communicate(s) is used within this document it means any act by which one person gives to or receives from, another person, information about that person's needs, desires, perceptions, knowledge, or effective states. Communication may be intentional or unintentional, may involve conventional or unconventional signals, may take linguistic or nonlinguistic forms, and may occur

through spoken or other modes. Source: <http://www.asha.org/policy/GL1992-00201/#sec1.3.1>

- The purpose of this document is to explain each of the EFAS-AA through grade span progression. Other documents and resources provide information about the principles of Applied Behavior Analysis, instructional strategies, and practices.

When using the progressions and instructing students with significant cognitive disabilities keep the following principles in mind:

- Principle of Ultimate Functioning - instruction should focus on instruction in ecologically valid, naturally occurring environments that will be the ultimate environment in which the student is to function.
- Principle of Maximal Participation - students have the right to participate in activities that contribute to the quality of their life to the maximum degree possible.
- Principle of Partial Participation - even if students cannot acquire all the skills that are required to function independently in an environment, they should have access to that environment and enabled to learn those skills that they are able to acquire.
- Presumed Competence - assume that a student has intellectual ability, provide opportunities to be exposed to learning, assume the student wants to learn and assert him or herself in the world. To not presume competence is to assume that some individuals cannot learn, develop, or participate in the world.

The achievement of the *Employability and Foundational Academic Standards-Alternate Assessment* (progression exit standards) will be assessed in Grade 12 by way of the Employability Skills Attainment Record (ESAR).

In the years leading up to Grade 12, Admissions and Release Committees will utilize the standards and corresponding progressions to develop IEP goals and objectives, based on individual student needs. Documentation to support the progress on those goals and objectives will vary. For more information on the variety of methods of measurement see the Kentucky Guidance Document for Individual Education Program (IEP) Development at <http://education.ky.gov/specialed/excep/Pages/IEP-Guidance-and-Documents.aspx>.

As the student advances grade levels and the settings for instruction widen to community and work-sites the types of supporting evidence for student progress will include, but are not limited to:

- staff journal with results of informal/formal observations
- workplace performance evaluations
- behavioral checklists
- video of student demonstration or performance
- Job Coach Monthly Report
- Other

## PERSONAL QUALITIES AND PEOPLE SKILLS

### POSITIVE WORK ETHIC

#### Exit Standard EA 001: Uses directions provided for completing a job/task

Primary	Intermediate	Middle School	High School
Follows simple verbal and/or written directions	Follows simple verbal and/or written directions	Follows multi-step verbal and/or written directions to complete tasks	Follows multi-step verbal and/or written directions within a career pathway

#### Exit Standard EA 002: Keeps up with personal belongings and tools at school and work

Primary	Intermediate	Middle School	High School
Keeps personal belongings in designated location (i.e., coats, backpack)	Keeps personal and school supplies in designated location (i.e., desk, locker, cubby)	Arrives at class/community setting with necessary materials/tools and keeps in designated location	Arrives at work/training site (i.e., school, community) with necessary belongings, materials and tools and keeps in appropriate location

#### Exit Standard EA 003: Arrives on time and maintains punctuality at school and work

Primary	Intermediate	Middle School	High School
Transitions to each classroom activity within set time	Transitions to each classroom and school activity within set time	Transitions to each class/activity/community setting within set time	Transitions to each class/activity/community setting/worksites within set time

#### Exit Standard EA 004: Maintains good attendance at school and work

Primary	Intermediate	Middle School	High School
Maintains consistent attendance in school in accordance with district policy	Maintains consistent attendance in school in accordance with district policy	Maintains consistent attendance in school in accordance with district policy	Maintains consistent attendance in school and at worksite in accordance with district policy

**Exit Standards EA 005: Assumes responsibility for behavior and actions at the worksite (e.g., manages emotions)**

<b>Primary</b>	<b>Intermediate</b>	<b>Middle School</b>	<b>High School</b>
Recognizes emotions of self and expresses emotions in an age appropriate manner	Recognizes emotions of self and others and expresses emotions in an age appropriate manner	Recognizes how behavior impacts self and others( i.e., consequences) and demonstrates ability to regulate behavior and emotions in multiple settings	Demonstrates ability to regulate behavior and emotions in multiple settings including community settings and worksite

**Exit Standard EA 006: Exhibits a good outlook toward work assignments**

<b>Primary</b>	<b>Intermediate</b>	<b>Middle School</b>	<b>High School</b>
Responds appropriately when requested to complete a task or activity per setting at school	Responds appropriately when requested to complete multiple tasks or activities across settings	Responds appropriately when requested to complete multiple tasks or activities across school and community settings	Responds appropriately when requested to complete multiple tasks or activities across school and community settings

**Exit Standard EA 007: Meets work standards for the amount of work to complete and how well it is done**

<b>Primary</b>	<b>Intermediate</b>	<b>Middle School</b>	<b>High School</b>
Completes quantity of task/activity assigned	Completes quantity of task/activity assigned at the level of quality requested	Completes quantity of task/activity/work assigned and evaluates quality of work in school and community settings	Completes quantity of task/activity/work assigned and evaluates quality of work across school, community, and work settings

## INTEGRITY

### Exit Standard EB 001: Follows rules at the worksite

Primary	Intermediate	Middle School	High School
Follows rules in school settings	Follows rules in school settings	Follows rules in school and community settings	Follows rules in school, community, and work settings

### Exit Standard EB 002: Exhibits loyalty to the employer

Primary	Intermediate	Middle School	High School
Identifies themselves as a member of the classroom and school	Identifies their role as a member of the classroom and school groups (i.e. clubs, etc.)	Demonstrates engagement and respect in the classroom (i.e. team work) and/or group (i.e. sports team)	Demonstrates respect and commitment to supervisors (e.g. teachers, employer)

### Exit Standard EB 003: Practices ethical behavior

Primary	Intermediate	Middle School	High School
Identifies difference between right and wrong	Identifies right from wrong and chooses to exhibit the appropriate behavior/response	Demonstrates ethical behavior across school and community settings	Demonstrates ethical behavior in school, community, and work settings

## TEAMWORK

Teachers provide direct instruction in the following: sitting within a group, attending to the task/activity, and participating\ within the group.

### Exit Standard EC 001: Shares ideas and suggestions when making decisions as a group

Primary	Intermediate	Middle School	High School
Communicates a basic idea related to a given topic	Communicates independently a basic idea related to a given topic	Communicates ideas and offers suggestions related to a group discussion of a given topic in school and community settings.	Communicates ideas and offers suggestions to reach the group goal in school, community and work settings.

### Exit Standard EC 002: Works cooperatively with others

Primary	Intermediate	Middle School	High School
Shares tools/supplies with others	Participates cooperatively by fulfilling his/her role within a group	Fulfills a role within a group, recognizes group members have differing roles and opinions in school and community settings	Works cooperatively to fulfill his/her role within a group to achieve a common goal in school, community, and work settings

**Exit Standard EC 003: Respects the opinions of other people in the workplace**

Primary	Intermediate	Middle School	High School
Listens without interrupting and gains attention appropriately	Listens without interrupting, gains attention appropriately, and differentiates between fact and opinion	Expresses own opinion, acknowledges the opinion of others, and agrees/disagrees appropriately within school and community settings	Expresses own opinion, acknowledges the opinion of others, and agrees/disagrees appropriately within school, community, and work settings

**SELF-REPRESENTATION****Exit Standard ED 001: Demonstrates the use of good manners**

Primary	Intermediate	Middle School	High School
Demonstrates manners in school settings	Demonstrates manners and socially appropriate behavior in school settings	Displays manners and age appropriate behaviors that are socially accepted in school and community settings	Displays manners and age appropriate behaviors that are socially accepted in school, community, and work settings

**Exit Standard ED 002: Dresses appropriately**

Primary	Intermediate	Middle School	High School
Identifies articles of clothing and dresses self	Selects appropriate article of clothing based on the weather/circumstance and maintains hygiene	Maintains appropriate hygiene and appearance in school and community settings	Maintains appropriate hygiene and appearance in school, community, and work settings

**Exit Standard ED 003: Greets people in a polite and courteous way**

Primary	Intermediate	Middle School	High School
Acknowledges when classmates and school staff are present	Greets classmates and school staff in appropriate manner	Greets others in appropriate manner across school and community settings	Greets others in appropriate manner across school, community, and work settings

## FOUNDATIONAL ACADEMIC SKILLS

### SPEAKING AND LISTENING

#### Exit Standard EE 001: Asks questions and seeks guidance at worksite

Primary	Intermediate	Middle School	High School
Asks questions to seek guidance	Identifies the purpose of a question and uses the question to seek guidance	Identifies the purpose of questions and uses the questions to seek guidance in school and community settings	Asks questions and seeks guidance in school, community, and work settings

#### Exit Standard EE 002: Gets information from supervisors

Primary	Intermediate	Middle School	High School
Asks questions to gain information	Identifies the purpose of a question and uses questions to gain information	Identifies the purpose of questions and uses questions to gain information and/or clarification in school and community settings	Uses questions to gain information and/or clarification in school, community, and work settings

#### Exit Standard EE 003: Uses a variety of communications skills (e.g., talking, listening, reading, facial and body language)

Primary	Intermediate	Middle School	High School
Explores different communication skills	Uses different communication skills	Uses appropriate communication skills for a variety of purposes in school and community settings	Uses appropriate communication skills for a variety of purposes in school and community, and work settings

#### Exit Standard EE004: Knows how to listen and when to ask questions

Primary	Intermediate	Middle School	High School
Attends to a speaker	Attends to a speaker and recognizes when to ask questions	Attends to speaker and asks questions at appropriate times in school and community settings	Attends to speaker and asks questions at appropriate times in school, community, and work settings.

## READING AND WRITING

**Exit Standard EF 001: Uses charts, guides, and written directions to complete tasks and work assignments (utilizing, when necessary, assistive technology)**

Primary	Intermediate	Middle School	High School
Identifies that text has meaning	Uses text for completing tasks	Uses text for completing tasks in school and community settings	Uses text for completing tasks in school, community, and work settings

**Exit Standard EF 002: Completes forms and other materials pertaining to time worked, leave and other required information for employer or school**

Primary	Intermediate	Middle School	High School
Identifies personal information	Includes personal information on appropriate documents, i.e., first and last name on paper	Completes forms and documents with necessary information used in the school and community settings	Completes forms and documents with necessary information in school, community and work settings.

## MATHEMATICS

**Exit Standard EG 001: Use of basic math skills needed to complete assignments at school and work**

Primary	Intermediate	Middle School	High School
Uses foundational math skills to complete assignments	Uses basic math skills to complete assignments	Uses basic math skills to complete assignments in school and community settings	Uses basic math skills to complete assignments in school, community, and work settings

**Exit Standard EG 002: Makes a simple budget and keeps track of money and expenses**

Primary	Intermediate	Middle School	High School
Recognizes basic money concepts	Uses basic concepts of money and identifies the cost of goods and services	Uses money to make purchases, and creates and follows a simple budget in school and community settings	Uses money to make purchases, and creates and follows a simple budget in school, community, and work settings

## TECHNICAL LITERACY

### Exit Standard EH 001: Uses various technology tools in completing tasks

Primary	Intermediate	Middle School	High School
Identifies and uses various forms of technology	Uses various forms of technology to complete tasks	Chooses appropriate form of technology and use to complete tasks in school and community settings	Uses appropriate form of technology to complete tasks in school, community, and work settings

### Exit Standard EH 002: Uses social media in a proper manner at school and work

Primary	Intermediate	Middle School	High School
Identifies a variety of ways to appropriately share information electronically	Identifies the appropriate use of a variety of social media websites and applications	Uses social media in within the policy of the school and community setting.	Uses social media within the policy of the school, community, and work settings.

### Exit Standard EH 003: Follows direction when using the Internet at school and work

Primary	Intermediate	Middle School	High School
Follows simple directions related to use of internet	Follows directions to navigate within internet site(s)	Follows directions to navigate and troubleshoots internet site(s) within school settings	Follows directions to navigate and troubleshoots internet site(s) within school, community and work settings.

### Exit Standard EH 004: Follows direction when using cell phones and email appropriately at school and work

Primary	Intermediate	Middle School	High School
Follows simple directions related to use of cell phones (including calling, and use of age appropriate applications)	Follows directions to use cell phones (including calling, texting, use of applications) and email	Follows directions to use cell phones (including calling, texting, use of applications) and email to troubleshoot within school and community settings	Follows directions to use cell phones (including calling, texting, and use of applications) and email and to troubleshoot within school settings, community, and work settings.

## WORKPLACE KNOWLEDGE AND SKILLS

### CRITICAL THINKING AND PROBLEM SOLVING

**Exit Standard EI 001: Recognizes and uses symbols, signs, and maps when traveling to and from a job**

Primary	Intermediate	Middle School	High School
Recognizes that signs, symbols, and maps have meaning.	Differentiates that signs, symbols, and maps have varied meanings.	Applies meaning and uses common signs, symbols and maps to navigate routes within school and community settings	Uses signs, symbols and maps to navigate route(s) within school, community, and work settings

**Exit Standard EI 002: Participates in solving problems (executive functioning)**

Primary	Intermediate	Middle School	High School
Participates in identifying a problem and recognizes a problem solution	Identifies problems and expresses possible solutions	Identifies problems, determine possible solutions, and apply selected solution within school and community settings	Identifies problems, determine possible solutions, and apply selected solution within school, community settings and work settings

### HEALTH AND SAFETY

**Exit Standard EJ 001: Knows, follows and practices safety rules at the worksite**

Primary	Intermediate	Middle School	High School
Follows basic principles of safety.	Applies basic principles of safety	Applies principles of safety and recognizes situational safety requirements within school and community settings	Applies specific principles of safety related to a job or activity within school, community settings and work settings

**Exit Standard EJ 002: Uses equipment and supplies safely as directed by teacher, supervisor or other adult**

Primary	Intermediate	Middle School	High School
Identifies the purpose and safe use of equipment and supplies	Identifies the purpose and utilizes the equipment and supplies appropriately	Utilizes equipment and supplies appropriately within school and community settings	Utilizes equipment and supplies appropriately within school, community, and work settings

## JOB ACQUISITION AND ADVANCEMENT

### Exit Standard EK 001: Identifies jobs that use personal talents and interests

Primary	Intermediate	Middle School	High School
Explores likes/preferences and different occupations	Identifies different occupations and recognizes job related skills	Identifies and demonstrates individual strengths and how they relate to various jobs or occupations within school and community settings	Identifies post-school goals and actively participates in transition services

### Exit Standard EK 002: Uses proper guidelines in applying for a job

Primary	Intermediate	Middle School	High School
Identifies personal demographics (e.g., name, address, phone number)	Identifies and provides personal information and conveys to others	Identifies documentation (e.g., applications across platforms, resumes) related to job seeking process within the school and community settings	Completes documentation related to job seeking process for positions related to post-school employment

### Exit Standard EK 003: Listens to questions and answers questions with more than one word during an interview

Primary	Intermediate	Middle School	High School
Listens and appropriately answers questions.	Participates in appropriate conversational turn-taking with peers and adults.	Participates in a simulated interview process in the school setting, community, and work settings.	Participates in authentic competitive interview process within school, community, and work settings.

### Exit Standard EK 004: Develops training plan for occupational work experience(s)

Primary	Intermediate	Middle School	High School
Completes assigned jobs in classroom	Completes assigned jobs in school settings	Identifies requirements of different jobs; begins to relate to personal preferences, interests, and skills; and plans for high school course of study	Participates in transition services that facilitate achieving the employment goals

## TIME, TASK AND RESOURCE MANAGEMENT

### Exit Standard EL 001: Uses time wisely at the worksite

Primary	Intermediate	Middle School	High School
Follows a routine by starting an activity when prompted	Follows a routine related to sequence of daily activities	Follows a routine related to a sequence of activities within school and community settings	Follows a routine related to a sequence of activities within school, community and work settings

### Exit Standard EL 002: Follows directions for recording time at work

Primary	Intermediate	Middle School	High School
Follows simple instruction to identify time/date	Follows instructions to associate a time/date with events/activities	Records date and times of events/activities in school and community settings.	Records date and times of events/activities in school, community settings, and work settings

### Exit Standard EL 003: Meets timelines for completing assigned tasks

Primary	Intermediate	Middle School	High School
Demonstrates awareness activities have beginning/ending	Completes tasks within a given timeline	Manages timelines within school and community settings to complete tasks	Manages time within school, community and work settings to complete tasks

### Exit Standard EL 004: Leaves and returns from breaks on time

Primary	Intermediate	Middle School	High School
Follows cues to start and finish break time.	Starts and finishes breaks within allotted amount of time	Independently starts and finishes breaks within allotted amount of time within school and community settings	Independently starts and finishes breaks within an allotted time within school, community and work settings