Employability and Foundational Academic Standards-
Alternate Assessment Progressions

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UK Human Development Institute

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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
- Employability Specialist Monthly Report
- Other
# PERSONAL QUALITIES AND PEOPLE SKILLS

## POSITIVE WORK ETHIC

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

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows simple verbal and/or written directions</td>
<td>Follows simple verbal and/or written directions</td>
<td>Follows multi-step verbal and/or written directions to complete tasks</td>
<td>Follows multi-step verbal and/or written directions within a career pathway</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitions to each classroom activity within set time</td>
<td>Transitions to each classroom and school activity within set time</td>
<td>Transitions to each class/activity/community setting within set time</td>
<td>Transitions to each class/activity/community setting/worksite within set time</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintains consistent attendance in school in accordance with district policy</td>
<td>Maintains consistent attendance in school in accordance with district policy</td>
<td>Maintains consistent attendance in school in accordance with district policy</td>
<td>Maintains consistent attendance in school and at worksite in accordance with district policy</td>
</tr>
</tbody>
</table>

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3
Exit Standards EA 005: Assumes responsibility for behavior and actions at the worksite

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begins to initiate and complete school tasks upon request</td>
<td>Initiates and completes tasks and begins to accept and apply feedback in an age appropriate manner across school settings</td>
<td>Initiates tasks, and accepts and applies feedback in an age appropriate manner when completing a variety of tasks in school and community settings</td>
<td>Initiates and evaluates the completion of a variety of tasks in multiple settings including community settings and worksite</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completes quantity of task/activity assigned</td>
<td>Completes quantity of task/activity assigned at the level of quality requested</td>
<td>Completes quantity of task/activity/work assigned and evaluates quality of work in school and community settings</td>
<td>Completes quantity of task/activity/work assigned and evaluates quality of work across school, community, and work settings</td>
</tr>
</tbody>
</table>
INTEGRITY

Exit Standard EB 001: Follows rules at the worksite

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows rules in school settings</td>
<td>Follows rules in school settings</td>
<td>Follows rules in school and community settings</td>
<td>Follows rules in school, community, and work settings</td>
</tr>
</tbody>
</table>

Exit Standard EB 002: Exhibits loyalty to the employer

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

Exit Standard EB 003: Practices ethical behavior

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies difference between right and wrong</td>
<td>Identifies right from wrong and chooses to exhibit the appropriate behavior/response</td>
<td>Demonstrates ethical behavior across school and community settings</td>
<td>Demonstrates ethical behavior in school, community, and work settings</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates a basic idea related to a given topic</td>
<td>Communicates independently a basic idea related to a given topic</td>
<td>Communicates ideas and offers suggestions related to a group discussion of a given topic in school and community settings</td>
<td>Communicates ideas and offers suggestions to reach the group goal in school, community and work settings</td>
</tr>
</tbody>
</table>

Exit Standard EC 002: Works cooperatively with others

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shares tools/supplies with others</td>
<td>Participates cooperatively by fulfilling his/her role within a group</td>
<td>Fulfills a role within a group, recognizes group members have differing roles and opinions in school and community settings</td>
<td>Works cooperatively to fulfill his/her role within a group to achieve a common goal in school, community, and work settings</td>
</tr>
</tbody>
</table>
Exit Standard EC 003: Respects the opinions of other people in the workplace

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens without interrupting</td>
<td>Listens without interrupting, gains attention</td>
<td>Expresses own opinion, acknowledges the opinion of others, and agrees/disagrees</td>
<td>Expresses own opinion, acknowledges the opinion of others, and agrees/disagrees</td>
</tr>
<tr>
<td>and gains attention appropriately</td>
<td>appropriately, and differentiates between fact</td>
<td>appropriately within school and community settings</td>
<td>appropriately within school, community, and work settings</td>
</tr>
<tr>
<td></td>
<td>and opinion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SELF-REPRESENTATION**

Exit Standard ED 001: Demonstrates the use of good manners

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates manners in school</td>
<td>Demonstrates manners and socially appropriate</td>
<td>Displays manners and age appropriate behaviors that are socially accepted in</td>
<td>Displays manners and age appropriate behaviors that are socially accepted</td>
</tr>
<tr>
<td>settings</td>
<td>behavior in school settings</td>
<td>school and community settings</td>
<td>in school, community, and work settings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exit Standard ED 002: Dresses appropriately

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies articles of clothing</td>
<td>Selects appropriate article of clothing based on</td>
<td>Maintains appropriate hygiene and appearance in school and community settings</td>
<td>Maintains appropriate hygiene and appearance in school, community, and work</td>
</tr>
<tr>
<td>and dresses self</td>
<td>the weather/circumstance and maintains hygiene</td>
<td></td>
<td>settings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledges when classmates</td>
<td>Greets classmates and school staff in</td>
<td>Greets others in appropriate manner across school and community settings</td>
<td>Greets others in appropriate manner across school, community, and work</td>
</tr>
<tr>
<td>and school staff are present</td>
<td>appropriate manner</td>
<td></td>
<td>settings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FOUNDATIONAL ACADEMIC SKILLS

SPEAKING AND LISTENING

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

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asks questions to seek guidance</td>
<td></td>
<td>Identifies the purpose of a question and uses the question to seek guidance</td>
<td>Identifies the purpose of questions and uses the questions to seek guidance in school and community settings</td>
<td>Asks questions and seeks guidance in school, community, and work settings</td>
</tr>
</tbody>
</table>

Exit Standard EE 002: Gets information from supervisors

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asks questions to gain information</td>
<td></td>
<td>Identifies the purpose of a question and uses questions to gain information</td>
<td>Identifies the purpose of questions and uses questions to gain information and/or clarification in school and community settings</td>
<td>Uses questions to gain information and/or clarification in school, community, and work settings</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explores different communication skills</td>
<td></td>
<td>Uses different communication skills</td>
<td>Uses appropriate communication skills for a variety of purposes in school and community settings</td>
<td>Uses appropriate communication skills for a variety of purposes in school and community, and work settings</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends to a speaker</td>
<td></td>
<td>Attends to a speaker and recognizes when to ask questions</td>
<td>Attends to speaker and asks questions at appropriate times in school and community settings</td>
<td>Attends to speaker and asks questions at appropriate times in school, community, and work settings.</td>
</tr>
</tbody>
</table>
### READING AND WRITING

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

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies that text has meaning</td>
<td>Uses text for completing tasks</td>
<td>Uses text for completing tasks in school and community settings</td>
<td>Uses text for completing tasks in school, community, and work settings</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies personal information</td>
<td>Includes personal information on appropriate documents, i.e., first and last name on paper</td>
<td>Completes forms and documents with necessary information used in the school and community settings</td>
<td>Completes forms and documents with necessary information in school, community and work settings</td>
</tr>
</tbody>
</table>

### MATHEMATICS

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

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses foundational math skills to complete assignments</td>
<td>Uses basic math skills to complete assignments</td>
<td>Uses basic math skills to complete assignments in school and community settings</td>
<td>Uses basic math skills to complete assignments in school, community, and work settings</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes basic money concepts</td>
<td>Uses basic concepts of money and identifies the cost of goods and services</td>
<td>Uses money to make purchases, and creates and follows a simple budget in school and community settings</td>
<td>Uses money to make purchases, and creates and follows a simple budget in school, community, and work settings</td>
</tr>
</tbody>
</table>
## TECHNICAL LITERACY

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

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies and uses various forms of technology</td>
<td>Uses various forms of technology to complete tasks</td>
<td>Chooses appropriate form of technology and use to complete tasks in school and community settings</td>
<td>Uses appropriate form of technology to complete tasks in school, community, and work settings</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies a variety of ways to appropriately share information electronically</td>
<td>Identifies the appropriate use of a variety of social media websites and applications</td>
<td>Uses social media within the policy of the school and community setting.</td>
<td>Uses social media within the policy of the school, community, and work settings.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows simple directions related to use of internet</td>
<td>Follows directions to navigate within internet site(s)</td>
<td>Follows directions to navigate and troubleshoots internet site(s) within school settings</td>
<td>Follows directions to navigate and troubleshoots internet site(s) within school, community and work settings.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows simple directions related to use of cell phones (including calling, and use of age appropriate applications)</td>
<td>Follows directions to use cell phones (including calling, texting, use of applications) and email</td>
<td>Follows directions to use cell phones (including calling, texting, use of applications) and email to troubleshoot within school and community settings</td>
<td>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.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes that signs, symbols, and maps</td>
<td>Differentiates that signs, symbols, and</td>
<td>Applies meaning and uses common signs, symbols and maps to navigate routes</td>
<td>Uses signs, symbols and maps to navigate route(s) within school, community,</td>
</tr>
<tr>
<td>have meaning</td>
<td>maps have varied meanings.</td>
<td>within school and community settings</td>
<td>and work settings</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates in identifying a problem and</td>
<td>Identifies problems and expresses possible</td>
<td>Identifies problems, determine possible solutions, and apply selected solution</td>
<td>Identifies problems, determine possible solutions, and apply selected solution</td>
</tr>
<tr>
<td>recognizes a problem solution</td>
<td>solutions</td>
<td>within school and community settings</td>
<td>within school, community settings and work settings</td>
</tr>
</tbody>
</table>

HEALTH AND SAFETY

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

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows basic principles of safety.</td>
<td>Applies basic principles of safety</td>
<td>Applies principles of safety and recognizes situational safety requirements</td>
<td>Applies specific principles of safety related to a job or activity within</td>
</tr>
<tr>
<td></td>
<td></td>
<td>within school and community settings</td>
<td>school, community settings and work settings</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies the purpose and safe use of</td>
<td>Identifies the purpose and utilizes</td>
<td>Utilizes equipment and supplies appropriately</td>
<td>Utilizes equipment and supplies appropriately</td>
</tr>
<tr>
<td>equipment and supplies</td>
<td>the equipment and supplies appropriately</td>
<td>within school and community settings</td>
<td>within school, community, and work settings</td>
</tr>
</tbody>
</table>
## JOB ACQUISITION AND ADVANCEMENT

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

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

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

<table>
<thead>
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</thead>
<tbody>
<tr>
<td></td>
<td>Identifies personal demographics (e.g., name, address, phone number)</td>
<td>Identifies and provides personal information and conveys to others</td>
<td>Identifies documentation (e.g., applications across platforms, resumes) related to job seeking process within the school and community settings</td>
<td>Completes documentation related to job seeking process for positions related to post-school employment</td>
</tr>
</tbody>
</table>

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

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<tbody>
<tr>
<td></td>
<td>Listens and appropriately answers questions.</td>
<td>Participates in appropriate conversational turn-taking with peers and adults.</td>
<td>Participates in a simulated interview process in the school setting, community, and work settings.</td>
<td>Participates in authentic competitive interview process within school, community, and work settings.</td>
</tr>
</tbody>
</table>

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

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<tbody>
<tr>
<td></td>
<td>Completes assigned jobs in classroom</td>
<td>Completes assigned jobs in school settings</td>
<td>Identifies requirements of different jobs; begins to relate to personal preferences, interests, and skills; and plans for high school course of study</td>
<td>Participates in transition services that facilitate achieving the employment goals</td>
</tr>
</tbody>
</table>
### TIME, TASK AND RESOURCE MANAGEMENT

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

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Follows a routine by starting an activity when prompted</td>
<td>Follows a routine related to sequence of daily activities</td>
<td>Follows a routine related to a sequence of activities within school and community settings</td>
<td>Follows a routine related to a sequence of activities within school, community and work settings</td>
</tr>
</tbody>
</table>

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

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</thead>
<tbody>
<tr>
<td>Follows simple instruction to identify time/date</td>
<td>Follows instructions to associate a time/date with events/activities</td>
<td>Records date and times of events/activities in school and community settings.</td>
<td>Records date and times of events/activities in school, community settings, and work settings</td>
</tr>
</tbody>
</table>

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

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<tbody>
<tr>
<td>Demonstrates awareness activities have beginning/ending</td>
<td>Completes tasks within a given timeline</td>
<td>Manages timelines within school and community settings to complete tasks</td>
<td>Manages time within school, community and work settings to complete tasks</td>
</tr>
</tbody>
</table>

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

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</thead>
<tbody>
<tr>
<td>Follows cues to start and finish break time.</td>
<td>Starts and finishes breaks within allotted amount of time</td>
<td>Independently starts and finishes breaks within allotted amount of time within school and community settings</td>
<td>Independently starts and finishes breaks within an allotted time within school, community and work settings</td>
</tr>
</tbody>
</table>