

**Ansell-Casey Life Skills Assessment Supplement:
Education Assessment Supplement (1.0)
Educator/Caregiver - Level III**

Instructions:

Please answer the questions about the student you have in mind. Try to answer all of the questions in the Demographic Section and in Sections I and II. If a question does not pertain to the student, leave it blank.

Demographics

1. **Student's Gender:** Male Female

2. **Student's current age (years):**_____

3. **Student's grade in school:**
 - 1st grade
 - 2nd grade
 - 3rd grade
 - 4th grade
 - 5th grade
 - 6th grade
 - 7th grade
 - 8th grade
 - 9th grade
 - 10th grade
 - 11th grade
 - 12th grade
 - Trade School
 - In college
 - 4 Year College
 - 2 Year or Community College
 - Professional/Technical Training
 - Not in school
 - Other

4. **What type of school does the student attend?**
 - Public
 - Private or parochial
 - Alternative
 - Charter
 - GED program
 - Home
 - Online
 - Detention
 - Other

5. **Student's Grade Point Average (GPA) on last report card:** _____

6. **The number of schools student has attended:** _____

7. **What is the student's race/ethnicity? (Please choose all that apply)**
 - American Indian or Alaskan Native. Tribe:_____
 - Asian Indian
 - Black, African-American
 - Chinese
 - Filipino
 - Guamanian or Chamorro
 - Hispanic/Latino/Spanish
 - Japanese
 - Korean
 - Native Hawaiian
 - Other Asian
 - Other Pacific Islander
 - Samoan
 - Other Race: _____
 - Vietnamese
 - White

8. What is the student's primary race/ethnicity? (Please choose only one)

- | | |
|---|--|
| <input type="radio"/> American Indian or Alaskan Native. Tribe: _____ | <input type="radio"/> Korean |
| <input type="radio"/> Asian Indian | <input type="radio"/> Native Hawaiian |
| <input type="radio"/> Black, African-American | <input type="radio"/> Other Asian |
| <input type="radio"/> Chinese | <input type="radio"/> Other Pacific Islander |
| <input type="radio"/> Filipino | <input type="radio"/> Samoan |
| <input type="radio"/> Guamanian or Chamorro | <input type="radio"/> Other Race: _____ |
| <input type="radio"/> Hispanic/Latino/Spanish | <input type="radio"/> Vietnamese |
| <input type="radio"/> Japanese | <input type="radio"/> White |

9. If you are American Indian, Native American, or Alaska Native, please write the name of your Tribal or Community Affiliation on the line below.

10. Is English the student's primary (first) language?

- Yes No

11. What is your relationship to the youth?

- Birth, step, or adoptive parent
- Licensed foster parent, including kin
- Other relative, not foster care
- Other caregiver of guardian
- Service provider (e.g. caseworker)
- Teacher
- Other

12. Postal (zip) code of your home address (for research purposes): _____

13. Student's living situation:

- On his/her own (alone or shared housing)
- With his/her birth (biological) parents
- With his/her birth (biological) mother or father
- With his/her adoptive parent(s)
- With his/her foster parent(s) who is/are unrelated to him/her
- With relatives (not foster care)
- With relatives who are also his/her foster parents
- In a group home or residential facility
- In a juvenile detention or corrections facility
- With a friend's family (not foster care)
- At a shelter or emergency housing
- With his/her spouse, or partner, or boyfriend or girlfriend
- Other

14. How many years has the student been in this living situation? _____

15. **Select one:**

- The student is in Special Education (Have an IEP)
- The student is on a 504 Plan
- None

Section 1 – Home and School

School

1. His/Her school is a safe place.

- True False Unsure

2. His/Her school is a friendly place.

- True False Unsure

3. His/Her school is unsafe because it has bullies.

- True False Unsure

4. His/Her school is unsafe because of racial or other cultural tensions.

- True False Unsure

5. Tutors are available to him/her if he/she needs one.

- True False Unsure

6. He/She is treated with respect at school.

- True False Unsure

7. Teachers listen to what he/she has to say.

- True False Unsure

8. His/Her teachers expect him/her to do well in school.

- True False Unsure

9. There is a good connection between what he/she learns at school and his/her background and culture.

- True False Unsure

10. The staff at his/her school respect his/her culture.

- True False Unsure

11. The counselors at his/her school seem to care about him/her.

- True False Unsure

12. **At the school he/she attends, it is difficult to get the classes he/she needs to graduate.**
 True False Unsure
13. **His/Her school is preparing him/her for the job or education he/she wants to go into after graduates from high school.**
 True False Unsure
14. **They do not have extracurricular activities at their school.**
 True False Unsure
15. **There is drug and alcohol use at his/her school.**
 True False Unsure
16. **His/Her school has after-school activities and programs.**
 True False Unsure
17. **His/Her classes are challenging.**
 True False Unsure

Home / Community

1. **He/She has someone at home who can help him/her with school work.**
 True False Unsure
2. **His/Her caregivers tell him/her how important school is for his/her future.**
 True False Unsure
3. **His/Her caregivers expect him/her to do well in school.**
 True False Unsure
4. **His/Her caregivers show an interest in what he/she is doing in school.**
 True False Unsure
5. **He/She gets praise from his/her caregivers when he/she does well in school.**
 True False Unsure
6. **If he/she had to change schools, an adult he/she trusts would go with him/her to the new school.**
 True False Unsure
7. **He/She has difficulty getting transportation to school.**

True False Unsure

8. He/She has family responsibilities or a living situation that makes it difficult to get his/her school work done.

True False Unsure

9. His/Her part-time job keeps him/her from doing well in school.

True False Unsure

10. Sometimes he/she has to miss school because of appointments such as medical appointments, therapy appointments or meetings with his/her case worker or a judge.

True False Unsure

11. His/Her caregiver/parents expect him/her to go to college or a career training program after high school.

True False Unsure

Section II – Education

Study Skills

1. **When he/she misses a class, he/she asks a friend or teacher what he/she missed.**
 - Not like the student
 - Somewhat like the student
 - Very much like the student

2. **He/She can usually identify the important points in a lecture or reading assignment.**
 - Not like the student
 - Somewhat like the student
 - Very much like the student

3. **When he/she doesn't understand a lesson or an assignment, he/she asks for help.**
 - Not like the student
 - Somewhat like the student
 - Very much like the student

4. **He/She always checks his/her work for mistakes before he/she hands it in.**
 - Not like the student
 - Somewhat like the student
 - Very much like the student

5. **He/She knows how to study for tests.**
 - Not like the student
 - Somewhat like the student
 - Very much like the student

6. **He/She has trouble remembering information he/she studies.**
 - Not like the student
 - Somewhat like the student
 - Very much like the student

7. **He/She is good at taking tests.**
 - Not like the student
 - Somewhat like the student
 - Very much like the student

8. He/She usually participates in class discussions.

- Not like the student
- Somewhat like the student
- Very much like the student

9. He/She has trouble following directions.

- Not like the student
- Somewhat like the student
- Very much like the student

10. He/She keeps a schedule for school, work and extra curriculum activities.

- Not like the student
- Somewhat like the student
- Very much like the student

11. He/She has a place to study where he/she can concentrate on his/her work.

- Not like the student
- Somewhat like the student
- Very much like the student

12. He/She does his/her homework.

- Not like the student
- Somewhat like the student
- Very much like the student

13. He/She hands in his/her homework on time.

- Not like the student
- Somewhat like the student
- Very much like the student

14. He/She plans out long-term projects so that he/she has them done on time.

- Not like the student
- Somewhat like the student
- Very much like the student

15. He/She can locate information both at the library and on the Internet.

- Not like the student
- Somewhat like the student
- Very much like the student

16. **When he/she does group work in class, he/she contributes to the overall effort of the group.**
- Not like the student
 - Somewhat like the student
 - Very much like the student
17. **He/She can do most of his/her school assignments without help from others.**
- Not like the student
 - Somewhat like the student
 - Very much like the student
18. **He/She knows what plagiarism is.**
- Not like the student
 - Somewhat like the student
 - Very much like the student

Basic Skills

1. **He/She reads well enough to understand his/her text books.**
- Not like the student
 - Somewhat like the student
 - Very much like the student
2. **He/She reads for pleasure at least once a week.**
- Not like the student
 - Somewhat like the student
 - Very much like the student
3. **When he/she comes to a word that he/she doesn't recognize, he/she can usually sound it out.**
- Not like the student
 - Somewhat like the student
 - Very much like the student
4. **When he/she writes a paper, he/she organizes his/her ideas first, then writes a draft, revises his/her draft and makes a final copy.**
- Not like the student
 - Somewhat like the student
 - Very much like the student
5. **He/She can write a business letter.**
- Not like the student
 - Somewhat like the student

- Very much like the student
6. **He/She can write an essay of at least 5 paragraphs.**
- Not like the student
 - Somewhat like the student
 - Very much like the student
7. **He/She can write a research paper.**
- Not like the student
 - Somewhat like the student
 - Very much like the student
8. **He/She is a good speller.**
- Not like the student
 - Somewhat like the student
 - Very much like the student
9. **When he/she doesn't know how to spell a word, he/she looks it up in a dictionary or asks someone how to spell it.**
- Not like the student
 - Somewhat like the student
 - Very much like the student
10. **He/She understands basic punctuation rules such as the use of commas, question marks and apostrophes.**
- Not like the student
 - Somewhat like the student
 - Very much like the student
11. **He/She can do basic addition, subtraction, multiplication and division.**
- Not like the student
 - Somewhat like the student
 - Very much like the student
12. **He/She can convert fractions to percents and decimals.**
- Not like the student
 - Somewhat like the student
 - Very much like the student
13. **He/She can find the mean, median and mode of a set of numbers.**
- Not like the student
 - Somewhat like the student
 - Very much like the student
14. **He/She has passed a basic algebra class.**
- Not like the student
 - Somewhat like the student

- Very much like the student
15. **He/She can do measurements using inches, feet and yards.**
- Not like the student
 - Somewhat like the student
 - Very much like the student
16. **He/She can find the area of a rectangle.**
- Not like the student
 - Somewhat like the student
 - Very much like the student
17. **He/She knows the relationship between ounces and pounds.**
- Not like the student
 - Somewhat like the student
 - Very much like the student
18. **He/She can make change for any amount of money up to \$100.00.**
- Not like the student
 - Somewhat like the student
 - Very much like the student

Technology Skills

1. **He/She can keyboard on the computer using the correct fingering.**
- Not like the student
 - Somewhat like the student
 - Very much like the student
2. **He/She knows how to use a word processing program.**
- Not like the student
 - Somewhat like the student
 - Very much like the student
3. **He/She uses e-mail.**
- Not like the student
 - Somewhat like the student
 - Very much like the student
4. **He/She protects his/her privacy and safety on the Internet.**
- Not like the student
 - Somewhat like the student
 - Very much like the student

5. **He/She usually has access to a computer that he/she can use for school work.**

- Not like the student
- Somewhat like the student
- Very much like the student

Motivation

1. **He/She has a strong desire to finish high school.**

- Not like the student
- Somewhat like the student
- Very much like the student

2. **He/She has a strong desire for more education or training after high school.**

- Not like the student
- Somewhat like the student
- Very much like the student

3. **When he/she gets a good grade, it's because he/she has worked hard.**

- Not like the student
- Somewhat like the student
- Very much like the student

4. **When he/she gets a good grade, it's because he/she was lucky.**

- Not like the student
- Somewhat like the student
- Very much like the student

5. **He/She will probably drop out of school.**

- Not like the student
- Somewhat like the student
- Very much like the student

6. **He/She will probably get a GED instead of a high school diploma.**

- Not like the student
- Somewhat like the student
- Very much like the student

7. **He/She knows that at school he/she is learning valuable skills he/she will use in life.**

- Not like the student
- Somewhat like the student
- Very much like the student

8. He/She likes to take advanced classes.

- Not like the student
- Somewhat like the student
- Very much like the student

9. He/She has taken advanced classes while in high school.

- Not like the student
- Somewhat like the student
- Very much like the student

10. He/She is satisfied with his/her grades.

- Not like the student
- Somewhat like the student
- Very much like the student

11. For him/her, working and earning money is more important than going to school.

- Not like the student
- Somewhat like the student
- Very much like the student

School Participation

1. He/She follows the school rules.

- Not like the student
- Somewhat like the student
- Very much like the student

2. He/She has not been suspended or expelled from school.

- Not like the student
- Somewhat like the student
- Very much like the student

3. He/She cuts one or more classes a week.

- Not like the student
- Somewhat like the student
- Very much like the student

4. He/She never has unexcused absences.

- Not like the student
- Somewhat like the student
- Very much like the student

5. **He/She regularly participates in at least one extracurricular activity, such as band or football, at least 2 or 3 times a month.**

- Not like the student
- Somewhat like the student
- Very much like the student

6. **Drug and alcohol use interferes with him/her doing well in school.**

- Not like the student
- Somewhat like the student
- Very much like the student

Supports

1. **When he/she has a problem at school, he/she asks a trusted friend or adult for advice.**

- Not like the student
- Somewhat like the student
- Very much like the student

2. **He/She knows how to get help from teachers or counselors if he/she needs it.**

- Not like the student
- Somewhat like the student
- Very much like the student

3. **He/She knows three adults he/she could list as references on a resume.**

- Not like the student
- Somewhat like the student
- Very much like the student

Relationships

1. **He/She has friends at school.**

- Not like the student
- Somewhat like the student
- Very much like the student

2. **He/She has held a leadership position at school.**

- Not like the student
- Somewhat like the student
- Very much like the student

3. His/her friends think it is important to do well in school.

- Not like the student
- Somewhat like the student
- Very much like the student

4. When he/she does well in school, his/her friends make fun of him/her.

- Not like the student
- Somewhat like the student
- Very much like the student

Goals

1. He/She can describe his/her goals to others.

- Not like the student
- Somewhat like the student
- Very much like the student

2. He/She makes plans to achieve his/her goals.

- Not like the student
- Somewhat like the student
- Very much like the student

3. He/She can describe the support he/she needs to achieve his/her goals.

- Not like the student
- Somewhat like the student
- Very much like the student

4. He/She knows an adult who will support him/her in achieving his/her goals.

- Not like the student
- Somewhat like the student
- Very much like the student

Plans for After High School

1. He/She knows both how many high school credits he/she already has and how many he/she needs to graduate.

- Not like the student
- Somewhat like the student
- Very much like the student

2. He/She knows the classes he/she needs to take to graduate.

- Not like the student
- Somewhat like the student
- Very much like the student

3. **He/She knows what tests are required for graduation at his/her school.**
 - Not like the student
 - Somewhat like the student
 - Very much like the student

4. **He/She can describe what he/she plans to do after he/she leaves high school.**
 - Not like the student
 - Somewhat like the student
 - Very much like the student

5. **He/She knows the admissions requirements for the college, technical school, training program or military branch he/she might want to attend.**
 - Not like the student
 - Somewhat like the student
 - Very much like the student

6. **He/She knows what tests he/she has to take to get into the college, technical school, training program or military branch he/she might want to attend.**
 - Not like the student
 - Somewhat like the student
 - Very much like the student

7. **He/She knows how to apply for the college, technical school or training program he/she might want to attend.**
 - Not like the student
 - Somewhat like the student
 - Very much like the student

8. **He/She knows how to apply for financial aid for more education or training after high school.**
 - Not like the student
 - Somewhat like the student
 - Very much like the student

9. **He/She knows an adult who can help him/her apply for college, technical school or training programs and for financial aid.**
 - Not like the student
 - Somewhat like the student
 - Very much like the student

10. **He/She knows how to get a copy of his/her educational records/transcript.**
- Not like the student
 - Somewhat like the student
 - Very much like the student
11. **He/She can name at least one career or job that interests him/her.**
- Not like the student
 - Somewhat like the student
 - Very much like the student
12. **He/She has gotten information on different kinds of jobs or careers from a career center, a teacher or a counselor.**
- Not like the student
 - Somewhat like the student
 - Very much like the student
13. **He/She has had a summer job or a part-time job during the school year.**
- Not like the student
 - Somewhat like the student
 - Very much like the student
14. **He/She has taken part in a college preparation program such as Upward Bound, Talent Search, Gear Up, or a college outreach program.**
- Not like the student
 - Somewhat like the student
 - Very much like the student

Section III – Educational Challenges

Instructions: The Educational Challenge questions are only for students who are in Special Education (have an IEP) or are on a 504 Plan. Answer Part A if you have an IEP. Answer Part B if you have a 504 Plan. Do not answer questions in both Part A and Part B.

Part A – (For students who have an IEP)

- 1. He/She knows how his/her disability affects the way he/she learns.**
 - Not like the student
 - Somewhat like the student
 - Very much like the student

- 2. He/She can describe the kinds of supports and services he/she needs to do well in school.**
 - Not like the student
 - Somewhat like the student
 - Very much like the student

- 3. He/She knows the goals on his/her Individual Education Plan (IEP)**
 - Not like the student
 - Somewhat like the student
 - Very much like the student

- 4. The transition goals on his/her IEP are preparing him/her for life after high school.**
 - Not like the student
 - Somewhat like the student
 - Very much like the student

- 5. He/She participates in his/her IEP meetings.**
 - Not like the student
 - Somewhat like the student
 - Very much like the student

- 6. He/She knows the name of the person who coordinates his/her IEP.**
 - Not like the student
 - Somewhat like the student
 - Very much like the student

7. He/She knows the name of the person who coordinates the transition goals on his/her IEP.

- Not like the student
- Somewhat like the student
- Very much like the student

8. He/She knows the names of disability organizations that can help him/her after high school.

- Not like the student
- Somewhat like the student
- Very much like the student

9. He/She knows his/her legal rights under disability laws both in school and in the workplace.

- Not like the student
- Somewhat like the student
- Very much like the student

Part B – (For students who have a 504 Plan)

1. He/She knows why he/she has a 504 Plan.

- Not like the student
- Somewhat like the student
- Very much like the student

2. He/She knows the kind of help his/her 504 Plan provides him/her.

- Not like the student
- Somewhat like the student
- Very much like the student

3. He/She knows his/her legal rights under disability laws both in school and in the workplace.

- Not like the student
 - Somewhat like the student
 - Very much like the student
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Assessment Evaluation

1. How did you like this assessment?

- I didn't like it
- It was OK
- I liked it