INDIVIDUAL STUDENT ASSESSMENT OF EXPANDED CORE SKILLS

On the following pages the reader will find the Individual Student Assessment of Expanded Core Skills (ISAECS). The ISAECS includes each of the Expanded Core Skills with a list of observable characteristics for each. Also included is a rubric for scoring individual learner’s skill levels on each characteristic.

Research supports the need for instruction of students in Expanded Core skills, noting that ability to successfully master each of the Expanded Core Skills is essential to long-term success of learners on the ASD spectrum. The implementation of the ISAECS for each individual learner creates a systematic standard of practice to meet the needs, learners with ASD across all settings.

**The Individual Student Assessment of Expanded Core Skills (ISAECS) is designed to be used multiple ways.**

1. To assist EI/ECSE/ school eligibility teams to determine educational impact.
   1. The team scores the individual learner on the ISAECS rubric, taking into account skills and characteristics of typical learners.
   2. The team notes that the student has scores of 4 or less in most areas.
   3. The team uses this information; to determine the learned needs specially designed instruction on Expanded Core Skills.
2. To guide IEP/IFSP teams in creating goals for learners targeting skills in the Expanded Core.
   1. The team scores the individual learner on the ISAECS rubric, taking into account skills and characteristics of typical learners.
   2. Teams use areas scored 3 or less on the ISAECS rubric to create IFSP/IEP goals for the learner.
   3. Specially designed instruction is provided in these areas.
3. As a tool to measure individual growth for learners on skills in the Expanded Core.
   1. At each reporting period staff scores learners using the rubric.
   2. Over time learners make progress on the skills being taught.
   3. As needed the IFSP/IEP is revised.

**The scoring rubric for the Individual Student Assessment of Expanded Core Skills (ISAECS) is designed as a 6-point scale, with 1 being severely atypical and 6 being fully typical:**

1. Student has not been introduced to the skill and is fully unable to use the skill
2. Student has been introduced to the skill; teacher has modeled skill, perhaps in hand over hand manner.
   1. Student needs prompts every time to use the skill.
3. Student is acquiring skill, in structured setting; skill is not generalized across settings.
   1. Learner depends on staff to support use of skill.
4. Student is nearly independent, with age appropriate skill, generalizing across settings, daily with prompting or supports.
5. Learner is independent; age appropriate skill is in place, generalized across settings, used daily with fluency, without prompting or support.
   1. Despite a high level of skill in this area, an experienced observer would see characteristics of ASD.
   2. (Example: Templin Grandin is a successful and independent speaker, she would score a 5, because the experience observer notes ASD characteristics in her presentation.)
6. Learner uses the skill daily, in the same way a typical peer would use skill.
   1. To receive a 6 the learner displays skills that are 100% like a typical peer.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Name: |  | | | Date of initial assessment: | |  | |
| Date of Birth: |  | Dates of follow up assessments: |  | |  | |  |

INDIVIDUAL STUDENT ASSESSMENT OF EXPANDED CORE SKILLS

Expanded Core Rubric

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| --- | --- | --- |
| **6**  Student uses skill daily, in the same way a typical peer would use skill  **Typical use** | **5**  Student is independent, age appropriate skill is in place, generalized across settings, used daily with fluency,  without prompting or support | **4**  Student is nearly independent,  with age appropriate skill, generalizing across settings,  daily with prompting or supports  **Mildly atypical use** |
| **3**  Student is in the process of acquiring the skill, continues to need prompts  **Moderately atypical use** | **2**  Student has been introduced to the skill and needs prompts every time to use the skill. | **1**  Student has not been introduced to the skill and is unable to use the skill.  **Severely atypical use** |

**Communication Development**

**Primary communication mode: Gestures, Objects, Pictures, Words, Phrases, Sentences**

|  |  |  |
| --- | --- | --- |
| CORE AREA SKILLS | SKILL LEVEL | NOTES |
| **Communication Forms** |  |  |
| Eye contact is appropriate to situation |  |
| Uses age appropriate language forms |  |
| Values communication |  |
| Initiates conversation |  |
| Carries on a reciprocal conversation on topic of choice |  |
| Carries on a reciprocal conversation on topic of others choice |  |
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| **Communication Functions** |  |  |
| Integration of Verbal and non verbal |  |
| Uses variety of facial expressions |  |
| Uses gestures appropriately |  |
| Uses language to problem solve |  |
| Communicates wants, needs |  |
| Follows directions |  |
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Expanded Core Rubric

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| --- | --- | --- |
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**Social Development**

|  |  |  |
| --- | --- | --- |
| CORE AREA SKILLS | SKILL LEVEL | NOTES |
| **Social emotional reciprocity** |  |  |
| Reads others non verbal cues |  |
| Takes others perspective |  |
| Develops and maintains healthy and safe relationships |  |
| Initiates and engages in reciprocal peer interactions for social reasons |  |
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| **Emotions** |  |  |
| Identifies emotions in self/others |  |
| Displays appropriate emotional responses |  |
| Regulates emotional responses |  |
| Gives receives I messages |  |
| Displays sympathy/empathy |  |
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**Self-Advocacy**

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| CORE AREA SKILLS | SKILL LEVEL | NOTES |
| **Self regulation** |  |  |
| Manages change in routine |  |
| Manages sensory needs |  |
| **Self knowledge** |  |  |
| Identifies safe people |  |
| Filters public vs private |  |
| **Self determination** |  |  |
| Advocates for needs |  |
| Advocates for wants |  |
| Know where it is safe to self advocate |  |
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Expanded Core Rubric

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**Cognitive Development**

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| CORE AREA SKILLS | SKILL LEVEL | NOTES |
| **Learning to learn** |  |  |
| Attending, focuses attention |  |
| Waiting |  |
| Response to instructions |  |
| Learning from prompts |  |
| Persistence |  |
| Staying on task |  |
| Observational learning |  |
| Asking questions |  |
| Asking for assistance |  |
| **Flexibility** |  |
| Adaptability to changing conditions |  |
| Problem solving |  |
| **Executive Functioning** |  |  |
| Demonstrates understanding of abstract concepts |  |
| Attends to relevant information |  |
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**Sensory Processing**

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| CORE AREA SKILLS | SKILL LEVEL | NOTES |
| Displays age appropriate gross motor skills |  |  |
| Displays age appropriate fine motor skills |  |  |
| Eye contact is typical for situation |  |  |
| Shifts visual attention |  |  |
| Displays age appropriate responses to sounds |  |  |
| Shifts auditory attention |  |  |
| Displays age appropriate response to taste, smell and touch |  |  |
| Fear / anxiety responses are age appropriate |  |  |
| Uses appropriate techniques to mange sensory over /under stimulation |  |  |
| Manages frustration / anger |  |  |
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Expanded Core Rubric

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**Organization Skills**

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| CORE AREA SKILLS | SKILL LEVEL | NOTES |
| Focuses attention on primary stimulus |  |  |
| Hands in assignments on time |  |  |
| Maintains personal possessions |  |  |
| Understands and uses organizational systems |  |  |
| Organizes and manages time |  |  |
| Prepared for task |  |  |
| Initiates, follows through |  |  |
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**Adaptive Skills, life Function**

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| CORE AREA SKILLS | SKILL LEVEL | NOTES |
| Engages in age appropriate play |  |  |
| Uses objects in typical manner |  |  |
| Manages change in routine or schedule |  |  |
| Independently manages person care |  |  |
| Independently performs daily activities |  |  |
| Sexuality |  |  |
| Household chores |  |  |
| Routines |  |  |
| Transportation, public, private |  |  |
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**Transition Skills – School to adult**

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| CORE AREA SKILLS | SKILL LEVEL | NOTES |
| Has a reasonable plan for future |  |  |
| Works independently |  |  |
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