

Post Secondary Readiness Rubric

(v4)

Our task is to become
fluent with the life
we're leading.

John Cage

Life is like
riding a
bicycle. To
keep your
balance, you
must keep
moving.

Albert Einstein

Emotional Well Being

When students go through
college, it isn't enough for
them to excel academically;
they should flourish.

Association of American Colleges and Universities

Sponsors:

K3 Transition Resources, LLC

ACCES-VR (v1 and v2)

New York State Education Department

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Table of Contents

	Page
Version 4 Changes and Acknowledgements	1
How to Use The Post Secondary Readiness Rubric v4	2
Introduction	3
Self-Awareness	4
Resiliency	5
Connections	6
Social Skills: Personal	7
Social Skills: Academic	8
Motivation	9
Study Skills: Acquiring and Manipulating Information	10
Study Skills: Using and Producing Information	11
Literacy	12
Legal Framework	14
Profile Sheet	16

Version 4 Changes

Version 4 of the Post Secondary Readiness Rubric incorporates 3 major changes in the evolution of the document:

- 1) Using the Rubric to focus on the skills needed to succeed in a post-secondary environment versus getting in to college.
- 2) Incorporating emotional well-being into the domains as well as adding sections to better address emotional well-being.
- 3) Changing the format to make the Rubric easier to read and use.

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A special thank you to Diana Cusumano for her guidance and leadership in helping Version 4 of the Post Secondary Readiness Rubric address emotional well-being.

How to Use the Post Secondary Readiness Rubric

This is a tool that students, parents, school counselors and teachers can use to help a student to determine how he/she performs at some of the critical skills needed to succeed in a post-secondary setting (career school, community college, college, university).

To assist in using and interpreting the Rubric several concepts should be kept in mind:

- The student is the center of this activity.
- The primary goal is self-awareness/exploration to assist in making positive choices.
- The student can do this with parents, school counselor, teacher or other adults that know them well.
- The Rubric is designed to be flexible: counselors and those administering it should be comfortable altering the sequence of administration, and ask probing questions as needed.
- The Rubric can foster communication about short and long term goals and developing paths to achieve those goals

For all skill areas the higher the rubric score the better. These general guidelines can be used to aid in interpretation:

Levels for academic and social skills

- 4 – Student is strong in this area; has all the elements
- 3 – Student is prepared with room for improvement
- 2 – Student has limitations in this area, multiple areas for improvement to achieve successful outcomes
- 1 – Student does not meet basic requirement in this area; intensive remediation or change is necessary to lead to successful outcomes

Some things to remember when looking at students' overall profiles:

- It is expected that students will have strengths and weaknesses; there are no hard and fast "cutoffs" that dictate guaranteed success or difficulty
- Strong college-ready students should have a majority of 3's and 4's, but will also be expected to have some areas for improvement
- Students with a majority of 1's and 2's will experience significant challenges in pursuing an associates or bachelor's degree, and should strongly consider what supports and additional instructional goals will be needed.

Rubric Layout

PSRRv4 features a more open format. The actual rubric document is straight forward: indicators on one side of the page, rating scale information on the other side. The level is marked at the bottom and transferred to the Profile Page at the end. Supporting information has been moved to a User's Guide. This guide contains definitions and descriptors which may help in the use of the rubric.

Introduction

A student's grasp on their emotional wellness and resiliency is a large predictor of how well they will do academically. The transition from high school to adulthood is one of the most challenging transitions for any person to make. As someone who has worked in higher education for over 12 years as Director of Counseling and as a Dean of Student Academic Affairs I have witnessed firsthand the struggle students have when they enter college under prepared to manage their everyday stressors. These struggles can be magnified when the student has a disability. It is our responsibility as educators and parents/guardians to make sure all of our students are well prepared emotionally to succeed with the transition of leaving high school and entering the "real world," whether that may mean college, working or a trade school. In a recent [study](#) by The Jed Foundation, Partnership for Drug-Free Kids and The Jordan Porco Foundation titled the *First-Year College Experience*, "60% of students wished they had gotten more help with emotional preparation for college." This is why the Post Secondary Readiness Rubric is an essential element to add into the transitional work for our high school students. It is imperative to assess the areas our students are strong in emotionally and to provide guidance and direction for them in the areas that they are struggling in. The more upfront support we can provide for our students while they are in high school the more we can set them up for success as they transition out into the next chapter of their life.

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Self-Awareness *Noun:* Aware of oneself, including one's traits, feelings, and behaviors.

<u>Indicators</u>	<u>Rating Scale</u>
Knows their individual strengths and weaknesses	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> • Student demonstrates control over Self-Awareness skills only through the use of external support. • Student requires consistent external control or direction to achieve success.
Is knowledgeable of their disability and the supports needed to address it	<p style="text-align: center;">2</p> <ul style="list-style-type: none"> • Student demonstrates some personal control over Self-Awareness skills by positive behaviors in most of the components. • Student requires counseling or direction to achieve success.
Has set realistic goals that are challenging but attainable	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> • Student demonstrates ownership of Self-Awareness skills by showing positive behaviors in all of the components. • Student may require advice or direction to achieve the positive behaviors.
Is knowledgeable of their individual learning style	<p style="text-align: center;">4</p> <ul style="list-style-type: none"> • Student demonstrates high level of Self-Awareness skills by showing independence in all of the components • Student's ability in this area is a role model for others and does not require support from parents or others.

Self-Awareness Rating: 1 2 3 4

Resiliency *Noun:* Ability to recover readily from illness, depression, adversity, or the like.

<u>Indicators</u>	<u>Rating Scale</u>
Positive coping skills: manages stress	
Talks to others when experiencing difficulties	1 Student requires consistent external support to perform these indicators (totally dependent upon others)
Accepts positive guidance from others	
Adapts to changes in expected routines/activities	2 Student requires direction and guidance to perform these indicators (Outside support is necessary for success)
Has a routine/method to address stress and anxiety	3 Student may require advice or direction occasionally to perform these indicators. (External support is greatly decreased, self management is primary)
Plans ahead and makes choices	4 Student's abilities in this area are a role model for others
Ability to function independently from parents	
Ability to manage negative outcomes and experiences effectively,	

Resiliency Rating: 1 2 3 4

Connections: *noun:* a circle of friends, associates relations or acquaintances. These connections can provide social support, help, advice and affection.

<u>Indicators</u>	<u>Rating Scale</u>
Lives their life across a variety of settings (home, school, work, social, family, community, etc.)	<p style="text-align: center;">1</p> <p>Student has zero or one connection from the indicators.</p>
Active participant in school clubs, school teams, or other school based social networks.	<p style="text-align: center;">2</p> <p>Student has two connections from the indicators.</p>
Participates in a religious group/faith organization	<p style="text-align: center;">3</p> <p>Student has three connections from the indicators.</p>
Has held a paid job 4 months or longer	<p style="text-align: center;">4</p> <p>Student has four connections from the indicators.</p>
Participates in volunteer activities in their community	
Participates in recreation/social activities in their community	

Connections Rating: 1 2 3 4

Social Skills: Personal Social Skills: *noun* A group of skills that people need to interact and communicate with others. Personal *adj.* Pertaining to or characteristic of a person or self-conscious being.

Indicators	Rating Scale
Has friends (develops friendships)	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> • Student demonstrates control in personal/social areas only through the use of external support. • Student requires external control or direction to achieve success.
Has "safe" person(s) to talk to	<p style="text-align: center;">2</p> <ul style="list-style-type: none"> • <i>Student demonstrates some personal control over personal/social skills as demonstrated by positive behaviors in most of areas.</i> • <i>Student will require counseling or direction to achieve success.</i>
Shows empathy	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> • Student demonstrates responsibility in personal/ social skills as demonstrated by positive behaviors in all of the areas. • Student may require advice or direction to achieve the positive behaviors.
Accepts difference and diversity	<p style="text-align: center;">4</p> <ul style="list-style-type: none"> • Student demonstrates high level of personal/social skills by showing independence in all of the areas. • Student's behavior is a role model for others and does not require support from parents or others.
Resolves conflicts peacefully	

Social Skills Personal Rating: 1 2 3 4

Social Skills Academic

Social Skills: A group of skills that people need to interact and communicate with others. *Academic:* Pertaining to areas of study

Indicators	Rating Scale
Engages in daily activities	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> • Student <u>demonstrates control over Academic Social skills only through</u> the use of <u>external support</u> in the components. • Student requires consistent external control or direction to achieve success.
Uses academic support systems	<p style="text-align: center;">2</p> <ul style="list-style-type: none"> • Student <u>demonstrates some personal control</u> over Academic Social skills by <u>positive behaviors in most</u> of the components. • Student requires <u>counseling or direction</u> to achieve success.
80% school attendance rate	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> • Student <u>demonstrates responsibility</u> in Academic Social skills by positive behaviors in all of the components. • Student may require <u>advice or direction</u> to achieve the positive behaviors.
Attends class on time Self-Advocacy <ul style="list-style-type: none"> • Identify own needs • Attend meetings about needs • Talk to teachers and support staff 	<p style="text-align: center;">4</p> <ul style="list-style-type: none"> • Student demonstrates <u>high level</u> of Academic Social skills by showing independence in <u>all</u> of the components. • Student's behavior is a <u>role model</u> for others and <u>does not</u> require support from parents or others.

Social Skills Academic Rating: 1 2 3 4

Motivation *Noun:* The psychological feature that arouses a person to action toward a desired goal.

Indicators	Rating Scale
Has hope	<p style="text-align: center;">1</p> <p>The student <u>cannot articulate why</u> they wish to attend college or a postsecondary program or how it will impact their life goals.</p>
Has positive life view	<p style="text-align: center;">2</p> <ul style="list-style-type: none"> • The student can articulate why they want to attend college or a postsecondary program and what goals they hope to accomplish by attending a program. • The student has no backup plan or strategies in place.
Has goals	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> • The student can articulate why they want to attend college and what goals they hope to accomplish by attending college. • The student has the framework of a backup plan but is not prepared to implement it.
Feels they have the resources to achieve goals	<p style="text-align: center;">4</p> <ul style="list-style-type: none"> • Student begins tasks and responsibilities by self. • Student demonstrates ability to change behavior/path if goals are not being achieved. • Student manages homework independently. • The student can articulate why they want to attend college/postsecondary program and what goals they hope to accomplish by attending. • Student has selected a course of study that moves them towards their career goal. • The student also has a backup plan and has taken steps to implement it.
Has positive peer influences	<ul style="list-style-type: none"> • Student has career goal that uses their strengths and skills and minimizes their weaknesses.

Motivation Rating: 1 2 3 4

Study Skills: Acquiring and Manipulating Information:

acquiring strategies and methods for purposeful learning of knowledge gained through various methods such as study, communication, research and instruction.

Indicators	Rating Scale
Knows their learning style	<p style="text-align: center;">1</p> <p>Student <i>rarely</i> is able to produce notes and materials that would include the following: Subject matter; Main ideas and Supporting details <i>across curricular areas</i></p>
Possesses sound time management and organization skills	<p style="text-align: center;">2</p> <p>Student <i>occasionally</i> produces notes and materials but <u>two</u> of the following are generally <u>missing</u>: Subject matter; Main ideas and/or Supporting details <i>across curricular areas</i>.</p>
Can describe how they organize information	<p style="text-align: center;">3</p> <p>Student can <i>usually</i> produce notes and materials that are <u>missing one</u> of the following elements: Subject matter; Main ideas and/or Supporting details <i>not across all curricular areas</i>.</p>
	<p style="text-align: center;">4</p> <p>Student can <i>consistently</i> produce notes and materials that address: Subject matter; Main ideas; Supporting details <i>across curricular areas</i>.</p>

Study Skills: Acquiring & Manipulating Information Rating:

1 2 3 4

Study Skills: Using and Producing Information: Bring into existence, knowledge gained through study, communication, research and instruction using strategies and methods of purposeful

Indicators	Rating Scale
The student knows their learning style	<p style="text-align: center;">1</p> <p>Student consistently <u>does not</u> produce and use information across all curricular areas.</p>
The student knows the conditions that lead to optimal studying and production of school work.	<p style="text-align: center;">2</p> <p>Student shows the ability to <u>occasionally</u> produce and use information as demonstrated by curriculum based measures <u>inconsistently</u> across <u>some</u> curricular areas.</p>
	<p style="text-align: center;">3</p> <p>Student can <u>sometimes</u> produce and use information as demonstrated by curriculum based measures across <u>most</u> curricular areas.</p>
	<p style="text-align: center;">4</p> <p>Student can <u>consistently produce</u> and use information as demonstrated by curriculum based measures across <u>all</u> curricular areas. Student can prepare for tests and can self-check their work with no external support.</p>

Study Skills: Using and Producing Information Rating

1 2 3 4

Literacy *Noun*: The ability to read and write

Indicators	Rating Scale
Does the student read textbooks?	<p style="text-align: center;">1</p> <p>Reads and comprehends <u>below</u> the 8th grade level as demonstrated by:</p> <ul style="list-style-type: none"> • Diagnostic reading tests <p>With the support of curriculum based measures and/or state assessment performance.</p>
Does the student read material for relaxation or to gain information?	<p style="text-align: center;">2</p> <p>Reads and comprehends <u>at the 8th grade</u> level as determined by:</p> <ul style="list-style-type: none"> • diagnostic reading achievement tests • curriculum based measures • state assessment performance <p>with or without the use of <u>accommodations</u> that are proven to be needed.</p>
What was the last book the student read?	<p style="text-align: center;">3</p> <p>Reads and comprehends <u>at the 10th grade level</u> as determined by:</p> <ul style="list-style-type: none"> • diagnostic reading achievement tests and/or • curriculum based measures and/or • state assessment performance <p>with or without the use of accommodations that are proven to be needed.</p>
Does the student read books assigned by the school?	<p style="text-align: center;">4</p> <p>Reads and comprehends <u>at the grade 12 level*</u> as determined by:</p> <ul style="list-style-type: none"> • diagnostic reading achievement tests • curriculum based measures • state assessment performance <p>with or without the use of accommodations that are proven to be needed.</p>

Literacy Rating 1 2 3 4

The following section, *Legal Framework*, is for any student who will be requesting accommodations from the college due to a history of or experience with a disability.

If this does not apply to you, turn to page 16 to complete the Profile Sheet.

Legal Framework: A system of rules that governs and regulates decision making, agreements and laws.

Answer the following True/False questions.

- 1) Protection under IDEA means the IEP/504Plan will continue to be implemented in college. True False
- 2) A student can request accommodations at any time and as needed. True False
- 3) Protection under Section 504/ADAAA of 2008 means colleges can provide an accommodation to anyone who wants an accommodation in a postsecondary setting. True False
- 4) In order for a student to receive an accommodation in post-secondary settings the student must have a life threatening condition. True False
- 5) Students with disabilities cannot live on campus. True False
- 6) To access accommodations in post-secondary settings you must self-identify to the Office of Disability Services. True False
- 7) A student must pick up new accommodation letters from the Disability Services Office every semester and present them to the appropriate instructors in order to receive accommodations. True False
- 8) Parents receive a copy of the student's grades and schedule. True False
- 9) Postsecondary institutions have a legal mandate to provide protection from discrimination on the basis of disability by providing reasonable accommodations. True False
- 10) If the Disability Services Office approves an accommodation, the professors must allow it. True False
- 11) A student automatically receives the same supports and accommodations in post-secondary settings that were provided in high school. True False
- 12) The Disability Services Office may request recent psychological reports and testing to approve accommodations. True False

See Page 15 for the answers and Rating.

Legal Framework Answers and Rating

- 1) Protection under IDEA means the IEP/504Plan will continue to be implemented in college. **False**
- 2) A student can request accommodations at any time and as needed. **True**
- 4) Protection under Section 504/ADAAA of 2008 means colleges can provide an accommodation to anyone who wants an accommodation in a postsecondary setting. **False**
- 4) In order for a student to receive an accommodation in post-secondary settings the student must have a life threatening condition. **False**
- 5) Students with disabilities cannot live on campus. **False**
- 6) To access accommodations in post-secondary settings you must self-identify to the Office of Disability Services. **True**
- 7) A student must pick up new accommodation letters from the Disability Services Office every semester and present them to the appropriate instructors in order to receive accommodations. **True**
- 8) Parents receive a copy of the student's grades and schedule. **False**
- 9) Postsecondary institutions have a legal mandate to provide protection from discrimination on the basis of disability by providing reasonable accommodations. **True**
- 10) If the Disability Services Office approves an accommodation, the professors must allow it. **True**
- 11) A student automatically receives the same supports and accommodations in post-secondary settings that were provided in high school. **False**
- 12) The Disability Services Office may request recent psychological reports and testing to approve accommodations. **True**

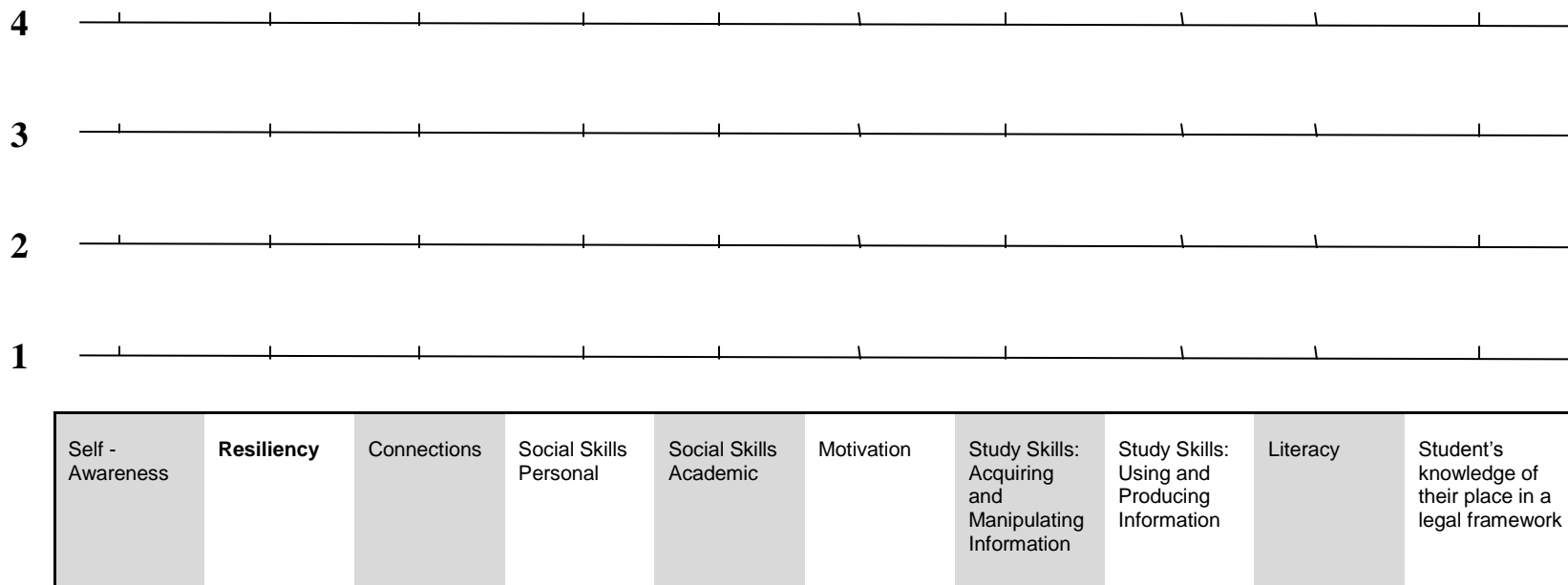
Number of correct responses: _____

Rating Scale:

- 1 True/False test score: 4 correct responses or lower**
- 2 True/False test score: 5, 6 or 7 correct responses**
- 3 True/False test score: 8, 9 or 10 correct responses**
- 4 True/False test score: 11 or 12 correct responses**

Profile Sheet

Chart your profile. Indicate the rating for each category and connect the dots



Please note:

- ✓ It is not expected that any student would rate 4 in every category. A “wavy” line would be what is expected.
- ✓ Students whose skill set is in the 3, 4 range would seem to be very well prepared to attend college and have an increased probability to graduate college. Dips into the 1, 2 range will identify skills that require focused attention. If the dip is due to a disability, it indicates the area(s) where supports and accommodations will need to be focused.
- ✓ Students whose profile stays primarily in the 1, 2 range should talk with their parents and guidance counselor about strategies to improve their skill set(s) and/or alternate paths to achieve their goals.