

ChoiceMaker Self-Determination Assessment

Developed by James E. Martin & Laura Huber Marshall

Student's Name _____

Teacher's Name _____ Date _____

The ChoiceMaker Self-Determination Assessment is a curriculum-based assessment and planning tool. The Assessment questions directly match the ChoiceMaker Self-Determination Curriculum objectives. The Curriculum is designed to teach students the self-determination skills they need to be successful in adult life. Self-determination occurs when individuals define goals for themselves and take the initiative needed to achieve their goals. In the ChoiceMaker Self-Determination Curriculum, students learn self-determination skills by managing their own Individual Education Plans (IEPs).

The ChoiceMaker Self-Determination Assessment has three parts:

- Part I: The ChoiceMaker Assessment consists of three sections that rate the student's skills and proficiency in performing each of 51 self-determination skills, and the opportunity the school provides for the student to engage in these behaviors.
- Part II: The ChoiceMaker Assessment Profile is a monitoring tool for graphically displaying student progress and showing the opportunities students have at school to exhibit these self-determination behaviors.
- Part III: The ChoiceMaker Curriculum Matrix enables the teacher and other team members to observe at a glance those skills in which the student needs instruction. Each "Teaching Objective" relates to a lesson or set of lessons in the ChoiceMaker Self-Determination Curriculum.

Administration The ChoiceMaker Self-Determination Assessment is designed to be used with middle to high school students with emotional or behavior disabilities and mild to moderate learning problems. The Assessment may be adapted for use with older elementary students and with secondary students with severe learning problems. You may use it in a variety of ways. In order to establish a baseline, we suggest an initial administration prior to teaching the ChoiceMaker lessons. Subsequent administrations may take place at the completion of a set of lessons, at the end of a semester, at the end of the school year, or whenever deemed necessary. You may use the Curriculum objectives as IEP goals and use the Assessment to measure progress towards the goals. You may also use the information from the Assessment to make program changes where the "Opportunity at School" was low.

Reliability A multi-state test-retest reliability study found a .8 or higher significant correlation between the first and a second administration given two weeks later.

Instructions to Part I ChoiceMaker Assessment

Student Skills Rate the student from "0" to "4" indicating the skill level and fluency with which the student performs each of the 51 skills. In the "Student Skills" column a rating of "0" means that the student does not perform any part of the skill; a rating of "4" means that the student performs the skill in its entirety and whenever needed. If you have not observed the

student perform certain skills, you may "interview" the student in order to obtain the necessary information. However, it is important that you do not prompt the student with possible answers. You may consult other teachers or support staff for their observations as well. The purpose is to get as accurate an assessment of the student's skills as possible.

Opportunity at School Rate the degree to which the school provides a structured, planned time for the student to perform each of the skills. In the "Opportunity at School" column a rating of "0" indicates that there is no structured time for the student to perform the skill; a "4" shows that there is a regularly scheduled time or activity available when the student has the opportunity to demonstrate the skill.

Subtotal Subtotal the points at the end of each part for both the "Student Skills" and "Opportunity at School" categories and enter the totals in the blank spaces provided at the bottom of each page. Transfer each total to the space provided on Part II: ChoiceMaker Assessment Profile.

Instructions to Part II ChoiceMaker Assessment Profile

Initial Administration Transfer the point totals from the "Student Skills" and "Opportunity at School" categories of Part I to the "Date 1" spaces for each section. Shade in the bar graphs to the number of total points as indicated in the middle column. By looking at the "Student Skills" bars you can see the sections in which the student needs instruction. Likewise, scores on the "Opportunity at School" bars show the sections in which school programs need to be improved to allow opportunity to learn and practice the skills.

Follow-Up Administration Transfer the point totals from subsequent administrations of the assessment to the "Date 2" spaces on the profile. Shade in the bar graphs. Compare the follow-up scores to the initial levels.

Use of the Percent Scale The percent of self-determination points by section is automatically computed by looking at the 0-100 scale on the left side of the profile. The number on the scale that corresponds to the top of the shaded area will tell you the percentage of points for that section. This tells you what percentage of the time the student demonstrated the skills, and what percentage of structured time your school provides to perform them.

Instructions to Part III ChoiceMaker Curriculum Matrix

After completing Part I, circle each objective you marked "0," "1," or "2" on the "Student Skills" portion of Part I. These objectives and corresponding goals are the ones you or your team may want to consider as teaching priorities. There are ChoiceMaker lessons for teaching each of the goals and objectives.

Part I: ChoiceMaker Assessment

SECTION 1: Choosing Goals

A. Student Interests

- A1. Express **education** interests (e.g., classes, sports, clubs, community colleges, trade schools, universities)
- A2. Express **employment** interests (e.g., jobs, careers)
- A3. Express **personal** interests (e.g., relationships, recreation, health)

Student Skills (Does the student do this?)					
(not at all)			(100%)		
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
Subtotal					_____

Opportunity at School (Does school provide structured time?)					
(not at all)			(100%)		
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
Subtotal					_____

B. Student Skills and Limits

- B1. Express **education** skills and limits
- B2. Express **employment** skills and limits
- B3. Express **personal** skills and limits

0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
Subtotal					_____

0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
Subtotal					_____

C. Student Goals

- C1. Indicate options and choose **education** goals
- C2. Indicate options and choose **employment** goals
- C3. Indicate options and choose **personal** goals

0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
Subtotal					_____

0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
Subtotal					_____

TOTAL (A+B+C) _____

TOTAL (A+B+C) _____

End of SECTION 1: Choosing Goals

*Transfer each total to the appropriate blank on
Part II: ChoiceMaker Assessment Profile*

Part I: ChoiceMaker Assessment (cont'd)

SECTION 2: Expressing Goals

D. Student Leading Meeting

- D1. Begin meeting by stating purpose
- D2. Introduce participants
- D3. Review past goals and performance
- D4. Ask for feedback
- D5. Ask questions if you don't understand
- D6. Deal with differences in opinion
- D7. State needed support
- D8. Close meeting by summarizing decisions

Student Skills (Does the student do this?)					
(not at all)	(100%)				
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
Subtotal _____					

Opportunity at School (Does school provide structured time?)					
(not at all)	(100%)				
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
Subtotal _____					

E. Student Reporting

- E1. Express interests (from A1-3)
- E2. Express skills and limits (from B1-3)
- E3. Express options and goals (from C1-3)

0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
Subtotal _____					

0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
Subtotal _____					

TOTAL (D+E) _____

TOTAL (D+E) _____

End of SECTION 2: Expressing Goals

*Transfer each total to the appropriate blank on
Part II: ChoiceMaker Assessment Profile*

Part I: ChoiceMaker Assessment (cont'd)

SECTION 3: Taking Action

F. Student Plan

- F1. Break general goals into specific goals that can be completed now
- F2. Establish **standards** for specific goals
- F3. Determine how to receive **feedback** from environment
- F4. Determine **motivation** to complete specific goals
- F5. Determine **strategies** for completing specific goals
- F6. Determine **support** needed to complete specific goals
- F7. Prioritize and **schedule** to complete specific goals?
- F8. Express **belief** that goals can be obtained

Student Skills (Does the student do this?)					Opportunity at School (Does school provide structured time?)				
(not at all)		(100%)			(not at all)		(100%)		

0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4

Subtotal _____

G. Student Action

- G1. Record or report performance
- G2. Perform specific goals to **standard**
- G3. Obtain **feedback** on performance
- G4. **Motivate** self to complete specific goals
- G5. Use **strategies** for completing specific goals
- G6. Obtain **support** when needed
- G7. Follow schedule

0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4

Subtotal _____

H. Student Evaluation

- H1. Determine if goals are achieved
- H2. Compare performance to standards
- H3. Evaluate feedback
- H4. Evaluate motivation
- H5. Evaluate effectiveness of strategies
- H6. Evaluate support used
- H7. Evaluate schedule
- H8. Evaluate belief

0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4

Subtotal _____

I. Student Adjustment

- I1. Adjust goals if necessary
- I2. Adjust or repeat goal standards
- I3. Adjust or repeat method for feedback
- I4. Adjust or repeat motivation
- I5. Adjust or repeat strategies
- I6. Adjust or repeat support
- I7. Adjust or repeat schedule
- I8. Adjust or repeat belief that goals can be obtained

0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	0	1	2	3	4

Subtotal _____

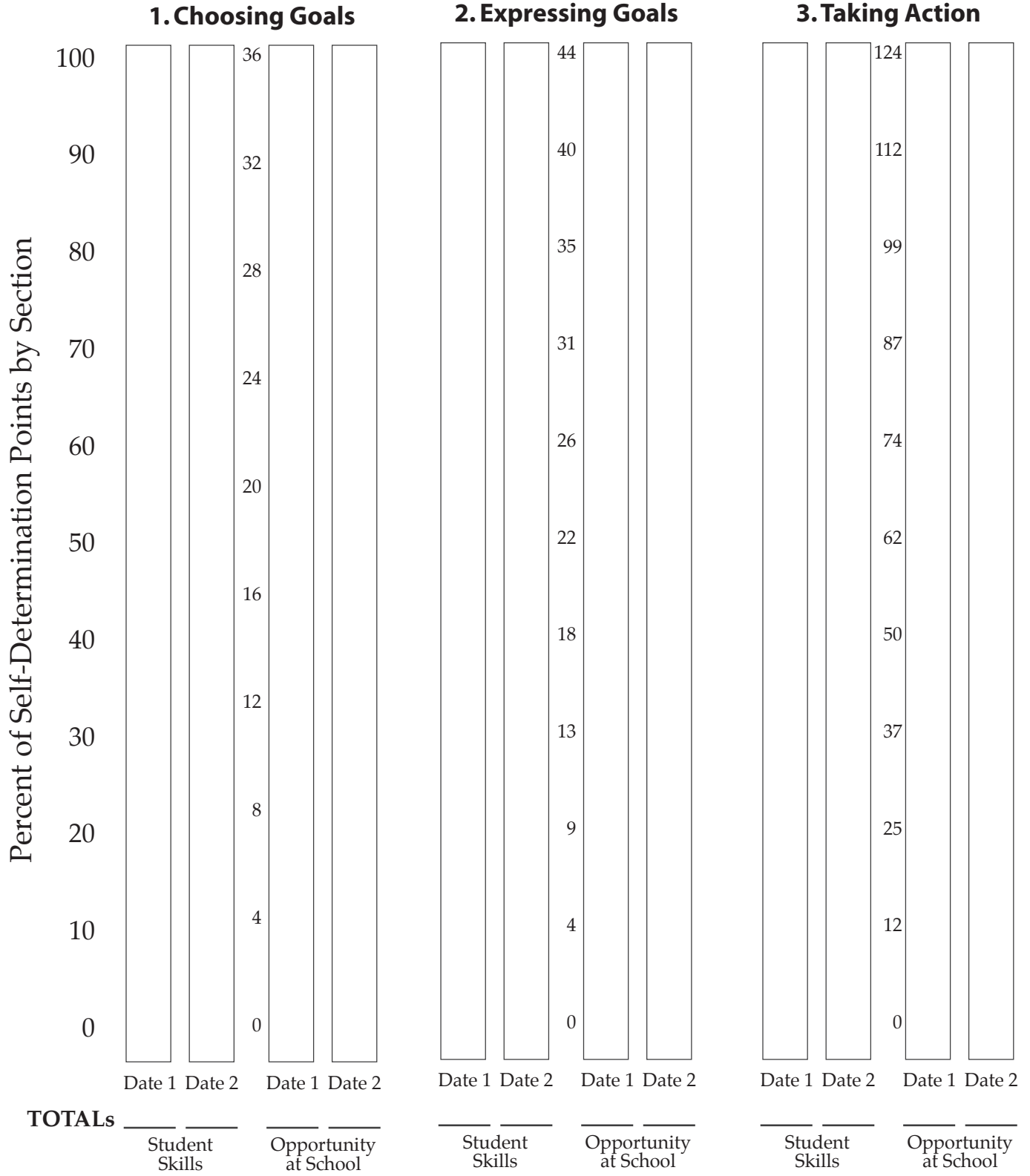
TOTAL (F+G+H+I) _____

End of SECTION 3: Taking Action

Transfer each total to the appropriate blank on Part II: ChoiceMaker Assessment Profile

Part II: ChoiceMaker Assessment Profile

SECTIONS



Part III: ChoiceMaker Curriculum Matrix

Instructions Circle each objective marked “0,” “1,” or “2” on the “Student Skills” portion of the assessment. These represent student needs from which annual transition goals may be developed.

Strands	Teaching Goals	Teaching Objectives							
1. “Choosing Goals”	A. Student Interests	A1. Express education interests	A2. Express employment interests	A3. Express personal interests					
	B. Student Skills & Limits	B1. Express education skills & limits	B2. Express employment skills & limits	B3. Express personal skills & limits					
	C. Student Goals	C1. Indicate options & choose education goals	C2. Indicate options & choose employment goals	C3. Indicate options & choose personal goals					
2. “Expressing Goals”	D. Student Leading Meeting	D1. Begin meeting by stating purpose	D2. Introduce participants	D3. Review past goals & performance	D4. Ask for feedback	D5. Ask questions if you don’t understand	D6. Deal with differences in opinion	D7. State needed support	D8. Close meeting by summarizing decisions
	E. Student Reporting	E1. Express interests (from A1-4)	E2. Express skills & limits (from B1-4)	E3. Express options & goals (from C1-4)					
3. “Taking Action”	F. Student Plan	F1. Break general goals into specific goals that can be completed now	F2. Establish standards for specific goals	F3. Determine how to receive feedback from environment	F4. Determine motivation to complete specific goals	F5. Determine strategies for completing specific goals	F6. Determine support needed to complete specific goals	F7. Prioritize & schedule to complete specific goals	F8. Express belief that goals can be obtained
	G. Student Action	G1. Record or report performance	G2. Perform specific goals to standards	G3. Obtain feedback on performance	G4. Motivate self to complete specific goals	G5. Use strategies for completing specific goals	G6. Obtain support when needed	G7. Follow schedule	
	H. Student Evaluation	H1. Determine if goals are achieved	H2. Compare performance to standards	H3. Evaluate feedback	H4. Evaluate motivation	H5. Evaluate effectiveness of strategies	H6. Evaluate support used	H7. Evaluate schedule	H8. Evaluate belief
	I. Student Adjustment	I1. Adjust goals if necessary	I2. Adjust or repeat goal standards	I3. Adjust or repeat method for feedback	I4. Adjust or repeat motivation	I5. Adjust or repeat strategies	I6. Adjust or repeat support	I7. Adjust or repeat schedule	I8. Adjust or repeat belief that goals can be obtained