

Critical Elements for Career Readiness Assessments for Students with Significant Cognitive Disabilities

The skills included in this table have been identified as necessary to meet career-readiness requirements for students with significant cognitive disabilities. Transition assessments must measure these skills to be used as an alternate assessment for the ACT WorkKeys® assessment. The attachment entitled “Approved Transition Assessments to ACT WorkKeys®” contains a list of the transition assessments currently being used in South Carolina that have been evaluated and found to assess these skills and meet the required assessment criteria.

WorkKeys Assessments	Related transition skills necessary for students with significant cognitive disabilities
Applied Mathematics	<ul style="list-style-type: none"> ▪ Use basic math skills (e.g., add and subtract, sort discriminate objects by size or characteristics, identify more or less) ▪ Identify and use money (e.g., identify money and value, create a budget, count money and make change, determine change due from a purchase) ▪ Understand time management (e.g., tell time on a digital or analog clock, understand how to manage time, use a calendar) ▪ Measure (e.g., measure ingredients for a recipe, the amount of material needed for a task) ▪ Identify temperature using a thermometer
Locating Information	<ul style="list-style-type: none"> ▪ Read and use a schedule (e.g., class schedule, work schedule, bus schedule) ▪ Use a map (e.g., locate a place in the school or community) ▪ Use the Internet and other resources to find information related to <ul style="list-style-type: none"> ▪ self-advocacy ▪ supports in the community ▪ current and future weather ▪ potentially dangerous situations and persons, environmental and Web-based ▪ Use technology to text, email, and access information through websites
Reading for Information	<ul style="list-style-type: none"> ▪ Read 2–3 step written or picture directions ▪ Read environmental print (e.g., exit signs, stop signs, community signs) ▪ Identify personal information (e.g., identify name in print, address, phone number) ▪ Sequence at least four items based on informational text ▪ Read and solve problems related to the text ▪ Identify and understand action words (e.g., open, close)
Additional Area for Assessment	
Communication	<ul style="list-style-type: none"> ▪ Communicate wants and needs <ul style="list-style-type: none"> ▪ request help ▪ state a preference or choice ▪ Carry on a basic conversation (using an augmentative communication device or verbally)