



JACKSON LOCAL SCHOOL DISTRICT

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"Striving for Excellence"

SUMMARY OF STUDENT PERFORMANCE

The Summary of Performance provides students who are either graduating or exiting high school at the age of 22, with a summary of current academic achievement and functional performance, including recommendations on how to assist the student in meeting Post-secondary goals.

Student _____ Date of Birth _____ Date of graduation/exit _____

Post-Secondary Plan _____

Summary of Academic Achievement

Oral Reading Level:	Independent Skill _____	Assistance Required _____	Nonreader _____
Reading Comprehension Level:	Independent Skill _____	Assistance Required _____	Nonreader _____

Although a nonreader, the student exhibits the following skills: _____

Written Expression: _____ Accurately communicates using appropriate writing conventions
 _____ Requires editing assistance
 _____ Requires use of word processor or other assistive technology
 _____ Communicates in writing only with the support of a scribe

Mathematics Level: _____ Has successfully completed general education math courses (Algebra or above) with minimal or no assistance
 _____ Is independent with basic math computations
 _____ Is independent with basic math computations only when using a calculator
 _____ Requires assistance with operations beyond basic computation
 _____ Unable to succeed with basic computation, but has the following math skills:

Learning Skills: _____	Participates in class	_____	Completes assignments at least 90% of the time
_____	Performs well on test	_____	School attendance is at least satisfactory
_____	Enjoys learning	_____	Takes notes _____ Cooperates
_____	Studies and prepares	_____	Organized _____ Works in a timely manner
_____	School attendance is a strength	_____	Behavior is appropriate/responsible
_____	Works cooperatively in a group	_____	Works well independently

Accommodations that have been effectively utilized:

_____ Calculator	_____ Scribe	_____ Spell check device
_____ Visual/verbal clues	_____ Picture schedule	_____ Extended time to complete tasks
_____ Written checklists	_____ Repeated instructions	_____ Frequent checks for understanding
_____ Computer/word Processor	_____ Small group instruction	_____ Visual organizer/graphic organizer
_____ CCTV (visually impaired)	_____ Braille/enlarged Print	_____ Sign language interpreter
_____ Assistive communication device	_____ Adaptive furniture	_____ Assistive listening device or amplification system
_____ Other: _____		_____ Text reading software

Name: _____

Summary of Functional Performance

Scale: 3 = Usually 2 = Sometimes 1 = Rarely 0 = Never

- SELF HELP: _____ Asks for help when needed _____ Independent with personal care
- _____ Can say what they need when questions/concerns arise
- _____ Can provide own, or access transportation
- PLANNING: _____ Sets goals for the future
- _____ Develops appropriately detailed and realistic plans for reaching set goals
- WORK SKILLS: _____ Shows initiative (does what is needed before being asked)
- _____ Actively participates in classroom or work station
- _____ Pays attention in class or work setting
- _____ Gives best effort when completing work
- _____ Begins work/assignment without being told to do so
- _____ Has regular attendance (absences are legitimate, calls out)
- _____ Shows interest in learning or work
- _____ Cooperates with peers/teachers/co-workers/supervisors
- _____ Is punctual (on time)
- _____ Is dependable (can be counted on to do what needs to be done)
- _____ Accepts criticism and can make changes as suggested
- _____ Comes prepared for school, class or work
- _____ Adapts to new situations or flexible schedules
- SOCIAL SKILLS: _____ Shares information in conversation, takes turns talking
- _____ Recognizes how someone else might be feeling
- _____ Uses manners, controls bodily functions
- _____ Keeps hands/feet to self
- _____ Uses appropriate language in class or work setting
- _____ Uses appropriate voice level in class or work setting
- _____ Uses good judgment when frustrated or challenged (angry)
- _____ Accepts assistance appropriately

RECOMMENDATIONS TO ASSIST STUDENT IN MEETING POST SECONDARY GOALS:

What are the essential accommodations, modifications, assistive technology or general areas of support that the student will need to be successful in the following post-high school environments:

Higher Education or Vocational Training:

Employment:

Independent Living:

Community Participation:

Additional information that this student will be provided, given a signed record release, by contacting the Jackson Local Schools Director of Special Services