

## Life Centered Career Education Competency Rating Scale Record Form

### Daily Living Skills

Student Name \_\_\_\_\_ Date of Birth \_\_\_\_\_ Sex \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_

**Directions:** Please rate the student according to his/her mastery of *each* item using the rating key below. Indicate the ratings in the column below the date for the rating period. Use the NR rating for items which cannot be rated. For subcompetencies rated 0 or 1 at the time of the final rating, place a check (✓) in the appropriate space in the *yes/no* column to indicate his/her ability to perform the subcompetency with assistance from the community. Please refer to the CRS manual for explanation of the rating key, description of the behavioral criteria for each subcompetency, and the explanation of the *yes/no* column.

**Rating Key:**     0 = Not Competent     1 = Partially Competent     2 = Competent     NR = Not Rated

To what extent has the student mastered the following subcompetencies:

Subcompetencies	Rater(s)										
	Grade Level										
	Date(s)										
<b>DAILY LIVING SKILLS DOMAIN</b>										<b>Yes</b>	<b>No</b>
<i>1. Managing Personal Finances</i>											
1. Identify Money and Make Correct Change											
2. Make Responsible Expenditures											
3. Keep Basic Financial Records											
4. Calculate and Pay Taxes											
5. Use Credit Responsibly											
6. Use Banking Services											
<i>2. Selecting and Managing a Household</i>											
7. Maintain Home Exterior/Interior											
8. Use Basic Appliances and Tools											
9. Select Adequate Housing											
10. Set Up Household											
11. Maintain Home Grounds											
<i>3. Caring for Personal Needs</i>											
12. Demonstrate Knowledge of Physical Fitness, Nutrition, and Weight											
13. Exhibit Proper Grooming and Hygiene											
14. Dress Appropriately											
15. Demonstrate Knowledge of Common Illness, Prevention, and Treatment											
16. Practice Personal Safety											

## Competency Rating Scale Record Form *(Continued)*

Subcompetencies	Rater(s)										
	Grade Level										
	Date(s)										
<i>4. Raising Children and Meeting Marriage Responsibilities</i>										<b>Yes</b>	<b>No</b>
17. Demonstrate Physical Care for Raising Children		—	—	—	—	—	—	—	—	—	—
18. Know Psychological Aspects of Raising Children		—	—	—	—	—	—	—	—	—	—
19. Demonstrate Marriage Responsibilities		—	—	—	—	—	—	—	—	—	—
<i>5. Buying, Preparing, and Consuming Food</i>											
20. Purchase Food		—	—	—	—	—	—	—	—	—	—
21. Clean Food Preparation Areas		—	—	—	—	—	—	—	—	—	—
22. Store Food		—	—	—	—	—	—	—	—	—	—
23. Prepare Meals		—	—	—	—	—	—	—	—	—	—
24. Demonstrate Appropriate Eating Habits		—	—	—	—	—	—	—	—	—	—
25. Plan and Eat Balanced Meals		—	—	—	—	—	—	—	—	—	—
<i>6. Buying and Caring for Clothing</i>											
26. Wash/Clean Clothing		—	—	—	—	—	—	—	—	—	—
27. Purchase Clothing		—	—	—	—	—	—	—	—	—	—
28. Iron, Mend, and Store Clothing		—	—	—	—	—	—	—	—	—	—
<i>7. Exhibiting Responsible Citizenship</i>											
29. Demonstrate Knowledge of Civil Rights and Responsibilities		—	—	—	—	—	—	—	—	—	—
30. Know Nature of Local, State, and Federal Governments		—	—	—	—	—	—	—	—	—	—
31. Demonstrate Knowledge of the Law and Ability to Follow the Law		—	—	—	—	—	—	—	—	—	—
32. Demonstrate Knowledge of Citizen Rights and Responsibilities		—	—	—	—	—	—	—	—	—	—
<i>8. Utilizing Recreational Facilities and Engaging in Leisure</i>											
33. Demonstrate Knowledge of Available Community Resources		—	—	—	—	—	—	—	—	—	—
34. Choose and Plan Activities		—	—	—	—	—	—	—	—	—	—
35. Demonstrate Knowledge of the Value of Recreation		—	—	—	—	—	—	—	—	—	—
36. Engage in Group and Individual Activities		—	—	—	—	—	—	—	—	—	—
37. Plan Vacation Time		—	—	—	—	—	—	—	—	—	—
<i>9. Getting Around the Community</i>											
38. Demonstrate Knowledge of Traffic Rules and Safety		—	—	—	—	—	—	—	—	—	—
39. Demonstrate Knowledge and Use of Various Means of Transportation		—	—	—	—	—	—	—	—	—	—
40. Find Way Around the Community		—	—	—	—	—	—	—	—	—	—
41. Drive a Car		—	—	—	—	—	—	—	—	—	—
<b>Total Possible Score</b> (TPS) = N × 2 _____ <b>Total Actual Score (TAS)</b> —    —    —    —    —    —    —    —    —    —											
<b>Average Score (AS) = TAS/N</b> —    —    —    —    —    —    —    —    —    —											
<b>Comments:</b> _____ _____											

Use asterisk to denote skill areas of instruction noted in the student's IEP for the year.  
 Refer to the CRS manual for calculation and interpretation.

*Note.* From *Life Centered Career Education: A Competency-Based Approach* (4th ed., pp. 162–163) by D. E. Brolin, 1993, Reston, VA: The Council for Exceptional Children.

# Life Centered Career Education Competency Rating Scale Record Form

## Personal-Social Skills

Student Name \_\_\_\_\_ Date of Birth \_\_\_\_\_ Sex \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_

**Directions:** Please rate the student according to his/her mastery of *each* item using the rating key below. Indicate the ratings in the column below the date for the rating period. Use the NR rating for items which cannot be rated. For subcompetencies rated 0 or 1 at the time of the final rating, place a check (✓) in the appropriate space in the *yes/no* column to indicate his/her ability to perform the subcompetency with assistance from the community. Please refer to the CRS manual for explanation of the rating key, description of the behavioral criteria for each subcompetency, and the explanation of the *yes/no* column.

**Rating Key:**    0 = Not Competent    1 = Partially Competent    2 = Competent    NR = Not Rated

To what extent has the student mastered the following subcompetencies:

Subcompetencies	Rater(s)								
	Grade Level								
	Date(s)								
<b>PERSONAL-SOCIAL SKILLS</b>									
10. <i>Achieving Self-Awareness</i>								Yes	No
42. Identify Physical and Psychological Needs	—	—	—	—	—	—	—	—	—
43. Identify Interests and Abilities	—	—	—	—	—	—	—	—	—
44. Identify Emotions	—	—	—	—	—	—	—	—	—
45. Demonstrate Knowledge of Physical Self	—	—	—	—	—	—	—	—	—
11. <i>Acquiring Self-Confidence</i>									
46. Express Feelings of Self-Worth	—	—	—	—	—	—	—	—	—
47. Describe Others' Perception of Self	—	—	—	—	—	—	—	—	—
48. Accept and Give Praise	—	—	—	—	—	—	—	—	—
49. Accept and Give Criticism	—	—	—	—	—	—	—	—	—
50. Develop Confidence in Oneself	—	—	—	—	—	—	—	—	—
12. <i>Achieving Socially Responsible Behavior</i>									
51. Demonstrate Respect for the Rights and Properties of Others	—	—	—	—	—	—	—	—	—
52. Recognize Authority and Follow Instructions	—	—	—	—	—	—	—	—	—
53. Demonstrate Appropriate Behavior in Public Places	—	—	—	—	—	—	—	—	—
54. Know Important Character Traits	—	—	—	—	—	—	—	—	—
55. Recognize Personal Roles	—	—	—	—	—	—	—	—	—

## Competency Rating Scale Record Form *(Continued)*

Subcompetencies	Rater(s)									
	Grade Level									
	Date(s)									
<i>13. Maintaining Good Interpersonal Skills</i>									Yes	No
56. Demonstrate Listening and Responding Skills	---	---	---	---	---	---	---	---	---	---
57. Establish and Maintain Close Relationships	---	---	---	---	---	---	---	---	---	---
58. Make and Maintain Friendships	---	---	---	---	---	---	---	---	---	---
<i>14. Achieving Independence</i>										
59. Strive Toward Self-Actualization	---	---	---	---	---	---	---	---	---	---
60. Demonstrate Self-Organization	---	---	---	---	---	---	---	---	---	---
61. Demonstrate Awareness of How One's Behavior Affects Others	---	---	---	---	---	---	---	---	---	---
<i>15. Making Adequate Decisions</i>										
62. Locate and Utilize Sources of Assistance	---	---	---	---	---	---	---	---	---	---
63. Anticipate Consequences	---	---	---	---	---	---	---	---	---	---
64. Develop and Evaluate Alternatives	---	---	---	---	---	---	---	---	---	---
65. Recognize Nature of a Problem	---	---	---	---	---	---	---	---	---	---
66. Develop Goal-Seeking Behavior	---	---	---	---	---	---	---	---	---	---
<i>16. Communicating with Others</i>										
67. Recognize and Respond to Emergency Situations	---	---	---	---	---	---	---	---	---	---
68. Communicate with Understanding	---	---	---	---	---	---	---	---	---	---
69. Know Subtleties of Communication	---	---	---	---	---	---	---	---	---	---
<b>Total Possible Score</b> (TPS) = N × 2 _____ <b>Total Actual Score (TAS)</b> ---    ---    ---    ---    ---    ---    ---										
<b>Average Score (AS) = TAS/N</b> ---    ---    ---    ---    ---    ---    ---										
Comments: _____ _____										

Use asterisk to denote skill areas of instruction noted in the student's IEP for the year.  
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