

Extended Career and Life Role Assessment System

Extended CLRAS Oregon Statewide Data Report

Spring 2001 Extended Assessment Administration

Developed for the Oregon Department of Education
Through a Grant with
Portland State University

by

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Extended Career and Life Role Assessment System (Extended CLRAS)

Oregon Statewide Data Report

This report describes the aggregate data for the State of Oregon from the Spring 2001 Extended CLRAS state-wide assessment. A description of the Extended CLRAS statewide assessment system can be obtained by reviewing the following website:

Extended CLRAS website address: www.extendedclras.pdx.edu

Statewide Reports

Three reports on student performance across routines and related skills are generated for the state for students who were assessed with the Extended CLRAS.

Report 1 is titled *“Baseline Annual Assessment Checklist (BAAC) Results Report.”*

Report 2 is titled *“Performance Assessment of Routine Results.”*

Report 3 is titled *“Related Skills Assessment Report.”*

These reports are generated separately for elementary school students and for secondary school students. These reports can be used in a number of ways related to gaining an overall picture of how independent students are able to perform across the domains measured by the Extended CLRAS. Equally useful is gaining knowledge of how many students are being assessed on the different routines and at what related skill level (emergent, beginning, or traditional) students are working.

Report 1: Baseline Annual Assessment Checklist (BAAC) Results Report

This report is generated separately for elementary school students and for secondary school students. It shows the percentage of all students who were rated as functioning at the different levels of independence (i.e., independent or requiring verbal/gesture assistance or either partial or full physical assistance) for each of the individual routines across the six routine domains. This information is also shown for the average of all routines within each domain. The elementary report is shown on page. 4.

The first domain in the first column of the report is for “Living Skills.” The first Living Skills routine is “Eating Lunch.” The report shows that 267 students within the State were assessed on this routine. Of the 267 students, 35.2 percent were rated as being able to perform the steps of the Eating Lunch routine independently at least four of five times if they were to be assessed. Note these data are teacher perceptions of how independently students would perform. It is not actual performance data. An additional 19.9 percent of the 267 students were rated as being able to successfully complete the Eating Lunch routine with at least some verbal or gesture prompting. However, 24.3 percent of the students would require partial physical prompting during some portion of the routine, and the remaining 17.6 percent of the students would require full physical prompting to complete the eating of lunch.

Results for the individual routines can be compared within and across domain areas to identify the specific routines that students are most (or least) independent on. For example, within the Living Skills domain the first four routines all show approximately 35 percent of the students as being rated capable of performing independently. However, the final routine in that area (Grooming at School) shows that teachers rated only 9.6 percent of the students as independent. Further study reveals that a much higher percent of students are rated as requiring verbal or gesture prompting for Grooming At School (29.6%) than for the other Living Skills routines (16.2 –19.9). The percentage of students who require partial physical assistance are spread out across all five Living Skills routines. As you will also see, Dressing for the Outdoors and Grooming at School are the routines that require the highest percentage of full physical assistance (22.0% and 25.2% respectively) for students.

Additionally, this report indicates that a small percentage of students are perceived as being unable to complete the individual routines for the Extended CLRAS (5.8% for the Living Skills Domain). The three individual routines within the entire Extended CLRAS with the highest percentage of students unable to perform are Playing a Game (17.6%), Socializing With Friends (15.7%) and Grooming At School (10.4%).

Finally, it is also possible to compare results for elementary school students to the results for their counterparts in secondary school. For example, the percentage of secondary school students (see page 5) rated as being able to perform the Eating Lunch routine independently is much higher than for elementary school students (56.3% to 35.2%). It is a reasonable and desirable result for students to become more independent as they get older. Hopefully, over time these reports will show the percentage of students performing independently increases at both school levels. The following two tables show the teachers perceptions of their students' independence level. The first table is the elementary student results. The next table is the secondary student results.

EXTENDED CLRAS
Baseline Annual Assessment Checklist (BAAC) Report
(Assessor's Perceptions of Student Independence on Routines)

Elementary School Students

Gender	%	N
Male	58.1%	180
Female	41.9%	130

Grade Level	%	N
3	55.7%	160
5	44.3%	127

DAILY SCHOOL ROUTINES	N	% Ind	% Verb	Physical Prompt		% Not Comp
				% Partial	% Full	
Living Skills						
Eating Lunch	267	35.2%	19.9%	24.3%	17.6%	3.0%
Using the Bathroom	265	38.5%	16.2%	19.2%	17.7%	8.3%
Dressing for Outdoors	286	32.9%	18.9%	22.0%	22.0%	4.2%
Remove Outdoor Clothes	282	43.6%	18.1%	15.6%	19.1%	3.5%
Grooming at School	250	9.6%	29.6%	25.2%	25.2%	10.4%
AVERAGE Living Skills		32.4%	20.4%	21.2%	20.3%	5.8%
Transition						
Arrival	290	41.0%	19.0%	15.5%	22.8%	1.7%
Departure	287	31.4%	25.1%	17.8%	23.7%	2.1%
Transitioning within the Classroom between Activities	289	8.7%	41.5%	23.9%	22.1%	3.8%
Transitioning between Classes	263	17.9%	32.3%	21.7%	23.2%	4.9%
AVERAGE Transition		24.9%	29.4%	19.7%	22.9%	3.1%
Academic Activities						
Individual Seatwork	285	10.2%	31.6%	30.9%	19.6%	7.7%
Group Project / Activity	272	6.6%	32.0%	34.9%	19.9%	6.6%
Listening in a Group	275	12.7%	36.4%	25.8%	15.6%	9.5%
Occupying Classroom Free Time	288	24.0%	31.6%	25.3%	14.6%	4.5%
Using a Computer	272	21.7%	19.1%	34.6%	18.0%	6.6%
Using a Library	257	14.4%	29.6%	24.9%	25.3%	5.8%
AVERAGE Academic Activities		15.0%	30.1%	29.4%	18.7%	6.8%
AVERAGE Daily School Routines		23.4%	26.7%	24.1%	20.4%	5.5%

DAILY LEISURE COMMUNITY AND VOCATIONAL ROUTINES	N	% Ind	% Verb	Physical Prompt		% Not Comp
				% Partial	% Full	
Daily Leisure Routines						
Using the Playground w / Others	283	26.1%	29.0%	19.1%	20.5%	5.3%
Socializing with Friends (hanging out)	274	23.4%	27.4%	18.6%	15.0%	15.7%
Playing a Game	279	9.3%	22.2%	29.0%	21.9%	17.6%
Fitness Routine / PE	250	10.0%	25.2%	31.6%	24.0%	9.2%
Participating in a Music Activity	251	16.3%	30.3%	27.1%	20.7%	5.6%
Participating in Arts & Crafts	284	9.9%	23.2%	31.0%	29.9%	6.0%
Attending an Assembly	276	23.2%	26.1%	23.6%	19.9%	7.2%
Generic Leisure Activity	87	6.9%	27.6%	32.2%	28.7%	4.6%
AVERAGE Daily Leisure Routine		16.5%	26.2%	25.9%	22.0%	9.3%
Community Routines						
Riding in a Car / Bus	263	29.7%	24.0%	18.6%	25.9%	1.9%
Crossing the Street	199	5.5%	24.6%	25.1%	36.7%	8.0%
Purchasing an Item	174	7.5%	26.4%	27.0%	29.3%	9.8%
Going on a Field Trip	252	12.3%	27.0%	21.4%	35.3%	4.0%
Generic Community Activity	52	3.8%	21.2%	21.2%	50.0%	3.8%
AVERAGE Community		14.4%	25.2%	22.4%	32.7%	5.3%
School Vocational Routines						
Generic School Vocational Activity	243	7.0%	37.9%	27.2%	23.9%	4.1%

EXTENDED CLRAS
Baseline Annual Assessment Checklist (BAAC) Report
(Assessor's Perceptions of Student Independence on Routines)

Middle / Secondary School Students

Gender	%	N
Male	60.9%	168
Female	39.1%	108

Grade Level	%	N
8	48.2%	122
10	51.8%	131

DAILY SCHOOL ROUTINES	N	%	%	Physical Prompt		%
		Ind	Verb	Partial	% Full	Not Comp
Living Skills						
Eating Lunch	238	56.3%	15.5%	16.0%	8.8%	3.4%
Using the Bathroom	228	61.8%	12.7%	11.8%	8.3%	5.3%
Grooming at School	221	33.0%	31.2%	18.1%	10.9%	6.8%
Dressing for an Activity or Weather	226	35.4%	31.9%	12.4%	15.0%	5.3%
Purchasing an Item at School	200	30.0%	36.0%	15.5%	10.0%	8.5%
Dressing for P.E.	151	51.7%	19.9%	11.3%	7.9%	9.3%
AVERAGE Living Skills		44.8%	24.4%	14.3%	10.3%	6.2%
Transition						
Arrival	249	22.5%	38.6%	19.3%	15.3%	4.4%
Departure	246	51.6%	19.1%	10.6%	16.7%	2.0%
Transitioning within the Classroom between Activities	250	18.8%	45.6%	17.6%	13.6%	4.4%
Transitioning between Classes	232	36.2%	34.5%	12.9%	13.4%	3.0%
AVERAGE Transition		40.4%	28.4%	13.3%	15.0%	2.9%
Academic Activities						
Individual Seatwork	249	22.5%	38.6%	19.3%	15.3%	4.4%
Group Project / Activity	242	16.1%	42.6%	21.9%	12.4%	7.0%
Listening in a Group	236	25.8%	39.8%	16.1%	11.4%	6.8%
Occupying classroom free time	247	32.0%	32.0%	20.2%	11.7%	4.0%
Using a Computer	226	27.9%	32.7%	19.9%	11.9%	7.5%
Using a Library	212	17.0%	42.9%	18.9%	15.1%	6.1%
AVERAGE Academic Activities		38.0%	53.0%	13.0%	5.9%	0.0%
AVERAGE Daily School Routines		35.4%	30.8%	16.0%	12.6%	5.2%

DAILY LEISURE COMMUNITY AND VOCATIONAL ROUTINES	N	%	%	Physical Prompt		%
		Ind	Verb	Partial	% Full	Not Comp
Daily Leisure Routines						
Occupying Free Time outside the Classroom	215	36.7%	28.8%	14.9%	14.0%	5.6%
Socializing with Friends (hanging out)	232	39.2%	28.4%	14.2%	9.5%	8.6%
Playing a Game	238	19.7%	36.6%	20.2%	15.5%	8.0%
Fitness Routine / PE	220	27.3%	32.7%	17.3%	15.0%	7.7%
Attending an Assembly	236	39.4%	28.4%	10.2%	18.2%	3.8%
Making a Phone Call	170	17.6%	38.2%	15.9%	12.9%	15.3%
Generic Leisure Activity	113	24.8%	23.9%	25.7%	24.8%	0.9%
AVERAGE Daily Leisure Routine		30.1%	31.3%	16.2%	15.1%	7.3%
COMMUNITY ROUTINES						
Riding in a Car / Bus	244	43.4%	20.9%	13.5%	19.7%	2.5%
Crossing the Street	228	28.9%	34.2%	8.8%	23.7%	4.4%
Going Shopping	217	11.1%	41.0%	22.1%	18.9%	6.9%
Eating out at a Fast Food Restaurant	204	21.1%	37.7%	20.1%	14.7%	6.4%
Eating in a Sit-Down Restaurant	174	9.2%	44.3%	21.8%	17.8%	6.9%
Making a Phone Call for Safety	146	17.8%	38.4%	16.4%	14.4%	13.0%
Transporting Oneself to / from a Community Location	157	5.1%	42.0%	21.0%	23.6%	8.3%
Generic Community Activity	64	12.5%	34.4%	21.9%	26.6%	4.7%
AVERAGE Community		30.1%	31.3%	16.2%	15.1%	7.3%
CAREER DEVELOPMENT						
Generic School Vocational Activity	200	11.5%	49.0%	24.5%	11.0%	4.0%
Generic Community Vocational Activity	70	7.1%	55.7%	25.7%	5.7%	5.7%
Generic Career Exploration Activity	78	3.8%	39.7%	24.4%	7.7%	24.4%
AVERAGE Career Development		8.9%	48.3%	24.7%	9.2%	8.9%

Report 2: Performance Assessment of Routines Report

This report is identical in format to Report 1. The only difference is that this report shows the actual results from direct observation of students performing routines, not teacher perceptions of how independent students might perform. Both reports are generated separately for elementary school students and for secondary school students. Report 2 shows the percentage of all students statewide who functioned at the different levels of independence (i.e., independent or requiring verbal/gesture assistance or either partial or full physical assistance) for each of the individual routines across the six routine domains. This information is also shown for the average across all routines within each domain. See the discussion above for Report 1 for specific information on how to read and interpret Report 2.

An important aspect of interpreting the results of this report is in understanding how each student is assigned a specific level of independence on performance for each routine. A student is considered to have performed at the “independent” level for a routine if 80 percent or more of the specific steps were performed independently. Similarly, the student is deemed to have performed at a level of “requiring verbal/gesture assistance” if 80 percent of the steps were performed either independently or with such verbal/gesture assistance. This process of assigning scores continues through partial and full physical assistance. A student is scored at the highest level of independence where the 80 percent criterion is satisfied. The next two tables are the elementary and secondary student results.

EXTENDED CLRAS

Assessment of Routines Report

(Actual Observation of Routines)

Elementary School Students

Gender	%	N
Male	58.1%	180
Female	41.9%	130

Grade Level	%	N
3	55.7%	160
5	44.3%	127

DAILY SCHOOL ROUTINES	N	% Ind	% Verb	Physical Promp % Partial	% Full	% Not Comp
Living Skills						
Eating Lunch	154	12.3%	29.9%	20.8%	29.9%	7.1%
Using the Bathroom	35	20.0%	48.6%	5.7%	11.4%	14.3%
Dressing for Outdoors	32	15.6%	15.6%	21.9%	40.6%	6.3%
Remove Outdoor Clothes	13	23.1%	23.1%	7.7%	46.2%	0.0%
Grooming at School	55	14.5%	63.6%	18.2%	3.6%	0.0%
AVERAGE Living Skills		14.5%	36.7%	18.0%	24.6%	6.2%
Transition						
Arrival	143	10.5%	26.6%	16.1%	37.1%	9.8%
Departure	35	34.3%	45.7%	17.1%	2.9%	0.0%
Transitioning within the Classroom between Activities	79	10.1%	59.5%	21.5%	7.6%	1.3%
Transitioning between Classes	31	41.9%	45.2%	9.7%	3.2%	0.0%
AVERAGE Transition		16.7%	39.9%	17.0%	21.2%	5.2%
Academic Activities						
Individual Seatwork	195	4.1%	41.5%	28.7%	18.5%	7.2%
Group Project / Activity	29	3.4%	31.0%	24.1%	17.2%	24.1%
Listening in a Group	21	9.5%	19.0%	33.3%	23.8%	14.3%
Occupying Classroom Free Time	28	3.6%	17.9%	32.1%	17.9%	28.6%
Using a Computer	23	4.3%	34.8%	17.4%	30.4%	13.0%
Using a Library	7	0.0%	85.7%	0.0%	14.3%	0.0%
AVERAGE Academic Activities		4.3%	37.3%	27.4%	19.5%	11.6%
AVERAGE Daily School Routines		11.7%	38.0%	20.9%	21.7%	7.7%

DAILY LEISURE COMMUNITY AND VOCATIONAL	N	% Ind	% Verb	Physical Promp % Partial	% Full	% Not Comp
Daily Leisure Routines						
Using the Playground w / Others	145	5.5%	31.0%	30.3%	24.8%	8.3%
Socializing with Friends (hanging out)	69	7.2%	47.8%	20.3%	17.4%	7.2%
Playing a Game	8	0.0%	50.0%	50.0%	0.0%	0.0%
Fitness Routine / PE	21	0.0%	33.3%	14.3%	28.6%	23.8%
Participating in a Music Activity	15	6.7%	13.3%	0.0%	66.7%	13.3%
Participating in Arts & Crafts	12	8.3%	33.3%	50.0%	8.3%	0.0%
Attending an Assembly	12	16.7%	33.3%	0.0%	50.0%	0.0%
Generic Leisure Activity	25	4.0%	20.0%	32.0%	24.0%	20.0%
AVERAGE Daily Leisure Routine		5.9%	33.9%	25.7%	25.1%	9.4%
Community Routines						
Riding in a Car / Bus	147	4.8%	29.9%	18.4%	38.8%	8.2%
Crossing the Street	58	19.0%	51.7%	17.2%	8.6%	3.4%
Purchasing an Item	33	6.1%	57.6%	18.2%	12.1%	6.1%
Going on a Field Trip	22	13.6%	40.9%	13.6%	27.3%	4.5%
Generic Community Activity	6	0.0%	16.7%	16.7%	50.0%	16.7%
AVERAGE Community		8.6%	90.0%	88.0%	86.0%	84.0%
School Vocational Routines						
Generic School Vocational Activity	228	7.5%	35.5%	29.4%	19.7%	7.9%

EXTENDED CLRAS
Assessment of Routines Report
(Actual Observation of Routines)

Middle / Secondary School Students

Gender	%	N
Male	60.9%	168
Female	39.1%	108

Grade Level	%	N
8	48.2%	122
10	51.8%	131

DAILY SCHOOL ROUTINES	N	%	%	Physical Prompt		%
				%		Not
		Ind	Verb	Partial	% Full	Comp
Living Skills						
Eating Lunch	97	14.4%	29.9%	19.6%	27.8%	8.2%
Using the Bathroom	20	40.0%	30.0%	15.0%	15.0%	0.0%
Grooming at School	61	8.2%	63.9%	13.1%	14.8%	0.0%
Dressing for an Activity or Weather	21	19.0%	42.9%	4.8%	28.6%	4.8%
Purchasing an Item at School	34	50.0%	35.3%	5.9%	2.9%	5.9%
Dressing for P.E.	16	100.0%	0.0%	0.0%	0.0%	0.0%
AVERAGE Living Skills		25.7%	38.2%	13.3%	18.5%	4.4%
Transition						
Arrival	97	15.5%	29.9%	16.5%	34.0%	4.1%
Departure	19	57.9%	21.1%	10.5%	5.3%	5.3%
Transitioning within the Classroom between Activities	87	14.9%	66.7%	13.8%	3.4%	1.1%
Transitioning between Classes	37	48.6%	43.2%	2.7%	5.4%	0.0%
AVERAGE Transition		23.8%	44.6%	12.9%	16.3%	2.5%
Academic Activities						
Individual Seatwork	155	3.2%	49.0%	23.9%	16.1%	7.7%
Group Project / Activity	34	0.0%	73.5%	26.5%	0.0%	0.0%
Listening in a Group	16	12.5%	43.8%	25.0%	12.5%	6.3%
Occupying classroom free time	25	12.0%	28.0%	16.0%	40.0%	4.0%
Using a Computer	20	15.0%	55.0%	10.0%	20.0%	0.0%
Using a Library	14	28.6%	71.4%	0.0%	0.0%	0.0%
AVERAGE Academic Activities		6.4%	51.5%	21.2%	15.5%	5.3%
AVERAGE Daily School Routines		18.3%	44.9%	15.9%	16.7%	4.1%

DAILY LEISURE COMMUNITY AND VOCATIONAL ROUTINES	N	%	%	Physical Prompt		%
		Ind	Verb	Partial	% Full	Not Comp
Daily Leisure Routines						
Occupying Free Time outside the Classroom	64	6.3%	53.1%	20.3%	15.6%	4.7%
Socializing with Friends (hanging out)	81	8.6%	56.8%	11.1%	17.3%	6.2%
Playing a Game	12	0.0%	50.0%	25.0%	25.0%	0.0%
Fitness Routine / PE	17	5.9%	47.1%	29.4%	17.6%	0.0%
Attending an Assembly	4	25.0%	0.0%	0.0%	75.0%	0.0%
Making a Phone Call	26	15.4%	53.8%	23.1%	3.8%	3.8%
Generic Leisure Activity	44	9.1%	29.5%	11.4%	38.6%	11.4%
AVERAGE Daily Leisure Routine		8.5%	48.8%	16.5%	20.6%	5.6%
COMMUNITY ROUTINES						
Riding in a Car / Bus	95	16.8%	32.6%	20.0%	25.3%	5.3%
Crossing the Street	61	9.8%	62.3%	9.8%	16.4%	1.6%
Going Shopping	52	13.5%	61.5%	11.5%	11.5%	1.9%
Eating out at a Fast Food Restaurant	11	36.4%	36.4%	0.0%	27.3%	0.0%
Eating in a Sit-Down Restaurant	3	0.0%	66.7%	33.3%	0.0%	0.0%
Making a Phone Call for Safety	7	28.6%	42.9%	28.6%	0.0%	0.0%
Transporting Oneself to / from a Community Location	5	20.0%	40.0%	40.0%	0.0%	0.0%
Generic Community Activity	11	18.2%	36.4%	27.3%	18.2%	0.0%
AVERAGE Community		15.5%	47.3%	15.9%	18.4%	2.9%
CAREER DEVELOPMENT						
Generic School Vocational Activity	158	8.2%	53.2%	19.6%	15.2%	3.8%
Generic Community Vocational Activity	43	18.6%	55.8%	11.6%	11.6%	2.3%
Generic Career Exploration Activity	53	13.2%	45.3%	24.5%	11.3%	5.7%
AVERAGE Career Development		11.0%	52.0%	19.3%	13.8%	3.9%

Report 3: Related Skills Assessment Report

This report provides information separately for elementary school students and for secondary school students. The report presents the results of how independently all students across the state performed specific life skills while being assessed on routines. These skills are important because they enhance a student's ability to successfully perform life routines. For example, while a student is performing a daily routine such as Eating Lunch there may be a number of opportunities to use related personal skills to enhance the lunch experience. Examples are acknowledging other people, recognizing and solving a problem, or using a number of specific gross and fine motor skills.

The related skills to assess are individually selected for each student and primarily correspond to IEP goals and objectives. There are eight areas of related skills in the Extended CLRAS. They are: a) Expressive Communication, b) Receptive Communication, c) Problem Solving, d) Social Skills/Teamwork, e) Motor Skills, f) Math, g) Reading, and h) Writing. The Extended CLRAS assessor works with the student's IEP team to identify up to three relevant skills within each area. No skills are selected for skill areas not mentioned in the student's IEP nor being addressed in school instruction.

The statewide data for Report 3 is shown below. Three rows of information are provided for each of the eight related skill areas. The first row provides the number of students with data for the Emerging Level of skills and their results for the eight skill areas. The result presented is the percent of the students who performed skills at the "independent" level within that skill area. The next two rows show the same information for the "Beginning" and "Traditional" skill level. Thus, the example below shows that 135 elementary school students were assessed on "Expressive Communication" skills at the Emergent level and that 34.2% of those students performed their specific emergent level skill independently (without prompts).

OREGON STATEWIDE
Spring 2001 Results
E X T E N D E D C L R A S
Related Skills Assessment Report
(Direct Observation of Related Skills During Selected Routines)

Skill Domain	Expressive Communication		Receptive Communication		Problem Solving		Social Skills/ Teamwork		Motor Skills		Math		Reading		Writing	
Level	N	% Ind	N	% Ind	N	% Ind	N	% Ind	N	% Ind	N	% Ind	N	% Ind	N	% Ind
Elementary School Students																
Emergent	135	34.2%	168	24.0%	211	20.1%	205	24.2%	96	25.6%	136	11.5%	129	15.0%	111	17.5%
Beginning	165	35.0%	185	22.7%	99	20.7%	133	24.5%	132	32.1%	100	28.3%	82	27.2%	52	21.4%
Traditional	126	36.1%	109	34.3%	33	26.9%	65	26.4%	127	48.0%	30	19.6%	43	34.6%	12	20.8%
Middle / Secondary School Students																
Emergent	102	32.9%	120	27.1%	143	19.6%	141	25.8%	85	30.0%	91	14.7%	75	19.3%	72	21.3%
Beginning	114	34.8%	152	23.3%	94	20.4%	123	24.0%	80	33.7%	87	16.1%	87	26.6%	60	19.3%
Traditional	119	38.1%	105	31.5%	55	32.7%	80	34.8%	111	59.2%	62	40.5%	0		44	30.0%

(Number of Students Assessed and Average Percent of Independence for Those Students -- by Related Skills Domains)