

2.3 STUDENT ASSESSMENT

PURPOSE

- P1. To assess students' prior academic achievement, skill level needs, and interests so that appropriate individualized career development services may be provided.
- P2. To identify students' personal issues so that appropriate support can be provided early in enrollment.

REQUIREMENTS

- R1. Centers shall assess each student's needs and interests to include:
 - a. Level of academic achievement, competency for appropriate placement in academic classes, using the high school transcript, IEP (if applicable and available), and the Tests of Adult Basic Education (TABE) in accordance with procedures in Appendix 301 (TABE Requirements and Instructions for TABE 7/8).
 - b. Medical status (entrance physical & dental examinations) per Section 6.10 (Student Health Services).
 - c. Counseling intake needs/interests assessment - using the student's application and Admission Counselor's Assessment Tool (ACAT) as foundations, counselors shall identify at a minimum:
 - 1. Personal history
 - 2. Personal and career aspirations
 - 3. Family status, living situation and responsibilities
 - 4. Legal issues
 - 5. Personal Issues
 - 6. Post-center plans
 - d. Career aptitude and interests using a formal assessment tool
 - e. English language proficiency

- f. Basic Information Technology skills
 - g. Transitional needs
- R2. Results of student assessments shall be used in collaboration with the student to:
- a. Develop the student's Personal Career Development Plan.
 - b. Schedule appropriate career development classes and activities.
 - c. Develop essential support systems to address each student's personal and transitional needs.

QUALITY INDICATOR(S)

- Q1. Students' initial aptitudes, interests and transitional needs are recorded on the PCDP and used as a basis for career planning.
- Q2. Students know and understand their needs and can articulate what steps they need to take to achieve their goals.