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| **CCR Domains** | **CoT Guiding Questions** | **PK** | **K-3** | **4th-5th** | **6th-8th** | **9th-12th** |
| **Academic Engagement** | Are the student’s IEP goals and objectives appropriate? |  |  |  |  |  |
|  | Is the student on track to meet his/her IEP goals and objectives? |  |  |  |  |  |
|  | Is the student on track to make progress towards meeting the grade level standards? |  |  |  |  |  |
|  | Does the student attend school regularly? |  |  |  |  |  |
|  | Does the student complete classwork and participate in class discussion? |  |  |  |  |  |
|  | Does the student complete homework assignments? |  |  |  |  |  |
|  | If not, what supports are needed to promote academic engagement skills? |  |  |  |  |  |
| **Academic Mindset:** | Does the student demonstrate decision-making skills? |  |  |  |  |  |
|  | Does the student demonstrate goal-setting skills? |  |  |  |  |  |
|  | Does the student demonstrate self-awareness skills? |  |  |  |  |  |
|  | Does the student demonstrate self-advocacy skills? |  |  |  |  |  |
|  | Does the student demonstrate self-monitoring skills? |  |  |  |  |  |
|  | If not, what supports are needed to promote the development of academic mindset skills? |  |  |  |  |  |
| **Learning Processes:** | Does the student demonstrate test-taking skills? |  |  |  |  |  |
|  | Does the student demonstrate note-taking skills? |  |  |  |  |  |
|  | Does the student work collaboratively in groups?  Does the student organize materials for learning? |  |  |  |  |  |
|  | Does the student demonstrate time management skills? |  |  |  |  |  |
|  | If not, what supports are needed to promote the development of learning processes skills? |  |  |  |  |  |
| **Critical Thinking:** | Does the student demonstrate the following skills: making references, interpreting results, analyzing resources, and explaining across academic content? |  |  |  |  |  |
|  | Does the student demonstrate problem solving skills? |  |  |  |  |  |
|  | If not, what supports are needed to promote the development of critical thinking? |  |  |  |  |  |
| **Social Skills:** | Does the student demonstrate appropriate communication skills? |  |  |  |  |  |
|  | Does the student demonstrate empathy? |  |  |  |  |  |
|  | Does the student demonstrate social awareness skills? |  |  |  |  |  |
|  | Does the student demonstrate respect for others? |  |  |  |  |  |
|  | Does the student demonstrate responsibility? |  |  |  |  |  |
|  | If not, what supports are needed to promote the development of social skills? |  |  |  |  |  |
| **Transition Knowledge:** | Does the student participate in and/or lead his/her IEP meeting? |  |  |  |  |  |
|  | Does the student demonstrate an understanding of the difference in requirements of the high school environment and college, career, and independent living environments? |  |  |  |  |  |
|  | Has the student and family participated in an orientation and/or open house at the beginning of the school year? |  |  |  |  |  |
|  | Has the student participated in a school visit or meet the teacher day at his/her receiving grade level class prior to the end of the school year in preparation for the next school year? |  |  |  |  |  |
|  | Has the student been assigned an adult mentor, peer buddy, or other source of support? |  |  |  |  |  |
|  | Has the student been assigned an advisor or a person responsible for check and connect? |  |  |  |  |  |
|  | If not, what supports are needed to promote transition knowledge? |  |  |  |  |  |
|  | What supports are needed to encourage friendships, enhance self-esteem, and confidence? |  |  |  |  |  |
|  | What supports are needed to promote student and family engagement? |  |  |  |  |  |