CCR4T Assessment Framework: Five Domains

Domain	Definition	Evidence-Based Practices & Systems Supports
Academic Engagement (AE)	AE is the acquisition of academic content through interacting and engaging with the material, including cognitive and behavioral skills that students need to successfully engage with academics. These skills may include attendance, homework completion, active participation in class and less observable skills like making connections between content in different courses. • Content area knowledge (i.e., science, social studies, English language arts, math, electives) • Knowledge structures • Organizing concepts • Factual understanding • Challenge levels • CTE course enrollment • Classroom behaviors (e.g., student behavior towards class work; on-task, active engagement, passive engagement) • work habits (e.g., completing homework, in-class activities, productivity) • attendance (regular attendance) • course completion • Other (open ended)	Evidence-based Practices • Check in/Check out • Check and Connect Systems-level supports • Co-teaching • Inclusive instruction (Universal Design) • Attendance initiatives
Process-oriented skills (PS)	These skills may include test taking, studying, and time management, as well as critical thinking skills such as formulating problems, hypothesize solutions, collect evidence, analyze the evidence, and communicate findings. These skills span across content areas. • Learning strategies (e.g., strategy instruction, • Critical thinking skills (e.g., formulating problems, hypothesize solutions, collect evidence, analyze the evidence, communicate findings, linking concepts across content areas, present knowledge).	Evidence-based Practices • Digital and blended learning • Self-regulated strategy development (SRSD) • Peer supports Systems-level supports • Information Technology Literacy • Credit recovery • Online learning • After school tutoring

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	- Creativity (e.g., brainstorming, developing new ideas, using your imagination, create knowledge) - Accessing content (note taking, organizational strategies, etc) - Technology (e.g., IT literacy, educational technology to access content, consumer technology tools, assistive technology) - Group communication, listening, & communication skills (e.g., in-class whole and small group work) - Other (open ended)	
Interpersonal Engagement (IE)	IE focuses on social skills with an emphasis on interactions with other individuals as well as understanding within themselves. Students with these skills show responsibility and adaptability across educational and non-educational settings, collaborate with peers, have an awareness in how others may be feeling or perceiving situations, and sense of belonging with the school. - Responsibility of self (e.g., internal locus of control, self-awareness) - Adaptability/flexibility with others - Leadership, assertion skills - Collaboration skills - Social awareness, empathy - Respect of diversity - Other (open ended)	Evidence-based Practices - Social and emotional learning - Mental Health/Wraparound services - Social skills/communication - Peer mentoring Systems-level supports - Positive Behavioral Interventions and Supports (PBIS) - School Climate Surveys
Ownership of Learning (OL)	OL entails sense of belonging, growth mind-set, ownership of learning, and perseverance. Specifically, that all students have the ability to take academic risks and understand the importance of the growth that comes from making mistakes. - Sense of belonging - Growth mindset (e.g., learning from mistakes, risk-taking) - Help seeking - Self-determination and student involvement	Evidence-based Practices - Self-Determined Learning Model of Instruction - Self-directed IEP Systems-level supports - Dropout Prevention - Individual Learning Plans, including SOP - Promoting growth mindsets (Brainology)

Domain	Definition	Evidence-Based Practices & Systems Supports
	• Perseverance, grit • motivation • Goal-setting skills • Other (open ended)	
Transition Competencies (TC)	TC focus on projects and activities that facilitate competency in employment, postsecondary education, and independent living, with a focus on understanding shifting cultures and responsibilities within each unique setting. • College culture (e.g., applying for college, campus visits) • Workplace culture • Early planning • Adult roles and responsibilities	Evidence-based Practices • Work-based learning (paid and unpaid) • Self-advocacy skills Systems-level supports • Financial literacy • Transportation • Health and wellness, including sexuality

Lombardi, A., Monahan, J., & Morningstar, M. (in press). Integrating college and career readiness into transition education. In K. Shogren & M. Wehmeyer (Eds.). *Handbook of Adolescent Transition Education for Youth with Disabilities (2nd Edition)*. New York, NY: Routledge.