

STUDENT NAME:  
 TEACHER / EVALUATOR:  
 DATES OF EVALUATIONS:


**CHARLTON RATING SCALE OF STUDENT TRANSITION AND EDUCATIONAL PROGRESS (CR-SSTEP)**

**DART FIXED ROUTE EVALUATION**

Students must demonstrate independence in steps 1-8 AND have written parental/guardian permission to attempt steps 9 & 10 with staff following at a distance

SKILL (RATE FROM 1-10)	QUARTER → DATE →	PLEP 6/24	1st 10/31	2nd 1/24	3rd 3/28	4th 6/12	5th 7/31
1. Student demonstrates the ability to locate the appropriate bus stop and board the correct bus safely and independently							
2. Student demonstrates the ability to manage personal belongings							
3. Student demonstrates the ability to carry his/her DART ID Card, has it ready and shows it to the bus driver on boarding the bus							
4. <u>BUS BEHAVIOR</u> Student demonstrates the ability to ... be responsible for his/her own behavior on the bus (top- score 1-5) independently resolve problems with other bus riders (bottom, score 1-5)							
5. Student demonstrates the ability to utilize the bus schedule and accurately write down a bus plan to get to a particular location by a specific time							
6. At the transfer center, the student demonstrates the ability to find the connector bus and make bus changes safely.							
7. The student demonstrates the ability to signal upcoming familiar stops by pushing the button or pulling the cord at the appropriate time							
8. Pedestrian safety: The student demonstrates the ability to safely get to and from bus stops to a known location (e.g., classroom to bus stop)							
9. The student follows the bus plan without immediate supervision (without assistance from staff who is observing from a distance)							
10. <u>PROBLEM SOLVING</u> Student demonstrates ability to solve problems, e.g. <ul style="list-style-type: none"> <li>• The student can wait if his/her bus is running late</li> <li>• When going to a new location, the student asks the bus driver for assistance &amp; sits near the front of the bus to await info.</li> <li>• When the bus is running late, the student is able to let the driver know which bus he/she needs held at the transfer center,</li> <li>• Etc</li> </ul>							
<b>TOTAL (points out of 100)</b>							

SCALE: 1-10

- 0: The student has not or cannot perform this skill at all
- 2: The student can perform this skill with verbal and/or pictorial prompts for each step
- 5: The student can perform this skill about half the time without the need of prompts
- 8: Student can perform the activity independently, once prompted by parent or staff to begin or try.
- 10: The student performs this skill independently, w/o the need of any reminders or supervision from staff or parents with or without grapho-visual support

## DART FIXED ROUTE EVALUATION DATA

Side 2 Please record dates under column heading – more than one date can be placed in each box

Ex: SKILL A	9/23, 10/15,	11/9	12/4, 12/14, 1/9	2/7, 3/21	
# 1 LOCATE STOP - ON / OFF	1 <sup>ST</sup> QUARTER	2 <sup>ND</sup> QUARTER	3 <sup>RD</sup> QUARTER	4 <sup>TH</sup> QUARTER	SUMMER
DATE →					
# 2 PERSONAL BELONGINGS	1 <sup>ST</sup> QUARTER	2 <sup>ND</sup> QUARTER	3 <sup>RD</sup> QUARTER	4 <sup>TH</sup> QUARTER	SUMMER
DATE OF PROBLEMS→					
#3 CARRIES / SHOWS DART ID CARD	1 <sup>ST</sup> QUARTER	2 <sup>ND</sup> QUARTER	3 <sup>RD</sup> QUARTER	4 <sup>TH</sup> QUARTER	SUMMER
DATE OF PROBLEMS→					
# 4A BEHAVIOR PROBLEMS					
DATE OF PROBLEMS→					
# 4B. RESOLVED PROBLEM	1 <sup>ST</sup> QUARTER	2 <sup>ND</sup> QUARTER	3 <sup>RD</sup> QUARTER	4 <sup>TH</sup> QUARTER	SUMMER
DATE OF PROBLEMS→					
# 5 BUS SCHEDULE	1 <sup>ST</sup> QUARTER	2 <sup>ND</sup> QUARTER	3 <sup>RD</sup> QUARTER	4 <sup>TH</sup> QUARTER	SUMMER
DATE →					
LEVEL OF INDEPENDENCE→					
# 6 TRANSFERS SAFELY	1 <sup>ST</sup> QUARTER	2 <sup>ND</sup> QUARTER	3 <sup>RD</sup> QUARTER	4 <sup>TH</sup> QUARTER	SUMMER
DATE →					
LEVEL OF INDEPENDENCE→					
#7 SIGNAL BUS STOP	1 <sup>ST</sup> QUARTER	2 <sup>ND</sup> QUARTER	3 <sup>RD</sup> QUARTER	4 <sup>TH</sup> QUARTER	SUMMER
DATE →					
LEVEL OF INDEPENDENCE→					
#8 PEDESTRIAN SAFETY	1 <sup>ST</sup> QUARTER	2 <sup>ND</sup> QUARTER	3 <sup>RD</sup> QUARTER	4 <sup>TH</sup> QUARTER	SUMMER
DATE →					
LEVEL OF INDEPENDENCE→					
#9 FOLLOWS BUS PLAN W/O SUPERVISION	1 <sup>ST</sup> QUARTER	2 <sup>ND</sup> QUARTER	3 <sup>RD</sup> QUARTER	4 <sup>TH</sup> QUARTER	SUMMER
DATE →					
#10 CALL ABT PROBLEMS	1 <sup>ST</sup> QUARTER	2 <sup>ND</sup> QUARTER	3 <sup>RD</sup> QUARTER	4 <sup>TH</sup> QUARTER	SUMMER
DATE →					