**TAGG – Example Results**

|  |
| --- |
| This example was created by creating a test account and taking the assessment. This is the results that can be expected from this assessment. |

**Area of Greatest Strength**

Areas of greatest strengths represent constructs with the highest scaled scores.

**Student**
Employment

**Family**
Persistence

**Professional**
Employment

**Areas of Relative Strength**

Areas of relative strengths represent constructs with comparatively high scores.

**Student**
Support Community
Strengths and Limitations
Persistence

**Family**
Employment
Disability Awareness
Student Involvement in the IEP

**Professional**
Persistence
Support Community
Student Involvement in the IEP

**Area of Greatest Need**

Areas of greatest need represent constructs with the lowest scaled scores.

**Student**
Interacting With Others

**Family**
Strengths and Limitations

**Professional**
Disability Awareness

**Areas of Relative Need**

Areas of relative need represent constructs with comparatively low scores.

**Student**
Goal Setting and Attainment
Student Involvement in the IEP
Disability Awareness

**Family**
Support Community
Interacting With Others
Goal Setting and Attainment

**Professional**
Strengths and Limitations
Interacting With Others
Goal Setting and Attainment

**Present Levels of Performance**

Alex Test 's abilities and experiences were assessed using the TAGG, a norm-referenced assessment with research-based items known to be associated with post-school employment and education. Compared to similar students, Alex Test 's overall results are average. Alex Test 's scores indicate greatest strengths in the areas of Employment, and Persistence. Alex Test 's relative strengths include Support Community, Strengths and Limitations, Persistence, Employment, Disability Awareness, and Student Involvement in the IEP. TAGG scores indicate the greatest needs in the areas of Interacting With Others, Strengths and Limitations, and Disability Awareness compared to similar students and relative needs in the areas of Goal Setting and Attainment, Student Involvement in the IEP, Disability Awareness, Support Community, Interacting With Others, and Strengths and Limitations.

**Suggested Annual Transition Goals Ranked by Areas of Greatest Need**

**TAGG Goals**

**Common Core Standard**

**Strengths and Limitations (Based on Family Responses)**

The student will identify, in a mock interview, three tasks he or she has trouble doing and what would help to complete the tasks with 100% accuracy.

CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.1a CCSS.ELA-Literacy.SL.9-10.1c CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.6 CCSS.ELA-Litearcy.L.9-10.1 CCSS.ELA-Literacy.SL.11-12.1 CCSS.ELA-Literacy.SL.11-12.1a CCSS.ELA-Literacy.SL.11-12.1c CCSS.ELA-Literacy.SL.11-12.4 CCSS.ELA-Literacy.SL.11-12.6 CCSS.ELA-Litearcy.L.11-12.1

In a class presentation, the student will demonstrate three strategies he or she has used to compensate for limitations, scoring at least a 90% on the teacher-made presentation rubric.

CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.1a CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6 CCSS.ELA-Litearcy.L.9-10.1 CCSS.ELA-Literacy.SL.11-12.1a CCSS.ELA-Literacy.SL.11-12.2 CCSS.ELA-Literacy.SL.11-12.4 CCSS.ELA-Literacy.SL.11-12.5 CCSS.ELA-Literacy.SL.11-12.6 CCSS.ELA-Litearcy.L.11-12.1

**Interacting With Others (Based on Student Responses)**

Given explicit instruction on appropriate communication skills (e.g., say hello, ask questions or report concerns) in a community setting, the student will demonstrate appropriate communication skills during community-based activities 4 out of 6 opportunities for the duration of the current school year.

CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.1a CCSS.ELA-Literacy.SL.9-10.1c CCSS.ELA-Literacy.SL.9-10.1d CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.6 CCSS.ELA-Litearcy.L.9-10.1 CCSS.ELA-Litearcy.L.9-10.5 CCSS.ELA-Litearcy.L.9-10.5a CCSS.ELA-Literacy.SL.11-12.1 CCSS.ELA-Literacy.SL.11-12.1a CCSS.ELA-Literacy.SL.11-12.1c CCSS.ELA-Literacy.SL.11-12.1d CCSS.ELA-Literacy.SL.11-12.3 CCSS.ELA-Literacy.SL.11-12.6 CCSS.ELA-Litearcy.L.11-12.1 CCSS.ELA-Litearcy.L.11-12.5 CCSS.ELA-Litearcy.L.11-12.5a

Given instruction and role-play activities, the student will demonstrate positive and appropriate social interactions with others (e.g., greeting, hand shaking upon arrival and departure, smiling/ nodding to acknowledge another person) while participating in activities and instruction for one hour four times per week during one semester with 100% accuracy as measured by a teacher-made checklist.

CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.1a CCSS.ELA-Literacy.SL.9-10.1b CCSS.ELA-Literacy.SL.9-10.1c CCSS.ELA-Literacy.SL.9-10.6 CCSS.ELA-Litearcy.L.9-10.1 CCSS.ELA-Litearcy.L.9-10.3 CCSS.ELA-Litearcy.L.9-10.4 CCSS.ELA-Litearcy.L.9-10.4a CCSS.ELA-Litearcy.L.9-10.5 CCSS.ELA-Literacy.SL.11-12.1 CCSS.ELA-Literacy.SL.11-12.1a CCSS.ELA-Literacy.SL.11-12.1b CCSS.ELA-Literacy.SL.11-12.1c CCSS.ELA-Literacy.SL.11-12.6 CCSS.ELA-Litearcy.L.11-12.1 CCSS.ELA-Litearcy.L.11-12.3 CCSS.ELA-Litearcy.L.11-12.4 CCSS.ELA-Litearcy.L.11-12.4a CCSS.ELA-Litearcy.L.11-12.5

**Disability Awareness (Based on Professional Responses)**

The student will write an essay describing three personality characteristics that do not involve his or her disability with 90% accuracy in areas of grammar and content by the end of a disability awareness unit.

CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.1a CCSS.ELA-Literacy.SL.9-10.1c CCSS.ELA-Literacy.SL.9-10.1d CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.6 CCSS.ELA-Literacy.W.9-10.2d CCSS.ELA-Litearcy.L.9-10.1 CCSS.ELA-Literacy.SL.11-12.1 CCSS.ELA-Literacy.SL.11-12.1a CCSS.ELA-Literacy.SL.11-12.1c CCSS.ELA-Literacy.SL.11-12.1d CCSS.ELA-Literacy.SL.11-12.4 CCSS.ELA-Literacy.SL.11-12.6 CCSS.ELA-Literacy.W.11-12.2d CCSS.ELA-Litearcy.L.11-12.1

Given access to technology, the student will express three positive aspects resulting from his or her disability in a class presentation using digital media with 100% accuracy.

CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.1a CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6 CCSS.ELA-Litearcy.L.9-10.1 CCSS.ELA-Literacy.SL.11-12.1a CCSS.ELA-Literacy.SL.11-12.2 CCSS.ELA-Literacy.SL.11-12.4 CCSS.ELA-Literacy.SL.11-12.5 CCSS.ELA-Literacy.SL.11-12.6 CCSS.ELA-Litearcy.L.11-12.1

© 2015 Board of Regents of the University of Oklahoma. All Rights Reserved.

*University of Oklahoma
Zarrow Center
338 Cate Center Drive, Room 190
Norman, Oklahoma 73019-2171
Phone 1-405-325-8951*