Thank you for agreeing to conduct a content validation review of the draft items of the College and Career Readiness for Transition (CCR4T). This document will provide you with detailed instructions of the content validation process as well as define key terms of the proposed assessment framework.

The content validation form is available via a Qualtrics survey link: https://uconn.co1.qualtrics.com/jfe/form/SV_0iW7q1C2SwYFXoN

While accessing and working on the content validation via the survey link, please have these instructions available to reference as well (either up on your computer screen as a separate file or printed out). You may find it helpful to reference the key terms throughout the process.

As a rater, you will first be asked if you are a member of the Advisory Board or a Practitioner. Please click the most appropriate role. If neither role is appropriate, click “Other” and specify your current job title.

Next, you will judge the proposed items in three ways: (1) domain fit, (2) certainty, and (3) appropriateness for students with high-incidence disabilities. Details about these ratings are below:

1. Please click the domain that you believe each item best fits within (Academic Engagement, Process-Oriented Skills, Interpersonal Engagement, Ownership of Learning, Transition Competencies- Detailed domain definitions are in the table on the next page). If you believe the statement does not fit any domain or should be deleted, please click “Does not fit any domain/Delete”.
2. Please rate the certainty of your placement of the item in its domain using the following scale:
   - 1 = Not very sure
   - 2 = Somewhat sure
   - 3 = Very sure
3. Please click if you believe the item is inappropriate for students with high-incidence disabilities. If you do not have this concern, leave blank (do not click)
   - “High-incidence disabilities“ – A major goal of the CCR4T project is to develop and validate a measure for students with and without high incidence disabilities because they are more likely to have similar college and career readiness experiences within general education settings. As such, in this context “high-incidence” refers to those students with disabilities who spend the majority of their day in general education settings and does not include students with significant cognitive disabilities.
4. Items will be presented with a 5-point response scale (totally not like me, not like me, sort of like me, like me, a lot like me)
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<th>Domain</th>
<th>Definition</th>
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| **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., core academics, career and technical content, electives)  
  - Knowledge structures (i.e., factual and conceptual knowledge; Blooms taxonomy)  
  - Organizing concepts (i.e., linking ideas and concepts across and within core and elective content to make knowledge relevant and meaningful to youth)  
  - Challenge levels (i.e., depth of knowledge)  
  - CTE course enrollment (i.e., Agriculture, Science, & Technology; Business and Marketing Technology; Career Readiness/Work-based Learning; Family and Consumer Sciences; Science, Technology, Engineering, Mathematics; Trade and Industry)  
  - 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 |
| **Interpersonal Engagement (IE)** | Emphasis on interactions with others in schools as well as self-understanding of social emotional learning. Students 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 possess a sense of belonging with the school.  
  - Responsibility of self (e.g., internal locus of control, self-awareness of learning and engagement with others)  
  - Adaptability/flexibility with others  
  - Leadership, assertion skills  
  - Collaboration with others  
  - Social awareness, empathy toward others  
  - Respect of diversity |
| **Ownership of Learning (OL)** | Entails growth mindset, self-determination, 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, academic risk-taking)  
  - Help seeking  
  - Self-determination and self-advocacy  
  - Perseverance, grit  
  - Motivation, interest in learning  
  - Goal-setting skills |
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| Process-oriented skills (PS)   | The skills needed to access and engage in academics and may include organizational strategies, 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., organization, note taking, studying, time management)  
  • Critical thinking skills (e.g., formulating problems, hypothesize solutions, collect evidence, analyze the evidence, communicate findings & present knowledge).  
  • Creativity (e.g., brainstorming, developing new ideas, creating new knowledge)  
  • Accessing content (note taking, organizational strategies, accommodations)  
  • Technology (e.g., IT literacy, educational technology, consumer technology tools, assistive technology)  
  • Group communication, listening, & communication skills (e.g., in-class whole and small group work) |
| Transition Competencies (TC)    | Skills 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. Students must be able to understand and act on underlying processes leading to college and career outcomes.  
  • Understanding differences between high school and college environments (living, academic expectations, etc.)  
  • College culture (e.g., campus resources, program of study, faculty expectations, campus living)  
  • Career culture (professionalism, supervisor and co-worker relations, workplace fit, employer expectations)  
  • Early planning (goals tied to interests, applications, interviews, financial planning, individual and environment fit)  
  • Adult roles and responsibilities (financial literacy, health wellness, accessing community) |