

# Evaluation Template for Incorporating the STAR Learning Profile

In your on-line evaluation system (EdPlan or other), check the box for **Checklist, Special Education Teacher** under the three categories:

- Academic (this area can include relevant language portions of the STAR as well)
- Self-help functional
- Social emotional

Copy and paste the following sections into the academic, social and self-care functional areas. Add the specifics for your student.

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In the Academic Section, include the following description of the tool and the findings:

The STAR Learning Profile (Strategies for Teaching based on Autism Research) is a research-validated curriculum-based assessment that is used to plan for instruction in the curricular areas of language, functional routines, academics, and play & social skills. It is used in conjunction with the STAR curriculum that utilizes discrete trial training, pivotal response training, and development of skills within functional routines. This tool assists teams in determining mastered skills as well as assisting teams in planning for instruction with future skill targets.

The Academic and Language portions of this checklist were completed by \_\_\_\_\_'s teacher based on observations of skills areas during academic instruction.

At this time, \_\_\_\_\_ has mastered the following skill targets in direct teaching: \_\_\_\_\_

At this time, \_\_\_\_\_ is able to perform the following skills in small group opportunities: \_\_\_\_\_

At this time, \_\_\_\_\_ has generalized the following skill targets to other activities at school: \_\_\_\_\_

Upcoming target skills that will be covered within this scope and sequence include \_\_\_\_\_ (include the next few skills to be taught here).

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In the Social Emotional Section, include the following description of the tool and the findings:

The STAR Learning Profile (Strategies for Teaching based on Autism Research) is a research-validated curriculum-based assessment that is used to plan for instruction in the curricular areas of language, functional routines, academics, and play & social skills. It is used in conjunction with the STAR curriculum that utilizes discrete trial training, pivotal response training, and development of skills within functional routines. This tool assists teams in determining mastered skills as well as assisting teams in planning for instruction with future skill targets.

The Play and Social Skills portion of this checklist was completed by \_\_\_\_\_'s teachers based on observations of skills occurring within routine social opportunities.

At this time, \_\_\_\_\_ has mastered the following play and social skill targets in 1-1 play opportunities with an adult: \_\_\_\_\_

At this time, \_\_\_\_\_ has mastered the following play and social skill targets in small group opportunities with peers: \_\_\_\_\_

Upcoming target skills that will be covered within this scope and sequence include \_\_\_\_\_ (include the next few skills to be taught here)

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In the Self-help/Functional Section, include the following description of the tool and the findings:

The STAR Learning Profile (Strategies for Teaching based on Autism Research) is a research-validated curriculum-based assessment that is used to plan for instruction in the curricular areas of language, functional routines, academics, and play & social skills. It is used in conjunction with the STAR curriculum that utilizes discrete trial training, pivotal response training, and development of skills within functional routines. This tool assists teams in determining mastered skills as well as assisting teams in planning for instruction with future skill targets.

The Functional Routines portion of this checklist was completed by \_\_\_\_\_'s teacher based on observations during classroom routines.

At this time, \_\_\_\_\_ is approximately independent at a level of 80% in the following routines: \_\_\_\_\_

At this time, \_\_\_\_\_ is approximately independent at a level of 50% in the following routines: \_\_\_\_\_

At this time, \_\_\_\_\_ requires significant adult prompting (over 50%) within the following routines:

\_\_\_\_\_