



Print Student's Name:	ID#:	Date:
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IX. SPECIAL DIPLOMA: SUNSHINE STATE STANDARDS (INSERT A)

The Sunshine State Standards for Special Diploma support the attainment of the desired school and post school outcomes of the student and the modifications to content that may be required to meet the other educational needs that result from the disability. The expected level of functioning in each of the 14 standards is the level projected for the student to attain by the time the student exits the school program at graduation or age 22.

Mark the appropriate box to indicate the level of functioning expected for each standard. This information will be helpful in developing transition goals and benchmarks.

Curriculum and Learning Environment Domain	Independent	Supported	Participatory
A. 1. The student participates, and makes progress in the Sunshine State Standards as appropriate for the individual student.			
B. 1. The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.			
B. 2. The student expresses information effectively using oral, print, or visual formats for a variety of purposes.			
B. 3. The student identifies and applies mathematical concepts and processes to solve problems.			
B. 4. The student uses systematic approaches when solving problems.			
C. 1. The student recognizes opportunities and responsibilities in the workplace.			
C. 2. The student demonstrates skills and competencies needed for employment.			
Independent Functioning Domain	Independent	Supported	Participatory
A. 1. The student engages in productive and leisure activities used in the home and community.			
A. 2. The student accesses and uses community resources and services.			
B. 1. The student manages personal, career, and other life decisions.			
B. 2. The student demonstrates conduct that complies with social and environmental expectations.			
Social and Emotional Behavior Domain	Independent	Supported	Participatory
A. 1. The student contributes to overall effort of the group.			
A. 2. The student uses acceptable interpersonal skills when interacting with others.			
Communication Domain	Independent	Supported	Participatory
A. 1. The student effectively communicates with others.			

The following descriptions describe expectations for each level:

INDEPENDENT LEVEL:

Students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.

SUPPORTED LEVEL:

Students are expected to be able to perform the behaviors identified for each benchmark with guidance and support: physical, verbal, and visual prompts, assistive technology, and supervision.

PARTICIPATORY LEVEL:

Students are expected to participate with assistance in the performance of the behavior: personal physical assistance and assistive technology.

Refer to "Florida Curriculum Framework; Sunshine State Standards for Special Diploma" which details the curriculum to be implemented for students with the special diploma option. (see back)

"Florida Curriculum Framework; Sunshine State Standards for Special Diploma" is a guide for teachers to help students achieve the Sunshine State Standards for Special Diploma. It includes the sample performance objectives for each of the 14 standards at the independent, supported, and participatory levels. These sample performance objectives are tools for developing lesson plans that will lead students to achieve the expected levels of performance.