

BRIGANCE[®]
Employability Skills Inventory (ESI)
Correlated to
**Functional Academic Curriculum for
Exceptional Students
(FACES)**

BRIGANCE® Employability Skills Inventory (ESI)
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ESI Assessment	FACES Standards
A-1 Word-Recognition Grade Placement	<p>Conventional Literacy Level – Reading/Print Awareness 1. Decode simple words using letter-sound knowledge.</p> <p>Experimenting Literacy Level – Reading/Print Awareness 5. Begin to identify some high-frequency sight words.</p>
A-2 Reading Vocabulary Comprehension Grade Placement	<p>Conventional Literacy Level – Reading/Print Awareness 1. Decode simple words using letter-sound knowledge.</p> <p>Experimenting Literacy Level – Reading/Print Awareness 5. Begin to identify some high-frequency sight words.</p>
A-3 Reading-Comprehension Grade Placement	<p>Conventional Literacy Level – Reading/Print Awareness 1. Decode simple words using letter-sound knowledge.</p> <p>Experimenting Literacy Level – Reading/Print Awareness 5. Begin to identify some high-frequency sight words.</p>
B-1 Job Interests and Aptitudes	<p>Vocational: Elementary CAREER AWARENESS 2. Student will identify different types of workers.</p> <p>Vocational: Middle School CAREER AWARENESS 4. Student will identify major occupational interests. 6. Student will identify necessary aptitudes related to an occupational choice.</p> <p>Vocational: High School CAREER AWARENESS 1. Student will explore a variety of occupational categories and begin developing occupational preferences. 5. Student will identify the four general job classifications: non-skilled, semi-skilled, skilled, professional. 9. Student will identify the aptitudes required by specific jobs. 10. Student will identify requirements for jobs of interest within the community.</p>

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B-2 Health and Physical Problems	<p>Vocational: Elementary CAREER AWARENESS 7. Student will describe basic employability traits and demonstrate them in school.</p> <p>Vocational: High School CAREER AWARENESS 6. Student will identify physical limitations which would prohibit performance of a specific job.</p> <p>Vocational: Elementary WORK BEHAVIORS 6. Student will develop endurance in work situations.</p> <p>Vocational: Middle School WORK BEHAVIORS 15. Student will develop endurance in work situations.</p> <p>Vocational: High School WORK BEHAVIORS 7. Student will increase endurance in work situations.</p> <p>Vocational: Middle School JOB PROCUREMENT 5. Student will identify personal traits considered important for an employee. 6. Student will identify reasons why a person may fail to be employed. 7. Student will identify ways to keep a job.</p>
B-3 Choosing a Career	<p>Vocational: Elementary CAREER AWARENESS 5. Student will learn that personal needs and values can be met by work.</p> <p>Vocational: Middle School CAREER AWARENESS 1. Student will investigate and determine the reasons why people work. 3. Student will identify the role of employment in building personal and social relationships. 4. Student will identify major occupational interests. 6. Student will identify necessary aptitudes related to an occupational choice.</p> <p>Vocational: High School CAREER AWARENESS 1. Student will explore a variety of occupational categories and begin developing occupational preferences. 2. Student will recognize that work is necessary to obtain economic independence. 3. Student will identify personal needs that are met by an income. 4. Student will determine if a worker's net pay is adequate to meet expenses. 9. Student will identify the aptitudes required by specific jobs. 10. Student will identify requirements for jobs of interest within the community.</p> <p>Vocational: Middle School JOB PROCUREMENT 6. Student will identify reasons why a person may fail to be employed. 7. Student will identify ways to keep a job.</p>

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B-4 Work Ethics and Attitudes	<p>Personal health care: Middle School WELLNESS 7. Student will identify the negative effects of substance abuse.</p> <p>Vocational: Elementary CAREER AWARENESS 5. Student will learn that personal needs and values can be met by work. 7. Student will describe basic employability traits and demonstrate them in school.</p> <p>Vocational: Middle School CAREER AWARENESS 1. Student will investigate and determine the reasons why people work. 3. Student will identify the role of employment in building personal and social relationships.</p> <p>Vocational: High School CAREER AWARENESS 2. Student will recognize that work is necessary to obtain economic independence. 3. Student will identify personal needs that are met by an income.</p> <p>Vocational: Elementary WORK BEHAVIORS 5. Student will perform “employee” responsibilities to the best of his/her ability.</p> <p>Vocational: Middle School WORK BEHAVIORS 2. Student will develop job responsibilities. 10. Student will develop a good work attitude.</p> <p>Vocational: High School WORK BEHAVIORS 5. Student will accept criticism and promptly correct the error.</p> <p>Vocational: Middle School JOB PROCUREMENT 5. Student will identify personal traits considered important for an employee. 6. Student will identify reasons why a person may fail to be employed. 7. Student will identify ways to keep a job.</p>
B-3S & Ra Signs of Readiness for Choosing a Career	<p>Vocational: High School JOB PROCUREMENT 1. Student will identify and demonstrate the steps involved in searching for a job.</p>
B-3S & Rb Choosing a Career	<p>Vocational: Middle School CAREER AWARENESS 4. Student will identify major occupational interests. 6. Student will identify necessary aptitudes related to an occupational choice.</p> <p>Vocational: High School CAREER AWARENESS 1. Student will explore a variety of occupational categories and begin developing occupational preferences. 9. Student will identify the aptitudes required by specific jobs. 10. Student will identify requirements for jobs of interest within the community.</p>
C-1 Job-Interview Questions	<p>Vocational: High School JOB PROCUREMENT 7. Student will become familiar with questions frequently asked in a job interview.</p>

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C-2 Basic Preemployment Vocabulary	Experimenting Literacy Level – Reading/Print Awareness 5. Begin to identify some high-frequency sight words.
C-3 Employment Pay and Benefits Vocabulary	Vocational: High School JOB PROCUREMENT 10. Student will develop a basic understanding of Social Security.
C-4 Payroll-Deduction Statement	Vocational: High School JOB PROCUREMENT 10. Student will develop a basic understanding of Social Security.
C-1S Job-Interview Questions	Vocational: High School JOB PROCUREMENT 9. Student will become familiar with questions to ask during an interview.
C-2S Employment Vocabulary Lists	Experimenting Literacy Level – Reading/Print Awareness 5. Begin to identify some high-frequency sight words.
C-2S & Ra Miscellaneous Vocational Skills and Knowledge	Vocational: High School JOB PROCUREMENT 9. Student will become familiar with questions to ask during an interview.
C-2S & Rb Slang and Idiomatic Expressions Related to Employment	Experimenting Literacy Level – Reading/Print Awareness 5. Begin to identify some high-frequency sight words.

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D-1 Self-concept and Attitudes Rating Scale	<p>Personal health care: Elementary SELF-CONCEPT 2. Student will identify positive traits of self and others. 3. Student will accept praise. 4. Student will accept constructive criticism.</p> <p>Personal health care: Middle School SELF-CONCEPT 2. Student will increase self acceptance by identifying personal strengths and limitations.</p> <p>Personal health care: High School SELF-CONCEPT 3. Student will develop and/or maintain a positive attitude.</p> <p>Vocational: Elementary CAREER AWARENESS 7. Student will describe basic employability traits and demonstrate them in school.</p> <p>Vocational: Middle School JOB PROCUREMENT 5. Student will identify personal traits considered important for an employee.</p> <p>Vocational: High School JOB PROCUREMENT 14. Student will determine ways to avoid problems with employers and/or co-workers.</p> <p>Social studies: Elementary PERSONAL BEHAVIOR 9. Student will identify appropriate behavior in the community environment.</p> <p>Social studies: Middle School PERSONAL BEHAVIOR 1. Student will develop acceptable social behavior. 4. Student will develop self-monitoring abilities.</p> <p>Social studies: High School PERSONAL BEHAVIOR 1. Student will recognize authority and follow instructions.</p>

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D-2 Responsibility and Self-discipline Rating Scale	<p>Vocational: Elementary CAREER AWARENESS 7. Student will describe basic employability traits and demonstrate them in school.</p> <p>Vocational: Elementary WORK BEHAVIORS 1. Student will develop job responsibilities. 3. Student will complete a task correctly, within an appropriate amount of time. 5. Student will perform “employee” responsibilities to the best of his/her ability. 7. Student will inspect objects for quality work.</p> <p>Vocational: Middle School WORK BEHAVIORS 1. Student will demonstrate improvement in working with peers and in completing class assignments. 2. Student will develop job responsibilities. 4. Student will identify potential hazards on the job and at school. 10. Student will develop a good work attitude. 12. Student will be on time to school and all school-related functions.</p> <p>Vocational: High School WORK BEHAVIORS 1. Student will identify major reasons for practicing safety and will follow safety instructions on the job. 2. Student will recognize the need for and importance of attendance and punctuality. 4. Student will complete a job following supervisory instructions. 5. Student will accept criticism and promptly correct the error.</p> <p>Vocational: Middle School JOB PROCUREMENT 5. Student will identify personal traits considered important for an employee.</p> <p>Social studies: Elementary PERSONAL BEHAVIOR 7. Student will identify and accept classroom responsibility.</p> <p>Social studies: Middle School PERSONAL BEHAVIOR 1. Student will develop acceptable social behavior.</p> <p>Social studies: High School PERSONAL BEHAVIOR 1. Student will recognize authority and follow instructions. 2. Student will identify solutions to problems and respond appropriately. 4. Student will identify areas of responsibility in personal life.</p>

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D-3 Motor Coordination and Job Requirements Rating Scale	<p>Vocational: Elementary CAREER AWARENESS 7. Student will describe basic employability traits and demonstrate them in school.</p> <p>Vocational: High School CAREER AWARENESS 6. Student will identify physical limitations which would prohibit performance of a specific job.</p> <p>Vocational: Elementary WORK BEHAVIORS 6. Student will develop endurance in work situations.</p> <p>Vocational: Middle School WORK BEHAVIORS 15. Student will develop endurance in work situations.</p> <p>Vocational: High School WORK BEHAVIORS 7. Student will increase endurance in work situations.</p> <p>Vocational: Middle School JOB PROCUREMENT 5. Student will identify personal traits considered important for an employee.</p>
D-4 Thinking Skills/Abilities and Job Requirements Rating Scale	<p>Vocational: Elementary CAREER AWARENESS 7. Student will describe basic employability traits and demonstrate them in school.</p> <p>Vocational: Elementary WORK BEHAVIORS 2. Student will identify the importance of following directions in school and at work. 4. Student will perform a series of assignments in response to verbal instructions.</p> <p>Vocational: High School WORK BEHAVIORS 3. Student will perform a series of tasks in response to written/pictorial instructions. 4. Student will complete a job following supervisory instructions.</p> <p>Vocational: Middle School JOB PROCUREMENT 5. Student will identify personal traits considered important for an employee.</p> <p>Vocational: Middle School WORK SKILLS: OFFICE/CLERICAL 1. Student will collate papers.</p> <p>Vocational: High School WORK SKILLS: OFFICE/CLERICAL 1. Student will answer the telephone and take messages. 2. Student will file records by name. 3. Student will operate basic office equipment. 4. Student will sort envelopes by zip code. 5. Student will perform other routine office tasks.</p>
D-5 Job-Interview Preparation Rating Scale	<p>Vocational: High School JOB PROCUREMENT 5. Student will become familiar with appropriate interviewing behaviors. 8. Student will demonstrate appropriate language when interviewing for a job.</p>

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D-6 Job-Interview Rating Scale	<p>Vocational: High School JOB PROCUREMENT</p> <p>5. Student will become familiar with appropriate interviewing behaviors. 8. Student will demonstrate appropriate language when interviewing for a job.</p>
D-7 Trainee's Work Experience Rating Scale	<p>Vocational: Elementary WORK BEHAVIORS</p> <p>1. Student will develop job responsibilities. 3. Student will complete a task correctly, within an appropriate amount of time. 5. Student will perform "employee" responsibilities to the best of his/her ability. 6. Student will develop endurance in work situations. 7. Student will inspect objects for quality work.</p> <p>Vocational: Middle School WORK BEHAVIORS</p> <p>1. Student will demonstrate improvement in working with peers and in completing class assignments. 2. Student will develop job responsibilities. 4. Student will identify potential hazards on the job and at school. 5. Student will "give" and "accept" supervision in small-group situations. 6. Student will identify reasons for working with others and will recognize the importance of individual components in a cooperative effort. 8. Student will get along with co-workers. 9. Student will deal with problems at work. 10. Student will develop a good work attitude. 15. Student will develop endurance in work situations.</p> <p>Vocational: High School WORK BEHAVIORS</p> <p>1. Student will identify major reasons for practicing safety and will follow safety instructions on the job. 2. Student will recognize the need for and importance of attendance and punctuality. 4. Student will complete a job following supervisory instructions. 5. Student will accept criticism and promptly correct the error. 7. Student will increase endurance in work situations.</p> <p>Vocational: High School JOB PROCUREMENT</p> <p>14. Student will determine ways to avoid problems with employers and/or co-workers. 15. Student will identify resources for assistance if employment problems cannot be resolved.</p>

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D-1R Self-concept and Attitudes	<p>Vocational: Elementary WORK BEHAVIORS 1. Student will develop job responsibilities.</p> <p>Vocational: Middle School WORK BEHAVIORS 2. Student will develop job responsibilities. 8. Student will get along with co-workers. 9. Student will deal with problems at work. 10. Student will develop a good work attitude.</p> <p>Vocational: Middle School JOB PROCUREMENT 6. Student will identify reasons why a person may fail to be employed. 7. Student will identify ways to keep a job.</p> <p>Vocational: High School JOB PROCUREMENT 14. Student will determine ways to avoid problems with employers and/or co-workers. 15. Student will identify resources for assistance if employment problems cannot be resolved.</p>
D-2Ra Responsibility and Self-discipline	<p>Vocational: Elementary WORK BEHAVIORS 1. Student will develop job responsibilities.</p>
D-2Rb Workplace Readiness	<p>Vocational: Elementary CAREER AWARENESS 5. Student will learn that personal needs and values can be met by work.</p> <p>Vocational: Middle School CAREER AWARENESS 1. Student will investigate and determine the reasons why people work. 3. Student will identify the role of employment in building personal and social relationships.</p> <p>Vocational: High School CAREER AWARENESS 2. Student will recognize that work is necessary to obtain economic independence.</p>
D-5R Job-Interview Preparation	<p>Vocational: High School JOB PROCUREMENT 5. Student will become familiar with appropriate interviewing behaviors. 8. Student will demonstrate appropriate language when interviewing for a job.</p>
D-6R Job-Interview Skills	<p>Vocational: High School JOB PROCUREMENT 5. Student will become familiar with appropriate interviewing behaviors. 8. Student will demonstrate appropriate language when interviewing for a job.</p>
D-7R Trainee's Work Experience	<p>Vocational: Elementary WORK BEHAVIORS 1. Student will develop job responsibilities.</p> <p>Vocational: Middle School JOB PROCUREMENT 6. Student will identify reasons why a person may fail to be employed. 7. Student will identify ways to keep a job.</p>

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E-1 Direction Words for Performing Manual Skills	Vocational: Elementary WORK BEHAVIORS 2. Student will identify the importance of following directions in school and at work. 4. Student will perform a series of assignments in response to verbal instructions. Vocational: High School WORK BEHAVIORS 3. Student will perform a series of tasks in response to written/pictorial instructions.
E-2 Direction Words for Processing Information	Vocational: Elementary WORK BEHAVIORS 2. Student will identify the importance of following directions in school and at work. 4. Student will perform a series of assignments in response to verbal instructions. Vocational: High School WORK BEHAVIORS 3. Student will perform a series of tasks in response to written/pictorial instructions.
E-3 Words Found on Employment Forms	Vocational: Middle School JOB PROCUREMENT 4. Student will become familiar with information required on job applications. Vocational: High School JOB PROCUREMENT 4. Student will collect and maintain data necessary to complete a job application.
E-4 Phrases and Questions Found on Employment Forms	Vocational: Middle School JOB PROCUREMENT 4. Student will become familiar with information required on job applications. Vocational: High School JOB PROCUREMENT 4. Student will collect and maintain data necessary to complete a job application.
E-5 Directions Found on Employment Forms	Vocational: Elementary WORK BEHAVIORS 2. Student will identify the importance of following directions in school and at work. Vocational: High School WORK BEHAVIORS 3. Student will perform a series of tasks in response to written/pictorial instructions. Vocational: Middle School JOB PROCUREMENT 4. Student will become familiar with information required on job applications. Vocational: High School JOB PROCUREMENT 4. Student will collect and maintain data necessary to complete a job application.
E-6 Abbreviations	Vocational: Middle School JOB PROCUREMENT 4. Student will become familiar with information required on job applications.

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E-7 Employment Signs	<p>Conventional Literacy Level – Reading/Print Awareness 3. Use graphs, charts, signs, and captions to acquire information.</p> <p>Emergent Literacy Level – Reading/Print Awareness 6. Recognize familiar signs, labels, and logos in the environment.</p> <p>Novice Literacy Level – Reading/Print Awareness 5. Understand that print is used for different functions by recognizing labels, signs, and other print forms in the environment (e.g., lists for shopping, recipes for cooking, letters and notes for interpersonal communication). 6. Recognize that print represents spoken language and conveys meaning, such as familiar names and signs, (e.g., Exit and Danger).</p>
E-8 Signs That Direct	<p>Conventional Literacy Level – Reading/Print Awareness 3. Use graphs, charts, signs, and captions to acquire information.</p> <p>Emergent Literacy Level – Reading/Print Awareness 6. Recognize familiar signs, labels, and logos in the environment.</p> <p>Novice Literacy Level – Reading/Print Awareness 5. Understand that print is used for different functions by recognizing labels, signs, and other print forms in the environment (e.g., lists for shopping, recipes for cooking, letters and notes for interpersonal communication). 6. Recognize that print represents spoken language and conveys meaning, such as familiar names and signs, (e.g., Exit and Danger).</p>
E-9 Warning and Safety Signs	<p>Personal health care: Elementary SAFETY 6. Student will identify common dangers. 12. Student will recognize/practice basic pedestrian safety signs and procedures.</p> <p>Conventional Literacy Level – Reading/Print Awareness 3. Use graphs, charts, signs, and captions to acquire information.</p> <p>Emergent Literacy Level – Reading/Print Awareness 6. Recognize familiar signs, labels, and logos in the environment.</p> <p>Novice Literacy Level – Reading/Print Awareness 5. Understand that print is used for different functions by recognizing labels, signs, and other print forms in the environment (e.g., lists for shopping, recipes for cooking, letters and notes for interpersonal communication). 6. Recognize that print represents spoken language and conveys meaning, such as familiar names and signs, (e.g., Exit and Danger).</p>

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E-10 Informational Signs	<p>Conventional Literacy Level – Reading/Print Awareness 3. Use graphs, charts, signs, and captions to acquire information.</p> <p>Emergent Literacy Level – Reading/Print Awareness 6. Recognize familiar signs, labels, and logos in the environment.</p> <p>Novice Literacy Level – Reading/Print Awareness 5. Understand that print is used for different functions by recognizing labels, signs, and other print forms in the environment (e.g., lists for shopping, recipes for cooking, letters and notes for interpersonal communication). 6. Recognize that print represents spoken language and conveys meaning, such as familiar names and signs, (e.g., Exit and Danger).</p>
E-11 Warning Labels	<p>Personal health care: Elementary SAFETY 6. Student will identify common dangers. 19. Student will recognize poison labels.</p> <p>Personal health care: High School SAFETY 1. Student will identify warning labels.</p> <p>Emergent Literacy Level – Reading/Print Awareness 6. Recognize familiar signs, labels, and logos in the environment.</p> <p>Novice Literacy Level – Reading/Print Awareness 5. Understand that print is used for different functions by recognizing labels, signs, and other print forms in the environment (e.g., lists for shopping, recipes for cooking, letters and notes for interpersonal communication). 6. Recognize that print represents spoken language and conveys meaning, such as familiar names and signs, (e.g., Exit and Danger).</p>
E-12 Comprehending and Using Information on Labels	<p>Emergent Literacy Level – Reading/Print Awareness 6. Recognize familiar signs, labels, and logos in the environment.</p> <p>Novice Literacy Level – Reading/Print Awareness 5. Understand that print is used for different functions by recognizing labels, signs, and other print forms in the environment (e.g., lists for shopping, recipes for cooking, letters and notes for interpersonal communication). 6. Recognize that print represents spoken language and conveys meaning, such as familiar names and signs, (e.g., Exit and Danger).</p>
E-13 Using Information Listed in Alphabetical Order	<p>Vocational: High School WORK SKILLS: OFFICE/CLERICAL 2. Student will file records by name.</p>
E-15 Paragraphs	<p>Experimenting Literacy Level – Reading/Print Awareness 5. Begin to identify some high-frequency sight words.</p>

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E-1S Direction Words for Performing Manual Skills	Vocational: Elementary WORK BEHAVIORS 2. Student will identify the importance of following directions in school and at work. Vocational: High School WORK BEHAVIORS 3. Student will perform a series of tasks in response to written/pictorial instructions.
E-2S Direction Words for Processing Information	Vocational: Elementary WORK BEHAVIORS 2. Student will identify the importance of following directions in school and at work. Vocational: High School WORK BEHAVIORS 3. Student will perform a series of tasks in response to written/pictorial instructions.
E-3S Words Found on Employment Forms	Experimenting Literacy Level – Reading/Print Awareness 5. Begin to identify some high-frequency sight words.
E-4S Phrases and Questions Found on Employment Forms	Experimenting Literacy Level – Reading/Print Awareness 5. Begin to identify some high-frequency sight words.
E-5S Oaths/Pledges on Employment Forms	Experimenting Literacy Level – Reading/Print Awareness 5. Begin to identify some high-frequency sight words.
E-6S Abbreviations	Experimenting Literacy Level – Reading/Print Awareness 5. Begin to identify some high-frequency sight words.
E-8S Signs That Direct	Conventional Literacy Level – Reading/Print Awareness 3. Use graphs, charts, signs, and captions to acquire information. Emergent Literacy Level – Reading/Print Awareness 6. Recognize familiar signs, labels, and logos in the environment.
E-9S Warning and Safety Signs	Personal health care: Elementary SAFETY 6. Student will identify common dangers. 12. Student will recognize/practice basic pedestrian safety signs and procedures. Conventional Literacy Level – Reading/Print Awareness 3. Use graphs, charts, signs, and captions to acquire information. Emergent Literacy Level – Reading/Print Awareness 6. Recognize familiar signs, labels, and logos in the environment.
E-10S Informational Signs	Conventional Literacy Level – Reading/Print Awareness 3. Use graphs, charts, signs, and captions to acquire information. Emergent Literacy Level – Reading/Print Awareness 6. Recognize familiar signs, labels, and logos in the environment.

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E-11S Warning Labels	<p>Personal health care: Elementary SAFETY 6. Student will identify common dangers. 19. Student will recognize poison labels.</p> <p>Personal health care: High School SAFETY 1. Student will identify warning labels.</p> <p>Emergent Literacy Level – Reading/Print Awareness 6. Recognize familiar signs, labels, and logos in the environment.</p>
E-11R Container and Chemical Safety	<p>Personal health care: Elementary SAFETY 8. Student will identify correct first aid procedures to administer in emergency situations. 9. Student will recognize emergency situations and follow appropriate procedures.</p> <p>Personal health care: High School SAFETY 2. Student will demonstrate knowledge of emergency procedures.</p> <p>Emergent Literacy Level – Reading/Print Awareness 6. Recognize familiar signs, labels, and logos in the environment.</p>
E-14S Parts of a Book	<p>Conventional Literacy Level – Reading/Print Awareness 3. Use graphs, charts, signs, and captions to acquire information.</p>
F-I General Speaking and Language Skills	<p>Social studies: Middle School GEOGRAPHY 6. Student will give simple directions to a familiar location.</p> <p>Social studies: High School GEOGRAPHY 2. Student will give requested directional information accurately.</p> <p>Conventional Literacy Level – Listening/Speaking 1. Make announcements, give directions, and make introductions. 4. Gain increasing control of expressive language by combining words to convey ideas.</p> <p>Emergent Literacy Level – Listening/Speaking 5. Use language to express needs and interests, to role-play, and to share ideas.</p> <p>Experimenting Literacy Level – Listening/Speaking 1. Clearly request, retell, and/or describe stories and experiences.</p> <p>Novice Literacy Level – Listening/Speaking 4. Participate in group discussions by listening and talking about experiences.</p>

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F-2 Listening Observations Checklist	<p>Social studies: Elementary SOCIALIZATION 9. Student will wait his/her turn.</p> <p>Social studies: Middle School SOCIALIZATION 5. Student will listen and respond appropriately.</p> <p>Conventional Literacy Level – Listening/Speaking 2. Listen to gather information, solve problems, and enjoy and appreciate literature. 3. Participate in and contribute to small or large group discussions and activities.</p> <p>Emergent Literacy Level – Listening/Speaking 3. Listen for different purposes (e.g., to learn what happened in a story, to receive instructions, etc.). 4. Understand and follow simple oral directions.</p> <p>Novice Literacy Level – Listening/Speaking 4. Participate in group discussions by listening and talking about experiences.</p> <p>Pre-Emergent Literacy Level – Listening/Speaking 1. Listen with increasing attention. 2. Understand and follow simple, concrete commands with visual prompts. 5. Listen with increased attention to information, rhymes, songs, conversations, and stories.</p>
F-3 Speaking Observations Checklist	<p>Conventional Literacy Level – Listening/Speaking 3. Participate in and contribute to small or large group discussions and activities.</p> <p>Experimenting Literacy Level – Listening/Speaking 2. Present dramatic interpretations of experiences, stories, poems, and plays. 3. Choose and adapt spoken language according to the audience, purpose, and occasion.</p>
G-1 Application for a Social Security Card	<p>Personal health care: Elementary SAFETY 1. Student will state and/or identify his/her full name. 3. Student will state and/or locate home address.</p> <p>Vocational: High School JOB PROCUREMENT 10. Student will develop a basic understanding of Social Security. 11. Student will become responsible for his/her Social Security card.</p> <p>Conventional Literacy Level – Writing 3. High school only: Apply writing skills to completing forms and writing checks, with examples and assistance given when needed.</p> <p>Experimenting Literacy Level – Writing 1. Write his/her own name and each letter of the alphabet.</p> <p>Novice Literacy Level – Writing 3. Uses known letters and approximations of letters to represent written language.</p>

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G-2 Simple Application for Employment	<p>Personal health care: Elementary SAFETY</p> <ol style="list-style-type: none"> 1. Student will state and/or identify his/her full name. 2. Student will state and/or locate telephone number. 3. Student will state and/or locate home address. <p>Vocational: Middle School JOB PROCUREMENT</p> <ol style="list-style-type: none"> 4. Student will become familiar with information required on job applications. <p>Vocational: High School JOB PROCUREMENT</p> <ol style="list-style-type: none"> 4. Student will collect and maintain data necessary to complete a job application. <p>Conventional Literacy Level – Writing</p> <ol style="list-style-type: none"> 3. High school only: Apply writing skills to completing forms and writing checks, with examples and assistance given when needed. <p>Experimenting Literacy Level – Writing</p> <ol style="list-style-type: none"> 1. Write his/her own name and each letter of the alphabet. <p>Novice Literacy Level – Writing</p> <ol style="list-style-type: none"> 3. Uses known letters and approximations of letters to represent written language (especially meaningful words such as his/her name and phrases such as “I love you”).
G-3 Complex Application for Employment	<p>Personal health care: Elementary SAFETY</p> <ol style="list-style-type: none"> 1. Student will state and/or identify his/her full name. 2. Student will state and/or locate telephone number. 3. Student will state and/or locate home address. <p>Vocational: Middle School JOB PROCUREMENT</p> <ol style="list-style-type: none"> 4. Student will become familiar with information required on job applications. <p>Vocational: High School JOB PROCUREMENT</p> <ol style="list-style-type: none"> 4. Student will collect and maintain data necessary to complete a job application. <p>Conventional Literacy Level – Writing</p> <ol style="list-style-type: none"> 3. High school only: Apply writing skills to completing forms and writing checks, with examples and assistance given when needed. <p>Experimenting Literacy Level – Writing</p> <ol style="list-style-type: none"> 1. Write his/her own name and each letter of the alphabet. <p>Novice Literacy Level – Writing</p> <ol style="list-style-type: none"> 3. Uses known letters and approximations of letters to represent written language (especially meaningful words such as his/her name and phrases such as “I love you”).

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ESI Assessment	FACES Standards
G-4 Completes a Job-Resume Outline	<p>Personal health care: Elementary SAFETY</p> <ol style="list-style-type: none"> 1. Student will state and/or identify his/her full name. 2. Student will state and/or locate telephone number. 3. Student will state and/or locate home address. <p>Vocational: Middle School JOB PROCUREMENT</p> <ol style="list-style-type: none"> 4. Student will become familiar with information required on job applications. <p>Vocational: High School JOB PROCUREMENT</p> <ol style="list-style-type: none"> 4. Student will collect and maintain data necessary to complete a job application. <p>Conventional Literacy Level – Writing</p> <ol style="list-style-type: none"> 2. Write for different purposes and audiences such as composing notes, letters, stories and poems, using examples as needed. <p>Conventional Literacy Level – Writing</p> <ol style="list-style-type: none"> 3. High school only: Apply writing skills to completing forms and writing checks, with examples and assistance given when needed. <p>Experimenting Literacy Level – Writing</p> <ol style="list-style-type: none"> 1. Write his/her own name and each letter of the alphabet. 6. Attempt to construct a variety of forms of writing (e.g., lists, messages, stories, etc.). <p>Novice Literacy Level – Writing</p> <ol style="list-style-type: none"> 3. Uses known letters and approximations of letters to represent written language.
G-5 Form W-4	<p>Personal health care: Elementary SAFETY</p> <ol style="list-style-type: none"> 1. Student will state and/or identify his/her full name. 3. Student will state and/or locate home address. <p>Vocational: Middle School JOB PROCUREMENT</p> <ol style="list-style-type: none"> 4. Student will become familiar with information required on job applications. <p>Vocational: High School JOB PROCUREMENT</p> <ol style="list-style-type: none"> 4. Student will collect and maintain data necessary to complete a job application. 12. Student will complete an “Employee’s Withholding Allowance Certificate” (W-4 form) upon employment. <p>Conventional Literacy Level – Writing</p> <ol style="list-style-type: none"> 3. High school only: Apply writing skills to completing forms and writing checks, with examples and assistance given when needed. <p>Experimenting Literacy Level – Writing</p> <ol style="list-style-type: none"> 1. Write his/her own name and each letter of the alphabet. <p>Novice Literacy Level – Writing</p> <ol style="list-style-type: none"> 3. Uses known letters and approximations of letters to represent written language.

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ESI Assessment	FACES Standards
G-6 Employment Eligibility Verification (Form I-9)	<p>Personal health care: Elementary SAFETY</p> <p>1. Student will state and/or identify his/her full name. 3. Student will state and/or locate home address.</p> <p>Vocational: Middle School JOB PROCUREMENT</p> <p>4. Student will become familiar with information required on job applications.</p> <p>Vocational: High School JOB PROCUREMENT</p> <p>4. Student will collect and maintain data necessary to complete a job application.</p> <p>Conventional Literacy Level – Writing</p> <p>3. High school only: Apply writing skills to completing forms and writing checks, with examples and assistance given when needed.</p> <p>Experimenting Literacy Level – Writing</p> <p>1. Write his/her own name and each letter of the alphabet.</p> <p>Novice Literacy Level – Writing</p> <p>3. Uses known letters and approximations of letters to represent written language (especially meaningful words such as his/her name and phrases such as “I love you”).</p>
G-7 Writes Dates	<p>Vocational: Middle School JOB PROCUREMENT</p> <p>4. Student will become familiar with information required on job applications.</p> <p>Vocational: High School JOB PROCUREMENT</p> <p>4. Student will collect and maintain data necessary to complete a job application.</p>
G-1S & R Knowledge of Social Security	<p>Vocational: High School JOB PROCUREMENT</p> <p>10. Student will develop a basic understanding of Social Security.</p>
G-2S & Ra Completing a Job Application	<p>Vocational: Middle School JOB PROCUREMENT</p> <p>4. Student will become familiar with information required on job applications.</p> <p>Vocational: High School JOB PROCUREMENT</p> <p>4. Student will collect and maintain data necessary to complete a job application.</p>
G-2S & Rb Letter of Application	<p>Conventional Literacy Level – Writing</p> <p>2. Write for different purposes and audiences such as composing notes, letters, stories and poems, using examples as needed.</p> <p>Experimenting Literacy Level – Writing</p> <p>6. Attempt to construct a variety of forms of writing (e.g., lists, messages, stories, etc.).</p>
G-3S & Ra Cover Letter for an Application (or Resume)	<p>Conventional Literacy Level – Writing</p> <p>2. Write for different purposes and audiences such as composing notes, letters, stories and poems, using examples as needed.</p> <p>Experimenting Literacy Level – Writing</p> <p>6. Attempt to construct a variety of forms of writing (e.g., lists, messages, stories, etc.).</p>

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ESI Assessment	FACES Standards
G-3S&Rb Thank-You Letter	<p>Conventional Literacy Level – Writing 2. Write for different purposes and audiences such as composing notes, letters, stories and poems, using examples as needed.</p> <p>Experimenting Literacy Level – Writing 6. Attempt to construct a variety of forms of writing (e.g., lists, messages, stories, etc.).</p>
G-5S & R Form W-4	<p>Vocational: High School JOB PROCUREMENT 12. Student will complete an “Employee’s Withholding Allowance Certificate” (W-4 form) upon employment.</p>
G-6S & R Employment Eligibility Verification (Form I-9)	<p>Vocational: Middle School JOB PROCUREMENT 4. Student will become familiar with information required on job applications.</p> <p>Vocational: High School JOB PROCUREMENT 4. Student will collect and maintain data necessary to complete a job application.</p>
G-7S Miscellaneous Workplace Writing Tasks/Skills	<p>Conventional Literacy Level – Writing 1. Write short messages, labels, lists and captions for illustrations using knowledge of letters and sounds.</p> <p>Experimenting Literacy Level – Writing 6. Attempt to construct a variety of forms of writing (e.g., lists, messages, stories, etc.).</p>
H-1 Number Facts—Addition, Subtraction, Multiplication, and Division	<p>Math: Middle School NUMERATION 14. Student will complete numeration worksheet (0-99).</p> <p>Math: Elementary COMPUTATION/WORD PROBLEMS 1. Student will perform addition operations. 2. Student will perform subtraction operations.</p>
H-2 Computation of Whole Numbers—Addition, Subtraction, Multiplication, and Division	<p>Math: Middle School NUMERATION 14. Student will complete numeration worksheet (0-99).</p> <p>Math: Elementary COMPUTATION/WORD PROBLEMS 1. Student will perform addition operations. 2. Student will perform subtraction operations.</p>

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ESI Assessment	FACES Standards
H-3 Reads Number Words and Writes Numerals	<p>Math: Elementary NUMERATION</p> <p>2. Student will identify numerals in common settings. 7. Student will write numerals (1-5). 14. Student will write numerals (6-10). 22. Student will write numerals (11-20). 24. Student will read number words (1-10).</p> <p>Math: Middle School NUMERATION</p> <p>5. Student will write numerals (21-49). 9. Student will read number words (11-19). 13. Student will write numerals (50-100).</p> <p>Math: High School NUMERATION</p> <p>2. Student will write numerals (100-999). 5. Student will write numerals (1,000-9,999). 6. Student will read number words (100-999).</p>
H-5 Quantitative Concepts and Ordinal Numbers	<p>Math: Elementary NUMERATION</p> <p>1. Student will develop the concept of quantity. 23. Student will identify the first, second, third, fourth, or fifth object, as specified.</p> <p>Math: Elementary MEASUREMENT</p> <p>1. Student will identify objects that are larger/smaller, taller/shorter, longer/shorter.</p>
H-6 Converts Fractions and Decimals	<p>Math: Elementary NUMERATION</p> <p>26. Student will recognize, read and write the fraction "1/2".</p> <p>Math: Middle School NUMERATION</p> <p>16. Student will recognize, read and write the fraction "1/3". 17. Student will recognize, read and write the fraction "1/4". 18. Student will recognize, read and write the fraction "3/4".</p>
H-7 Converts Fractions, Decimals, and Percents	<p>Math: Middle School NUMERATION</p> <p>16. Student will recognize, read and write the fraction "1/3". 17. Student will recognize, read and write the fraction "1/4". 18. Student will recognize, read and write the fraction "3/4". 19. Student will complete numeration sheet (.00-.99).</p>
H-8 Chooses Operation(s) and Solves Problems	<p>Math: Middle School COMPUTATION/WORD PROBLEMS</p> <p>1. Student will solve functional word problems involving addition. 2. Student will solve functional word problems involving subtraction. 3. Student will solve functional word problems involving multiplication. 4. Student will solve functional word problems involving division.</p>

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ESI Assessment	FACES Standards
H-11 Future Time on Clock	<p>Math: Middle School NUMERATION 15. Student will complete numeration worksheet (:00-:59). Math: High School TIME 6. Student will tell future time to the hour. 7. Student will tell future time to the minute. 8. Student will tell future time to the half-hour and quarter-hour. Science: Elementary MEAL PREPARATION 4. Student will experiment with simple measurements.</p>
H-12 Past Time on Clock	<p>Math: Middle School NUMERATION 15. Student will complete numeration worksheet (:00-:59). Science: Elementary MEAL PREPARATION 4. Student will experiment with simple measurements.</p>
H-13 Time Elapsed on Clock	<p>Math: Middle School NUMERATION 15. Student will complete numeration worksheet (:00-:59). Science: Elementary MEAL PREPARATION 4. Student will experiment with simple measurements.</p>
H-14 Uses a Calendar	<p>Math: Elementary MEASUREMENT 11. Student will acquire prerequisite calendar skills. Math: Middle School MEASUREMENT 9. Student will determine the number of days in a given month. 10. Student will determine the day of the week when given the day of the month. 11. Student will determine the date of the month when given the day. Math: High School MEASUREMENT 21. Student will determine future dates when given a date and time duration in days. 22. Student will determine future dates when given a date and time duration in weeks. 23. Student will determine time duration in number of weeks when given beginning and ending dates. 24. Student will determine time duration in number of days when given beginning and ending dates. Science: Elementary CALENDAR 1. Student will identify the days of the week. 2. Student will identify the months of the year. Science: Middle School CALENDAR 4. Student will identify past and future events.</p>

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ESI Assessment	FACES Standards
H-15 Measures with Inch Ruler	<p>Math: Elementary MEASUREMENT 3. Student will measure an object to determine its length to the nearest inch. 5. Student will measure to the nearest half-inch.</p> <p>Math: High School MEASUREMENT 1. Student will measure objects to the nearest ¼ inch. 4. Student will measure to the nearest 1/8 inch.</p>
H-16 Converts U.S. Customary Liquid Measurements	<p>Math: Elementary MEASUREMENT 6. Student will develop an awareness of liquid volume.</p> <p>Math: Middle School MEASUREMENT 4. Student will measure liquids, using measuring cups marked in fractional portions. 5. Student will identify the number of cups in a pint and the number of pints in a quart.</p> <p>Math: High School MEASUREMENT 7. Student will identify the number of quarts in a gallon. 8. Student will determine the appropriate unit of measure for capacity using cups, pints, quarts, or gallons. 9. Student will convert liquid quantities. 10. Student will measure tablespoon, teaspoon, ½ teaspoon, and ¼ teaspoon.</p> <p>Science: Elementary MEAL PREPARATION 4. Student will experiment with simple measurements.</p> <p>Science: Middle School MEAL PREPARATION 8. Student will identify basic liquid and solid measures.</p>
H-17 Converts U.S. Customary Weight Measurements	<p>Math: Middle School MEASUREMENT 6. Student will recognize the ounce and its abbreviation as a unit of measurement. 7. Student will identify which is the larger – an ounce or a pound.</p> <p>Math: High School MEASUREMENT 12. Student will demonstrate that sixteen ounces equals one pound. 14. Student will convert units of weight: ounces to pounds and pounds to ounces.</p> <p>Science: Elementary MEAL PREPARATION 4. Student will experiment with simple measurements.</p> <p>Science: Middle School MEAL PREPARATION 8. Student will identify basic liquid and solid measures.</p>

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ESI Assessment	FACES Standards
H-18 Vocabulary for U.S. Customary Measurement Units	<p>Math: Elementary MEASUREMENT 6. Student will develop an awareness of liquid volume.</p> <p>Math: Middle School MEASUREMENT 6. Student will recognize the ounce and its abbreviation as a unit of measurement.</p> <p>Science: Elementary MEAL PREPARATION 4. Student will experiment with simple measurements.</p> <p>Science: Middle School MEAL PREPARATION 8. Student will identify basic liquid and solid measures.</p>
H-19 Math Abbreviations and Symbols	<p>Math: Middle School MEASUREMENT 6. Student will recognize the ounce and its abbreviation as a unit of measurement.</p> <p>Science: Elementary MEAL PREPARATION 4. Student will experiment with simple measurements.</p> <p>Science: Middle School MEAL PREPARATION 8. Student will identify basic liquid and solid measures.</p>
H-20 Reads Thermometers and Other Meters and Gauges	<p>Math: Elementary MEASUREMENT 9. Student will identify a thermometer as a measure of temperature. 10. Student will identify various temperatures.</p> <p>Math: Middle School MEASUREMENT 8. Student will read a thermometer with a graduation of one and use the symbol of degrees (o).</p> <p>Math: High School MEASUREMENT 15. Student will read the bathroom scale. 17. Student will read thermometers of various degree graduations. 19. Student will read thermostats in graduations of twenty-five. 20. Student will read body temperature.</p> <p>Personal health care: Middle School WELLNESS 5. Student will accurately read a temperature registered on a fever thermometer.</p> <p>Science: Elementary MEAL PREPARATION 4. Student will experiment with simple measurements.</p> <p>Science: Middle School MEAL PREPARATION 8. Student will identify basic liquid and solid measures.</p> <p>Science: Middle School TEMPERATURE 1. Student will read a variety of thermometers.</p>
H-5S&Ra Quantitative Concepts	<p>Math: Elementary NUMERATION 1. Student will develop the concept of quantity.</p>

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ESI Assessment	FACES Standards
H-5S & Rb Fractions Related to Quantity	<p>Math: Elementary NUMERATION 26. Student will recognize, read and write the fraction “1/2”.</p> <p>Math: Middle School NUMERATION 16. Student will recognize, read and write the fraction “1/3”. 17. Student will recognize, read and write the fraction “1/4”.</p>
H-8S Solving Problems	<p>Math: Middle School COMPUTATION/WORD PROBLEMS 1. Student will solve functional word problems involving addition. 2. Student will solve functional word problems involving subtraction. 3. Student will solve functional word problems involving multiplication. 4. Student will solve functional word problems involving division.</p>
H-11S & Ra Future Time on Clock	<p>Math: High School TIME 6. Student will tell future time to the hour. 7. Student will tell future time to the minute. 8. Student will tell future time to the half-hour and quarter-hour.</p> <p>Science: Elementary MEAL PREPARATION 4. Student will experiment with simple measurements.</p>
H-11S & Rb Time Concepts	<p>Math: Elementary TIME 4. Student will identify morning, afternoon, and night.</p> <p>Math: Middle School TIME 4. Student will identify the meaning of the terms “AM’ and “PM, “on the hour”, and “on the half-hour”. 3. Student will identify the equivalents of “1 hour = 60 minutes” and “1 day = 24 hours”.</p> <p>Math: High School TIME 1. Student will tell time to the minute. 2. Student will identify the concept that “1/2 hour equals 30 minutes” and/or “half past” the hour. 3. Student will identify that “1/4 hour equals 15 minutes”. 4. Student will identify the meaning of “quarter till” and “quarter past”. 5. Student will identify the time zone in which he/she lives. 9. Student will figure time duration involving minutes. 10. Student will figure time duration involving hours. 12. Student will convert minutes into hours.</p> <p>Science: Elementary MEAL PREPARATION 4. Student will experiment with simple measurements.</p>
H-12S & R Past Time on Clock	<p>Science: Elementary MEAL PREPARATION 4. Student will experiment with simple measurements.</p>

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ESI Assessment	FACES Standards
H-13S & R Time Elapsed on Clock	Science: Elementary MEAL PREPARATION 4. Student will experiment with simple measurements.
H-14S & R Calendar	Math: Elementary MEASUREMENT 11. Student will acquire prerequisite calendar skills. Math: Middle School MEASUREMENT 9. Student will determine the number of days in a given month. Math: High School MEASUREMENT 26. Student will convert calendar units: days to week and/or weeks to days. Science: Middle School CALENDAR 1. Student will discriminate among the seasons. 4. Student will identify past and future events.
H-15R Fractions Related to Area	Math: Elementary NUMERATION 26. Student will recognize, read and write the fraction "1/2". Math: Middle School NUMERATION 16. Student will recognize, read and write the fraction "1/3". 17. Student will recognize, read and write the fraction "1/4".
H-15S & Ra U.S. Customary Linear Measures	Math: Elementary MEASUREMENT 3. Student will measure an object to determine its length to the nearest inch. 5. Student will measure to the nearest half-inch. Math: Middle School MEASUREMENT 1. Student will measure to the nearest foot, using the symbol ('), and state that 1 foot equals 12 inches. 2. Student will measure to the nearest yard. 3. Student will identify ½ foot as equivalent to 6 inches. Math: High School MEASUREMENT 1. Student will measure objects to the nearest ¼ inch. 2. Student will measure to the nearest ½ inch with a seamstress tape measure. 3. Student will measure using a metal tape measure. 4. Student will measure to the nearest 1/8 inch. 6. Student will convert units of measure: inches to feet, feet to inches. Science: Elementary MEAL PREPARATION 4. Student will experiment with simple measurements. Science: Middle School MEAL PREPARATION 8. Student will identify basic liquid and solid measures.

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ESI Assessment	FACES Standards
H-15S & Rb Metric Units and Symbols	<p>Math: High School MEASUREMENT 11. Student will recognize liter as a metric unit of measure.</p> <p>Science: Elementary MEAL PREPARATION 4. Student will experiment with simple measurements.</p> <p>Science: Middle School MEAL PREPARATION 8. Student will identify basic liquid and solid measures.</p>
H-16S & Ra U.S. Customary Liquid Measurement Table	<p>Math: Elementary MEASUREMENT 6. Student will develop an awareness of liquid volume.</p> <p>Math: Middle School MEASUREMENT 4. Student will measure liquids, using measuring cups marked in fractional portions. 5. Student will identify the number of cups in a pint and the number of pints in a quart. 6. Student will recognize the ounce and its abbreviation as a unit of measurement. 7. Student will identify which is the larger – an ounce or a pound.</p> <p>Math: High School MEASUREMENT 7. Student will identify the number of quarts in a gallon. 8. Student will determine the appropriate unit of measure for capacity using cups, pints, quarts, or gallons. 9. Student will convert liquid quantities. 10. Student will measure tablespoon, teaspoon, ½ teaspoon, and ¼ teaspoon.</p> <p>Science: Elementary MEAL PREPARATION 4. Student will experiment with simple measurements.</p> <p>Science: Middle School MEAL PREPARATION 8. Student will identify basic liquid and solid measures.</p>
H-16S & Rb U.S. Customary Dry Measurement Table	<p>Science: Elementary MEAL PREPARATION 4. Student will experiment with simple measurements.</p> <p>Science: Middle School MEAL PREPARATION 8. Student will identify basic liquid and solid measures.</p>
H-16S & Rc Conversion Between U.S. Customary Measurement Units and Metric Measurement Units	<p>Science: Elementary MEAL PREPARATION 4. Student will experiment with simple measurements.</p> <p>Science: Middle School MEAL PREPARATION 8. Student will identify basic liquid and solid measures.</p>
H-17R Fractions Related to Volume	<p>Math: Elementary NUMERATION 26. Student will recognize, read and write the fraction “1/2”.</p> <p>Math: Middle School NUMERATION 16. Student will recognize, read and write the fraction “1/3”.</p>

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H-17S & R U.S. Customary Weight Measurement Table	<p>Math: High School MEASUREMENT 12. Student will demonstrate that sixteen ounces equals one pound. 14. Student will convert units of weight: ounces to pounds and pounds to ounces.</p> <p>Science: Elementary MEAL PREPARATION 4. Student will experiment with simple measurements.</p> <p>Science: Middle School MEAL PREPARATION 8. Student will identify basic liquid and solid measures.</p>
H-20S&R Meters and Gauges	<p>Math: Elementary MEASUREMENT 9. Student will identify a thermometer as a measure of temperature. 10. Student will identify various temperatures.</p> <p>Math: Middle School MEASUREMENT 8. Student will read a thermometer with a graduation of one and use the symbol of degrees (o).</p> <p>Math: High School MEASUREMENT 15. Student will read the bathroom scale. 17. Student will read thermometers of various degree graduations. 20. Student will read body temperature.</p> <p>Personal health care: Middle School WELLNESS 5. Student will accurately read a temperature registered on a fever thermometer.</p> <p>Science: Elementary MEAL PREPARATION 4. Student will experiment with simple measurements.</p> <p>Science: Middle School TEMPERATURE 1. Student will read a variety of thermometers.</p>