“This inventory provides research based, age appropriate assessments to help plan transition activities and goals for students with special needs. Sample transition activities are also included. The inventory and activities can be checked-out from the SESA library.”
Meat
- ground beef
- spare ribs
- lamb roast
- pork chops
- stew meat
- hot dog

Fish/Seafood
- tuna
- lobster
- haddock
- clams

Poultry
- chicken
- duck

Dairy Products
- ice cream
- sour cream
- cottage cheese
- cheese

Nuts
- peanuts
- walnuts

Other
- salmon
- shrimp
- bacon
- liver
- steak
- sausage
- veal
- turkey
- ham
- lamb
- milk
- eggs
- butter
- yogurt
Overview
This assessment focuses on the student’s ability to read food-related vocabulary words.

**SKILL**
Read vocabulary for meat, fish/seafood, poultry, dairy products, and nuts

**ASSESSMENT METHODS**
- Individual Oral Response
- Individual or Group Written Response
- Observation

**MATERIALS**
- Page 5-252 or a copy of page 5-252
- A pencil

**SCORING INFORMATION**
Record results on page 32 of the student’s Record Book. Give credit for each correct response. Three seconds per item is recommended. Note in the student’s Record Book, if matching, not reading, was the skill demonstrated by the student.

**BEFORE ASSESSING**
Review the notes at the end of this assessment for additional information.

**OBJECTIVE FOR WRITING IEPs**
By (date) the student (name) will read (number) of thirty-six words for kinds of meat, fish/seafood, poultry, dairy products, and nuts.

Directions for Assessment: Oral Response

Point to the illustrations on page 5-252, and

**Say:** Here are words that identify different foods. You need to know these words when food shopping and reading menus, ads, and recipes. Look at each word, and read it aloud. Begin here. Point to the word where you wish the student to begin.

If the student mispronounces a word, point to the word and

**Say:** Try it again.
Point to the words at the bottom of page 5-252, and

**Say:** Here are more words for foods. Look at each word, and read it aloud. Begin here. Point to where you wish the student to begin.