Transition Assessments

IDEA 2004 calls for age-appropriate transition assessments that serve as the basis for measurable postsecondary goals. Appropriate transition assessment information must be collected over time, from a variety of sources, in a variety of environments, using a variety of methods and culturally sensitive. This information should provide insight into the students’ needs, strengths, preferences and interests. Accommodations should be made to allow for a wide range of abilities. It is important to remember that on-going assessments are used to assist with transition planning, not merely compliance with the law. As students progress through the grades, the assessments listed should provide information for them, their parents and teachers necessary for transition and career planning and increase the likelihood of a successful transition. The accumulation of quality transition assessments help the team understand “where the youth wants to go, where the youth is currently at, and what the youth needs in order to get to where he/she wants”. In keeping with the design of this Guide, possible transition assessments are outlined by grade. The number (i.e., 8.1) of the suggested assessment measure corresponds with the number (i.e., 8.1) of the suggested transition activity described earlier in the guide.

Note: All student records should have grades earned as well as state and district test scores documented.

Note: It is recommended that each student have a Career/Transition Log in which all relevant information as noted below for each grade be entered. This information could then be summarized at appropriate times (end of work experience, end of quarter, end of semester, end of year) and maintained in the students Portfolio for reference by the team.

**Eighth Grade**

* 1. When a youth is engaged in any in-school work experience, documentation should be maintained regarding the time spent in the experience, skills/tasks completed or learned and the youth’s reaction to the work or work type. Weekly documentation could be summarized at the end of each experience.
	2. After any Career-Focused Field Trip, youth should be asked to log their reactions to the trip. Content might include initial feelings of the targeted career as a selected career, what would be fun about such a career, what would be boring about such a career, etc. The intent is to help the student begin to discriminate careers that might be of interest to him or her and why.
	3. After any guest speaker addresses the class, students should again log their reaction to the targeted career. The content as well as the intent would be similar to the log maintained for Career Focused Field Trips.

**Freshman**

* 1. Initial Interest Inventories should be completed during the Freshman year. Formal assessment could include Choices, IDEAS, and Harrington/O’Shea System for Career Decision-Making. Additionally, self-awareness activities or self-awareness informal assessment such as those outlined in Employment and Career Planning by Synatschk, Clark, Patton and Copeland (2007) could be initiated.
	2. As the youth are engaged in a class or experience using technology for career exploration, documentation should be maintained of their preferences and interests. Again, the student should document his/her reactions to the career studied and could serve as an informal interest inventory. The information should be summarized at the end of the year with the student ranking what careers best suit him.
	3. After each Community Career Exploration experience, a log entry should be made.

**Sophomore**

* 1. After each 1-1 Job Shadowing experience, the student should, once again, be required to document his/her reactions to the Shadow. A log entry should be made to assist the student to record his reactions/thoughts of the job.
	2. Same as 9.2. However, each year the student should be asked to be more specific regarding his/her reactions, dislikes and likes and the reasons why. It might be advantageous to administer another Interest Inventory such as the Strong Interest Inventory which is one of the oldest career assessments available and typically used with youth 16 and over. The Transition Planning Inventory by Clark and Patton (2006) is a comprehensive Inventory for students 14 and over.
	3. Based on the Interest Inventories, as well as the informal information gathered through the log, the youth will be directed in Career Exploration specifically targeted to his/her interests, desires and dreams. Again, as the student narrows down his interests, documentation should be maintained of why he/she is interested in the different careers. Continued self-awareness activities or self-awareness informal assessments such as those outlined in Employment and Career Planning by Synatschk, Clark, Patton and Copeland (2007) may be appropriate.
	4. If the youth is engaged in Volunteer Work information should be gathered about his/her reaction to the experience and logged.

10.7 If a youth is interested in college, administrating the PLAN assessment should be considered.

**Junior**

11.3 While testing is being up-dated, now is a good time to determine if an adaptive behavior inventory is appropriate. Scales such as the Scales of Independent Behavior-Revised, the Vineland Adaptive Behavior Scales, the AAMR Behavior Scales, and the Inventory for Client and Agency Planning (ICAP) are four of the most commonly used assessments. Psychological and achievement assessments might also be appropriate. Some students take the ASVAB. The score is good for two years.

11.4 As with community experiences and guest career speakers, students should document their reactions to the different colleges they visit. A log entry of each visit with reactions should be made. If the student is interested in attending a college where the ACT is required, it is during the Junior year that this test is taken.

11.6 The student should continue to make log entries to document his/her reaction to the community work experiences. In addition the weekly work experience evaluation developed by the Project with input from employers in Henry County should be used. It is contained in Appendix B.

11.7 If it is determined that a student will be involved with an employment mentor, log entries of interactions between the two should be maintained. Again, the student would be required to express his/her reactions to the career. By now, the student’s documentation should be more and more specific.

11.8 Similar to 10.4

11.9 Similar to 10.3

**Senior**

* 1. Similar to 11.6

12.7 If the student is planning to attend a Community College such as Southeast, the COMPASS should be taken in January.

NOTE: At the time of this printing, DE is working on a web-based informational packet and matrix on transition assessment. It will be on the web of North Central Regional Resource Center out of Minnesota later this year.



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