

**xxx INDEPENDENT SCHOOL DISTRICT
Special Education Services**

The following is an example of how school districts can organize and describe the transition assessment tools that are available to teachers/case managers when conducting transition assessment. This ensures teachers understand the assessment must address all 3 areas of transition decision-making and should not be the same every year. It is a collection of data over time with which to make decisions and plan the IEP for Transition Services.

TRANSITION ASSESSMENT CHECKLIST

Transition assessment is NOT one tool. It is an on-going collection of information, over time, from a variety of sources. The information is used to make decisions regarding education/training, employment, and if appropriate, independent living. Because the information is collected over time, it is appropriate to consider a scaffold approach to the assessment implementation. Transition assessment must be used to identify needs, interests (things that provoke curiosity) and preferences (things chosen over the others that are interests).

The following transition assessment sequence is not a requirement. It is a transition assessment map that may be used to identify assessment tools to be administered over time. The purpose is to assess the child and obtain input from the parent/guardian. The results are used to make instructional/support decisions and plan for transition services in the development of the IEP.

Guiding Transition Assessment Questions: (NSTTAC Indicator 13 Manual: Tools for Collecting Quality Data for Indicator B-13; 2009; Dr. David Test PPT, pg. 124).

- 1. Where will the student engage in activities after graduation?**
- 2. Where and how will the student continue to learn and/or develop skills after high school?**
- 3. Where will the student live and how will the student access services, participate in the community and have fun after graduation?**

Transition Portfolio Assessment Checklist (Select two or more, each year, to conduct transition assessment. When making IEP planning decisions, review the existing data in the Transition Assessment Portfolio, along with the information of the new transition assessment results.)

MIDDLE SCHOOL	
Grade	Potential Transition Assessment Tools
6th Grade	<p>Education/Training:</p> <ul style="list-style-type: none"> • Student-Centered Transition Planning Form-MPC (MS & HS) • School records, teacher observations, FBA/BIP, behavior checklist etc. • Learning Styles Inventory • Multiple Intelligence Test • ProEd Informal Transition Assessments (Education) • www.texascollegeandcareer.org • AFL: Task Analysis, Time Charts, On-task behavior charts, work samples • Parent/Student Interview <p>Employment:</p> <ul style="list-style-type: none"> • MPC Middle School Transition IEP Planning Form • Picture Career Checklist- Virginia • www.onetonline.org (O'Net)

	<ul style="list-style-type: none"> • <i>ProEd Informal Transition Assessments (Employment)</i>
	Independent Living, if appropriate: <ul style="list-style-type: none"> • <i>Parent Interview</i> • <i>Student Survey</i> • <i>Time management</i> • <i>Self-Determination Skills</i>
7th Grade	Education/Training: <ul style="list-style-type: none"> • <i>MPC Middle School Transition IEP Planning Form-Updated</i> • <i>Rtl and/or STAAR Results</i> • <i>School records, teacher observations, FBA/BIP, behavior checklist etc.</i> • <i>Meyer-Briggs Personality Test (Free online)</i> • <i>Statewide assessment, grades, attendance, teacher reports</i> • <i>ProEd Informal Transition Assessments (Education)</i> • <i>Parent/Student Interview</i>
	Employment: <ul style="list-style-type: none"> • www.onetonline.org • www.myfuture.com • <i>Mapping Your Future</i> • <i>What are My Aptitudes?</i> • <i>Student Interview or Survey</i> • <i>General education assessments for the ISD</i> • <i>ProEd Informal Transition Assessments (Employment)</i>
	Independent Living, if appropriate: <ul style="list-style-type: none"> • <i>Self-Determination Skills</i> • <i>Informal Survey of participation in school and community extra-curricular activities to increase participation levels</i> • <i>ProEd Informal Transition Assessments (IL)</i>
8th Grade	Education/Training: <ul style="list-style-type: none"> • <i>Student-Centered Transition Planning Form-MPC</i> • <i>Learning Styles: http://www.ldpride.net/learning-style-test.html</i> • <i>Work Habit Observation Form</i> • <i>School records, teacher observations, FBA/BIP, behavior checklist etc.</i> • <i>General education assessments</i> • <i>Review and analysis teacher progress report that displays data by attendance, quizzes, daily assignments, oral participation, tests, etc.</i> • <i>ProEd Informal Transition Assessments (Education)</i>
	Employment: <ul style="list-style-type: none"> • <i>MPC Middle School Transition IEP Planning Form-Updated</i> • <i>Picture Career Checklist – Virginia</i> • <i>Student Interview</i> • <i>Parent Interview</i> • <i>ProEd Informal Transition Assessments (Employment)</i> • <i>Work Habits Observation Form (ProEd0)</i>
	Independent Living, if appropriate: <ul style="list-style-type: none"> • www.caseylifeskills.org • <i>ProEd Informal Transition Assessments</i> • <i>FBA/BIP (if appropriate)</i> • <i>Time Management</i> • <i>Circle of Friends</i> • <i>Survey of participation in school-based extra-curricular participation</i>
HIGH SCHOOL	
Grade	Potential Transition Assessment Tools
9th Grade	Education/Training: <ul style="list-style-type: none"> • <i>Skill Identification Checklist (ProEd)</i> • <i>Transition Planning Inventory</i> • <i>Enderle-Severson Transition Rating Scale (ESTR)</i>

	<ul style="list-style-type: none"> • Student Interview • Parent Interview • School records, teacher observations, FBA/BIP, behavior checklist etc. • Brigance; Transition Skills Inventory • <p>Employment:</p> <ul style="list-style-type: none"> • O'NET Interest Profiler • Mapping Your Future: http://mappingyourfuture.org/planyourcareer/ • Reading Free Vocational Interest Inventory (if appropriate) • Skill Identification Checklist (ProEd) • Student/Parent Interviews or Surveys • CBVI: Task Analysis, Productivity, Time Sampling, Levels of Support • Brigance; Transition Skills Inventory <p>Independent Living, if appropriate:</p> <ul style="list-style-type: none"> • Parent Interview • Skill Identification Checklist (ProEd) • Transition Healthcare Checklist • FBA/BIP (if appropriate) • Behavior Rating Checklist of Executive Functions • Street Survival Skills Questionnaire • Academic Achievement Record (AAR-Transcript) • ARC, AIR, or ProEd Self-Determination Scale
<p>10th Grade</p>	<p>Education/Training:</p> <ul style="list-style-type: none"> • Study Skills Checklist: http://www.ucc.vt.edu/stdysk/checklis.html • Subsets of the Brigance Transition Skills Inventory or Employability Skills Inventory or update TPI or update ESTR • Response to Intervention Data • O'Net Skills Inventory: http://www.onetonline.org/skills/ • School records, teacher observations, FBA/BIP, behavior checklist etc. • PSAT • Brigance; Transition Skills Inventory <p>Employment:</p> <ul style="list-style-type: none"> • iOSCAR: http://www.ioscar.org/tx/index.asp • Princeton Review Career Quiz: http://www.princetonreview.com/signin.aspx?RDN=1 • Transition Planning Inventory-TPI (Clark & Martin) • What are My Aptitudes? • http://www.careerkey.org/ • Work-Behavior Checklist • CBVI: Task Analysis, Productivity, Time Sampling, Levels of Support • Brigance; Transition Skills Inventory • Learning Styles Inventory (Learning to Study Through Critical Thinking) • CITE Learning Styles Instrument (Wisconsin Vocational Study Center, University of Wisconsin) • Postsecondary Readiness Rubric (New York State Education Department) • Transportation and Community Access <p>Independent Living, if appropriate:</p> <ul style="list-style-type: none"> • FBA/BIP (if appropriate) • Meyer-Briggs Personality Test: http://www.personalitypathways.com/type_inventory.html • ProEd Informal Transition Assessments: Independent Living • Brigance; Transition Skills Inventory

<p style="text-align: center;">11th Grade</p>	<ul style="list-style-type: none"> • <i>ARC, AIR, or ProEd Self-Determination Scale</i>
	<p>Education/Training:</p> <ul style="list-style-type: none"> • <i>Summary review of report card, AAR, general ed progress reports</i> • <i>SAT/ACT</i> • <i>TSI, ACCUPLACER, COMPASS Online Practice Test</i> • <i>Skill Identification Checklist (ProEd)(Updated)</i> • <i>Student/Parent Surveys or Interviews (Updated)</i> • <i>School records, teacher observations, FBA/BIP, behavior checklist etc.</i> • <i>ASVAB</i> • <i>Brigance; Transition Skills Inventory</i> • <i>Learning Styles Inventory (Learning to Study Through Critical Thinking)</i> • <i>CITE Learning Styles Instrument (Wisconsin Vocational Study Center, University of Wisconsin)</i> • <i>Postsecondary Readiness Rubric (New York State Education Department)</i> •
	<p>Employment:</p> <ul style="list-style-type: none"> • <i>O'Net Interest Profiler</i> • <i>MPC High School Transition IEP Planning Form (Updated)</i> • <i>Skill Identification Checklist (ProEd)(Updated)</i> • <i>Work-Behavior Checklist</i> • <i>O'Net Ability Profiler</i> • <i>CBVI: Task Analysis, Productivity, Time Sampling, Levels of Support</i> • <i>Resume of community work and volunteer experiences</i> • <i>ASVAB</i> • <i>Brigance; Transition Skills Inventory</i> •
<p style="text-align: center;">12th Grade</p>	<p>Independent Living, if appropriate:</p> <ul style="list-style-type: none"> • <i>Skill Identification Checklist (ProEd)(Updated)</i> • <i>FBA/BIP (if appropriate)</i> • <i>Behavior Rating Checklist of Executive Functions</i> • <i>Communication Matrix: http://www.communicationmatrix.org</i> • <i>ARC, AIR, or ProEd Self-Determination Scale</i> • <i>Transportation and Community Access</i>
	<p>Education/Training:</p> <ul style="list-style-type: none"> • <i>TSI, ACCUPLACER, COMPASS Online Practice Test or the TEST!</i> • <i>School records, teacher observations, FBA/BIP, behavior info, etc.</i> • <i>ESTR or TPI updated</i> • <i>Copies of submitted applications for Tx postsecondary institutions (Texas Common Application)</i> • <i>Documentation and submission for eligibility for disability services at a postsecondary institution</i> • <i>Informal review, with the student, of postsecondary training needs for students moving into employment and a student-developed plan to meet the training needs prior to graduation or post-high school</i> • <i>ASVAB</i>
	<p>Employment:</p> <ul style="list-style-type: none"> • <i>CBVI: Task Analysis, Productivity, Time Sampling, Levels of Support</i> • <i>Resume of work and volunteer experiences</i> • <i>AAR (review for CTE, CBVI, and VAC courses)</i> • <i>Copies of submitted job applications</i> • <i>Student Interview</i> • <i>ASVAB</i>
<p>Independent Living, if appropriate:</p> <ul style="list-style-type: none"> • <i>MPC Assessing Transition Strengths and Gaps</i> 	

	<ul style="list-style-type: none">• <i>Person-Centered Transition Framework</i>• <i>Self-Determination Skills</i>• <i>ESTR or TPI updated</i>• <i>FBA/BIP (if appropriate)</i>• <i>Select IL tool, based upon student/parent post-school concerns</i>• <i>Transportation and Community Access</i>
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Example