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 <u>transition assessment map</u> 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.

<u>Guiding Transition Assessment Questions</u>: (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?*

<u>Transition Portfolio Assessment Checklist</u> *(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	**Education/Training**: ● *Student-Centered Transition Planning Form-MPC* ● *School records, teacher observations, FBA/BIP, behavior checklist etc.* ● *What Are My Aptitudes* ● *Learning Styles Inventory* ● *Multiple Intelligence Test* ● *ProEd Informal Transition Assessments* ● *www.texascollegeandcareer.ort*
	Employment: ● *MPC Middle School Transition IEP Planning Form-Updated* ● *Picture Career Checklist- Virginia* ● *www.onetonline.org*
	Independent Living, if appropriate: ● *Parent Interview* ● *Time management* ● *Self-Determination Skills*
7th Grade	**Education/Training:** ● *MPC Middle School Transition IEP Planning Form-Updated* ● *RtI and/or TAKS/STAAR Results* ● *School records, teacher observations, FBA/BIP, behavior checklist etc.* ● Meyer-Briggs Personality Test (Free online) ● Statewide assessment, grades, attendance, teacher reports
	Employment: ● *www.onetonline.org*

Grade	Potential Transition Assessment Tools
	● *www.myfuture.com* ● *Mapping Your Future* ● *What are My Aptitudes?* ● *Student Interview or Survey* ● *General education assessments*
	Independent Living, if appropriate: ● *Self-Determination Skills* ● *Informal Survey of participation in school and community extra-curricular activities to increase participation levels*
8th Grade	**Education/Training:** ● *Student-Centered Transition Planning Form-MPC* ● *Learning Styles:* http://www.ldpride.net/learning-style-test.html ● *Work Habit Observation Form* ● *School records, teacher observations, FBA/BIP, behavior checklist etc.* ● *General education assessments* ● *Review and analysis teacher progress report that displays data by attendance, quizzes, daily assignments, oral participation, tests, etc.*
	Employment: ● *MPC Middle School Transition IEP Planning Form-Updated* ● *Picture Career Checklist – Virginia* ● *Student Interview* ● *Parent Interview*
	Independent Living, if appropriate: ● www.caseylifeskills.org ● *ProEd Informal Transition Assessments* ● *FBA/BIP (if approoropriate)* ● *Time Management* ● *Cirlce of Friends* ● *Survey of participation in school-based extra-curricular participation*

HIGH SCHOOL	
Grade	**Potential Transition Assessment Tools**
9th Grade	**Education/Training:** ● *Skill Identification Checklist (ProEd)* ● *Transition Planning Inventory or ESTR* ● *Student Interview* ● *Parent Interview* ● *School records, teacher observations, FBA/BIP, behavior checklist etc.*
	Employment: ● *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*
	Independent Living, if appropriate: ● *Parent Interview* ● *Skill Identification Checklist (ProEd)* ● *Transition Healthcare Checklist* ● *FBA/BIP (if approoropriate)* ● *Behavior Rating Checklist of Executive Functions* ● *Street Survival Skills Questionnaire* ● *Academic Achievement Record (AAR-Transcript)*
10th	**Education/Training:**

Grade	• *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*
	Employment: • *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*
	Independent Living, if appropriate: • *FBA/BIP (if appropropriate)* • *Meyer-Briggs Personality Test:* http://www.personalitypathways.com/type_inventory.html • *ProEd Informal Transition Assessments: Independent Living*
11ᵗʰ Grade	**Education/Training:** • *Summary review of report card, AAR, general ed progress reports* • *SAT/ACT* • *THEA/TSI Online Practice Test* • *Skill Identification Checklist (ProEd)(Updated)* • *Student/Parent Surveys or Interviews (Updated)* • *School records, teacher observations, FBA/BIP, behavior checklist etc.*
	Employment: • *O'Net Interest Profiler* • *MPC High School Transition IEP Planning Form (Updated)* • *Skill Identification Checklist (ProEd)(Updated)* • *Work-Behavior Checklist* • *O'Net Ability Profiler* • *CBVI: Task Analysis, Productivity, Time Sampling, Levels of Support* • *Resume of community work and volunteer experiences*
	Independent Living, if appropriate: • *Skill Identification Checklist (ProEd)(Updated)* • *FBA/BIP (if appropropriate)* • *Behavior Rating Checklist of Executive Functions* • *Communication Matrix: http://www.communicationmatrix.org/*
12ᵗʰ Grade	**Education/Training:** • *THEA/ACCUPLACER Practice Test or the Test* • *School records, teacher observations, FBA/BIP, behavior info, etc.* • *ESTR or TPI updated* • *Copies of submitted applications for Tx postsecondary institutions (Texas Common Application)* • *Documentation and submission for eligibility for disability services at a postsecondary institution* • *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*
	Employment: • *CBVI: Task Analysis, Productivity, Time Sampling, Levels of Support*

	● *Resume of work and volunteer experiences* ● *AAR (review for CTE, CBVI, and VAC courses* ● *Copies of submitted job applications* ● *Student Interview*
	Independent Living, if appropriate: ● *MPC Assessing Transition Strengths and Gaps* ● *Person-Centered Transition Framework* ● *Self-Determination Skills* ● *ESTR or TPI updated* ● *FBA/BIP (if appropropriate)* ● *Select IL tool, based upon student/parent post-school concerns*