

Secondary Transition Assessments

Developing a Vision & Path for the Future

Requirements

- **During grade 9**, the plan **must** address the student's needs for transition from secondary services to postsecondary education and training, employment, community participation, recreation, and leisure and home living. Therefore, students must have secondary transition assessed.
- **TWO INFORMAL** transition assessments must be completed as part of student's special education evaluation or re-evaluation. Preferably starting in 7th grade. **You can use formal assessments if you prefer but it is no longer required.

Age Appropriate Transition Assessments:

- provide baseline data
- assist in identifying strengths, preferences, interests, and needs of the student
- support the identification of measurable postsecondary goals
- identify needed instruction/services to achieve measurable postsecondary goals

Assessments Can Include: (but are not limited to)

- interviews or questionnaires
- observations
- curriculum based assessments
- rating scales
- inventories, interest inventories
- adaptive behavior
- aptitude tests
- personality assessments
- assessments conducted by outside agencies

Life Skills/Independent Living:

- [Confidence Scale](#) or [Google Form](#)
- [Conflict Management](#) or [Google Form](#)
- [Executive Functioning](#) (planning, time management, task initiation, organization, problem solving, flexibility, working memory, emotional control, impulse control, attentional control, self-monitoring)
- [Adolescent Autonomy Checklist](#)
- [Independent Living](#)
- Life Skills [Inventory](#)
- [How Are My Social Skills?](#)
- [Planning for Independence & Adult Decision Making Support](#)
- 16 Personalities [Test](#)
- The Arc's Self Determination [Scale](#)
- Healthcare Transition [Quiz](#)
- Self Advocacy [Plan](#)
- Self-Determination: [Student Self Assessment](#)
- Self-Determination: [Educator Assessment](#)
- Self-Determination & Self-Advocacy Skills [Questionnaire](#)
- Independent Living Skills [Checklist](#)

Assessments for Lower Functioning:

- [All Visual](#) -Jobs, Tasks, Activities
- Strengths & Interest [Questionnaire](#)
- Pictorial Interest [Inventory](#)
- Career Interest [Inventory](#) -Pictorial
- [Planning for Independence & Adult Decision Making Support](#)
- [Transition Passport](#)
- Independent Living Skills [Assessment](#) (comprised of 17 assessments -you can individualize based on student needs)
- Leisure Interest [Assessment](#)
- [Personal Preference Indicators](#)
- Online Career [Test](#)
- Photo Career [Quiz](#)
- My Hopes & Dreams [Planning Tool](#)
- Self-Determination [Checklist](#)
- Self-Determination [Student Survey](#)

| 5 Secondary Transition Areas: | Charting the Life Course Forms: |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Transition/Pre-ETS Inventory <input type="checkbox"/> Informal Assessment Instruments (covers 5 areas of Sec. Trans.) <input type="checkbox"/> Checklist of Transition Skills <input type="checkbox"/> Planning for the Future: Student Interview <input type="checkbox"/> Transition Skills Assessment <input type="checkbox"/> Student Transition Skills Inventory <input type="checkbox"/> Transition Skills Inventory (make a copy) <input type="checkbox"/> My Choices My Plan <input type="checkbox"/> What are My Dreams Questionnaire <input type="checkbox"/> NLSEC Student Form <input type="checkbox"/> NLSEC Beginning the Process Survey | <ul style="list-style-type: none"> <input type="checkbox"/> Exploring Decision Making Supports <input type="checkbox"/> Life Domain Vision Tool <input type="checkbox"/> Family Perspective Portfolio <input type="checkbox"/> One Page Profile |

| Postsecondary Education/Training: | Employment: |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Informal Assessments (11 assessments) <input type="checkbox"/> Learning Styles Instrument <input type="checkbox"/> What's Your Learning Style (20 Questions) <input type="checkbox"/> Learning Style Assessment <input type="checkbox"/> Learning Styles Questionnaire <input type="checkbox"/> Multiple Intelligences Test <input type="checkbox"/> What Is Your Learning Style Questionnaire <input type="checkbox"/> DISC Personality Test <input type="checkbox"/> What Kind of Student Are You? <input type="checkbox"/> Which Study Habits Can you Improve? <input type="checkbox"/> Assessing College Readiness for Students with AD/HD <input type="checkbox"/> ASVAB Practice Tests <input type="checkbox"/> ACCUPLACER Practice Tests <input type="checkbox"/> ACT Practice Tests | <ul style="list-style-type: none"> <input type="checkbox"/> Career Clueless Inventory <input type="checkbox"/> Career Cluster Survey <input type="checkbox"/> Employability Skills Survey <input type="checkbox"/> Informal Assessments (23 assessments) <input type="checkbox"/> Career Assessments (Career Wise) <input type="checkbox"/> My Next Move <input type="checkbox"/> Truity: Holland Code Career Test <input type="checkbox"/> O*Net Career Exploration <input type="checkbox"/> Career One Stop Assessments <input type="checkbox"/> Career Bridge Interest Survey <input type="checkbox"/> Career Clusters Interest Survey <input type="checkbox"/> Employability Skills Rubric |

| |
|---|
| <p>Parents: <i>It is considered best practice to gather parental/guardian input when assessing the student's plan for life after high school. Please be selective when choosing an assessment for the parent/guardian to complete. Understanding that some assessments may not be appropriate to the students needs or relate well to their future plans. It is okay to modify the assessment to fit the needs of the student and their family.</i></p> |
| <ul style="list-style-type: none"> <input type="checkbox"/> Informal Questionnaire <input type="checkbox"/> Beginning the Transition Planning Process -Informal Parent Survey <input type="checkbox"/> Student Strength & Interest Questionnaire <input type="checkbox"/> Parent Transition Survey <input type="checkbox"/> Transition Planning Interview <input type="checkbox"/> Parent Transition Assessment <input type="checkbox"/> Self-Determination Checklist: Parent Assessment <input type="checkbox"/> Transition Survey for Parents <input type="checkbox"/> Parent Questionnaire -Google Form <input type="checkbox"/> NLSEC Parent Form <input type="checkbox"/> NLSEC Beginning the Process Informal Survey <input type="checkbox"/> Seamless Parent Interview |

Where to Next?

- Use the information/data from the assessment to determine present levels of performance, making sure to include the student's strengths, preferences, interests, and needs (SPIN's).
- With the support of the IEP team, write measurable postsecondary goals for employment, postsecondary education/training and *if appropriate* independent living.
- Make sure to align courses of study, annual IEP goals, and transition services to support the student's measurable postsecondary goals.
- Make sure to include outside agencies to support the student in meeting their measurable postsecondary goals (Vocational Rehabilitation Services (VRS), County, State Services for the Blind (SSB), etc.)