

# Age-Appropriate Transition Assessment

## AGE-APPROPRIATE TRANSITION ASSESSMENT

### PURPOSE

Transition assessments are an essential element of the transition planning process. Transition assessment is an ongoing process and will help the student explore and identify their preferences, interests, needs, and strengths. These assessments will be reflected in the summary of student's present levels of academic achievement and functional performance and used as a basis in defining goals and services to be included in the IEP. Transition assessments can be formal or informal assessments. This section will provide information regarding transition assessment description and definition, best practices, and resources.

### DESCRIPTION/DEFINITION

"Transition assessment is an ongoing process of collecting information on the student strengths, needs, preferences, and interests as they relate to the demands of current and future living, learning, and working environments. This process begins at age 14 or earlier and will continue until the student graduates or exits high school. Information from this process is used to drive the IEP and transition planning process and to help develop the Summary of Performance (SoP) document detailing the student's academic and functional performance and postsecondary goals." (Adapted from article: (2007); *Access for success: A practitioner's handbook on transition assessment* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press. P. 2-3)

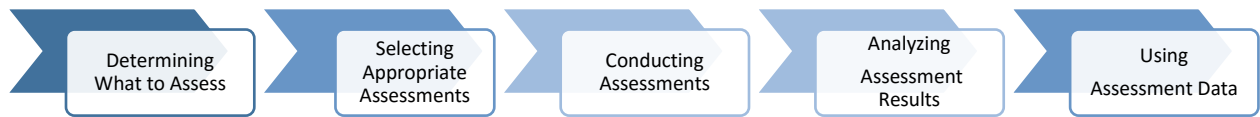
Beginning with the first individualized education program (IEP) to be in effect when a child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include: (1) appropriate measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and (2) the transition services, including courses of study, needed to assist the child in reaching those goals. Federal law requires "appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills".

### HOW TO ASSESS TRANSITION SKILLS

In the article, *Assessing Transition Skills of the 21<sup>st</sup> Century*, (Rowe, D. A., Mazzotti, V. L., Hirano, K., Alverson, C. Y. (2015). Assessing transition skills in the 21<sup>st</sup> century. *Teaching Exceptional Children*, 47(6), 301-309) – (found under Resources for this section) - teachers and student are encouraged to utilize a 5-step process of transition assessment. This process will take into consideration the many skills to be assessed to present a wide-ranging representation of the student's abilities and needs.

This process will provide a base for Individualized Education Program (IEP) goals and transition services along with guidance in instructional decision making.

This process is characterized by the following five components:



Source: **Assessing Transition Skills in the 21st Century**

Rowe, Dawn A;Mazzotti, Valerie L;Hirano, Kara;Alverson, Charlotte Y; *Teaching Exceptional Children*; Jul/Aug 2015; 47, 6; ProQuest Social Sciences Premium Collection pg. 301

## PREDICTOR

### Student Skills

Updated for dissemination by the National Technical Assistance Center on Transition (2015; 2019)

*Community Experiences:* Conduct transition assessments with students and families to determine appropriate community environments for current and future activities.

*Self-Determination/Self-Advocacy:* Conduct age-appropriate transition assessments in order for students to learn about themselves, set goals, solve problems use information, make decisions, and identify long-range goals.”

*Career Awareness:* Provide systematic, age-appropriate student assessment of career awareness (e.g., interest inventories, aptitude tests) for students to learn about their preferences and aptitudes for various types of careers. (NTACT 2019)

*Paid Employment/Work Experience:* Use age-appropriate assessments to ensure jobs are based on students’ strengths, preferences, interests, and needs.

*Parent Involvement:* Share transition assessment results with parents so that parents can use the information to provide training for their child in the home and the community and identify natural supports.

*Student Support:* Ensure teachers and other service personnel provide ongoing transition assessment to assist in planning for needed supports and resources in school and beyond.

*Transition Program:* Use multiple strength-based assessments across multiple domains at different points in time to assist student and IEP teams in post-school planning.