



## Indicator 13 Transition Services: Age-Appropriate Transition Assessments

### What is an age-appropriate transition assessment?

- “. . . the ongoing process of collecting data on the individual’s strengths, needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.” (The Division on Career Development and Transition (DCDT))
- Age-appropriate assessments can be formal or informal and can come from a variety of sources.
- *Age appropriate* means a student’s chronological, rather than developmental age. (<http://www.dcdt.org>)

### What is the purpose of age-appropriate transition assessments?

- The goal of transition assessment is to:
  - Help students make informed choices.
  - Help students take charge of the transition process.
  - Help students understand the skills needed for post-school environments.
  - Identify the student's strengths, preferences, interests and needs
- Age-appropriate transition assessments provide information to help develop and write practical and achievable measurable postsecondary goals.
- They provide a means to obtain data that serves as a common thread in the transition process and forms the basis for defining goals and services to be included in the IEP.
- The data obtained assists the IEP team to help:
  - Develop realistic and meaningful IEP goals and objectives;
  - Make instructional programming decisions;
  - Provide information for the present level of performance related to a student’s strengths, interests, preferences, and needs;
  - Learn about individual students, especially their strengths outside of academics and their career ambitions;
  - Make connections between a student’s individual academic program and the student’s post-school ambitions; and
  - Inform the Summary of Performance.

### When should transition assessments be conducted?

- Transition services must be in place prior to the student’s reaching age 16 or earlier if the IEP team agrees it is appropriate; therefore, age-appropriate transition assessments should be administered and data gathered ***prior*** to the development of the measurable postsecondary

goals.

- If the student will turn 16 years old prior to the next annual review, transition assessments must be given and all transition services developed prior to the student's birthday, which will require an additional IEP meeting prior to the next annual review.

### **What kinds of transition assessments are there?**

- Formal assessments
  - Involve using a standardized procedure for administration, scoring, and interpretation;
  - Often require the test administrator to be trained to administer and interpret the results; and
  - Can be costly.
- Informal Assessments
  - Include data collected from a variety of individuals, such as teachers, parents, and employers;
  - Allow assessment of student performance over time;
  - Are less structured than formal assessments;
  - Can include a summary of the results of the previous year's IEP transition activities and coursework; and
  - Are often FREE.

### **What are some examples of formal and informal assessments?**

- Formal assessments (not an exhaustive list)
  - Achievement tests
  - Intellectual functioning assessments
  - Adaptive behavior scales
  - Aptitude tests
  - Temperament inventories
  - Self-determination scales
  - Employability scales
  - Interest inventories
- Informal assessments (not an exhaustive list)
  - Situational assessments
  - Interviews
  - Direct observation
  - Case file reviews
  - Curriculum-based assessments
  - Social histories
  - Summary statement of the coordinated activities and course of study already completed
- Student-Centered Assessments (as they relate to postsecondary goal)
  - **ECAP** data
  - **AZCIS**

- Person-centered planning
  - Self-report
  - Interest inventories
  - Skills inventories
  - Interviews
- Family-Centered Assessments (as they relate to postsecondary goal)
    - Primary family member(s), caregiver, and/or case manager
    - Observed student strengths and areas of need
    - Parents' vision for student's post-school plans
    - Agency reports of services provided outside of school
  - School-centered assessments (as they relate to postsecondary goal)
    - Cumulative file review
    - Special education file review/review of existing data
    - General education courses
      - Core class performance
      - CTE courses
    - Extracurricular activity reports
    - Related services
    - Structured observations
    - Situational assessments

### **Who may be involved in transition assessments?**

- Student
- Parents/family members/guardians
- General educators
- Special educators
- Vocational educators
- Guidance counselors
- Related services personnel
- School psychologist
- School social workers
- Adult services personnel
- Paraprofessionals
- Other school staff that work with the student

### **What other considerations are there for transition assessments?**

- Assessments are not "one size fits all".
- Consider the learning styles and cultural or language issues of the student.
- Remember to consider appropriate accommodations for completing the assessment.
- Assessment(s) should sample the student's progress over time if possible.
- Assessment results should be summarized in the IEP in a way that supports the student's transition plan.