



Transition

T E N N E S S E E

Transition Assessment Feedback Tool

School/Teacher: _____ Completed by: _____ Date: _____

Consider each of the 15 indicators of high-quality transition assessment listed below. To what extent is each indicator reflected in the assessments done for students with disabilities at this school? What aspects of each indicator are missing? What recommendations do you have for strengthening the quality of the transition assessment process?

TO WHAT EXTENT IS THERE EVIDENCE TRANSITION ASSESSMENT...	WHAT ASPECTS OF THIS INDICATOR ARE MISSING?
1. Begins Early? Transition assessment begins in preparation for the first IEP to be in effect when the student turns 14.	
2. Is Ongoing? Transition assessments are <i>completed</i> and <i>updated</i> each year as students accrue new experiences and their future plans take shape.	
3. Addresses Relevant Domains? Transition assessments address <i>each</i> of the areas of (a) training and education, (b) employment, (c) independent living skills, and (d) community living, as well as any other areas in which transition planning is being carried out.	

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Carter, Bethune, & O'Quinn (2016)



TO WHAT EXTENT IS THERE EVIDENCE TRANSITION ASSESSMENT...	WHAT ASPECTS OF THIS INDICATOR ARE MISSING?
<p>4. Incorporates Multiple Approaches? Transition assessment incorporates information from <i>more than one</i> data collection approach when determining a student's goals. It does not rely on a single source of information (e.g., an interview with a student or a rating scale from teacher).</p>	
<p>5. Brings in Multiple Perspectives? Transition assessment draws upon input from those individuals who are in the <i>best position</i> to evaluate the student's strengths, interests, preferences, and needs in a particular area. Multiple people are providing input and all assessment information does not come from a single person.</p>	
<p>6. Involves the Student? Transition assessment provides clear information about the student's interests, needs, and preferences, as well as involves the student in providing or collecting assessment information.</p>	
<p>7. Is Culturally and Linguistically Appropriate? Transition assessment are available in the languages of students and their families, are carried out in ways that are culturally sensitive, and address areas of importance to students and their families.</p>	

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TO WHAT EXTENT IS THERE EVIDENCE TRANSITION ASSESSMENT...	WHAT ASPECTS OF THIS INDICATOR ARE MISSING?
<p>8. Reflects Real-Life Demands? Transition assessments address the specific skills, knowledge, behaviors, attitudes, or supports students will actually need to be successful in the actual postsecondary contexts for which they are preparing. In other words, evidence exists that the selected assessments closely mirror the actual demands of future environments. Similarly, simulated environments should not be used as a substitute for assessment in actual environments.</p>	
<p>9. Is Inclusion-Focused? Transition assessments address the skills, knowledge, behaviors, attitudes, or supports students will need to participate in integrated community activities and settings alongside persons without disabilities in the community.</p>	
<p>10. Informs Annual and Postsecondary Goal Development? Transition assessment findings are provided in relation to each of the measurable postsecondary goals on a student’s transition plan, as well as their annual transition goals.</p>	
<p>11. Is Readily Understandable? Transition assessment findings are made available to the team and communicated in clearly understandable ways, including for the student with a disability and his or her family members.</p>	

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TO WHAT EXTENT IS THERE EVIDENCE TRANSITION ASSESSMENT...	WHAT ASPECTS OF THIS INDICATOR ARE MISSING?
<p>12. Is Age-Appropriate? Transition assessments are designed for youth or young adults and provides information relevant to someone navigating the transition to adulthood.</p>	
<p>13. Is Strengths-Based? Transition assessment provides information about the strengths and abilities a student has in relation to each of their post-school goals. This focus on strengths receives at least as much attention as needs and challenges.</p>	
<p>14. Incorporates Hands-On Experiences? Transition assessment involves at least some direct measurement of a student’s performance in relation to the actual demands of a setting or task.</p>	
<p>15. Incorporates Modifications and Accommodations? Needed modifications and accommodations (e.g., visual aids, allowing students to respond orally) are incorporated into the transition assessment process so that a student can participate in the process and an accurate assessment is obtained.</p>	

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RECOMMENDATIONS AND NEXT STEPS:

1.

2.

3.

4.
