What’s in Your Toolkit? 
Building Student-Centered Assessment

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What’s YOUR Definition? Think about a Definition; Share with Partner & Enhance/Adapt

Division of Career Development & Transition

Transition assessment is “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. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the IEP” (Sitlington, 1996).

How does it compare?
IEP Results Process for Transition Services
(adapted from: O’Leary, 2005)

Step 1: Measurable Postsecondary Goals
Step 2: Present Levels of Academic Performance
Step 3: Needed Transition Services
Step 4: Annual IEP Goals
Step 5: Summary of Performance

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Student-Centered Transition Assessment

Facilitating a self-awareness...

for decision-making of critical life choices...
through informing, discussing, and providing transition services by...

- Identifying students’ strengths, preferences & interests
- Determining post-secondary goals
- Developing relevant learning experiences (instruction) & transition services
- Identifying supports (linkages) needed to accomplish post-secondary goals
- Evaluating instruction and supports


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What is a Transition Assessment Toolkit?

- Who is it for?
- What kind of information is needed?
- What resources should be in it?
- How should information & resources be presented?
Rationale

- Defining Transition Assessment
  - Definitions
  - What it is... what it is not
  - Purpose and Importance of Transition Assessment
    - Why assess?
- IDEA and Transition Assessment
  - Plus state/district policies
- How to Assess during Transition
  - Transition Assessment Timelines/Checklists: When to assess, what to assess, who will assess...
  - Considerations for assessment
  - Guiding Questions
- Family and Student Involvement

Types of Assessments & Methods

- Formal vs Informal Assessments
  - Definition
  - Types
  - Pros and Cons
- Assessments by Domain
  - Career Development & Employment
  - Postsecondary Education & Training
  - Independent Living & Community Involvement
- Summarizing and Sharing Results
  - Summary of Performance
  - Outside Agencies
  - Family/student

Toolkit Example:
Defining Transition Assessment

**What it is:**
- Ongoing and cumulative
- Individualized
- Based on student’s strengths, needs, interests and goals
- A PROCESS whereby the student self-aware
- Used to develop appropriate postsecondary goals

**What it is not:**
- Done once a year
- The same assessment for every student
- Only completed before the IEP to fill out the transition forms
- Only the special educator’s responsibility

Adapted from: B. Charton (2007). Arkansas Dept of Ed Transition Assessment Toolkit

Toolkit Example:
Goals of Transition Assessment

- Students make informed choices
  - learn more about themselves
- Students take charge of the transition process
  - Use information from assessments to become self-determined and achieve outcomes
- Students understand skills needed for postschool environments
  - Compare future skills to current level of functional & academic performance
- Students develop postsecondary goals
  - Education/training; employment; independent living
- Student continue to define and refine goals
  - Ongoing

Adapted from: DeFauw & Roalson (nd) Building a Toolkit of Transition Assessments. Illinois
NAME School District has determined that all entering freshman’s IEPs must include all transition components. This encompasses the following requirements and components of the IEP:

- Student must be invited to attend the IEP meeting
- Measurable postsecondary goals in 3 out of the 4 areas (employment, education, training, and when appropriate independent living)
- The measurable postsecondary goals must be derived from age appropriate transition assessments
- Transition supports and activities must directly align to postsecondary goals
- Completion of the transition plan, which includes current transition activities, coordinated transition activities, and multi-year course of study
- Completion of age of majority section at the appropriate time (one year prior to 17th birthday)
- Completion of Summary of Performance at the appropriate time

NAME SD’s broad district policy on transition assessment is that it needs to involve more than just the student. Information should be gathered from a variety of people who have knowledge of the individual student like parents, teachers, community partners, employers, post-secondary institutions, etc. This should be individualized based on the student. Transition assessments can either be formal or informal. The process needs to be: ongoing, have a clear purpose, be individualized, and integrate into the transition plan.

**How & When to Assess**

- **Transition Assessment Timelines/Checklists:**

- **Considerations for Assessment**
  - When to assess
  - What to assess
  - Who will assess…

**Example Checklists & Timelines…**

*From: D. Byrne (2009), Transition Treasures Toolkit, Olathe, KS*

**Transition Timeline**

*Adapted from Highlands School District*

*From: The Center for Change in Transition services (2007) @ http://www.seattlou.edu/WorkArea/DownloadAsset.aspx?id=34092*
Family and Student Involvement: What is Their Role?

- Role that Families and Students should play
  - Sharing unique information
  - Provide information about strengths, needs, interests
  - Expectations for future aspirations
  - Cultural considerations

- Involving Families and Students
  - Providing information (letters, brochures, videos)
  - Determining assessment methods
  - Collecting relevant information
  - Sharing results
**What Transition Assessments Go in Your Toolkit?**

**Transition Domains**
- Employment
- Postsecondary Education & Training
- Independent Living
  - Community Participation
  - Daily Living
  - Recreation
  - Health & Wellbeing
- Self-Determination
- Communication
- Interpersonal & Social Relationships

**Types of Assessments**
- Formal Assessments
- Informal Assessments
  - Analysis of background Info
  - Interviews
  - Surveys
  - Checklists & Rating Scales
  - Work samples
  - Curriculum-based
  - Interest Inventories
  - Observations & situational assessments
  - Person-centered Planning
  - Environmental

See [www.transitioncoalition.org](http://www.transitioncoalition.org) for LOTS of Resources

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**Transition Assessment: Where Do You Start?**

- Guiding Questions
- Assessment Plan
- Assessment Selection
- Using Data

Assessment Plan Characteristics:
1. Customized to specific types of information needed
2. Appropriate to learning and response characteristics
3. Use assistive technology & accommodations
4. Include multiple ongoing activities to sample behaviors and skills
5. Must be verified by multiple methods & persons
6. Results stored in user-friendly way
7. Occurs over time (multiple years)


How to Assess

**Formal**
- Major elements are consistent (test items, scoring, interpretation)
- Has specific instructions for administration
- Typically paper and pencil tests
- Information is available on internal and external validity, norms and reliability
- Norm-referenced or Criterion-referenced
- Commercially available

Assessing Environments
- E-Jam
- Vocational Integration Index
- Ecological Inventories
- Postsecondary Supports Survey


What to Assess

Adapted from: P. Kohler (2004)

Informal Assessments for Transition Planning:
- Postsecondary Ed and Training
- Independent Living and Community Participation
- Employment and Career Planning

www.proedinc.com

Poll: Which Assessment do you Use the Most??

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General Transition Assessments

A Whole BUNCH of Informal Assessments……

Summarizing and Sharing Results

- Summary of Performance
- Transition Portfolios
- Outside Agencies
- Family/student
Results of transition assessments in IEP:

- Included in present levels of academic and functional performance
- Used to identify postsecondary goals (outcomes)
- Used to identify needed transition services

Monitoring instruction, progress & decisions about changes

Coordinate assessment needs with adult agencies

Summarize and customize results to meet needs of outside agencies

Guiding Questions

Assessment Plan

Assessment Selection

Using Data

- Summary of Performance


Overriding Theme

“A well planned and executed assessment that results in a well-balanced understanding of a student’s performance is one of the most important contributions to generating critical objectives, effective instruction, and meaningful outcomes.”

(Giles & Clark, 2001, pg. 80)

Resources

- Colorado Dept. of Ed Transition Toolkit
  [http://www.cde.state.co.us/cdesped/TK.asp](http://www.cde.state.co.us/cdesped/TK.asp)
- Transition Coalition materials and resources [www.transitioncoalition.org](http://www.transitioncoalition.org)
  - Building a Transition Assessment Toolkit (presentations)
  - Transition Assessment Reviews (collaboration)
- NSTTAC Transition Assessment Toolkit
  [http://www.nsttac.org/content/age-appropriate-transition-assessment-toolkit-0](http://www.nsttac.org/content/age-appropriate-transition-assessment-toolkit-0)
- Building a Transition Assessment Toolkit
  [www.wsti.org/documents/topics/a/Assessment-Toolkit.ppt](http://www.wsti.org/documents/topics/a/Assessment-Toolkit.ppt)
- The Center for Change in Transition services
- Iowa Transition Assessment webpage:
- [http://www.wsti.org/transition_topics.php](http://www.wsti.org/transition_topics.php)
- Quickbook of Assessment
  [http://www.tslp.org/docs/QuickbookIEPChecklistFinal091407.pdf](http://www.tslp.org/docs/QuickbookIEPChecklistFinal091407.pdf)