

**State Support Team 10
 Special Education Administrators Community of Practice
 March 2, 2010
 Secondary Transition Update**

Age Appropriate Transition Assessment	
IS NOT	IS
<ul style="list-style-type: none"> ▪ Using the same assessment tool or method with all students with disabilities 	<ul style="list-style-type: none"> ▪ Choosing assessment tools and methods, formal and informal based on information needed
<ul style="list-style-type: none"> ▪ Listing the names of tests and test results in Section 4 of the IEP 	<ul style="list-style-type: none"> ▪ Summarizing and interpreting what various test results mean for the student's skills related to adult environments
<ul style="list-style-type: none"> ▪ Done once or during a certain time period or grade level 	<ul style="list-style-type: none"> ▪ Ongoing throughout high and used to develop a multi year transition plan that is summarized in sections 4 and 5 of the IEP
<ul style="list-style-type: none"> ▪ A standard set of instruments or battery of tests given to all students with disabilities 	<ul style="list-style-type: none"> ▪ An ongoing and dynamic process and guided by assessment questions
<ul style="list-style-type: none"> ▪ Only formal and standardized tests 	<ul style="list-style-type: none"> ▪ A comprehensive array of formal and informal methods and instruments
<ul style="list-style-type: none"> ▪ Only new information 	<ul style="list-style-type: none"> ▪ Discussing and analyzing new and existing information in the light of what it means for the student's skills related to adult environments
<ul style="list-style-type: none"> ▪ Used only to inform the student's achievement of current IEP annual goals 	<ul style="list-style-type: none"> ▪ To inform the student's multi-year transition needs in reference to his/her measurable post-school goals
<ul style="list-style-type: none"> ▪ One test or one assessment process, such as an evaluation at a career center 	<ul style="list-style-type: none"> ▪ Choosing assessment tools and methods to gather information that answers a question regarding the student's capacity to achieve post-school intentions
<ul style="list-style-type: none"> ▪ Only about academics 	<ul style="list-style-type: none"> ▪ Holistic assessment of the student's preferences, interests, needs and strengths as they relate to adult roles of working, learning and living
<ul style="list-style-type: none"> ▪ Only information gathered by special education professionals in a separate assessment event 	<ul style="list-style-type: none"> ▪ Including students with disabilities in all whole school career-oriented events and activities and incorporating results into transition assessment
<ul style="list-style-type: none"> ▪ Only valid if gathered by educational professionals 	<ul style="list-style-type: none"> ▪ Information provided by the student, family and others informally as well as by more formal methods