What Are Transition Assessments?

- Transition assessments are for students with an IEP who are aged 14-22 (or earlier if decided by the IEP Team)
- Transition assessments are any assessment that takes place after a student turns 14
- Transition assessments help the IEP Team understand what a student needs, what they are good at, what they like, and what they want to do related to work, education, living, and participation in the community
- Transition assessment is required by the Individuals with Disabilities Education Act (IDEA)
- Transition assessments inform decisions for an IEP team around the need for transition supports and services

Formal Assessment: A professionally developed test that is used to help understand a student's progress in comparison to other students from their age group, school district, state or country, such as the MCAS, an intelligence test, life skills inventory or functional academic skills inventory.

Informal Assessment: Observations or parent/educator developed materials to learn about how the student functions in the classroom, at work, at home, and in the community. Informal assessments help gain an understanding of what a student wants or needs to make progress in school, such as interviews, assessments of class work, surveys about self-determination, functional behavioral assessments, or vocational interest assessments. There are no comparisons to other students in informal assessments.

Resources

The LINK Center, a transition project of the Federation for Children with Special Needs
www.fcsn.org/linkcenter

MA ESE Special Education Secondary Transition Website
www.doe.mass.edu/sped/secondary-transition

Technical Assistance Advisory SPED 2014-4: Transition Assessment in the Secondary Transition Planning Process
http://www.doe.mass.edu/sped/advisories/2014-4ta.html

Massachusetts Postsecondary Transition Planning: Transition Assessments Example Sheet
http://www.doe.mass.edu/sped/advisories/transition-assessments-example-sheet.pdf

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148
781-338-3000 | www.doe.mass.edu

FEDERATION FOR CHILDREN WITH SPECIAL NEEDS

Federation for Children with Special Needs
The Schrafft Center
529 Main Street, Suite 1M3
Boston, MA 02129
800-331-0688 | www.fcsn.org

TIPS: Transition Information for Parents and Students with IEPs

(Ages 14-22)

Transition Assessment

A series of brochures produced by The LINK Center - a project of the Federation for Children with Special Needs, and the Massachusetts Department of Elementary and Secondary Education (ESE)

Massachusetts Transition Assessment: What you need to know...

TIP 1: Start by Asking Questions about the Student

- Ask: What do we need to know?
  - Who is the student? (strengths/skills/needs)
  - What does the student like to do now and want to do in the future related to work, education, living, and being part of the community? (interests/preferences)
  - What skills does the student need to build before they leave high school in order to do what they want in the future?
- Not every student needs every assessment
- Let the questions drive the number and type of assessments. What do you know? What more do you need to know?
  - Do you know a lot about the student's vision, what they're good at and like to do, and what skills they need to build to be successful adults?
    - *Then fewer assessments will be needed*
  - Do you know very little about how the student will do at work, in the community, in future education, or at home?
    - *Then more assessments will be needed*

TIP 2: Know When Consent is Necessary

- Parent or student consent is not required for a transition assessment when…
  - It is given to all students
  - It is part of a routine or classroom activity
  - It is a part of the regular process of measuring student progress over time
- Parent or student consent is usually required for transition assessment only if…
  - It is a formal assessment given specifically to one student and not all others

TIP 3: Assess Students Using Various Strategies

- Assessment should include:
  - Information from the student
  - Information from the parents
  - Information from various professionals
- Assessment can take place in the:
  - School
  - Community
  - Workplace

Transition assessments help students understand themselves

Transition assessment gives students opportunities to explore their interests

Examples of Transition Assessment Related to Postsecondary Goals:

- Sandy's Postsecondary Goal: I want to go to a four-year college, become a video game designer, and live with friends
  - Questions that Transition Assessment Could Answer:
    - Will Sandy pass MCAS? How are her computer literacy skills? Is she able to focus for long periods of time? How will she access the community and Disability Support Services at college?
  - Possible Assessments:
    - MCAS Exam, Computer/Technology Assessment, Career Employability Test, Travel and Mobility Assessment
- Robert's Postsecondary Goal: I want to earn a certificate from a community college to work with animals, get a job at the zoo or on a farm, and live on my own
  - Questions that Transition Assessment Could Answer:
    - How does Robert interact with animals? What does he like about working with animals? Can Robert wake up in time to get to work independently? Can he shower and groom himself independently?
  - Possible Assessments:
    - Functional Vocational Assessment, Student Interview, Adaptive Behavior Skills Assessment, Life Skills Inventory

Any assessment when a student is 14-22 can be used to find out what the student needs, what they are good at, what they like, and what they want to do in the future