**Massachusetts Postsecondary Transition Planning:**

**Transition Assessments Example Sheet**

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| **Examples of Transition Assessments for Education/Training, Employment, and Independent Living**  **(list is not all-inclusive):** |
| **Informal\***  Adaptive Behavior/Daily Living Skills Assessments  Curriculum-Based Assessments  Direct Observation  Early Warning Systems Data  Environmental/Situational Analysis  Functional Academic Skills Inventory  Functional Behavior Assessment  Functional Vocational Evaluation  General and Specific Aptitude Tests  Interest Inventories  Life Skills Inventory  Personality or Preference Tests  Person-Centered Planning  Report Cards/Transcripts/Progress Reports  Self-Determination Assessments  Student/Family Interviews & Questionnaires  Transition Planning Inventories  **Formal\*\***  Achievement Tests  Adaptive Behavior/Daily Living Skills Assessments  Career Maturity or Employability Tests  Environmental/Situational Analysis  Functional Academic Skills Inventory  Functional Vocational Evaluation  General and Specific Aptitude Tests  Intelligence Tests  Interest Inventories  Life Skills Inventory  MCAS  Personality or Preference Tests  Self-Determination Assessments  Transition Planning Inventories  Work-Related Temperament Scales |

Although IDEA requires that each student’s postsecondary goals should be based on age-appropriate transition assessment, specific types of transition assessments are not defined in the law. The individual needs of each student determine which transition assessments will be conducted.

\*Informal transition assessments allow assessment of student performance over time, and they are useful in designing and evaluating the effects of instructional interventions. In addition, informal assessments can be used to collect data from a variety of individuals in the student’s life (e.g. family, teachers, friends, employers, coaches), using a variety of non-standardized methods. Informal transition assessments are not standardized and lack formal reliability and validity measures; therefore they are less structured than formal assessments and do not allow comparison with other students.

\*\* Formal transition assessments are standardized instruments that have guidelines for administering, scoring, and interpreting, and have been tested for reliability and validity. Scores can be compared across student populations.