

TRANSITION & CAREER ASSESSMENT: LOOKING AT THE WHOLE STUDENT

Past Practice and Current Trends
Interpretation, Utilization and Synthesis
Taking it One Step at a Time



PA Community on Transition – Information originally
presented on 1/20/10 by: Kester, LaConte, and Stoehr

Examine the Assessment Process for Transition Planning and Career Development

Continually pose these questions:

- ❑ What is the student/youth learning from assessment? Is it helpful, meaningful, and positive—does it lead to growth?
- ❑ Where are gaps in transition planning?
- ❑ Does the youth understand the ‘why’s’ of assessment?
- ❑ Are his or her goals realistic, and, if not, how can they become so?
- ❑ Which stakeholders (family, adult service providers, related service personnel) can assist in assessing, identifying gaps, implementing steps to positive outcomes?



Examine the Assessment Process for Transition Planning and Career Development

Continually pose these questions:

- ▣ How are assessment activities integrated in IEPs?
How are assessment outcomes integrated into IEPs and SoPs?
- ▣ Have we created and/or selected the most appropriate assessment activities?
- ▣ Are “next steps” clearly apparent to all stakeholders and the youth regarding assessment and transition implementation?
- ▣ Is assessment provided/conducted in a manner that fosters universal design for learning?
- ▣ Has the youth helped direct the assessment?



Essential Questions

- Whose needs are being met?
- What did the youth/student and you learn from the assessment *process*?
- Where do you record the information?
- What do we do next? (Planning)



Why do we assess?

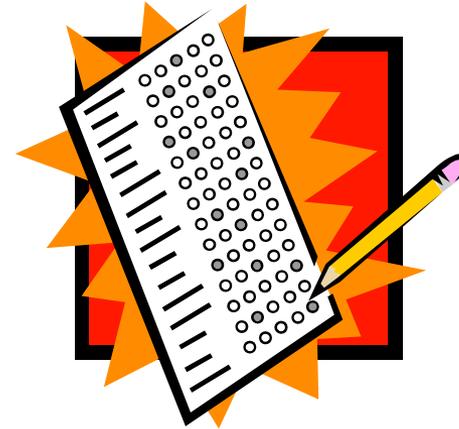
Without assessment we cannot plan, set goals, or achieve them

Assessment drives transition!



Assessment is...

A process of gathering relevant information to plan, evaluate, or make decisions (academic assessment, transition assessment, career assessment, vocational assessment).



Information can be gathered from multiple people and places over a period of time.



How to Assess

- We assess all the time, but we often don't share our findings/information, nor do we write things down.
- Observe, observe, observe!
- Share and write down observations.
- Use samples of classroom work, of extracurricular activities, of home and community activities.
- Create opportunities for learning and performing/demonstrating interests, abilities, potential, strengths, needs, etc.
- Talk to youth.



To Have Value Assessment and Results must be Used

- Use and create a variety of assessment/learning opportunities.
- Use the results and findings in IEPs, transition planning.
- Use portfolios as a vehicle for collecting and synthesizing assessment information (many examples in PA, students help create and maintain these).
- Use results in Summaries of Performance and in Individual Plans for Employment, etc.



Three Issues of Concern

- Protocols and procedures are needed for transition assessment and planning.
 - ▣ Assessment is an organized, routine, and ongoing process.
- There is a need to bridge the gap between collecting assessment information and interpreting and synthesizing it for transition planning.
- Assessment is ***an intervention*** that leads to other interventions.



What Do We Learn from Current Assessment Practices and Processes?

Activity 1

What do we Learn from our Current Assessment Practices?

Activity One: Use the worksheet provided

Think about your role and what assessment processes are in place:

Who, why, when, where, how, and how often?

What other assessment information do you need based upon the gaps?

This provides a baseline of information and a lens for broadening and deepening practices.



Transition Domains

Looking at the Whole Student

Assessing within Different Environments and
Social Contexts

Domains For Transition Assessment

- *Life Goals including career and vocational ones*
- *Vocational and/or employment*
- *Academic*
- *Further education and training*
- *Community participation and involvement*
- *Physical/emotional health*
- *Home and family*
- *Leisure pursuits*
- *Personal responsibility & relationships*
- *Communication*
- *Self-determination*
- *Daily living & functional skills needed in adult living*



Multiple Perspectives from Multiple Environments and Sources

Assessment is an integral part of the career development and transition processes. It is ongoing and can happen anytime and anywhere.

Activity 2

What do we learn from families and multiple stakeholders' perspective on assessment?

Activity 2: Use the worksheet provided)

Think about what assessment information we gather from families.

Who, why, when, where, how, and how often?

From which stakeholders do you regularly gather assessment information?

Who, why, when, where, how, and how often?



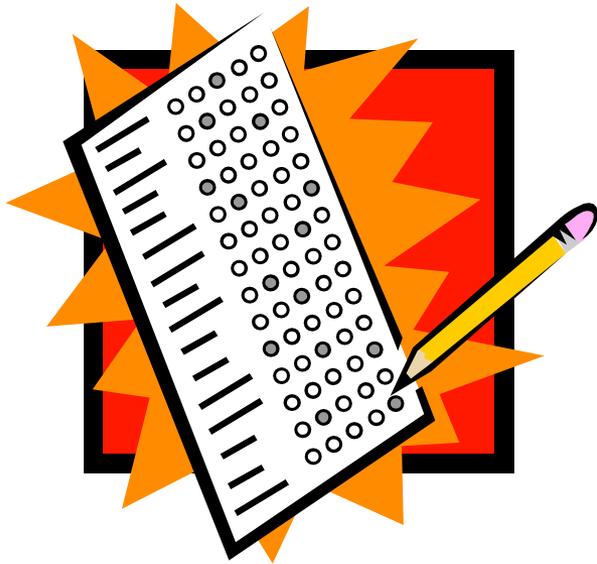
Standards Aligned System (SAS)

Transition and Career Assessment within this
Educational Framework

Assessment \neq test

Assessment = gathering information

Assessments can be formal or informal or a combination of both.



Four kinds of assessment in a standards aligned system:

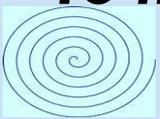
- Diagnostic
- Benchmark
- Formative
- Summative



Responses to Why: Aligning with PDE Standards Aligned Systems (SAS)

- Why? We participate in assessment
 - ▣ **Diagnostic Assessment:** to set a baseline for dreams, goals, strengths, abilities, needs, etc.
 - ▣ **Diagnostic & Formative Assessment:** To develop roadmaps for filling any gaps, meeting needs, building on strengths, taking courses that will help achieve goals
 - ▣ **Benchmark and Formative Assessment:** To gauge (monitor) progress with objectives and changing goals
 - ▣ **Summative Assessment:** To plan short-term objectives and long-term objectives

To make education more authentic and real



<http://www.pdesas.org/Assessment/About>

Standards Aligned System: Fair Assessments

Type of Assessment (and when it occurs)

- **Diagnostic** (initially and periodically)
- **Benchmark** (periodically)
- **Formative** (throughout the process)
- **Summative** (at the end of assessment and instructional activities and prior to planning for the following year)

*Please refer to handout PSE Standards Aligned System –
Alignment with Transition and Career Assessment*



Types of Assessments that Inform Transition

- Curriculum-Based Assessments
- Classroom quizzes
comprehension checks,,
essays, checklists
- Ecological Assessment
- Functional Behavioral Assessment
- Person-Centered Planning
- Teacher Questionnaires
- Work Samples
- Information from employers
- Situational Assessment
- Information from student and family members
- Student Survey or Interview
- Parent Survey/Interview
- Observations (Home/School/Community)



Collecting Baseline Information for Assessment Planning

Case Study

Activity 3

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

It is impossible to write clear and measurable goals if you don't have **clear** and **measurable** present levels of academic achievement and functional performance.



Incorporating Assessment Data: Assess for Present Levels of Academic Achievement and Functional Performance (PLAAFP)

- Academic levels/basic skills
- Levels of self-determination
- Levels of career development
- Status of transition planning and options
- Status and stability of support systems
- Availability of options and opportunities (if they aren't there, create them)
- Assessment (where is the youth in the on-going process)?



Activity 3: Case Study

- Case study – 8th grade (30 minutes)
 - ▣ Needs, strengths, preferences, interests, and abilities
 - ▣ What are her goals?
 - ▣ What are we going to implement in the next year?
 - ▣ What are we going to implement after next year?

Use the worksheet provided.



Present Levels of Academic Achievement and Functional Performance (PLAAFP)

- Succinctly describe the student
- Directly relate to assessments and evaluation information
- Provide information on the student's rate of progress
- Guide the development of IEP goals and objectives



Backward Transition Planning

Case Study

Activity 4

Backward Transition Planning

- In this case study, you will engage in the conceptual framework of backward chaining for assessment. This process, of beginning with the end in mind, and then working backwards from post-secondary goals forms the structural framework for a holistic assessment approach.



Activity 4: Case Study

- Using the transition domains, identify Maury's goals.
- Determine steps needed to help him achieve his goals.
- Identify needs, strengths, preferences, interests, and abilities.
- Identify steps to implement this year through his high school career.

Use the worksheet and the case provided.

