

Tip Sheet: Transition Assessments

Secondary transition is mandated by the [Individuals with Disabilities Education Act](#). Certain components are identified in Indicator 13 which states: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

Indicator 13 Checklist Item #5: *Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?*

These assessments are just possible examples. Please be selective based on your students' needs.

1 Assessments for Postsecondary Career/Employment Goal:

- [O'Net Interest Profiler](#)
- [Transition Student Interview](#)
- [Parent Transition Survey](#)
- [Career Clusters Survey](#)

Assessments that provide specific career data:

- [Skills Matcher](#)
- [My Next Move](#)
- [Washington Career Bridge](#)

Assessments to inform transition activities:

- [Soft Skills Checklist](#)
- [Work Skills Assessment](#)
- [Executive Skills Questionnaire](#)

Additional assessments can be accessed [here](#).

Tip for Career/Employment Goal:

Choose assessments according to what type of data you need and what is appropriate for the individual student.

2 Assessments for Postsecondary Education/Training Goal:

- [Transition Student Interview](#)
- [College Readiness Assessment](#)
- [Study Habits Questionnaire](#)
- [Things That Are Difficult for Me](#)
- [Executive Skills Questionnaire](#)

Tip for Education/Training Goal:

Consider that this goal should match the training requirements for the career identified in the career/employment goal.

3 Assessments for Postsecondary Independent Living Skills/Community Participation Goal:

- [ILS Skills Assessment](#)
- [Transition Student Interview](#)
- [Student Transition Questionnaire](#)
- [AIR Self-Determination Profile](#)

Tips for ILS/Comm. Part. Goal:

Consider that assessment data must inform all three goal areas. (*Hint: A career assessment does not provide data for Independent Living.*)

Ask yourself, "What skill does the student need to maximize their independence?"