

Tip Sheet: Transition Assessments

Secondary transition is mandated by the [Individuals with Disabilities Education Act](#). Certain components are identified in [Indicator 13](#). **Transition assessments** are part of an ongoing process of collecting and analyzing age-appropriate information—through formal and informal methods—to identify a student’s strengths, needs, preferences, and interests, in order to develop meaningful transition plans that include goals and services supportive of successful post-school outcomes.

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?”