**AGE-APPROPRIATE TRANSITION ASSESSMENTS**

Age-Appropriate Transition Assessments are defined as an

*“ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.”[[1]](#footnote-1)*

Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP). Federal law requires “appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills” (§300.320[b][1]).

Transition assessment may be paper and pencil tests, structured student and family interviews, community or work-based assessments (situational) and curriculum-based assessments.

These assessments or procedures come in two general formats – **formal and informal**.

**Informal** measures may include interviews or questionnaires, direct observations, anecdotal records, environmental or situational analysis, curriculum-based assessments, interest inventories, preference assessments, and transition planning inventories.

**Formal** measures include adaptive behavior and independent living assessments, aptitude tests, interest assessments, intelligence tests, achievement tests, personality or preference tests, career development measures, on the job or training evaluations, and measures of self-determination.

Examples of formal and informal transition assessment methods are presented at the following link: [**http://www.ode.state.or.us/wma/gradelevel/hs/transition/2012/ageapprotransassessment.doc**](http://www.ode.state.or.us/wma/gradelevel/hs/transition/2012/ageapprotransassessment.doc)**.** The chart includes updated (Summer 2013) definitions, examples, websites, and approximate costs for the following transition assessment methods:

|  |  |
| --- | --- |
| **Formal*** Achievements Tests
* Adaptive Behavior and Independent Living
* Aptitude Tests
* Interest Inventories
* Intelligence Tests
* Personality or Preference Tests
* Career Development Measures
* Self-Determination Assessments
 |  **Informal*** Curriculum-Based Assessments
* School Performance Measures
* On the Job or Training Evaluations
* Career Planning Resources
* Observations
* Student Interviews
 |
|  |  |

For an in-depth look at how the age-appropriate transition assessments process is determined, please see the case studies and discussion starters using student profiles in this section.

1. Division on Career Development and Transition (DCDT), Council for Exceptional Children. [↑](#footnote-ref-1)