



Secondary Transition Assessment Resources

This resource provides an overview of 23 critical transition assessments which can be considered a beginning library of transition assessments for providing high quality assessment. Many of the assessments are free, and those that must be purchased were selected for their quality and cost-benefit. OSSE does not have an approved list; however, this guide serves as a list of secondary transition assessments available to educators.

There are assessments that cover the following transition domain areas: postsecondary education and training, vocational and employment, self-determination, independent living, and assistive technology. An assessment can be chosen from the relevant domain areas for the student being assessed.

ASSESSMENT FOR ALL DOMAIN AREAS	
http://www.curriculumassociates.com/product/detail.aspx?Title=BrigTSI	The <i>Brigance Transition Skills Inventory</i> is specifically designed to assess an array of skills for students at all developmental levels.
http://rtc.umn.edu/docs/pcpmanual1.pdf	The <i>Future Planning</i> assessment is designed to address all transition planning domains including: preferences, personality and strengths, relationships, future goals and planning, working, transportation, and postsecondary education.
http://www.proedinc.com/customer/ProductView.aspx?ID=6063&sSearchWord	The <i>Transition Planning Inventory – 2</i> is designed to assess adolescents and young adults with any disability who can respond to questions about themselves. It is designed to address all transition planning domains including: working, learning, and living.
http://www.ou.edu/content/dam/Education/documents/personal-preference-indicator.pdf	The <i>Personal Preferences Indicators</i> assess adolescents and young adults with a developmental disability who can identify preferences collaboratively with someone who knows and has a positive relationship with the person over a period of time. This assessment is designed to address all transition planning domains including: preferences, emotions, socialization, relationships, self-determination, health and his or her role in the family and community.
http://www.transitioncoalition.org/wp-content/originalSiteAssets/files/docs/HSGuide1214275954.pdf	<i>Transition Portfolio</i> is for adolescents and young adults with any disability. The purpose of the Transition Portfolio is to “synthesize assessment information from a variety of sources.”



POSTSECONDARY EDUCATION AND TRAINING ASSESSMENTS

http://www.wvabe.org/CITE/cite.pdf	The <i>C.I.T.E. Learning Styles Instrument</i> is an assessment for adolescents and young adults with and without disabilities who can respond to questions about themselves.
http://dc-transition-guide-admin.s3.amazonaws.com/files/2016/10/07/College_Supports_Questionnaire.pdf	The <i>College Supports Questionnaire</i> assesses adolescents and adults with disabilities that are considering enrollment in a college or vocational-technical program.
http://www.proedinc.com/customer/ProductView.aspx?ID=6063&sSearchWord	The <i>Study & Learning Skills Inventory</i> is designed to assess adolescents and young adults with and without disabilities who are taking academic courses. The assessment addresses study and learning skills including: reading rate, listening, graphic aids, library usage, reference materials, test taking, note-taking and outlining, report writing, oral presentations, time management, self-management, and organization.

VOCATIONAL AND EMPLOYMENT ASSESSMENTS

http://www.impactpublications.com/envisionyourcareerlanguage-freevideocareerinterestinventorydvd.aspx	The <i>Envision Your Career</i> transition assessment is for adolescents and young adults “with limited or no English language skills, those with limited reading and writing skills, people who are deaf and hard of hearing, and other differently-abled people.”
http://www.onetcenter.org/AP.html	The <i>O*NET Ability Profiler</i> assesses adolescents and young adults with and without a disability, aged 16 and older, who can respond to academically-oriented questions. It is suggested that participants have a minimum of a sixth grade reading level.
http://www.mynextmove.org/explore/ip	The <i>O*NET Interest Profiler</i> is designed for middle school or older students and adults. It suggests that the individual completing the assessment have an 8 th grade reading level or higher if completing the assessment independently. Assesses students’ interests as they relate to the world of work.
http://www.onetcenter.org/WIP.html	The <i>O*NET Work Importance Locator</i> assesses adolescents and young adults with and without a disability, aged 16 and older, who can prioritize statements of their personal values.

SELF-DETERMINATION ASSESSMENTS

http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment.html	<p>The <i>AIR Self-Determination Scale</i> is for adolescents and young adults with any disability. The AIR Self-Determination Scale was field tested on students with and without disabilities between the ages of 6 and 25 including all disability categories identified within the Individual with Disabilities Education Act (IDEA, 2004).</p>
http://www.imdetermine.org/educators/	<p>The <i>I'm Determined Student Rubric for IEP Participation & IEP Exit Surveys</i> are for elementary through high school students who have Individualized Education Programs (IEPs). The <i>Student Rubric for IEP Participation</i> asks the student to identify his/her level of IEP awareness, IEP participation, knowledge of IEP content, abilities and disabilities awareness, knowledge of rights and responsibilities, and social and communication skills.</p>
https://sites.google.com/a/ghaea.org/transition-planning-services/self-determination/the-field-hoffman-self-determination-assessment-battery	<p>The <i>Field & Hoffman Self-Determination Assessment Battery</i> is for adolescents and young adults with and without a disability. The Self-Determination Battery was field tested and normed on students with disabilities between the ages of 15 and 19 including all disability categories.</p>

ASSISTIVE TECHNOLOGY ASSESSMENT

http://www.transitioncoalition.org/wp-content/originalSiteAssets/files/docs/atransitionpacket1224259340.pdf	<p>The <i>Assistive Technology Protocol for Transition</i> is for adolescents or young adults with disabilities and the IEP team. When a student with a disability requires assistive technology in order to accomplish functional skills, the use of assistive technology should be assessed and included in effective transition planning. This assessment assists the student's team in identifying needs in assistive technology, as well as coordinating and planning supports.</p>
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INDEPENDENT LIVING ASSESSMENTS

http://www.caseylifeskills.org	The <i>Ansell-Casey Life Skills Assessments</i> is for adolescents and young adults with and without a disability. Five assessments are provided based on age ranges 8-18+, but it is recommended that the individual complete the assessment that matches his/her developmental level.
http://www.proedinc.com/customer/productView.aspx?ID=1392	The <i>Functional Independence Skills Handbook</i> is for adolescents and young adults with developmental disabilities who can respond to questions about themselves or with someone who knows and has a positive relationship with the person over a period of time.
http://transitioncoalition.org/blog/tc-materials/independent-living-checklist/	The <i>Independent Living Checklist</i> is for guardians, educators, or the IEP team to identify the independent living skills and needs of adolescents and young adults with disabilities.
www.health.state.pa.us/transitionchecklist	The <i>Transition Health Care Checklist</i> is for adolescents and young adults with any disability, their families and professionals to assist in making a successful transition to adult life that includes health and health care.

ADDITIONAL ASSESSMENTS

http://transitioncoalition.org/wp-content/originalSiteAssets/files/docs/PARENT_TRANSITION_SURVEY1231532269.pdf	The <i>Parent Transition Survey</i> is a transition assessment that parents complete about their student that will help teachers, vocational rehabilitation counselors, and adult service staff to better understand a child's and parent's expectations for the future.
http://transitioncoalition.org/wp-content/originalSiteAssets/files/docs/E-Jam_final1208291707.pdf	The <i>Environmental Job Assessment Measure (E-JAM)</i> is an assessment tool that assesses students in the following demand areas of jobs: general work behaviors (attitudes), physical demands of the job, working condition (physical), educational demands, and social interaction.
http://www.collegegrazing.com/munching-3	The <i>College Grazing Learning Habits Survey</i> assesses the learning and study habits of students to help students understand what is needed to be successful in college.

