

AGE-APPROPRIATE TRANSITION ASSESSMENT

Preferences Interests, Needs and Strengths (PINS)

This document includes multiple examples and sites (i.e. *Interest Inventories*) that will assist the student in the student describe what he/she wants to do when he/she has completed school regarding:

- 1) **Further education** (training program, community college, etc.);
- 2) **Employment** (Military, etc.);
- 3) **How they want to live** (e.g., independent living, apartment, group home, etc.); and
- 4) **How they want to take part in the community** (transportation, recreation, etc.)

Formal Transition Assessment Methods	Definition	Examples	Website	Approx. Cost
Curriculum-Based Assessments	CBA's are designed by educators to gather information about a student's performance in a specific curriculum and to develop instructional plans for a specific student. To gather data an educator might use task analyses, work samples, portfolio assessments, or criterion-referenced tests.	BRIGANCE Transition Skills Inventory	http://www.curriculumassociates.com/products/detail.asp?Title=BrigTSI	\$547
School Performance Measures	Informal curriculum based measures, end of course and grade assessments, state-wide tests, and observations of student classroom behaviors (e.g., participation in group work, on task behaviors, assignment completion) provide useful information regarding a student's strengths, needs, and interests in the area of academics, relevant to future education or training environments. Other useful measures include student portfolios, use and effectiveness of test accommodations, and attendance data.			

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Transition Planning Inventories	Transition planning inventories involve a process which identifies strengths and needs for a given student as they prepare to transition from school to the community, including employment, schooling, and independent living . These inventories encompass various aspects of adult living, including employment, postsecondary schooling and training, independent living, interpersonal relationships, adult service needs, and community living	<ul style="list-style-type: none"> Enderle-Severson Transition Rating Scales – Third Edition (Severson, Enderle & Hoover, 2003) Supports Intensity Scale (American Association on Mental Retardation, 2004) TEACCH Transition Assessment Profile – Second Edition (Mesibov, Thomas, Chapman, & Schopler, 2007) Transition Planning Inventory – Updated Version (Clark & Patton, 2009) Transition to Work Inventory (TWI) (Liptak, 2008) 	http://www.estr.net/ http://www.siswebsite.org/ http://www.oenterprises.org/ttap.asp http://www.proedinc.com/customer/productView.aspx?ID=875 http://www.jist.com/shop/web/online-assessments/tests-available/twi-online	\$20/10 \$150 \$595 \$200 \$12.50 each
Achievement Tests	Achievement tests measure learning of general or specific academic skills . Achievement tests provide results that can be linked to most occupational requirements while helping to identify potential areas needing remediation or accommodation (e.g., reading comprehension). They are usually general survey batteries covering several subject areas or single-subject tests. They can be criterion-referenced, norm-referenced, or both . Achievement tests are usually identified by grade level. It is important to establish the specific purpose for giving an achievement test to decide what type to use.	<ul style="list-style-type: none"> Adult Basic Learning Examination – Second Edition (ABLE – 2, Karlsen & Gardener, 1986) Basic Achievement Skills Inventory (BASI, Bardos, 2002) Kaufman Test of Educational Achievement - Second Edition (KTEA-2, Kaufman & Kaufman, 2004) Peabody Individual Achievement Test-Revised-Normative Update (PIAT-R/NU, Markwardt, 1997) Stanford Achievement Test (SAT -6) Woodcock Johnson III (WJ III, Woodcock, McGrew, & Mather, 2001) 	http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-4010-375 http://www.triangleeducationassessments.com http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAa32215 http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAa29060&Mode=summary http://www.proedinc.com/customer/ProductView.aspx?ID=2751&sSearchWord=wide+range+achievement+test http://www.riversidepublishing.com/products/	Various costs \$55 per test \$364 \$456 or \$624 w/CD \$54.60 per test Various

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Adaptive Behavior and Independent Living	Adaptive behavior assessment helps determine whether a youth needs a post-secondary goal in the area of independent living , including the type and amount of special assistance they may need to be successful in a given environment (e.g., residential, self-care, transportation, social communication, and community participation). This assistance might be in the form of home-based support services, special education and vocational training, and supported work or special living arrangements such as personal care attendants, group homes, or nursing homes. These assessments rely on informed source (e.g., parent, care taker, teacher, student) to provide information. With some assessments respondents are interviewed, while others have respondents fill out a response booklet.	<ul style="list-style-type: none"> • AAMR Adaptive Behavior Scales – School (ABS-2, Lambert, Nihira, & Leland, 1993) • Brigance Life Skills Inventory (Brigance, 1994) • Independent Living Scales (ILS, Anderson-Loeb, 1996) • Inventory for Client and Agency Planning (ICAP, Bruininks, Hill, Weatherman, & Woodcock, 1986). • Scales of Independent Behavior - Revised (SIB-R, Bruininks, Woodcock, Weatherman, & Hill, 1996) • Vineland Adaptive Behavior Scales – Second Edition (Vineland II, Sparrow, Cicchetti, & Balla, 2005) 	http://www4.parinc.com/Products/Product.aspx?ProductID=ABAS-II http://www.curriculumassociates.com/products/detail.asp?title=BrigLSI http://www.neuroskills.com/cns/ilsmenu.shtml http://www.riversidepublishing.com/products/icap/index.html http://www.riversidepublishing.com/products/sibr/index.html http://www.pearsonassessments.com/pai/	\$218 or \$355 w CD \$24.95 10 pack \$10 \$202 \$296 \$162.30 or \$432 w CD
Aptitude Tests	An aptitude test is a measure of a specific ability relative to a given norm group (e.g., age peers, employees in a given job). Ability involves what a person can do now or, given the proper opportunity, possibly in the future (Betz, Fitzgerald, & Hill, 1989). There are two types of aptitude tests: Multi-aptitude or general test batteries and single tests measuring specific aptitudes . General aptitude test batteries contain measures of a wide range of aptitudes and combinations of aptitudes. A youth's performance on these tests provides valuable information that can help gauge their potential for success in a given training or educational program or occupation. Single aptitude tests are used when a specific aptitude needs to be measured, such as manual dexterity, clerical ability, artistic ability, or mechanical ability.	<ul style="list-style-type: none"> • Armed Services Vocational Aptitude Battery (ASVAB, U. S. Department of Defense, 1999) • Bennett's Mechanical Comprehension Test (Bennett, 2006) • Occupational Aptitude Survey and Interest Schedule -3rd ed. (OASIS-3, Parker, 2002) • O*NET Ability Profiler (U.S. Department of Labor Employment and Training Administration, 2002) • Wiesen Test of Mechanical Aptitude (Wiesen, 1999) 	http://www.military.com/ASVAB http://www.creativeorgdesign.com/tests_page.htm?id=45 http://www.proedinc.com/customer/productView.aspx?ID=2297&SearchWord=oasis http://www.onetcenter.org/AP.html http://www.aprtestingservices.com/business/wtma/order.php	Free Not listed \$191 \$93 \$22 self scoring Or \$252 kit

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Interest Inventories	Interest inventories provide the opportunity for individuals to compare their interest with those of individuals in specific occupational groups or selected peer groups.	<ul style="list-style-type: none"> • Becker Reading Free Interest Inventory – Revised (Becker, 2000) • OASIS – 3 Interest Schedule (Parker, 2002) • O*NET Career Interest Inventory (U.S. Department of Labor, 2002) • Picture Interest Career Survey (Brady, 2007) • Self-Directed Search Forms R (Holland, 1996), E (Holland, 1994, and CE (Holland & Powell, 1994) • Career Decision-Making System Revised (Harrington & O’Shea, 2000) • Wide Range Interest-Opinion Test – Revised (WRIOT-2, Glutting & Wilkinson, 2006) 	http://www4.parinc.com/Products/Product.aspx?ProductID=R-FVII2 http://www.proedinc.com/customer/ProductView.aspx?ID=2297&sSearchWord=OASIS-+3+interest+schedule http://www.onetcenter.org/IP.html http://www.jist.com/shop/product.php?productid=16755&cat=0&page=2 http://www.chronicleguidance.com/catalog.asp?prodid=516645 http://www.pearsonpsychcorp.com.au/productdetails/226/1/20 http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=WRIOT-2&Mode=summary	\$130 \$191 \$74 \$42.95 \$186 \$1231 classroom set \$371
Intelligence Tests	Intelligence tests involve a single test or test battery to assess a person's cognitive performance . Powers (2006) clarifies cognitive performance by describing it as solving novel problems, adapting to new situations, and demonstrating competence when faced with new learning demands. Fives (2008) also reminds us that cognitive performance becomes especially relevant for students expressing interest in an occupation that has ability requirements beyond their current or projected ability level.	<ul style="list-style-type: none"> • Comprehensive Test of Nonverbal Intelligence (CTONI, Hammill, Pearson, & Wiederhold, 1997) • Kaufman Adolescent & Adult Intelligence Test (KAIT, Kaufman & Kaufman, 1993) • Peabody Picture Vocabulary Test – Third Edition (PPVT-III, Dunn & Dunn, 1997) • Stanford-Binet Intelligence Scales – Fifth Edition (SB-5, Roid, 2003) • Wechsler Adult Intelligence Scale-IV (WISC-IV, Wechsler, 2004) 	http://www.proedinc.com/customer/ProductView.aspx?id=998 http://www.pearsonpsychcorp.com.au/productdetails/270/1/39 http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAa12010&Mode=summary http://www.assess.nelson.com/test-ind/stan-b5.html http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8979-044	\$439 \$1732.50 Kit \$126 \$1545 Kit \$1025 Kit

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		<ul style="list-style-type: none"> Wonderlic Basic Personnel Test (Wonderlic, 1992) 	http://www.wonderlic.com/wonderlic-product-matrix	Not listed
Personality or Preference Tests	<p>Personality inventories measure individual differences in social traits, motivational drives and needs, attitudes, and adjustment.</p> <p>Personality measures offer a means of evaluating support for, or opposition to a, career under consideration. The score alone should not be viewed as a predictor of success or failure but rather should be compared with other data, including abilities and interests.</p>	<ul style="list-style-type: none"> Myers-Briggs Type Indicator® (MBTI®) Instrument – Form M (Meyers & Briggs, 1988) 16 Personality Factors – Fifth Edition (16 PF, Cattell, Cattell, & Cattell, 2000) 	http://www.psychometrics.com/Department.aspx?deptid=1 http://www.ipat.com/about/16pf/Pages/default.aspx	<p>Various</p> <p>Not listed</p>
Career Development Measures	<p>Career development inventories measure developmental stages or tasks on a continuum. The degree of an individual's career maturity is determined by the individual's location on the developmental continuum.</p>	<ul style="list-style-type: none"> Career Beliefs Inventory (CBI, Krumboltz, 1991) Career Decision Scale (CDS, Osipow, Carney, Winer, Yanico, & Koschier, 1987) Career Thoughts Inventory (Sampson, Peterson, Lenz, Reardon, & Saunders, 1996) Job Search Attitude Inventory – 3rd Edition (Liptak, 2006) 	http://www.mindgarden.com/products/cbi.htm http://www.creativeorgdesign.com/tests_page.htm?id=333&title=Career Decision Scale %28CDS%29 http://www4.parinc.com/Products/Product.aspx?ProductID=CTI http://www.jist.com/shop/product.php?productid=16677&cat=0&page=1	<p>\$15</p> <p>Not listed</p> <p>\$232</p> <p>\$45.95</p>
On the Job or Training Evaluations	<p>Perhaps one of the most effective ways to determine whether a student is ready to work at a given position is some form of on-site assessment. Most employers will have some form of evaluation tool that can be modified to meet your needs. Assessments provide information on a student's general (i.e., behaviors and skills that apply to almost any job) employability relative to a training or job site.</p>	<ul style="list-style-type: none"> Becker Work Adjustment Profile - 2nd Ed. (Becker, 2005) Job Observation and Behavior Scale (JOBS, Stoelting Publishing, 2000) Work Personality Profile (Neath & Bolton, 2008) 	http://www.disabilitytraining.com/productinfo.php?Becker_Work_Adjustment_Profile-pid59.html http://www.stoeltingco.com/stoelting/2068/1467/1498/Psychological/Job-Observation-and-Behavior-Scale-JOBS----- http://www.proedinc.com/customer/productView.aspx?ID=4205	<p>\$99.95</p> <p>\$75</p> <p>\$101</p>
Self-Determination Assessments	<p>Self-determination assessments help determine a student's aptitude and opportunity for specific components of self-determination such as goal-setting, problem solving, self-advocacy,</p>	<ul style="list-style-type: none"> American Institutes for Research (AIR) Self-Determination Scale (Wolman, Campeau, DuBois, Mithaug, & Stolarski, 1994) 	http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment.html	Free

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	<p>self-evaluation, persistence, and self-confidence. Self-determination skills have been associated with independence and self-actuality which in turn have a positive effect on post-school outcomes (Agran et al., 2005).</p>	<ul style="list-style-type: none"> The ARC's Self-Determination Scale (Wehmeyer & Kelchner, 1995) 	http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/arc-self-determination-scale.html	Free
Emerging Issues	<p>There are prominent and emerging issues affecting transition assessment.</p> <ul style="list-style-type: none"> The role of the internet and technology-based resources is rapidly evolving. Several publishers offer software packages for assessment and career planning. The Summary of Performance (SOP) requirement must include recommendations to assist graduating students in meeting their post-secondary goals. The increasing importance of a college education suggests the need to consider college entrance exams (e.g., Scholastic Achievement Test or SAT and American College Testing or ACT) as part of the assessment process <p>A number of websites offer transition assessments. Many of these sites use an interest test or self-reporting of perceived talents or needs. Based on the responses, these sites generally offer initial information for free but charge a fee for a full report. The sites offer convenience, but seldom have independent reviews or access to a technical manual. Notable exceptions include sites offering online access to established assessments (e.g., Self Directed Search, Kuder Interest Inventory, and Strong Interest Inventory).</p>	<ul style="list-style-type: none"> Self Directed Search Kuder Interest Inventory Strong Interest Inventory Some free online tools 	http://www.kuder.com/solutions/kuder-assessments.html http://www.self-directed-search.com http://www.yourlifepath.com/?view=Assessments_strong&gclid=CJLCoeLys6oCFQh2gwodt219Awww.caseylifeskills.org http://itransition.pepnet.org	Free Free Free Free
Career Planning Resources	<p>Various vendors offer software- assisted career planning resources. These software packages are all in one unit that provide assessments of interests and self-reported abilities and then link one's responses to matching careers based on an occupational data base or groups of employees representing given occupations. These packages tend have an expensive upfront</p>	<p>Career Planning resources (includes assessments of interests and self-reported abilities and links to matching careers)</p>	http://www.careercruising.com/ http://www.bridges.com/us/prodnser/v/choicesplanner_hs/index.html http://www.act.org/discover/	Per year \$595 Not listed License agreement

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	cost but many districts use them with all their students thus lowering the per student fee. These resources also offer routine updates for their occupational data bases to better reflect emerging labor trends and new occupations.		http://www.kuder.com/ http://www.onetcenter.org/tools.html http://www.sigi3.org/ http://www.vri.org/products/careerscope-v10/benefits	\$24.95 O*net online 90 days \$17.95 Not listed
Summary of Performance	Given the increasing importance of a college education, it seems reasonable to consider helping youth prepare for college entrance exams as part of the transition assessment process. A student's performance of these exams has a considerable impact on whether they get admitted to a college of their choice. The two most common entrance exams are the ACT and SAT. In helping prepare a student for these exams, you may want to work with the high school guidance counselor given their working knowledge of regional colleges and related expertise. In addition, several publications and websites, most offering free and for a fee services, provide access to sample test questions or further training.	<ul style="list-style-type: none"> • ACT exams and information • SAT exams and information • Prep for SAT or ACT 	http://www.actstudent.org http://sat.collegeboard.org/home http://www.act-sat-prep.com/ http://www.kaptest.com/College/ACT/index.html http://www.actstudent.org/onlineprep/order.html	To sign up To sign up or practice free Membership \$499 \$19.95 one yr ACT prep
Students with Sensory Impairments	If you have a student with a sensory disability (visual impairment, deaf/hard of hearing or deaf blind) check the following links, or call NCDB toll free at 1-800-438-9376.	Assessment (overview) Assessment tools and instructions	http://www.nationaldb.org/ISSelectedTopics.php?topicCatID=1 http://www.nationaldb.org/ISSelectedTopics.php?topicCatID=792	