Facilitating Transition Assessment for the Special Education Population in Your School

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Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:

- **Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills;**

- The transition services (including courses of study) needed to assist the child in reaching those goals; and

- Beginning not later than one year before the child reaches the age of majority under State law, a statement that the child has been informed of the child’s rights under Part B, if any, that will transfer to the child on reaching the age of majority under §300.520 [see 20 U.S.C. 1415(m)]
DO YOU EVER FEEL THIS WAY?

Cartoon: "Are those the tests for my class? Just one student! The rest are stacked in the hall." Caption: "Testing Time"
WHAT WILL YOU LEARN IN THIS SESSION?

- How to provide transition assessments in a timely and efficient manner.
- How to gain access to various forms of transition assessments to ensure individual student needs are met.
- Teachers from large school populations will learn the most effective way to administer group assessments.
THE JOB OF THE ASSESSMENT FACILITATOR.

- Facilitating the assessment of all special education students.
- Facilitating student participation in the proper functioning levels and age appropriate assessments.
- Organizing assessment sessions.
- Arranging scoring and reporting of all assessments.
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<th>Reading - AGS</th>
<th>English - TOWL</th>
<th>Math - AGS</th>
<th>Career Cluster</th>
<th>Casey Life Skills</th>
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Casey Life Skills:
1. Comm
2. Daily Liv
3. Self Care
4. Social Rel.
5. Work Study
6. Housing & Money
7. Total
EXAMPLE OF SCORING COVER SHEET

Name____________________    Case Manager_________________
GRADE________                              Date____________________

____ CASEY LIFE SKILLS
____ CAREER CLUSTERS
____ AGS MATH
____ AGS READING
____ TOWL
 HOW TO PROVIDE TRANSITION ASSESSMENT IN A TIMELY MANOR

- First of the school year is a great time. IDEAL!!!!
- Another successful option is the first of every month.
- Keep students engaged and limit distractions.
- Department wide involvement.
ONE ASSESSMENT FOR ALL?!?!?!

Cartoon, photo of animals in a line in front of a man at a desk “for a fair selection, everybody has to take the same exam: please climb that tree”
The amended policies and procedures for Special education in Oklahoma (2010) in the instructions for completing the IEP indicates that:

Transition assessments may include, but are not limited to broad-based transition assessments, self-determination assessments, interest inventories, life skills assessments, academic assessments, and social assessments. . . assessment results shall be used to determine annual transition IEP goals necessary for the student to develop skills that will enable him or her to reach postsecondary goal(s). the type of assessment utilized for each student will vary based on the student’s needs, strengths, preferences, and interests, and may change from year to year, depending on progress achieved each year.
HOW TO ACCESS VARIOUS FORMS OF TRANSITION TESTING

Accessing various forms of transition testing on the internet.

Here are a few websites:

Zarrow Center:
http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html

NSTTAC:
http://www.nsttac.org/content/age-appropriate-transition-assessment-toolkit

Montana Office of Public Instruction:
EFFECTIVE ASSESSMENT STRATEGIES FOR LARGE SCHOOL POPULATIONS

-Do testing for students enrolled in lab/resource classes for English and Math.

-Do group wide testing for students in general education classes in a computer lab all day for 2 or more days.

-Have teachers oversee testing during their planning period.

-Enter testing results into a spreadsheet that is accessible to all teachers.