



# TRANSITION ASSESSMENT

**School districts by law must assess students and develop Transition Plans**

# ASSESSMENT/DISCOVERY

- INTERVIEWS
- CONVERSATIONS
- MEETINGS
- REVIEW OF EXISTING INFORMATION



# TRANSITION ASSESSMENT

## MISSISSIPPI/FLORIDA

OBTAINED OVER TIME INDICATE  
STRENGTHS, PREFERENCES, INTEREST

CONSIDER PRESENT AND FUTURE  
ENVIRONMENTS

CONDUCTED BY WAY OF MULTIPLE  
PLACES, SOURCES, AND/OR PERSONS  
SENSITIVE TO CULTURAL DIVERSITY

BOTH ASSESSMENTS WERE ADAPTED FROM THE VOCATIONAL  
PROFILE DEVELOPED BY MARC GOLD AND ASSOCIATES

# KATHERINE'S COFFEE SHOP



# DISCOVERY WITH KATHERINE

- CLASSROOM  
VIDEOS/JOB TITLES
- VISIT TO HOME  
WAKES DAD UP IN MORNING  
MAKES COFFEE
- VISIT TO DRUG STORE  
SERVE CUSTOMERS



# DISCOVERY PROCESS

THE OBSERVATIONS AND CONVERSATIONS WITH KATHERINE AND FAMILY WAS TRANSLATED INTO A POSITIVE AND USEFUL COMPONENT THAT WAS USED IN CUSTOMIZING A JOB FOR HER



# DISCOVERY PROCESS

KATHERINE OPENED HER  
OWN COFFEE SHOP IN THE  
LOBBY OF THE UNIVERSITY  
OF SOUTHERN MS ON THE  
GULF COAST CAMPUS

# TRANSITION ASSESSMENT

KATHERINE'S AGE-APPROPRIATE TRNASITION ASSESSMENT WAS THE BASIS FOR DEFINING HER GOALS AND SERVICES TO BE INCLUDED IN HER IEP. HER TRANSITION ASSESSMENT WAS MEANINGFUL AND ASSISTED HER IN THE JOURNEY FROM THE SCHOOL ENVIRONMENT TO ADULT LIFE.




# IDEA 2004

REQUIRES APPROPRIATE  
MEASURABLE POST SECONDARY  
GOALS BASED UPON AGE  
APPROPRIATE TRANSITION  
ASSESSMENT RELATED TO  
TRAINING, EDUCATION,  
EMPLOYMENT AND WHERE  
APPROPRIATE INDEPENDENT  
LIVING SKILLS

# DISCOVERY

## DISCOVERY MEETS:

- IDEA 2004 LEGAL REQUIREMENTS  
IN DEVELOPING TRANSITION  
PLANS.
- ASSIST WITH INDICATOR 13  
COMPLIANCE
- PROVIDES A METHOD OF  
ASSESSMENT WITHOUT ANXIETY  
AND BIAS

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- KATHERINE'S ASSESSMENT FOCUSED ON HER ABILITIES AND CONTRIBUTIONS RATHER THAN HER DISABILITY AND DEFICITS.
  - WE USED ALREADY EXISTING INFORMATION FROM HER LIFE, INTERVIEWS WITH HER FAMILY MEMBERS.
  - OBSERVATION IN SCHOOL, HOME AND DRUG STORE.

# **ALTERNATE ASSESSMENT**

**STUDENTS WITH SIGNIFICANT  
DISABILITIES WHO ARE  
UNABLE TO PARTICIPATE IN  
STATE COMPREHENSIVE  
ASSESSMENT TEST ARE  
ASSESSED BY ALTERNATE  
ASSESSMENT.**

# ALTERNATE ASSESSMENT

- TEACHERS ARE TO COVER ALL THE TOPICS LIKELY TO BE ON THE ALTERNATE ASSESSMENT BEFORE THE ASSESSMENT DATE.
- TEACHERS WANT TO MAKE SURE THAT EVERY BENCHMARK IS COVERED IN THE ALTERNATE ASSESSMENT CURRICULUM.

# PACING GUIDE

- MISSISSIPPI AND FLORIDA DISTRICTS DEVELOPED A PACING GUIDE WITH THE INCLUSION OF DISCOVERY ACTIVITIES.
- TEACHERS ARE SYSTEMATICALLY TEACHING ELEMENTS OF EMBEDDED DISCOVERY WITHIN THE CURRICULUM
- STATE STANDARDS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES WOULD BE SYSTEMATICALLY PRESENTED AT THE PACE TIED DIRECTLY TO THE SCHOOL CALENDAR.

# PACING GUIDE

- EACH STANDARD IS TAUGHT IN A LOGICAL AND PROGRESSIVE MANNER PRIOR TO BEING ASSESSED THROUGH THE ALTERNATE ASSESSMENT
- TEACHERS FROM THE MISSISSIPPI AND FLORIDA SCHOOL DISTRICT EMBEDDED DISCOVERY ACTIVITIES INTO THE PACING GUIDE.

# PACING GUIDE

- **MATH COMPETENCIES:**  
UNDERSTAND RELATIONSHIPS AMONG NUMBERS AND BASIC OPERATIONS. COMPUTE FLUENTLY AND MAKE REASONABLE ESTIMATES.
  
- **CLUSTER:** STUDENT LISTS THREE RATIONAL NUMBERS IN PROPER NUMERICAL ORDER.



# DISCOVERY ACTIVITY

- DO YOU OR YOUR FAMILY USE A CELL PHONE?
- WHAT ORDER DO THE NUMBERS DISPLAY ON YOUR CELL PHONE?
- WHAT IS THE FIRST THREE NUMBERS LISTED ON THE CELL PHONE?

# PACING GUIDE

- OFFERS SUGGESTIONS ON HOW THE TEACHER CAN COVER THE MATERIAL DURING A GIVEN AMOUNT OF TIME
- PROVIDES THE TEACHER WITH INFORMATION TO DEVELOP LESSON PLANS

# PACING GUIDE

- FLORIDA TEACHERS CREATED A TEMPLATE IN MICROSOFT ACCESS FOR THE PACING GUIDE.
- TEACHERS WILL BE ABLE TO EASILY CONSTRUCT DAILY LESSON PLANS BY ELECTRONICALLY ACCESSING EMBEDDED DISCOVERY ACTIVITIES, INSTRUCTIONAL STRATEGIES, MATERIALS USED AND ASSESSMENTS FROM THE PACING GUIDE.

# ALIGNMENT

RATING SCALE:

THE EVIDENCE IS CLEARLY ALIGNED  
TO THE OBJECTIVES

THE EVIDENCE IS AGE-APPROPRIATE  
SECONDARY EVIDENCE IS PROVIDED  
TO SUPPORT PRIMARY EVIDENCE

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