

REVIEW 1-5



Assess Progress and Build Your Transition Portfolio

TRANSITION OBJECTIVE

Students will evaluate their progress by completing an **Assessment Sheet** and adding information to their **Transition Portfolio**.

RELEVANCE TO SUCCESSFUL TRANSITION

Evaluation is one of the most important components of the growth process. Self-evaluation is a powerful tool commonly used by highly successful people. Add peer evaluation to this process and growth will compound. The evaluation process here begins with self-evaluation, combines with peer evaluation and ends with a statement of the next step toward a specific growth area.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

The impact the last few lessons has had on me is . . .

❑ STEP 2: Convene Roundtable

"Evaluating my progress is important because ____."

❑ STEP 3: Advance Organizer

"Today you will evaluate your progress in this class."

❑ STEP 4: Activity - 15 Minutes

Please note: The **Assessment & Portfolio Guide** is part of a transition assessment process. In this process, students complete projects to use their new skills and knowledge, then collect samples of their work in a hard copy or electronic portfolio. This assessment guide also may be used as a formal test or a review of lesson concepts. If needed, make up additional test questions and activities.

Students go over the questions and statements on the handout **Assessment & Portfolio Guide**. For five minutes, have students briefly review the lessons with a partner, then have students share lesson highlights with the class.

❑ STEP 5: Activity - 25 Minutes

Students complete the handout **Assessment & Portfolio Guide** by answering the questions or completing the statement directions. Provide assistance for students who need help with reading or writing. For poor writers, provide a tape recorder, someone to take dictation or a voice-activated device.

❑ STEP 6: Activity - 20 Minutes

Have students share their answers with a partner. Each partner then chooses one

A handout titled "Assessment & Portfolio Guide" with a yellow checkmark icon. It is divided into five lessons. Lesson 1: Identify Skills: You Need to Build Self-Determination and Be a Self-Advocate. Lesson 2: Practice Expressing Your Career Preference. Lesson 3: Discover the Importance of Having a Career Goal. Lesson 4: Assess and Identify Goals in Transition Areas. Lesson 5: Find Your Future Path. The handout includes instructions for each lesson and a footer with copyright information and the page number 171.

PERSONAL MANAGEMENT: Unit 4 REVIEW OF LESSONS 1-5

Assessment & Portfolio Guide

Lesson 1: Identify Skills: You Need to Build Self-Determination and Be a Self-Advocate
What steps will you take to be in charge of your life?

Lesson 2: Practice Expressing Your Career Preference
Give an example of an assertive statement you would make to someone who is trying to limit your choices by telling you to wear only light-colored clothes to school.

Lesson 3: Discover the Importance of Having a Career Goal
What decisions will you make now to get the future you want?

Lesson 4: Assess and Identify Goals in Transition Areas
Add your completed **Transition Inventory** to your Transition Portfolio.

Lesson 5: Find Your Future Path
Add your completed Steps for **Writing My Plan of Action** to your Transition Portfolio.

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thing the other has learned and shares this with the class. For example: Tommy and Patricia have shared their answers. Patricia chooses to share what Tommy has learned about communication. Patricia would say, "The most important thing Tommy learned is the importance of self-advocacy." Have all students take a turn sharing one thing their partner has learned. Remind students to add the **Assessment & Portfolio Guide** to their **Transition Portfolio**.

❑ STEP 7: Evaluate Outcomes

One way I feel I have grown from these lessons is "_____."

❑ STEP 8: Connecting Activity

Students share their most important growth area with a friend or family member.

❑ STEP 9: Key Words

See "Key Words" section on page xx for the "Six Step Process to Better Vocabulary Instruction."

❑ Transition Portfolio & Summary of Performance

For students with an IEP, a Summary of Performance (SOP) is required at graduation or when they leave school. The SOP is a process for collecting information about the student's academic and functional performance levels. Information in the SOP is needed for establishing eligibility and recommendations for reasonable accommodations in postsecondary settings.

As they complete lessons in *The Transitions Curriculum*, students will develop their **Transition Portfolio**. This portfolio is an important part of the process for gathering the information and materials needed to complete the SOP. The completed **Transition Portfolio** will then provide the information needed for the student and teacher to complete the SOP form, which can be found at your state department of education website. For additional information about the SOP, including the National Transition Documentation Summit SOP Template, go to www.dcdt.org

KEY WORDS

value	admire	respect	strengths	empowerment
advocacy	advocate	aggressive	assertive	limited
options	direction	follow	decide	future
career path	goal	transition	destination	fate
determined	action plan	individual	transition plan	ITP
risk-taking	obstacles	visualization	timeline	honesty

MATERIALS AND PREPARATION

- Student Handout: **Assessment & Portfolio Guide**, page 171.
- Prepare a screen image of the handout **Assessment & Portfolio Guide**.
- Prepare to share suggestions with the students.
- Prepare your own areas of growth to share with the class.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Listening, Speaking
- Thinking Skills: Creative Thinking, Decision Making
- Personal Qualities: Responsibility, Self-Esteem, Sociability, Self-Management, Integrity/Honesty