

# REVIEW 8-12



## 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 share lesson highlights with the class.

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PERSONAL MANAGEMENT: Unit 2 REVIEW OF LESSONS 8-12

Assessment & Portfolio Guide

Lesson 8: Identify Things You Do well  
What accomplishment are you most proud of?

Lesson 9: Identify Things You Like to Do  
How do interests relate to careers?

Lesson 10: Determine the Work Conditions You Prefer  
How will your work preferences affect your job choices?

Lesson 11: Develop Your Work Experience Resume  
Put a copy of your work experience resume in your portfolio.

Lesson 12: Identify Your Career Strengths and Abilities  
In which aptitude area are you most skilled?

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### ❑ STEP 5: Activity - 10 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

thing the other has learned and shares this with the class. For example: Josh and Randi have shared their answers. Randi will share what Josh has learned about aptitudes. Randi would say, "The most important thing Josh learned is that his aptitude helped him look at jobs he might want to do as an adult." Have all students take a turn sharing one thing their partner has learned. Remind students to add the **Assessment and 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](http://www.dcdt.org).

## KEY WORDS

strength	talent	capable	humility	brag
pride	interests	activities	experience	shape
hobby	status	private	co-workers	physical setting
benefits	supervision	customers	dangerous	glamorous
preference	work conditions	environment	resume	job skills
volunteer	unpaid work	aptitude	ability	creative
artistic	scientific	mechanical	outdoor	physical
clerical	retail		business	service

## MATERIALS AND PREPARATION

- Student Handout: **Assessment & Portfolio Guide**, page 84.
- Make 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: Reading, Listening, Speaking
- Thinking Skills: Creative Thinking, Decision-Making, Reasoning
- Personal Qualities: Responsibility, Self-Esteem, Sociability, Self-Management, Integrity/Honesty