

# REVIEW 14-19



## 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."

54



PERSONAL MANAGEMENT Unit 1 REVIEW LESSONS 14-19

◆ THINK ABOUT THIS ◆

The future belongs to those who believe in the beauty of their dreams  
Eleanor Roosevelt

What does this quote mean to you?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

© Used by permission of the James Stuart Company, Santa Barbara, CA 93103 THE TRANSITIONS CURRICULUM

54

53



PERSONAL MANAGEMENT Unit 1 REVIEW OF LESSONS 14-19

Assessment & Portfolio Guide

Lesson 14: Practice Relaxation and Imaging Techniques  
How can imagery positively affect your life?

Lesson 15: Identify Behaviors that Affect Decision-Making  
Which decision making steps are hardest for you?

Lesson 16: Learn the Seven Decision-Making Steps  
Why is it important to go through the decision-making steps when making a decision?

How can the decision steps help you make a good decision?

Lesson 17 & 18: Practice the Seven Decision-Making Steps  
Apply Decision-Making Steps to Real-Life Situations  
Think about a decision you made lately. Did you use the decision-making steps? ☐ Yes ☐ No

If yes, describe the steps and how it turned out.

If no, describe how you could have used the steps and how it might have turned out.

Lesson 19: Evaluate Your Self-Esteem Growth  
Examine your progress on your Personal Growth Goal and your Personal Power Self-Assessment Post-Test

How has your self-esteem and personal power grown over the last few weeks?

Put a copy of your Personal Power Self-Assessment Post-Test in your portfolio.

© Used by permission of the James Stuart Company, Santa Barbara, CA 93103 THE TRANSITIONS CURRICULUM

53

### ❑ 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 and they will collect samples of their work to add to their portfolio. This assessment guide may also be used as a formal test or a review of lesson concepts. If needed, make up additional test questions and activities.

Have students go over the questions and statements on the **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 - 10 Minutes

Have students complete the **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: Alex and Keesha have shared their answers. Keesha chooses to share what Alex has learned about decision making. Keesha would say, "The most important thing Alex learned is the seven-step decision-making process." Have all students take a turn sharing one thing their partner has learned.

To bring closure to Unit 1, go over the **Think About This** reflection page. Discuss the quote and have students spend five minutes writing about their impressions and feelings as they come to the end of this unit. 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](http://www.dcdt.org).

## KEY WORDS

relaxation  
decisions  
carefree  
positive  
situation

imagination  
style  
daring  
negative  
responsibility  
gifts

imaging  
thoughtful  
caged  
outcome  
acceptance

listening  
impulsive  
tense  
tough  
honesty  
values

memory  
cautious  
process  
problems  
attitude

- Student Handouts: **Assessment & Portfolio Guide**, page 53; **Think About This**, page 54.
- Prepare to share suggestions with the students.
- Prepare your own areas of growth to share with the class.

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

**Rather than considering whether you're making a difference,  
remember – YOU ARE THE DIFFERENCE.**

## REFLECTION NOTES

[illegible]