

# REVIEW 17-20

## 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.

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## INSTRUCTIONAL SEQUENCE

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#### ☐ STEP 1: Update Journal

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

#### ☐ STEP 2: Convene Roundtable

"I feel my progress has been \_\_\_\_."

#### ☐ 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 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.

#### ☐ 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.

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PERSONAL MANAGEMENT: Unit 2 REVIEW OF LESSONS 17-20

Assessment & Portfolio Guide

Session 17: Review Information from Your Personal Career Profile

[ ] Put a copy of your complete **Research A Career** worksheet in your Transition Portfolio.

Session 18: Plan a Job-Shadow Experience

✓ How can job shadowing help you make a good career choice?

[ ] Put a copy of your **Employer Evaluation, Job Research Report** and **Job Shadow Reflection Form** in your Transition Portfolio.

Session 19: Learn Research Options to Find Your Career

✓ What career do you want to have? Why?

[ ] Add copies of your **Career Research Report** and **Job Interview Report** to your Transition Portfolio.

Session 20: Write a Career Growth Goal

[ ] Add the following to your Transition Portfolio: **Career Goal & Plan, Career Growth Goal Contract** and **Personal Career Plan**.

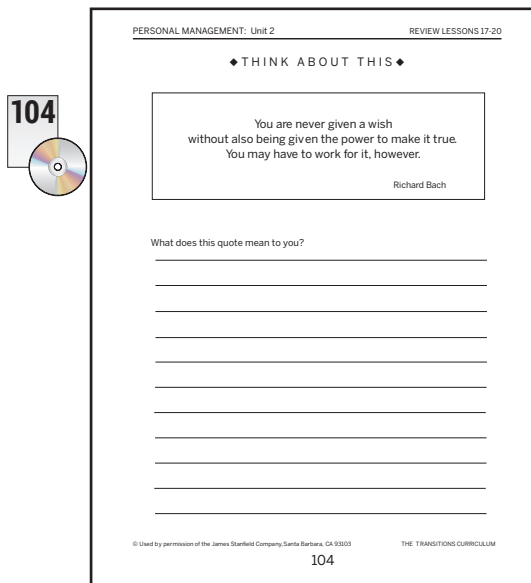
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**❑ STEP 6: Activity - 20 Minutes**

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: Jill and Erica have talked over their answers. Erica will share what Jill has learned about job-shadowing. Erica would say, "The most important thing Jill learned is that she can learn about a job and make contacts with people who work in a place where she may want to work." 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*.

To bring closure to Unit 2, go over the quotes on the handout **Think about This** and on the reflection page at the end of this lesson. Discuss the quotes and have students spend five minutes writing about their impressions and feelings as they come to the end of this section.



PERSONAL MANAGEMENT: Unit 2 REVIEW LESSONS 17-20

◆ THINK ABOUT THIS ◆

You are never given a wish  
without also being given the power to make it true.  
You may have to work for it, however.

Richard Bach

What does this quote mean to you?

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**❑ 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)

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## KEY WORDS

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choice  
specialist  
experience

options  
interview  
preparation  
decision

match  
volunteer  
growth  
personal

counseling  
job-shadow  
goals  
confidential

counselor  
hands-on  
contract

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**MATERIALS AND PREPARATION**

- Student Handouts: **Assessment & Portfolio Guide**, page 99; **Think About This**, page 100.
- Make a screen image of the **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

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**REFLECTION**

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**Destiny is not a matter of chance, it is a matter of choice,  
It's not a thing to be waited for, it is a thing to be achieved.**

**Wm. Jennings Bryan**

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**REFLECTION NOTES**

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