

REVIEW 13-16



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

"I want to make progress 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.

☐ 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.

A handout titled "91 Assessment & Portfolio Guide" with a CD icon. It contains sections for Lesson 13, Lesson 14, and Lessons 15 & 16, each with a list of questions or tasks for students to complete. The page number 91 is in the bottom left corner.

PERSONAL MANAGEMENT: Unit 2 REVIEW LESSONS 13-16

Assessment & Portfolio Guide

Lesson 13: Understand Your Learning Style
/s/ What is your learning style?

Lesson 14: Identify Accommodations to Help You Succeed
/s/ Name one of your learning style characteristics:

/s/ What accommodations will you use that matches this learning style characteristic?

/s/ Name one career option that will match your learning style:

Lessons 15 & 16: Learn to Accommodate Your Disability
List Accommodations for Specific Learning Problems
/s/ Name one thing you have trouble with in school.

/s/ How do you accommodate for this difficulty?

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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 shared their answers. Erica will share what Jill has learned about accommodations. Erica would say, "The most important thing Jill learned is that she can use a computer with spell checker when she has written work to turn in." 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.

KEY WORDS

**visual
accommodation
compensate
difficulties**

**preference
characteristic
learning disability
implications**

**learning style
adjustment
ADA**

**auditory
confidential
responsibilities
strengths**

**kinesthetic
perceptual
rights
weaknesses**

MATERIALS AND PREPARATION

- Student Handout: **Assessment & Portfolio Guide**, page 91.
- 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: Listening, Speaking
- Thinking Skills: Creative Thinking, Decision-Making
- Personal Qualities: Responsibility, Self-Esteem, Sociability, Self-Management, Integrity/Honesty