

# REVIEW 1-8



## Assess Progress and Build Your Transition Portfolio

### TRANSITION OBJECTIVE

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

### □ 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 1	REVIEW OF LESSONS 1-8
<b>Assessment &amp; Portfolio Guide</b> 	
Lesson 1: Appreciate Similarities and Differences among People	
How did the grouping by characteristics actively change your attitude about other students in this class?	
Lessons 2 & 3: Understand a Hierarchy of Human Needs, Evaluate How Well Your Basic Needs Are Met	
What did you learn about your basic human needs that surprised you?	
At what level (1-5) of basic human needs are you most of the time?	
What did you learn about your basic human needs that surprised you?	
Lesson 4: Demonstrate an Understanding of Self-Esteem	
What thoughts do you have that affect how you feel? How do your feelings affect your behavior?	
Lessons 5 & 6: Build a Self-Empowering Vocabulary, Assess your self-esteem and empowerment	
Add the completed Road to Personal Power to your portfolio.	
Lesson 7: Choose Behaviors That Lead to High Self-Esteem	
When are you in control of your decisions? When are others in control of your decisions? How can you be in control of decisions?	
Lesson 8: Begin Your Transition Portfolio	
Assess progress & build your Transition Portfolio	
Add the completed Self-Esteem Review to your portfolio.	
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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: Larry and Gina have shared their answers. Gina chooses to share what Larry has learned about self-esteem. Gina would say, "The most important thing Larry learned is the difference between high and low self-esteem." 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**

Complete the statement: "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 **Transitions 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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different	similar	same	appearance	change
physiological	choice	self-esteem	affiliation	thoughts
feelings	control	responsibility	forgive	behavior
success	struggle	worth	talent	empowerment
control	attitude	integrity	respect	character
regard	characteristics	safety	honesty	strength
	evaluate	reflect	self-actualization	

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**MATERIALS AND PREPARATION**

- Student Handout: **Assessment & Portfolio Guide**, page 29.
- 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: Reading, Listening, Speaking
- Thinking Skills: Creative Thinking, Decision-Making, Reasoning
- Personal Qualities: Responsibility, Self-Esteem, Sociability, Self-Management, Integrity/Honesty