

# REVIEW 16-22



## 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 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

"When I make progress, I feel \_\_\_\_."

#### ☐ 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 will 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 have students share lesson highlights with the class.

#### ☐ STEP 5: Activity - 25 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.

PERSONAL MANAGEMENT: Unit 4	REVIEW OF LESSONS 16-22
<b>Assessment &amp; Portfolio Guide</b> 	
Lesson 16: Rehearse Your Transition Meeting Visualize your transition meeting, and see yourself in charge.	
Lesson 17: Write Your Transition Plan Add your completed <b>Career Plan</b> worksheet to your Transition Portfolio.	
Lesson 18: Learn How Practice Can Help You Succeed Why is it important to practice a new skill?	
Lesson 19: Practice Leading Your Transition Meeting What did you learn from practicing leading your transition meeting?	
Lesson 20: Learn to Support Your Choices and Decisions Describe a time when you advocated for yourself the way Tanja did in the story <b>Tanja Takes Control</b> .	
Lessons 21 & 22: Implement Your Transition Plan & Write a Self-Advocacy Goal Add your completed <b>Implement Your Plan</b> worksheet and <b>Self-Advocacy</b> and <b>Daily Goals Chart</b> to your Transition Portfolio.	
© Used by permission of the James Stanfield Company, Santa Barbara, CA 93103 THE TRANSITIONS CURRICULUM	
207	

**□ 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: Joseph and Dolores have shared their answers. Dolores chooses to share what Joseph has learned about communication. Dolores would say, "The most important thing Joseph learned is to talk about what he wants during his transition meeting." Have all students take a turn sharing one thing their partner has learned. To close the lesson, have students read the quote on **Think About This** and reflect on five things they learned from this unit. Remind students to add the **Assessment & Portfolio Guide** to their **Transition Portfolio**.

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).

**□ 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

---

**KEY WORDS**


---

visualize  
goal  
prepare  
proficient  
patient  
growth

rehearse  
action  
celebrity  
habit  
opposition  
goals  
confidential

imagine  
plan  
perform  
advocate  
organize  
contract

picture  
practice  
apply  
choose  
implement  
decision  
honesty

issue  
effective  
repeat  
commitment  
accountability  
personal

---

- Student Handouts: **Assessment & Portfolio Guide**, page 207; **Think about This**, page 208.
- 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.

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

**We must open the doors of opportunity.  
But we must also equip our people to walk through those doors.**  
**Lyndon B. Johnson**

[illegible]