

5

TRANSITION OBJECTIVE

Students will begin to evaluate their progress by completing the **Assessment & Portfolio Guide** and starting their **Transition Portfolio** by inserting the first work sample.

RELEVANCE TO SUCCESSFUL TRANSITION

One of the most important activities in developing strongly positive self-esteem is evaluating personal progress. Effective evaluation includes a review of new learning, assessment of present levels of performance and building a portfolio of work samples.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

Taking tests makes me feel. . . .

❑ STEP 2: Convene Roundtable

"The quality of work I have completed so far in this class is ____."

❑ STEP 3: Advance Organizer

“Today we will review what we have learned so far and begin your **Transitions Portfolio.**”

□ STEP 4: Activity - 5 Minutes

Tell students that in this class they will not take formal tests but will be evaluated in other ways. Every five or six lessons, students will complete an authentic assessment process that includes a review of new lessons, answering assessment questions about those lessons and adding work samples to their **Transition Portfolio**. These lessons are entitled **Assess Progress** and **Build Your Transition Portfolio**.

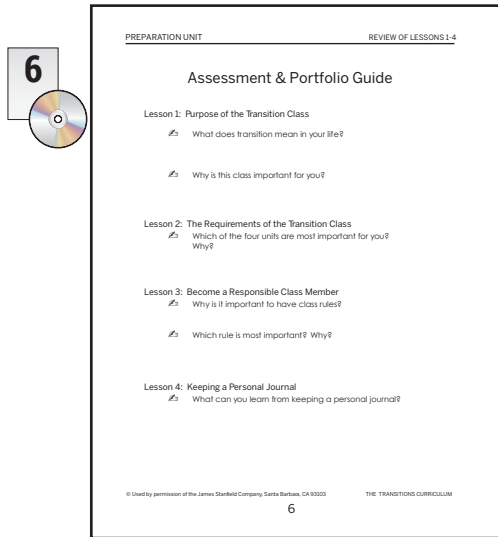
□ STEP 5: Activity - 40 Minutes

Introduce the **Transition Portfolio**. Show an example of a portfolio (three-ring binder, file folder or computer document) that contains the **Transition Portfolio** title page with your name, position, school, year, class title and period and the handout from Lesson 3. Explain that students will add information to their own portfolios throughout the class.

To review information from the first four lessons, have students work in pairs for 10 minutes to complete the **Assessment & Portfolio Guide**. Go over the answers with the class. Direct students to start their portfolio with their completed **Transition Portfolio** title sheet, the Syllabus from Lesson 2 and the completed **Assessment & Portfolio Guide**. Each of the **Assessment & Portfolio Guides** throughout the four units in *Personal Management* will be included in the **Portfolio** (electronic or hard copy). Remind students they will add their **Assessment & Portfolio Guide** to their **Transition Portfolio** throughout the course.



PREPARATION UNIT	LESSON 5
<h3>Transition Portfolio</h3>	
Name: _____	
School: _____	
Class: _____	
 Life Management Units:	
Maintaining a Healthy Life	
Enjoying Your Leisure Time	
Living on Your Own	
Planning for a Happy Family Life	
 Date Begun: _____	
Date Completed: _____	
 Signatures: _____	
Student	Date
_____ Teacher	_____ Date
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THE TRANSITION CURRICULUM	
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❑ STEP 6: Evaluate Outcomes

My portfolio will be valuable to me because
 “_____”

❑ STEP 7: Connecting Activity

Have students discuss the meaning of the following two quotes:

1. “Knowledge is power.”

—Sir Francis Bacon, 1597

2. “Before you get the three R’s,” said Grandpa, “you’ve got to master the three L’s -- look, listen and learn.”

—Mark Twain

KEY WORDS

portfolio

self-evaluation

reflection

think

realize

MATERIALS AND PREPARATION

- Student Handouts: **Transition Portfolio**, page 5; **Assessment & Portfolio Guide**, page 6.
- Prepare a sample of the **Transition Portfolio**.
- Become familiar with the **Assessment & Portfolio Guide**.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Listening, Speaking
- Thinking Skills: Knowing How to Learn
- Personal Qualities: Responsibility, Self Management