

# REVIEW 12-16

## Assess Progress and Build Your Transition Portfolio

### TRANSITION OBJECTIVE

Students will evaluate their progress by completing an assessment sheet and reviewing their progress.

### 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 five 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."

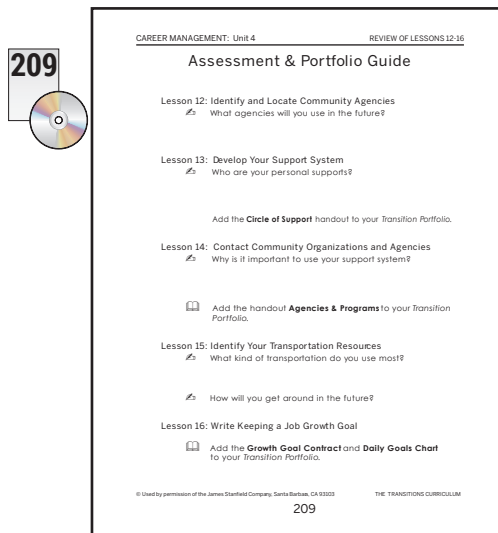
### ☐ STEP 4: Activity - 15 Minutes

Please note: The **Assessment & Portfolio Guide** is part of an authentic 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 may also 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 - 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.



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CAREER MANAGEMENT: Unit 4 REVIEW OF LESSONS 12-16

Assessment & Portfolio Guide

Lesson 12: Identify and Locate Community Agencies  
What agencies will you use in the future?

Lesson 13: Develop Your Support System  
Who are your personal supports?

Add the **Circle of Support** handout to your Transition Portfolio.

Lesson 14: Contact Community Organizations and Agencies  
Why is it important to use your support system?

Add the handout **Agencies & Programs** to your Transition Portfolio.

Lesson 15: Identify Your Transportation Resources  
What kind of transportation do you use most?

How will you get around in the future?

Lesson 16: Write Keeping a Job Growth Goal  
Add the **Growth Goal Contract** and **Daily Goals Chart** to your Transition 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: Justin and Natalie have shared their answers. Natalie chooses to share what Justin has learned about getting support from others. Natalie would say, "The most important thing Justin learned is to who to ask for support when he needs it." Have students take turns sharing one thing their partner has learned. Remind students to add the **Assessment Portfolio & Guide** to their *Transition Portfolio*.

Remind students that this is the end of Unit 4. Quickly have students share one or two

things they learned in this unit. Then have students read the quote from the handout **Think About This** and write two or three sentences.

**□ 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 page xviii for "The Six Step Process to Better Vocabulary Instruction."

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## KEY WORDS

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**support**  
**rely**

**assist**  
**seek**  
**subway**

**relieve**  
**transportation**

**help**  
**transit**  
**car pool**

**solve problems**  
**taxi**

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**MATERIALS AND PREPARATION**

- Student Handouts: **Assessment & Portfolio Guide**, page 209; **Think About This**, page 210.
- 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: Listening, Speaking
- Thinking Skills: Creative Thinking, Decision Making
- Personal Qualities: Responsibility, Self-Esteem, Sociability, Self-Management, Integrity/Honesty

## Constance Dembrowski

[illegible]