

# Transition Assessments

## EDUCATION

ASSESSMENT	DESCRIPTION	LINK	Notes
*A Guide to Assessing College Readiness	<i>A Guide to Assessing College Readiness</i> Identifies five essential foundations that are particularly critical for students with learning disabilities and AD/HD in order to succeed in a traditional higher educational setting.	<a href="https://www.iidc.indiana.edu/styl es/iidc/defiles/instrc/webinars/co llege-readiness_assessment.pdf">https://www.iidc.indiana.edu/styl es/iidc/defiles/instrc/webinars/co llege-readiness_assessment.pdf</a>	
*C.I.T.E Learning Styles Instrument	The <i>C.I.T.E. Learning Styles Instrument</i> was designed to help teachers determine the learning styles preferred by their students. It is divided into three main areas: Information gathering, work conditions, and expressiveness.	<a href="http://www.deldhub.com/pdf/CI TE%20Learning%20Styles%20I nstrument.pdf">http://www.deldhub.com/pdf/CI TE%20Learning%20Styles%20I nstrument.pdf</a>	

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## EMPLOYMENT

ASSESSMENT	DESCRIPTION	LINK	
Career Interests, Preferences, and Strengths Inventory (CIPSI)	The <i>Career Interests, Preferences, and Strengths Inventory</i> (CIPSI) is a career exploration tool for students grades 9-12, and later; identifies personal interests, strengths, general preferences, and favored careers.	<a href="http://www.proedinc.com/custo mer/ProductView.aspx?ID=8367">http://www.proedinc.com/custo mer/ProductView.aspx?ID=8367</a>	
Envision Your Career	<i>Envision Your Career</i> is designed to measure career interests in people who have little or no English skills and/or limited reading and writing abilities. It is based on John Holland's Theory of Types. Its video administration requires no reading skills on the part of test takers, so it is an excellent alternative to language-based assessments and good for group administration.	<a href="http://jst.emcp.com/envision-your-career.html">http://jst.emcp.com/envision-your-career.html</a>	
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Transition to Work Inventory	The <i>Transition to Work Inventory</i> provides individuals with a list of 96 non-work activities and rate how they like each one. Simple self-scoring allows them to connect answers to the 16 career clusters, which leads them to a list of related jobs, self-employment options, and paths for educational training.	<a href="http://www.proedinc.com/custo mer/ProductView.aspx?ID=6679">http://www.proedinc.com/custo mer/ProductView.aspx?ID=6679</a>	
Picture Inventory of Careers (COPS-PIC)	The <i>Picture Inventory of Careers</i> (COPS-PIC) illustrates a variety of occupational	<a href="http://www.edits.net/products/ca reer-guidance/cops-pic.html">http://www.edits.net/products/ca reer-guidance/cops-pic.html</a>	

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	activities, using realistic pictures of people in non-stereotyped roles. Designed to help assess students with reading or language difficulties, and individuals with low academic or career motivation as well as non-reading and non-English speaking adults. Scores are linked to 14 Career Clusters, and provide access to information about thousands of occupations.		
Reading-Free Vocational Interest Inventory	The <i>Reading-Free Vocational Interest Inventory</i> measures the vocational interests of special populations. It uses pictures of individuals engaged in different occupations to measure the vocational likes and dislikes of students and adults who have intellectual disabilities, learning disabilities, or individuals enrolled in alternative of vocational/career training programs.	<a href="http://www.proedinc.com/customer/productView.aspx?ID=3052">http://www.proedinc.com/customer/productView.aspx?ID=3052</a>	
Brigance Transition Skills Inventory (TSI)	The <i>Brigance Transition Skills Inventory</i> (TSI) includes a broad range of assessments across four domains of transition planning—academic skills, post-secondary opportunity awareness, independent living, and community participation. These criterion-referenced assessments are ideal for determining the present level of performance for students with varying skills, knowledge, achievement, and reading levels.	<a href="https://www.curriculumassociates.com/products/detail.aspx?Title=BrigTSI">https://www.curriculumassociates.com/products/detail.aspx?Title=BrigTSI</a>	
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*The Environmental Job Assessment Measure: (E-JAM)	The <i>Environmental Job Assessment Measure</i> (E-JAM) allows a professional to rate students across 47 descriptors in job areas using a job analysis format. The job areas are: general work behaviors, physical demands of the job, working conditions, educational demands, and social interaction on the job and identify accommodations, modifications, and support that may be needed for workers. The information gathered about a job is useful in matching a student with an appropriate job.	<a href="https://transitioncoalition.org/blog/tc-materials/e-jam/">https://transitioncoalition.org/blog/tc-materials/e-jam/</a>	Identifies risk for workplace challenges

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Occupational Aptitude Survey & Interest Schedule	The <i>Occupational Aptitude Survey &amp; Interest Schedule</i> is an aptitude survey and interest schedule is intended for students grades 8-12. The aptitude survey measures six factors that are directly related to skills and abilities required in more than 20,000 job listed in the Dictionary of Occupational Titles.	<a href="http://www.proedinc.com/customer/ProductView.aspx?ID=2304">http://www.proedinc.com/customer/ProductView.aspx?ID=2304</a>	
*Employability/Life Skills Assessment	The <i>Employable/Life Skills Assessment</i> is a criterion-referenced checklist may be used yearly, beginning at the age of 14, to assess student's level of performance in the twenty-four critical employability skill areas identified by Ohio's Employability Skills Project.	<a href="http://www.ocali.org/up_doc/ELSA_14_21.pdf">http://www.ocali.org/up_doc/ELSA_14_21.pdf</a>	Works for students with Mod/Severe disabilities
*Employability Pictures	This webpage provides free downloadable pictures from <i>Self Directed Employment: A Handbook for Transition Teachers and Specialist</i> that relate to: Jobs, tasks and activities; Objects: People; Places and other related illustrations. These pictures could be utilized when assessing students with significant intellectual impairments.	<a href="http://archive.brookespublishing.com/picturebank/">http://archive.brookespublishing.com/picturebank/</a>	Works for students with Mod/Severe disabilities
ASSESSMENT	DESCRIPTION	LINK	
*RIASEC	The <i>RIASEC</i> uses personality questions that focus on career and vocational choice. It groups people on the basis of their suitability for six different categories of occupations. Once the results are found, you can find career options that align with your results.	<a href="https://www.hawaiipublicschools.org/DOE%20Forms/CTE/RIASEC.pdf">https://www.hawaiipublicschools.org/DOE%20Forms/CTE/RIASEC.pdf</a>	
*Ability Explorer	The <i>Ability Explorer</i> is a hand-scorable assessment booklet that students can use to help identify the skills and abilities that they have. With this knowledge, they will be better equipped to plan for future careers and education opportunities. It has the potential to encourage goal setting and to give direction to students.	<a href="http://jist.com/wp-content/uploads/2016/05/Ability-Explorer-Third-Edition-Professional-Manual.pdf">http://jist.com/wp-content/uploads/2016/05/Ability-Explorer-Third-Edition-Professional-Manual.pdf</a>	Activity

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Reading Free Vocational Interest Inventory 2	The <i>Reading-Free Vocational Interest Inventory 2</i> makes use of pictures of individuals engaged in different occupations and does not require reading comprehension or written language skills. It consists of a series of 55 sets of three drawings each, depicting different job tasks. Individuals are asked to mark the one occupational activity he or she most prefers in each set of pictures. Responses are keyed to yield scores in eleven interest areas and five clusters. A Cluster Quotient is obtained for each examinee from a combination of related interest area scores.	<a href="https://www.disabilitytraining.com/product-info.php?Reading_Free_Vocational_Interest_Inventory-pid87_html=/asc_action=SetCurrentProduct/prod_id=87">https://www.disabilitytraining.com/product-info.php?Reading_Free_Vocational_Interest_Inventory-pid87_html=/asc_action=SetCurrentProduct/prod_id=87</a>	
Becker Work Adjustment Profile-Second Edition (BWAP-2)	The <i>Becker Work Adjustment Profile–Second Edition</i> (BWAP-2) is a practical and easy-to-use rating scale that is designed for use with individuals with disabilities who are in transition from school to work or post-secondary training. It assesses work adjustment in four work-related areas: Work Habits/Attitudes, Interpersonal Relations, Cognitive Skills, and Work Performance Skills.	<a href="http://www.proedinc.com/customer/productView.aspx?ID=7623">http://www.proedinc.com/customer/productView.aspx?ID=7623</a>	
ASSESSMENT	DESCRIPTION	LINK	
Self-Directed Search Form (SDS Form E 4th Ed)	The <i>Self-Directed Search Form</i> (SDS) asks simple questions about your client’s likes and dislikes, their competencies, their job interests, and their personal abilities. Using a simplified scoring system, the SDS Form E generates a two-letter Summary Code for each client. Using this code, your client can search The Jobs Finder for jobs with matching or similar codes. Requires only a 4th-grade reading level. Focuses on training and jobs that require a high school diploma or less and reflects the interests of individuals at lower educational levels. The Jobs Finder focuses on job requirements that closely match the vocational aspirations of individuals with limited reading ability; it includes more than 860 jobs with prompts and cues to encourage full vocational exploration.	<a href="https://chronicleguidance.com/index.php/assessments-33/self-directed-search-sds-form-e.html">https://chronicleguidance.com/index.php/assessments-33/self-directed-search-sds-form-e.html</a>	

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*Transition Behavior Scale-Second Education (TBS-2)	The <i>Transition Behavior Scale-Second Edition</i> (TBS-2) is a standardized, educationally relevant measure of predicted success in employment and independent living. Areas of concern identified by the TBS-2 can be incorporated in the development of the individualized transition plan. The TBS-2 measures behavioral characteristics in the areas of Work Related, Interpersonal Relations, and Social/Community Expectations.	<a href="https://www.hawthorne-ed.com/images/transition/samples/h04750.pdf">https://www.hawthorne-ed.com/images/transition/samples/h04750.pdf</a>	
ASSESSMENT	DESCRIPTION	LINK	
Picture Interest Career Survey (PICS)	The <i>Picture Interest Career Survey (PICS)</i> is a quick way for people to identify occupational interests by using pictures of people at work rather than text-based items. Test takers are presented with 36 sets of three pictures and choose which of the three portrayed occupations seems most interesting. Based on the pictures selected, PICS creates a profile of the individual that leads directly to career information and potential job matches. The assessment takes less than 15 minutes to complete and score and is suited to both genders and people from all backgrounds. It can be self-administered and self-scored, given individually or in groups, and is ideally suited to today's changing workforce.	<a href="http://jist.emcp.com/picture-interest-career-survey.html">http://jist.emcp.com/picture-interest-career-survey.html</a>  <a href="http://jist.emcp.com/el-inventario-de-examen-de-carreras-career-exploration-inventory-spanish-edition.html">http://jist.emcp.com/el-inventario-de-examen-de-carreras-career-exploration-inventory-spanish-edition.html</a> (Spanish version)	Picture -based for students with limited reading ability

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## INDEPENDENT LIVING

ASSESSMENT	DESCRIPTION	LINK	
*Life Skills Inventory: Independent-Living Skills Assessment Tool	The <i>Life Skills Inventory: Independent-Living Skills Assessment</i> Tool is a 315-item assessment completed by a parent or educator which addresses the domains of money management, health, independent living, transportation, employment, postsecondary education, and social/interpersonal skills.	<a href="https://transitionresponse.com/wp-content/uploads/2011/09/Life-Skills-Assessment-Div.-Of-Children.pdf">https://transitionresponse.com/wp-content/uploads/2011/09/Life-Skills-Assessment-Div.-Of-Children.pdf</a>	
Functional Independence Skills Handbook (FISH): Assessment and Curriculum for Individuals with Developmental Disabilities	The <i>Functional Independence Skills Handbook</i> (FISH) is criterion-referenced series of 421 tasks used for determining a person's ability to perform certain functional activities independently from daily life for persons with developmental disabilities.	<a href="http://www.proedinc.com/customer/productView.aspx?ID=1392">http://www.proedinc.com/customer/productView.aspx?ID=1392</a>	Works for students with Mod/severe disabilities
ASSESSMENT	DESCRIPTION	LINK	
Independent Living and Community Participation	The <i>Independent Living and Community Participation</i> helps determine student's transition needs in independent living and community participation and is intended for school and community personnel.	<a href="http://www.proedinc.com/customer/productView.aspx?ID=4049">http://www.proedinc.com/customer/productView.aspx?ID=4049</a>	
*The Ansell-Casey Life Skills Assessment (ACLSA)	The <i>Ansell Casey Life Skills Assessment</i> (ACLSA) is designed to assess life skill needs for individuals age 8 and up. Practice Guidelines require that youth 14 and up take the ACLSA within 30 days of their 14 birthday.	<a href="http://www.hsemployees.utah.gov/dcf/documents/Pt6ACLSA_guide.pdf">http://www.hsemployees.utah.gov/dcf/documents/Pt6ACLSA_guide.pdf</a>	Works for students with Mod/severe disabilities
Assessment of Adaptive Living Skills (CALS)	<i>CALS</i> is a criterion-referenced, individually administered measure of adaptive living skills and an ideal tool for planning. As a measure of adaptive living skills, <i>CALS</i> may be used to determine the specific skills an individual has mastered or needs to master in important environments.	<a href="http://www.hmhco.com/hmh-assessments/other-clinical-assessments/cals">http://www.hmhco.com/hmh-assessments/other-clinical-assessments/cals</a>	
*Transition Behavior Scale-Second Education (TBS-2)	The <i>Transition Behavior Scale-Second Edition</i> (TBS-2) is a standardized, educationally relevant measure of predicted success in employment and independent living. Areas of concern identified by the TBS-2 can be incorporated in the development of the individualized transition plan. The TBS-2 measures behavioral characteristics in the areas of Work Related, Interpersonal Relations, and Social/Community Expectations.	<a href="http://hawthorne-ed.com/images/transition/samples/swf_files/h01250sb.pdf">http://hawthorne-ed.com/images/transition/samples/swf_files/h01250sb.pdf</a>	Checklist format

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*Community Based Functional Skills Assessment for Transition Aged Youth with Autism Spectrum Disorder	The <i>Community Based Functional Skills Assessment for Transition Aged Youth with Autism Spectrum Disorders</i> is an assessment tool was designed to help parents and professionals assess the current skill levels and abilities of individuals with autism beginning at age 12 and continuing into adulthood.	<a href="http://www.vcuautismcenter.org/documents/FinalCommunityAssessment711141.pdf">http://www.vcuautismcenter.org/documents/FinalCommunityAssessment711141.pdf</a>	Checklist format
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