

## Secondary Transition Tip Week 12

### Tip for the week:

Topic:	Tip:	Resource:
<b>Week 12: Age Appropriate Transition Assessment Data</b>	<b>Gather, Summarize, Document, and Utilize Post-Secondary Age Appropriate Transition Assessment Data</b>	Also review <a href="#">Weekly Tip 1</a> <a href="#">Weekly Tip 4</a>
<p><b>Post-Secondary Age Appropriate Transition Assessment Data:</b></p> <p>Is gathered through continued data analysis, examination of existing academic assessments, administration of formal and/or informal age appropriate transition assessment(s), and the review of other existing data related to interests, aptitudes, education, communication, social, behavioral, and life skills.</p> <p><b>Once completed, transition assessment information must be documented within the IEP.</b></p> <ul style="list-style-type: none"> <li>• Post-Secondary Transition Assessments should be entered into the Assessment Summary for reference within the IEP. Once summarized, assessment information may be pulled into the Sources of Relevant Information for a Present Level of Academic Achievement and Functional Performance (PLAAFP).</li> </ul> <p><b>Transition assessment information may be reported in multiple areas within the IEP.</b></p> <ul style="list-style-type: none"> <li>• Transition assessment information may be summarized and embedded into the Present Level of Performance section that is related (academic or functional) to the selected annual goal(s) supporting the student’s post-secondary transition.</li> <li>• Transition assessment information may be summarized and embedded into a Present Level of Performance section solely devoted to Post-Secondary Transition Planning.</li> <li>• Transition assessment information may be reported in the Student Profile page in ECATS; including:               <ul style="list-style-type: none"> <li>○ Student’s overall strengths that contribute to success in the educational environment,</li> <li>○ Parental concerns, if any about the child’s functional performance in school, or</li> <li>○ Parent/Student’s vision for the future (include specifically vision for after high school, if appropriate).</li> </ul> </li> </ul> <p><b>*There are multiple locations within the IEP where Transition Assessment summary information may be documented. The critical point to remember is that it must be documented somewhere within the IEP.</b></p>		
<p>Remember: The purposes of <i>IDEA</i> include ensuring that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.            [34 CFR 300.1(a)] [20 U.S.C. 1400(d)(1)(A)]</p>		
<p>Review Secondary Transition purpose and requirements here:  <a href="#">Secondary Transition Purpose and Requirements</a></p>		