The charts below are sample instruments of age-appropriate transition assessments organized under various domains (Academic Assessment, Self-Determination Assessment, Vocational Interests, Exploration, and Career Development Tools, and Adaptive Behavior/Independent Living). Each assessment instrument describes:

# whether the test is formal (standardized instruments that have been tested and have data to show that reliability and validity measures support their use) or informal (generally lack formal reliability and validity measures);

1. the name of the assessment; and,
2. the grades most appropriate to use the instrument.

**Academic Assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Formal/ Informal | Suggested Assessment | 9th grade | 10th grade | 11th grade | 12th grade+ |
| I | Curriculum-Based Assessments | X | X | X | X |
| I | End of Grade or Course Assessments | X | X | X | X |
| F | Pre-Scholastic Achievement Test (PSAT) or Scholastic Achievement Test (SAT) | X |  | X | X |
| F | American College Testing (ACT) | X |  | X | X |
| F | Armed Services Vocational Aptitude Battery (ASVAB) |  |  | X | X |
| F | Kaufman Test of Educational Achievement (KTEA) | X |  |  | X |
| F | Peabody Picture Vocabulary Test (PPVT) | X |  |  | X |
| I | Tests of Adult Basic Education (TABE) |  |  |  | X |
| I | ACT WorkKeys |  |  | X | X |
| F | Wide Range Achievement Test – 4th Ed. (WRAT – 4 or above) | X | X | X | X |
| F | Weschler Individual Achievement Test (WIAT) | X |  |  | X |
| F | Woodcock-Johnson Test of Achievement or Reading Mastery | X | X | X | X |

**Self-Determination Assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Formal/ Informal | Suggested Assessment | 9th grade | 10th grade | 11th grade | 12th grade+ |
| F \* | AIR SD Assessment | X | X | X | X |
| F \* | ARC SD Assessment | X | X | X | X |
| F \* | Me! Lessons for Teaching Self-Awareness & Self- Advocacy- New Addition | X | X | X | X |
| F | ChoiceMaker Self-Determination Assessment | X | X | X | X |
| I | “I’m Determined” | X | X | X | X |
| I \* | Direct Observations | X | X | X | X |
| I \* | Interviews/Questions | X | X | X | X |
| I \* | Environmental Analysis | X | X | X | X |
| I | Curriculum-based Assessments | X | X | X | X |

**Vocational Interests, Exploration, and Career Development Tools**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Formal/ Informal | Suggested Assessment | 9th grade | 10th grade | 11th grade | 12th grade+ |
| I | Occupational Outlook Handbook | X | X | X | X |
| I | Student-Directed Transition Planning (SDTP) | X | X | X | X |
| I | ACT Plan |  | X |  |  |
| F | Self-Directed Search PAR | X | X | X | X |
| F | CIPSI: Career Interests, Preferences, and Strengths Inventory | X | X | X | X |
| F \* | ONET Interest Profiler | X |  |  | X |
| F | Campbell Interest and Skill Survey (CISS) | X | X | X | X |
| I | Choosing Employment Goals (to job shadow or conduct dream job interviews) | X | X | X | X |
| I | Choose and Take Action | X | X | X | X |
| I | Self-Directed Employment | X | X | X | X |
| I | Brigance Transition Inventory*-[combination of Brigance Life Skills and Employability]* | X | X | X | X |
| I | Practical Assessment Exploration System (PAES)- 11th grade to age 21 |  |  | X | X |
| I \* | Interviews/Questionnaires | X | X | X | X |
| I | Job Try Outs\* | X | X | X | X |
| I | Curriculum-Based Assessments | X | X | X | X |
| F | Armed Services Vocational Aptitude Battery (ASVAB) | X | X | X | X |

**Adaptive Behavior/Independent Living**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Formal/ Informal | Suggested Assessment | 9th grade | 10th grade | 11th grade | 12th grade+ |
| F \* | Casey Life Skills | X | X | X | X |
| F \* | Personal Preference Indicators | X | X | X | X |
| I \* | New Parent Transition Survey- *[applicable to education, employment, independent living]* | X | X | X | X |
| I | Enderle-Severson Transition Rating Scale | X | X | X | X |
| I | Life Centered Career Education (LCE) | X | X | X | X |
| I \* | Transition Success Assessment: A Transition Behavior Profile | X | X | X | X |
| I | Transition Planning Inventory | X | X | X | X |
| F | The Vineland–II | X | X | X | X |
| F | Checklist of Adaptive Living Skills (CALS) | X | X | X | X |
| F | Scales of Independent Behavior-Revised (SIB-R) | X | X | X | X |
| I | Brigance Transition Inventory*-[combination of Brigance Life Skills and Employability]* | X | X | X | X |
| I \* | Direct Observations | X | X | X | X |
| I \* | Interviews/Questionnaires | X | X | X | X |
| I \* | Environmental Analysis | X | X | X | X |
| I | Curriculum-based Assessments | X | X | X | X |