Best Practices in Conducting Transition Assessment
Using the Transition Rating Scales (TRS 1.0, TRS 2.0, TRS 3.0)

In our revisions of the transition assessment instruments we have created an updated rating scale (Transition Rating Scale) and an accompanying TRS Parent Form. Based on best practices, we have changed the parent form to an open-ended question format. As many of the items on the TRS scales focus on how the student performs in non-school environments, an essential practice is gathering information from parents. We see the open-ended/qualitative format as facilitating necessary communication between school-based assessors and parent/caregivers.

A comprehensive assessment summary report should describe student functioning across environments as well as input from several sources. We suggest the following process be used in the assessment process.

Process for Conducting Transition Assessment

Step One   *Parental Input.* Have the parents complete the TRS Parent Form and/or conduct an interview based on the TRS-Parent Form.

Step Two   *Integrating parent/school information.* Once narrative information from a parent has been gathered and reviewed, complete the ratings for each item on the Transition Rating Scale. Consider what you have learned from the parents as you complete the item ratings. Additionally, each item of the scale has a commentary box. Use this commentary box to enter any additional information learned from parents and/or to note differences of student performance in school vs home environments.

Note: Using this process results in a comprehensive view of the learner and is noted as best practice in transition assessment.

Step Three   *Online Report Generator.* Enter the ratings noted on the TRS into the online report generator for a summary of findings developed in a planning document format. Use the Evaluator's Comments section of the online report generator to document selective narrative that provides clarification of student performance.

Note: Utilizing the online report generator is optional. We provide it as a resource for evaluators. Educators can write their own report if the report is created with consideration of both educator and parent input.

While we do not recommend this as a general practice, the TRS 1.0 (rating scale) can be employed by parents if assessors desire a "parent rating scale". This should be discussed when developing the assessment plan.

Coming Soon – Performance Based Assessments

We will soon be offering performance-based assessments that align to TRS items. These assessments will allow educators to directly assess students' performance on skills identified in TRS items. This is especially important for items where the student has not had the opportunity to perform the skill and/or when the purpose is gathering information about students' understanding or knowledge of a skill.