

Updated Transition Assessment Details

An explanation and cross references for the updated assessments ESTR-J, ESTR III, and ESTR-S.

Previous Assessment	Updated Assessment	Description/Reason for Change
ESTR-J <i>Lavender</i>	TRS 1.0	TRS 1.0 consists of a traditional rating scale for use by educators to rate the performance of students with mild disabilities in domains related both logically and legally to planning for adult life (skills and interests). Changes are based on validity studies completed with consumers and potential users.
ESTR-J Parent Form <i>Gray</i>	TRS 1.0 Parent Form	<p>TRS 1.0 Parent Form was extensively altered to reflect feedback from consumers. The old scale (ESTR-J Parent Form) was a rating scale—whereas TRS 1.0 Parent Form, consists of a device to gain descriptive information from parents and students. The scale was developed with three factors in mind:</p> <ul style="list-style-type: none"> • The wording is closely tied to preferences: What do parents and adolescent students desire for the future and how is this related to planning? • The format (featuring narrative responses) is much more closely tied to the development of desired outcomes. • The design allows it to be employed either as a device to collect written responses from parents/students or it could be used to conduct a structured interview.
ESTR-III <i>Pink</i>	TRS 2.0	The TRS 2.0 received significant content changes—better reflecting technology supports and with the addition of items desired by consumers and the elimination of items that both parents and educators considered irrelevant for planning. As was true of the TRS 1.0, we revised content based on the validity study conducted in 2020—with simplification of wording where consumers felt such editing was needed.
ESTR-III Parent Form <i>Cream</i>	TRS 2.0 Parent Form	<p>The TRS 2.0 Parent Form was extensively altered to reflect feedback from consumers. The old scale (ESTR III Parent Form) was a rating scale—whereas TRS 2.0 Parent Form consists of a device to gain descriptive information primarily from parents—developed with the same three factors guiding development:</p> <ul style="list-style-type: none"> • The wording is closely tied to preferences: What do parents and adolescent students desire for the future and how is this related to planning? • The format (narrative response) is much more closely tied to planning for desired outcomes. • The design allows it to be employed either as a device to collect written responses from parents or to conduct a structured interview with them.
ESTR-S <i>Tan</i> ESTR-S Parent Form <i>Yellow</i>	TRS 3.0	TRS 3.0 received minor alterations in wording along with the addition of a few new items. TRS 3.0 is for both educators and parents, designed to replace both the ESTR-S and ESTR-S Parent Form.