



Summary of Transition and Vocational Assessment Instruments

Name of Tool/ Author (Year)	Age Range (in years)	Method of Administration/Format	Approximate Time to Administer	Subscales	Availability
AIR Self-Determination Scale and User Guide Wolman, Campeau, DuBois, Mithaug, & Stolarski (1994)	8-adult	<ul style="list-style-type: none"> • Individualized assessment through use of a rating scale with three forms – educator, student, and parent; 5-point Likert-type scale rates students and environments on self-determination components • Related curriculum guide provided • Self-determination score is a percentage; scores for capacity and opportunity are a total of the Likert scores; scores from different raters may be compared 	Not specified	Measures capacity (ability, knowledge, and perceptions) and opportunity related to three components of self-determination: thinking, doing, and adjusting	American Institutes for Research; download for free from www.education.ou.edu/zarrow
Ansell-Casey Life Skills Assessment (ACLSA) Casey (1994-2005)	8-adult	<ul style="list-style-type: none"> • Individually administered measure of life skill mastery in nine domains • Two forms (individual and caregiver), four age levels: I (8-10 yrs.); II (11-14 yrs.); III (15-18 yrs.); IV (19 and up) • Tied to next steps in goal-setting, action planning, instruction, learning, and application, with resources provided in accompanying <i>Life Skills Guidebook</i> • Includes self-reported knowledge and behaviors (3-pt. scale) and performance section (multiple choice) • May be completed online or on paper 	20-40 min.	Yields percentage mastery in each domain – Daily Living, Self-Care, Work and Study Skills, Social Relationships, Communication, Housing and Money Management, Home Life, Work Life and Career Planning; reported numerically and in bar graph	Casey Family Programs, Seattle, WA www.caseylifeskills.org (may be used at no cost)
Armed Services Vocational Aptitude Battery (ASVAB) United States Military Entrance Processing Command (2002, with 2004 normative update)	16-23	<ul style="list-style-type: none"> • Individually administered, norm-referenced paper-and-pencil and computerized adaptive testing administered by the military at no cost to students in grades 10-12 and two-year postsecondary schools; 200 multiple-choice items assess academic ability/predict occupational success; results interpreted by military; report is available from high school counselors • Yields grade-specific, gender-specific, and combined standard scores and score bands for eight tests, three Career Exploration Scores (provided specifically to help students engage in career exploration); composite scores, percentile-based interpretations 	5 hrs.	Assesses academic ability and predicts occupational success in eight test areas (General Science, Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension, Mathematics Knowledge, Electronics Information, Auto and Shop Information, Mechanical Comprehension) with three Career Exploration scores. Each Armed Service area has separate requirements and separate sets of score derivations. The ASVAB report generates composite scores for specialty areas designated by each armed services area by combining various scores (of the eight areas assessed). Composites are compared to predetermined cutoff scores for the areas of specialty as designated by each armed forces branch	Defense Manpower Center, Personnel Testing Division www.asvabprogram.com (administered by military at no cost to school or individual student)



Summary of Transition and Vocational Assessment Instruments (cont.)

Name of Tool/ Author (Year)	Age Range (in years)	Method of Administration/Format	Approximate Time to Administer	Subscales	Availability
Brigance Life Skills/ Employability Skills Inventories (LSI/ESI) Brigance (1995)	11-adult	<ul style="list-style-type: none"> • Individualized curriculum/criterion-referenced measure of basic and functional life skills in the context of real-world situations; Employability Skills Inventory assesses basic and employability skills in the context of job seeking and on-the-job • Skills are mastered or not mastered 	15-20 min. for individual paper and pencil assessments (untimed)	Speaking and listening; money and finance, functional writing; food; words on signs/warning labels; clothing; health; telephone; travel and transportation; reading skills; pre-employment writing; math skills and concepts; career awareness and self-understanding; job-seeking skills and knowledge	Curriculum Associates www.curriculumassociates.com
Career Ability Placement Survey (CAPS) Knapp & Knapp (1976a)	13-college	<ul style="list-style-type: none"> • Individual or group-administered comprehensive, multidimensional measure of vocationally relevant abilities within eight dimensions keyed to entry requirements for occupations in 14 Career Clusters. • Reading is required to take the CAPS; available in Spanish • Yields stanines, percentiles, and strengths/weaknesses. Scores interpreted relative to others at the same educational level 	5 min. for each of eight tests; 20 min. for self-scoring	Indicates which of 14 occupational areas are most suited to individual's abilities in eight dimensions: mechanical reasoning, spatial relations, verbal reasoning, numerical ability, language usage, word knowledge, perceptual speed and accuracy, and manual speed and dexterity. Provides activities and experiences to increase skills in occupational areas of student's interest	EdITS (Educational and Industrial Testing Service) www.edits.net
Career Orientation Placement and Evaluation Survey (COPEs) Knapp, Knapp-Lee, & Knapp (1995)	11-adult	<ul style="list-style-type: none"> • Individualized norm-referenced measure of work values for use with students in middle school through adult; paper-and-pencil administration • Spanish version available • Provides interest scores related to 14 Career Clusters; correlates occupational areas to personal values 	30-40 min. 15-20 min. for scoring	Indicates work environment preferences in eight value areas: Investigative vs. Accepting, Practical vs. Carefree, Independence vs. Conformity, Leadership vs. Supportive, Orderliness vs. Flexibility, Recognition vs. Privacy, Aesthetic vs. Realistic, Social vs. Reserved; reports personal value ratings within the context of occupational areas with matching values	EdITS (Educational and Industrial Testing Service) www.edits.net
ChoiceMaker Self-Determination Assessment Martin & Marshall (1996)	11-17	<ul style="list-style-type: none"> • Individualized standardized criterion/curriculum-based assessment and planning tool; three parts: teacher rating scale (0-4), assessment profile, and curriculum matrix; use with students with emotional or behavior challenges and mild to moderate learning problems; adaptable for older elementary students and those with more severe learning problems • Yields a summary profile 	Not specified	Summary profile displaying student skills and opportunity at school across three curriculum areas – choosing goals, expressing goals, and taking action; each item correlates to an objective in the curriculum series. Excellent tool to target transition needs for IEP development	Sopris West Publishers www.sopriswest.com



Summary of Transition and Vocational Assessment Instruments (cont.)

Name of Tool/ Author (Year)	Age Range (in years)	Method of Administration/Format	Approximate Time to Administer	Subscales	Availability
COPS Intermediate Inventory (COPS-II) Knapp & Knapp (1976b)	grade 4-12	<ul style="list-style-type: none"> Individual or group-administered 	20-30 min.	<ul style="list-style-type: none"> Science Technology Outdoor Business Communication Art Service 	EdITS edits.net
COPS Picture Inventory of Careers (COPS-PIC) Knapp-Lee (1998)	6-adult Norms: grade 7-12	<ul style="list-style-type: none"> Individual or group-administered nonverbal inventory of vocational interests; paper and pencil test; provides scores related to 14 Career Clusters and related occupations Available in Spanish Yields stanines, percentiles, interests 	30 min.; 20 min. for self-scoring	Scores: Science (Professional and Skilled), Technology (Professional and Skilled), Consumer Economics, Outdoor, Business (Professional and Skilled), Clerical, Communication, Arts (Professional and Skilled), Service (Professional and Skilled)	EdITS (Educational and Industrial Testing Service) www.edits.net
Functional Skills Screening Inventory (FSSI) Becker, Schur, Paoletti-Schelp, & Hammer (1986)	6-adult	<ul style="list-style-type: none"> Individualized, criterion-referenced measure of living/working skills for use with individuals with significant disabilities; 343 items (8 scales/27 subscales); items rated 0 to 4 (in ¼-point increments), with the standard of 4 being adult independence. Items are based on skills needed for personal autonomy in any setting, those needed to live and work in supported environments, and those skills required for living and working independently. Teacher or parent can complete. Good tool for IEP planning and assessment as well as transition planning and assessment 	60-120 min.	Percentages of skill area attained in each of seven domains and Functional Skills Total: Basic Skills and Concepts, Communication, Personal Care, Homemaking, Work Skills and Concepts, Community Living, Social Awareness. Problem Behaviors scale rates as positive the absence of problem behaviors. Plotting of scores on graphs highlights areas of need for IEP development and/or transition planning. Provides percentage of skills attained in each of the eight scales (as compared to adult independence) at each of three skill levels (personal autonomy, supported living/working, and independent living/working) and overall Functional Skills percentage	Functional Resources Enterprises www.winfssi.com



Summary of Transition and Vocational Assessment Instruments (cont.)

Name of Tool/ Author (Year)	Age Range (in years)	Method of Administration/Format	Approximate Time to Administer	Subscales	Availability
McCarron-Dial Evaluation System (MDS) McCarron & Dial (1973)	9-adult	<ul style="list-style-type: none"> • Individually administered and normed system of measures of five factors of vocational competency for transitional, prevocational and vocational planning and programming • Measures the following factors: <ul style="list-style-type: none"> –verbal-spatial-cognitive (language, learning ability, and achievement) –sensory (perceiving and experiencing the environment) –motor (muscle strength, speed and accuracy of movement, balance and coordination) –emotional (response to interpersonal and environmental stress) –integration-coping (adaptive behavior) 	4 to 8 hrs., depending on specific assessments administered	Measurements from the MDS include: <ul style="list-style-type: none"> • Verbal – Peabody Picture Vocabulary Test (PPVT) • Spatial – Bender-Gestalt (BVMGT) • Cognitive – the Perceptual Memory Task (PMT) • Sensory – the Haptic Visual Discrimination Test (HVDT) • Motor – the McCarron Assessment of Neuromuscular Development (MAND) • Emotional – the Observational Emotional Inventory (OEI), Emotional Behavioral Checklist (EBC), and the Behavior Rating Scale (BRS) • Integration-coping: the Street Survival Skills Questionnaire (SSSQ) The Comprehensive Vocational Evaluation System (CVES) parallels the McCarron-Dial Evaluation System for use with the blind and visually impaired. The Vocational Interest Exploration System (VIE) is a measure that matches jobs to an individual’s expressed work-related preferences	McCarron Dial Systems, Dallas, TX www.mccarrondial.com
Prevocational Assessment Screen (PAS) Rosinek (1985)	14-17	<ul style="list-style-type: none"> • Individually administered, norm-referenced assessment designed to assess motor and perceptual abilities of students with mild disabilities or disadvantaged youth ages 14-18; assesses eight hands-on activities, each measuring a different trait • May be used to determine skills to be remediated for success in vocational programs. Authors encourage development of local norms • Yields time and error scores for each area in percentiles, percentiles converted to 5-point scale 	60-65 min.	Provides time and error scores for eight modules: Alphabetizing, Etch A Sketch Maze, Calculating, Small Parts, Pipe Assembly, O Rings, Block Design, Color Sort	Piney Mountain Press, Inc. www.pineymountain.com



Summary of Transition and Vocational Assessment Instruments (cont.)

Name of Tool/ Author (Year)	Age Range (in years)	Method of Administration/Format	Approximate Time to Administer	Subscales	Availability
Reading-Free Vocational Interest Inventory-Second Edition (RFVII-2) Becker (2000)	13-adult	<ul style="list-style-type: none"> • Individually or group administered, norm-referenced test of vocational interests; paper-and-pencil test; uses pictures of individuals engaged in different occupations to measure the vocational likes and dislikes • Yields <i>t</i>-scores, percentiles, and descriptive ratings 	30-40 min.	Interest scores (11 areas) and five cluster scores that indicate vocational likes and dislikes (Automotive, Building Trades, Clerical, Animal Care, Food Service, Patient Care, Horticulture, House-keeping, Personal Service, Laundry Service, Materials Handling)	Elbern Publications Columbus, OH (Available through Harcourt Assessment) www.harcourtassessment.com
Skills Assessment Module (SAM) Rosinek (1985)	14-18	<ul style="list-style-type: none"> • Individually administered, criterion-referenced measure for students in vocational training programs; 12 skills modules, all timed except Color Sort. Three paper-and-pencil tests; may also be used to rate affective work behaviors; vocational matrix provides comparison of strengths and weaknesses for 24 traits needed in vocational training 	90-150 min.	Comparison of strengths and weaknesses for 24 traits; 13 modules (Digital Discrimination, Clerical Verbal, Motor Coordination, Clerical Numerical, Following Written Directions, Finger Dexterity, Aiming, Reading a Ruler [Measurement], Manual Dexterity, Form Perception, Spatial Perception, Color Discrimination, Following Diagrammed Instructions) combine to provide a vocational matrix that allows student performance to be compared to the instructor's rankings of traits necessary in that area	Piney Mountain Press, Inc www.pineymountain.com
TEACCH Transition Assessment Profile-Second Edition (TTAP) Mesibov, Thomas, Chapman, & Schopler (2007) (formerly Adolescent and Adult Psycho-Educational Profile [AAPEP])	8-17, adults	<ul style="list-style-type: none"> • Individually administered, criterion-referenced measure of skill acquisition for older children and adolescents on the autism spectrum. Facilitates educational and transitional planning; measures six functional skill areas across three contexts • Yields ratings of passing, failing, or emerging 	60 min. per scale (context)	Profile of passing and emerging items in each of six skill areas is generated (Vocational Skills, Vocational Behavior, Independent Functioning, Leisure Skills, Functional Communication, Interpersonal Behavior) across contexts – Direct Observation, Home Scale, and School/Work Scale. Profile can assist in identifying areas of need for instruction and/or training	Pro-Ed, Inc www.proedinc.com



Summary of Transition and Vocational Assessment Instruments

Name of Tool/ Author (Year)	Age Range (in years)	Method of Administration/Format	Approximate Time to Administer	Subscales	Availability
The Arc's Self-Determination Scale Wehmeyer & Kelchner (1995)	12-18	<ul style="list-style-type: none"> • Individually or group (15)-administered self-report for adolescents with mild cognitive disabilities or learning disabilities to measure strengths and limitations in self-determination; 72 items in four formats: 4-point Likert-type scale items, story completion items, items that require the student to identify goals and break the goals into smaller steps, and items that require students to make a choice between two options; student can read test independently or it may be read aloud • Yields total self-determination score and subdomain scores for each of the four subtests 	30-60 min.	Four subdomain scores – autonomy (includes self and family care, daily living skills, routine personal care, family activities), self-regulation (ability to handle individual's interactions with the environment), psychological empowerment, and self-realization; total self-determination score	The Arc of the United States 817/261-6003 www.beachcenter.org
Voc-Ties and Career Development Plan (Voc-Ties) Scott & Gilbreath (1994)	14-17	<ul style="list-style-type: none"> • Individually or group-administered on computer; designed to measure career/technical interest in secondary-level students in special education; 15 vocational training programs are described, including training requirements, work characteristics and job descriptions • Yields a career development plan in IEP format 	45 min.	15 vocational training interest areas: Auto Mechanics/ Transportation, Business and Office, Construction, Cosmetology, Drafting, Electro-Mechanics, Electronics, Food Service, Graphic Arts, Health Occupations, Horticulture/ Agriculture, Marketing, Metals, Occupational Home Economics, Technology Education	Piney Mountain Press, Inc www.pineymountain.com
Wide Range Interest and Occupation Test-Second Edition (WRIOT-2) Glutting & Wilkinson (2003)	8-80	<ul style="list-style-type: none"> • Individually or computer-administered pictorial interest test; individual indicates likes, dislikes or undecided for 238 pictures of a variety of occupations/jobs. No reading or verbal response is required • Yields percentiles 	30 min., un-timed	Graphic representation of strength of interest in 17 occupational, 16 interest, and six Holland-type scales (realistic, conventional, enterprising, artistic, investigative, and social)	Harcourt Assessment www.harcourtassessment.com



Research on Transition and Vocational Assessment Instruments

No research has been conducted with individuals with AU and transition instruments.



Misconceptions

Myth	Reality
Assessment of transition skills should not occur until age 16.	Transition skills can be assessed at any age. In fact, the earlier assessment occurs, the earlier the school team can begin teaching skills that lead to adult success.
If a student has average-to above-average skills, she does not need transition assessment.	All students with AU can benefit from transition assessment, even those who are college bound. Transition identifies skills that lead to success in multiple environments.
If a student has a high IQ or demonstrates high achievement, he should automatically be successful in adult life.	Students with HFA and AS experience many challenges that can impact work, college, or independent living. Assessment will target these areas and allow for programming.



References

- Alpern, S. C., & Zager, D. (2007). Addressing communication needs of young adults with autism in a college-based inclusion program. *Education and Training in Developmental Disabilities, 42*, 428-436.
- Becker, H., Schur, S., Paoletti-Schelp, M., & Hammer, E. (1986). *Functional Skills Screening Inventory*. Austin, TX: Functional Resources Enterprises.
- Becker, R. L. (2000). *Reading-Free Vocational Interest Inventory, Second Edition*. Columbus, OH: Elbern Publications.
- Black, R. S., & Ornelles, C. (2001). Assessment of social competence and social networks for transitions. *Assessment for Effective Intervention, 26*, 23-39.
- Bock, M. A., & Hurlbutt, K. (2001-2002). Preacademic and vocational assessment: The key to effective educational programming for students with autism. *Assessment for Effective Intervention, 27*, 81-88.
- Brigance, A. (1995). *Brigance Life Skills/ Employability Skills Inventories*. North Billerica, MA: Curriculum Associates.
- Casey, J. (1994-2005). *The Ansell-Casey Life Skills Assessment*. Seattle, WA: Casey Family Programs.
- Glutting, J. J., & Wilkinson, G. S. (2003). *Wide Range Interest and Occupation Test, Second Edition*. San Antonio, TX: Harcourt Assessment.
- Knapp, L. F., & Knapp, R. R. (1976a). *Career Ability Placement Survey*. San Diego, CA: EdITS, Inc.
- Knapp, L. F., & Knapp, R. R. (1976b). *COPS Intermediate Inventory*. San Diego, CA: EdITS, Inc.
- Knapp, L. F., Knapp-Lee, L., & Knapp, R. R. (1995) *Career Orientation Placement and Evaluation Survey*. San Diego, CA: EdITS, Inc.
- Knapp-Lee, L. (1998). *COPS Picture Inventory of Careers*. San Diego, CA: EdITS, Inc.
- Madaus, J., & Shaw, S. F. (Eds.). (2007). Transition assessment: Special issue. *Assessment for Effective Intervention, 32*.