



Education Specialist Program
Preliminary Credential
Signature Assignment for EDSP 534
Individual Transition Plan (ITP)

Student Learning Outcome(s) Assessed:

SLO #7: Candidates will effectively plan for transition of students into, through, and beyond school.

Description of the Signature Assignment

Candidates prepare the transition portion of an IEP or SOP document, describing the student and his/her characteristics and outlining the plan for transition.

Directions for Students

Write the transition portion of an IEP or SOP document that contains the following information:

- A. Introduction: Write a multi-paragraph narrative describing the student with a disability, including age, grade level, type of disability, gender, socio-economic status, CLD and language status, family background and relevant information, school special education placement setting and services (including related services), social and emotional capabilities and profile (including relevant behavior information and friendships), and any additional information that will help introduce the individual. (5 pts.)
- B. Transition Assessment: Teacher candidates will choose an assessment (from the options provided) that will be administered to a transition age student with a disability or a parent of a transition age student. The results will be presented as part of the ITP- summarizing the information gathered from the assessments demonstrating the candidate's ability to interpret results in an organized manner. (15 pts)

After administering the assessment, teacher candidates will:

- a. Summarize the assessment results (5pts)
- b. Discuss their rationale for selecting the instrument administered by: (5pts)
 - i. Discussing its appropriacy considering factors such as age, accessibility, cultural relevance, assessment goals e.t.c.
 - ii. Listing and explaining the potential changes/adaptations (to the instrument).
 - iii. Listing additional transition assessments to be conducted in the future considering the results of the current assessment.
 - iv. Explaining the rational for the selected additional assessments.
 - v. Explain how the assessment results (including the oral interview) informed the development of goals and objectives. (5pts)
- C. ITP and IEP Documents: Complete the ITP utilizing the ITP form contained on Beachboard or one from a local school district that contains similar information. Also write an IEP with goals and benchmarks in at least 2 transition areas corresponding to the IEP, including state standards, if available. (12 pts.)
- D. Quality of writing, organization, and presentation: Assignment is well written, contains good punctuation, grammar, and spelling and is well organized and visually well presented. (3 pts.)

Scoring Rubric:

Criteria	Exceeds expectations	Meets expectations	Meets some expectations	Does not meet expectations	Unable to score or incomplete or missing work	Final Score
Introduction	Introduction provides exceptional information and detail about the student and exceeds assignment requirements. 5 points	Introduction contains required information and detail about the student. 4 points	Introduction contains most but not all required information and detail about the student. 3 points	Introduction contains insufficient information and demonstrates a lack of understanding of the relevant information needed to describe the child. 1-2 points	Introduction is missing and does not meet requirements. 0 point	
Transition Assessment	The Assessment section includes: (a) A comprehensive summary of assessment results. Narrative is an articulate presentation of the assessment results. It is clearly written and devoid of jargon. (b) A clear rationale for the selected instrument (c) Transition goals are based on assessment results 15 points	All three components addressed. Narrative is well written with minimal use of jargon. The summary and rationale indicate some awareness of the importance of transition assessments and an ability to utilize assessment results. Transition goals are a reflection of assessment results 14-10 points	At least two key components addressed. Inadequate connection between assessment results and goals developed. One component discussed in a superficial manner 9-6 points	At least two key components are missing or addressed in a superficial manner. 5 points	Key assessment components missing 0 point	
ITP and IEP Documents	Exceptional ITP and IEP documents; Includes the required IEP transition components including: (a) Three measurable postsecondary goals (b) At least three measurable annuals goals or short-term objectives that support the student to achieve their postsecondary goals, (c) At least three transition services to support the student's postsecondary goals, and (d) one or more course(s) of study. 12 points	ITP and IEP documents meet assignment expectations. All components included but some goals and objectives are not measurable. There is acceptable link between the assessment results, transition services and goals. 11-9 points	ITP and IEP contain some but not all required information. Goals and short-term objectives are incomplete, lack clarity, and/or are not stated in measurable terms. 8-6 points	ITP and IEP contain insufficient required information. Goals and short term objectives are incomplete. Transition services and courses of study inappropriate or unreasonable for the student to achieve post school goals. They indicate a lack of understanding of the needs of the student. 5 points	No ITP or IEP is presented and required information is missing 0 point	
Quality of Writing	Assignment is exceptionally well written and contains perfect punctuation, grammar, spelling, organization, and visual display. 3 points	Assignment is well written and meets expectations, with minimal errors (1-4) in punctuation, grammar, spelling, organization, and visual display. 2 points	Assignment meets some writing expectations, but contains several errors (5-9) in punctuation, grammar, spelling, organization, and visual display. 1 point	Assignment is very poorly written and contains excessive errors (≥ 10) in punctuation, grammar, spelling, organization, and visual display. 0 point		

Legend

Total Points	College of Education Assessment Scale Equivalent
30-35	4 (Exceeds Expectations)
25-29	3 (Meets Expectations)
14-24	2 (Meets Some Expectations)
12-13	1 (Does Not Meet Expectations)
10-11	0 (Can't Score)