



*****PLEASE READ*** AND FOLLOW THE STEPS BELOW TO PROPERLY COMPLETE THIS ASSESSMENT:**

1. Locate the student's previous Age-Appropriate Transition Assessment in the Document Repository and review with the student.
2. The student will need to complete the Age-Appropriate Transition Assessment Tool and review with the staff member completing/uploading the new assessment.
3. Complete the Secondary Age-Appropriate Transition Assessment and Career Plan below with the student.
4. Collect Parent/Guardian input.
5. **Upload the Assessment Tool AND Secondary Age-Appropriate Transition Assessment and Career Plan as one document into the document repository.**
 - **This form can be completed/edited electronically and saved as a PDF or printed, scanned in and uploaded.**
 - **DO NOT OPEN OR SAVE AS A GOOGLE DOC! You will lose the features of the form if opened or saved incorrectly.**
 - **Label the document as follows: "First Initial. Last Name, Age, Age-Appropriate Assessment" (Example: J. Doe, 14, Age-Appropriate Assessment)**
6. In the draft of the student's IEP, input the Age-Appropriate Assessment Evaluations/Reports section and date it was completed.
7. In the draft of the student's IEP, click "add" in the PLEP to select the Career/Transition/Vocational box.
 - **Enter the following statement** and relevant information gathered from completing the Age-Appropriate Assessment and Age-Appropriate Transition Intermediate Tool, **"According to the Age-Appropriate Assessment..."**.
8. Reflect the information gathered from the Age-Appropriate Assessment throughout the sections of the IEP.
 - Document transition goals and tasks in the **Post-Secondary Goals and Coordinated Set of Transition Activities** sections of the IEP.

*****Please Note*****

- **This form is inclusive and encompasses Student, Parent, and Teacher responses on one document.**
- This form is specific to student's ages 15 and 16.
- Document only the current school year's responses on the form.
 - A new/separate form must be completed each school year.
- **If a student is turning age 17 or older during the lifetime of the IEP**, an Age-Appropriate Transition Secondary Assessment and Career Plan for ages 17+ must be completed.
 - **This is not the correct form to complete.**
 - **Instead, please complete the 17+ Secondary Age-Appropriate Transition Assessment.**

Holland Codes

It's all about
YOU!

Conventional

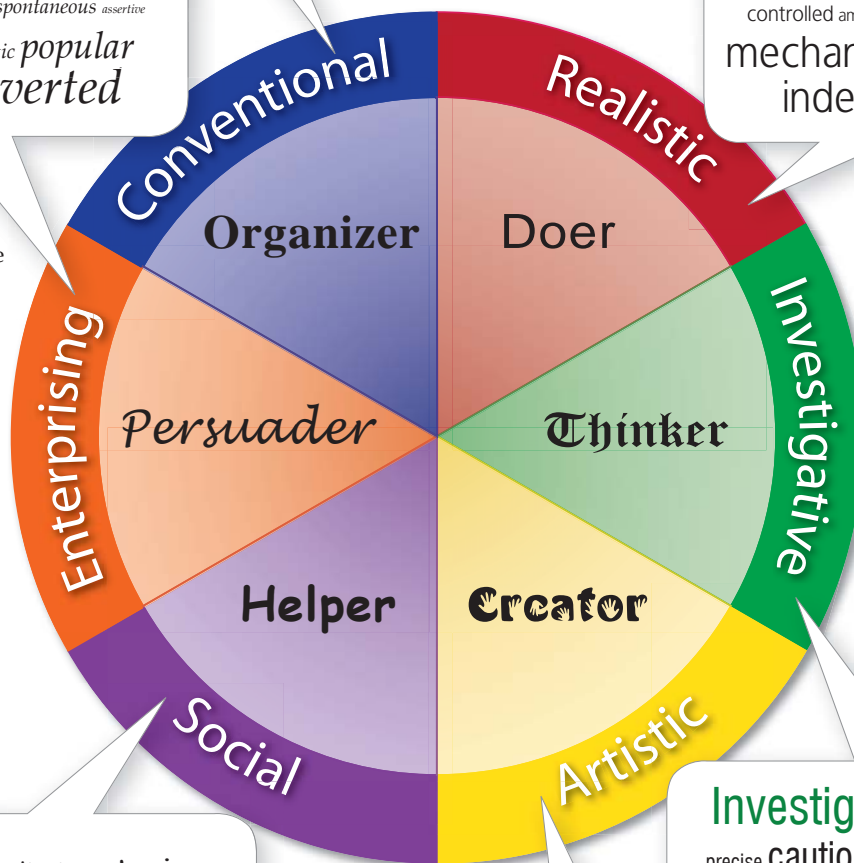
well-organized accurate
numerically-inclined methodical efficient
orderly thrifty structured ambitious persistent conscientious
conforming practical systematic polite obedient

Enterprising

self-confident sociable
enthusiastic adventurous impulsive
inquisitive talkative spontaneous assertive
persuasive energetic popular
ambitious optimistic extroverted

Realistic

practical frank
nature lover curious concrete self-
controlled ambitious persistent athletic
mechanical thrifty stable reserved
independent systematic



John L. Holland was the person who developed the theory that people can be described by a combination of six personality types. The theory proposed that people seek out work environments that match their personality type. A better match means more job satisfaction, because the person finds the job interesting.

Take a look at the words describing each of the six personality types. How many of these words describe you?

You'll probably find words that describe you in each list. But usually there are two or three with lots of words that make you say, "That's ME!"

Take the quiz on the next page to identify your personality type, also known as your interest profile. Match your interest profile with the interest profiles of occupations in the Career Planning Table. Jobs that match your interests will be a better career choice for you.

Social

friendly idealistic outgoing
cooperative responsible kind persuasive
patient helpful insightful understanding
generous forgiving empathetic

Investigative

scientific
precise cautious self-confident reserved
independent analytical observant scholarly
curious introspective broad-minded logical

Artistic

creative imaginative unconventional
independent original impulsive courageous complicated
nonconforming intuitive innovative emotional expressive
introspective sensitive open idealistic

What Your Interest?

A great way to explore careers is to take an assessment. Assessments are tools to help you discover important things about yourself. Assessments can be based on a variety of things, like your skills, interests or values. What's the best thing about assessments? There are no wrong answers!

Assessments help you think about the types of careers that fit you by providing a broad sense of your career options. If an assessment gives you results that seem really unlikely, don't panic! It got you thinking about what you'd like to do, didn't it?

This assessment is based on the Holland Code. Once completed, you will have an interest profile to match to different career areas. What follows are descriptions for each interest code. Read the descriptions for the codes in your interest profile.

Realistic: Doers

People who have athletic or mechanical ability, prefer to work with objects, machines, tools, plants or animals, or to be outdoors. They like to work with their hands. They are often practical and good at solving problems.

Investigative: Thinkers

People who like to observe, learn, investigate, analyze, evaluate or solve problems. They often like to work independently, tend to be good at math and science and enjoy analyzing data.

Artistic: Creators

People whose abilities are artistic, innovative or intuitive. They like to work in unstructured situations where they can use their imagination and creativity. They enjoy performing (theater or music) and visual arts.

Social: Helpers

People who like to work with people to enlighten, inform, help, train, or cure them, or are skilled with words. They enjoy training, instructing, counseling or curing others. They are often good public speakers with helpful, empathetic personalities.

Enterprising: Persuaders

People who like to work with people, influencing, persuading, performing, or managing for organizational goals or economic gain. They like to lead and tend to be assertive and enthusiastic.

Conventional: Organizers

People who pay attention to detail and like to work with data, have clerical ability, and follow through on others' instructions. They have good organizational and numerical abilities. Conventional people also like working in structured situations.

Now, take the quiz below, checking the statements that describe things you like to do. Count the checkmarks for each color, and write the total in the matching colored boxes at the bottom. The three highest scores are your Interest Profile.

Look for jobs with a matching interest profile in the Career Planning Table to get potential career choices. Use these careers to start career exploration.

Remember — an assessment isn't the final word! It's only one way to start thinking about careers. And this interest assessment is only one type available. Other assessments measure different aspects of your personality.

This assessment is based on Dr. John Holland's theory that people and work environments can be loosely classified into six different groups. Different peoples' personalities may find different environments more to their liking. While you may have some interests in and similarities to several of the six groups, you may be attracted primarily to two or three of the areas. These two or three letters are your Holland Code.

*For example, with a code of RES you would most resemble the **Realistic** type, somewhat but less resemble the **Enterprising** type, and somewhat but even less resemble the **Social** type. The types that are not in your code are the types you resemble least of all. Most people, and most jobs, are some combination of two or three of the Holland interest areas.*

Read each statement below and, if you agree with it, put a checkmark in the box to the right of it.

Do you like to ...

... do puzzles?		...	... put things together or assemble models?	
... work on cars?		...	... be creative?	
... attend concerts, theaters or art exhibits?		...	... pay attention to details?	
... work in teams?		...	... do filing or typing?	
... organize things like files, offices or activities?		...	... learn about other cultures?	
... set goals for yourself?		...	... analyze things like problems, situations or trends?	
... build things?		...	... play instruments or sing?	
... read fiction, poetry or plays?		...	... dream about starting your own business?	
... have clear instructions to follow?		...	... cook?	
... influence or persuade people?		...	... act in plays?	
... do experiments?		...	... think things through before making decisions?	
... teach or train people?		...	... work with numbers or charts?	
... help people solve their problems?		...	... discuss issues like politics or current events?	
... take care of animals?		...	... keep records of your work?	
... have your day structured?		...	... be a leader?	
... sell things?		...	... work outdoors?	
... do creative writing?		...	... work in an office?	
... work on science projects?		...	... work on math problems?	
... take on new responsibilities?		...	... help people?	
... heal people?		...	... draw?	
... figure out how things work?		...	... give speeches?	

Total up your checkmarks by color and record the number in the colored boxes . . . the three letters with the highest scores are your **Interest Profile**.

Realistic	Investigative	Artistic	Social	Enterprising	Conventional

Three highest scores = Your Interest Profile		

Based on the Holland Code by Dr. John L. Holland, Source: www.mnccareers.org

ROCHESTER CITY SCHOOL DISTRICT

Age-Appropriate Transition Secondary Assessment and Career Plan

adapted from NYSED Commencement Level Career Plan

Secondary Level- for Ages 15-16

1. Student Data

Name:	DOB:
Student ID:	School:
School Year & Grade Level:	Student Age:
Parent/Guardian:	Phone #:
Date Completed:	

2. Review of previous Age-Appropriate Transition Assessment and Assessment

Tool (Obtain the previous year's assessment and assessment tool from FrontLine Document Repository and list the date reviewed with student below)

Date of Review:	Student Age on Document Reviewed:	Staff Member(s) who conducted the review with student:

3. Student Feedback, Self- Knowledge, and Post-Secondary Plans

3a. Student Disability Awareness: List a question and a comment the student has regarding their disability or for their upcoming CSE meeting.

Student Question:	Student Comment:

Use your professional judgment when completing this section. Answer based on current student awareness and/or parent preference.

(Student Feedback, Self- Knowledge, and Post-Secondary Plans continued)

3b. Student Experience: Document student current year school experience.

Question:	Student Response:
What have I done well in school this year? <i>*Information gathered should be reflected in the PLEP section of the IEP.</i>	
What do you consider to be your strengths? <i>*Information gathered should be reflected in the PLEP section of the IEP.</i>	
What have I struggled with in school this year? <i>*Information gathered should be reflected in the PLEP and Annual Goals sections of the IEP.</i>	
What do I need to improve in school this year? <i>*Information gathered should be reflected in the PLEP, Annual Goals, Transition Needs sections of the IEP.</i>	
What do I need from my program to help me? (Accommodations, Technology, Instructional Strategies, etc.) <i>*Information gathered should be reflected in the PLEP, Coordinated Set of Transition Activities sections of the IEP.</i>	

(Student Feedback, Self- Knowledge, and Post-Secondary Plans continued)**3c. Skills Ratings:** Document student voice and/or beliefs of their current skills/abilities/credentials

Student Skill:	Rating:					
Driver's permit/ Driver's license	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Explain:			
Ability to use public transportation: (RTS Bus, Ride-shares, etc.)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Explain:			
Paid Work Experiences	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Explain:			
Unpaid Work Experiences/ Volunteer Work	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Explain:			
	<div>Not at all</div> <div>Moderate</div> <div>Highly Skilled</div>					
Household Skills: (Cooking, Cleaning, Laundry)	0	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Explain:					
Money Management Skills: (Budgeting, Bank Account)	0	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Explain:					

3d. Student interest: Document student's interest and preferences

Question:	Student Response:
<p>Explain your interests and preferences (things you like, hobbies, ...)</p> <p>*Information gathered should be reflected in the PLEP section of the IEP.</p>	
<p>What activities, clubs, or events do you participate in both inside and outside of school?</p> <p>*Information gathered should be reflected in the PLEP and Coordinated Set of Transition Activities sections of the IEP.</p>	

(Student Feedback, Self- Knowledge, and Post-Secondary Plans continued)

3e. Post-Secondary Goals: Document student's plans after high school

Question:	Student Response:
<p>What are your career goals?</p> <p><i>*Information gathered should be reflected in the PLEP and Measurable Postsecondary Goals sections of the IEP.</i></p>	
<p>Why do you think this career would be a good fit for you?</p> <p><i>*Information gathered should be reflected in the PLEP section of the IEP.</i></p>	
<p>What skills will you need for this career?</p> <p>How can you begin to work on these skills during High School?</p> <p><i>*Information gathered should be reflected in the PLEP, Annual Goals, Transition Needs sections of the IEP.</i></p>	
<p>After High School, what Training/ Schooling will you need for this career?</p> <p><i>*Information gathered should be reflected in the PLEP and Measurable Postsecondary Goals sections of the IEP.</i></p>	
<p>After High School, where do you plan to live? (Independently, with family, on campus, etc.)</p> <p><i>*Information gathered should be reflected in the PLEP and Measurable Postsecondary Goals sections of the IEP.</i></p>	

*******IMPORTANT TO NOTE*******

After the student has provided input above, please have a conversation with the parent/guardian to review the information and gather parent/guardian input and add into the IEP document

4. Parent/Guardian Feedback

4a. Parent Response: How do parents/guardians feel about their child's plans for after high school? What do they want to see their child doing after high school? What concerns do they have?

Parent/Guardian Name:	Parent/Guardian Response:

4b. Parent request of Community Agency Information: Check the box below if the parent/guardian would like more information regarding the following Community Agencies:

- ☐ Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR)
- ☐ Office for People with Developmental Disabilities (OPWDD)
- ☐ Office of Mental Health (OMH)
- ☐ Social Security/ Social Security Insurance/ Social Security Disability Insurance (SS/SSI/SSDI)
- ☐ Golisano Autism Center
- ☐ Youth Services
- ☐ Other: _____

If any of the boxes have been checked, provide the parent/guardian with a Transition brochure that contains Community Agencies and Transition Team contact information.

5. Teacher Input

Teacher Name:	Provide teacher input/comments regarding the student's Transition plan below. Be sure to include the teacher's name next to each teacher's comment.