**Information Intersections in the Transition Portfolio and Transition IEP**

The Transition Portfolio and Transition IEP should work together to provide information about the student’s strengths, preferences, interest, and needs as related to employment, education, and independent living. The IEP is the document guiding the education and activities leading to the student’s postsecondary goals. The portfolio is a presentation document positively displaying the student’s abilities. This document illustrates IEP content that may be used in portfolio components *(Student Information, Student Learning Characteristics, Academic Skills, Employability Skills).*

| **Section of the Transition IEP** | **Information in this IEP section relevant for the Transition Portfolio** | **Artifacts that could be used in the Indicated Component Section of the Portfolio** *(Student Information, Student Learning Characteristics, Academic Skills, Employability Skills)* |
| --- | --- | --- |
| Student Information | * Check general student Information on both documents to ensure information is correct.
 | * **Student Information**
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| Present Levels / Progress Monitoring | * + Living environment
	+ Family information
	+ Student’s hobbies, preferences, interest
* General student strengths
* Learning preferences
* Student strengths and preferences related to academic skills
* Academic ability and progress
* Ability to seek support and resources
* Work ethic
* Current jobs or employment
* Job Shadowing, internships, mentorships
 | * **Student Information**
	+ Written paper from student describing family, living environment, hobbies, preferences, and/or interests (SPIN)
* **Student Learning Characteristics**
	+ Learning Assessments
	+ Personality Assessments
* **Academic Skills**
	+ Student Academic Grades
* **Employment Skills**
* Job Shadowing schedule and/or description
* Internship schedule and/or description
* Written document from teacher supporting student’s ability to seek support and resources
* Evaluation from employer
* Work schedule
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| Summary of Transition Assessments | * Any new information learned about student through transition assessments
* Ability to seek out needed information
	+ Work ethic
	+ Employment history
	+ Evaluation or assessment information completed by employer or coworker
	+ Attendance / punctuality information
	+ Task analysis information related to employment or job task
	+ Observation information about the student following directions
	+ Information about the student working in a team environment
 | * **Student Information**
* **Student Learning Characteristics**
	+ Transition assessment including information about learning characteristics
* **Academic Skills**
* Transition assessment including information about academic skills
* **Employability Skills**
	+ Transition assessment including information about employability skills
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| Transition Services and Activities*Any Service or Activity with supporting documentation* **IS AN ARTIFACT** | * + An activity that assist the student in determining their education plans after high school and gives information about the learning characteristics (Student may choose a certain college because of their teaching strategies and style)
	+ Information about an activity that assisted the student in finding a path, staying on the path, or finding a new in relation to their employment postsecondary goal
	+ Information about an employment activity such as:
		- Internship
		- Job Shadowing
		- Community Job Experience
		- In-school Job
 | * **Information contained across the 4 components**
	+ Résumé
	+ Created Job Schedule
	+ List of watched career videos
	+ List of questions and answers from a career interview
	+ College visit
	+ Written reflection about their future employment
	+ Video created
	+ PERC Self Advocacy checklist
	+ Postsecondary College School Comparison
	+ AIR Self Determination assessment
	+ List and/or description of employment activities such as:
		- Internship
		- Job Shadowing
		- Community Job Experience
		- In-school Job
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| Annual Goals | Any supporting documentation the students make on their annual goals should be able to find a living space in the portfolio as an artifact.When you track a student’s performance of their skill-based annual goals you are creating an artifact. | * **Information contained across the 4 components**
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