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Table 7-3. Transition Portfolio Checklist (1 of 3)

Portfolio item	Comments	See...	For student's reference	Submit to college
High school history/background				
Psychoeducational testing and/or formalized norm-referenced testing	<ul style="list-style-type: none"> Students should know what testing says about them and be able to explain this when they get to college. Students should make sure testing results show necessary scores and include required tests needed to apply for services at the college they want to attend. 	<p>Step 7, Table 7-1, Typical College Documentation Guidelines (p. 130).</p> <p>Step 7, Table 7-2, Tests and Assessments (p. 132).</p>		✓
Learning styles assessment	<ul style="list-style-type: none"> Learning styles assessment tools can be helpful to give students knowledge of their strengths and challenges. 	Step 3	✓	
Most recent IEP or Section 504 plan	<ul style="list-style-type: none"> Should be checked during annual review to see whether goals and accommodations move students toward independence they will need to be successful at college. 	Steps 3 and 4	✓	✓
Summary of Performance	<ul style="list-style-type: none"> Probably won't be ready until student graduates. Should provide results from any evaluations as well as grades, teacher comments on students' performance, etc. 	Step 7, Student Summary of Performance samples (pp. 140-144).		✓
Medical records	<ul style="list-style-type: none"> Students may need to tell treating professionals what kind of information they will need in order to request accommodations at college. 	Step 6		✓
High school transcript	<ul style="list-style-type: none"> At the end of each academic year, retain only the most current transcript (rather than individual semester or term grade reports). 		✓	

Table 7-3. Transition Portfolio Checklist (2 of 3)

Portfolio item	Comments	See...	For student's reference	Submit to college
College entrance exam (SAT, ACT) information	<ul style="list-style-type: none"> Students should retain copies of both their score reports and any approval for testing accommodations granted by the testing agency. 		✓	
List of accommodations used in high school	<ul style="list-style-type: none"> This list should evolve and shorten each year as students prepare for the college environment. 	Step 4	✓	
Resumé	<ul style="list-style-type: none"> Compiling information on work experiences, extracurricular activities, volunteer/community service, awards, artistic achievements, etc. throughout high school can help in completing admission applications. This information (with dates of service) may also help during college, when applying for work, internships, or field experiences. 		✓	
College research				
Desired accommodations	<ul style="list-style-type: none"> Accommodations must be linked to the student's area of weakness; the student must understand them, think they are helpful, and be able to explain why they are needed. 	Step 6, Table 6-4, Accommodations Request Preparation Form (pp. 125-126)		✓
Colleges' disability services documentation requirements	<ul style="list-style-type: none"> Students should ask questions of their IEP team if they don't understand the requirements or aren't sure that they have what is required in their portfolio. 	Step 6, Table 6-2, Disability Services Research Chart (pp. 121-122). Step 6, Table 6-3, Interview Form (pp. 123-124). Step 6, Table 6-4, Accommodation Request Preparation Form (pp. 125-126).	✓	

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Table 7-3. Transition Portfolio Checklist (3 of 3)

Portfolio item	Comments	See...	For student's reference	Submit to college
Colleges' graduation requirements	<ul style="list-style-type: none"> This information should be gathered during students' junior year, while they are doing their college research. 	Steps 1, 3, 6	✓	
Campus resources (contact information, location, services available)				
Disability services	<ul style="list-style-type: none"> This information should be gathered as part of students' college research. 	Step 6 Disability Services Research Chart (pp. 121-122)	✓	
Academic support/tutoring center	<ul style="list-style-type: none"> What kinds of services are provided? Is tutoring done one-on-one or in small groups? Who does the tutoring? Are study groups available? 	Steps 4, 5, 6	✓	
Health services	<ul style="list-style-type: none"> Does the campus Health Services center provide refills for students who take medication? If not, can they point students to pharmacies that are close to campus? Do they provide any other services (e.g., injections, coordinating with the counseling center when students need new medications)? 		✓	
Counseling center	<ul style="list-style-type: none"> Is therapy provided by graduate students (who may change from semester to semester)? If so, can the center refer students to a local professional near campus? Is there a limit to how many visits a student can make in a week? 		✓	