

Student Self-Assessment & Reflections

Name _____ Class _____

Give a brief description of the project or activity you have completed.

What did you like about this project or activity? What were you able to do well?

What did you not like about this project or activity? What problems did you have? Why?

What did you learn about yourself? Strengths, interests, preferences, and needs.



Student Self-Assessment & Reflection Form

The purpose of transition assessment is to collect data on the individual student's strengths, preferences, interests and needs as they relate to the demands of current and future working, educational, living, and personal and social environments. Transition assessments aid in developing appropriate measurable postsecondary goals related to education/training, employment, and, where appropriate, independent living skills.

This form can be used as a transition assessment tool for students who spend all or the majority of their time in general education classes as well as all other students. Teachers can obtain information about the student from projects or activities in specific classes that would be useful in developing the Transition IEP

Strengths: Skills and attributes students are good at and help describe their character (physical /mental characteristics)

Interests: Things that draw attention, curiosity and help engage students

Preferences: Evaluate or judge in the sense of liking or disliking an object, experience, situation or setting

Needs: Accommodations or supports needed

Benefits to the teacher:

- It is a way for teachers to monitor the progress of their students in general education classes who they may not see on a regular basis and/or on projects and other experiences.
- It can be used as part transition assessment to be included in the Transition IEP.
- It can provide information about a student's strengths, interests, preferences, and needs.
- It accesses information about the student from activities and projects in from classes that may be related to postsecondary goals.
- It facilitates communication between the special education and general education teacher.

Benefits to the student:

- It actively involves the student in the assessment process.
- It encourages self-determination and self-advocacy skills.
- It increases responsibility for the student's own learning.
- It increases critical thinking skills.
- It allows students to monitor and reflect on their progress.
- It helps students see how their involvement in the class/project/activity connects to future post-school goals.

