

Preface

The original edition of the *Informal Assessments for Transition Planning* book was the result of teacher demand. We would like to think this demand was due to something we had done; however, it was more due to the fact that we had some resources that others had developed and the school-based folks with whom we had contact did not have these same resources.

The first edition of this book came to be known as the “Halloween” book due to the colors on the cover. The book was a collection of wonderful resources that Gary and I (Jim) had accumulated over the years from a variety of sources. We had always been fans of informal types of assessment, and when we would show our collections of informal assessments, teachers would ask for copies or directions on how to get them. Gary and I simply fatigued from trying to respond to requests.

One day, it dawned on us that there was another way. Why don’t we identify the “best” instruments (in our humble opinion), get permission from the owners, and provide them to folks in such a way that we did not have to fulfill “orders.” In addition, we had refined our thinking about the *Transition Planning Inventory* (TPI) to the point where we had developed a second level of assessment for this instrument and needed a home for this sizable collection of items. The result of having these TPI items and a host of informal assessments was the first edition of the book.

The book met with approval. Many school-based folks over the years indicated to us that they had used and liked the materials in the book. The book, while available by itself, was also included in the TPI kit. As we have recently revised the TPI—the new edition is the TPI-2—we also revised the “informal assessment” book. This second edition of the book, which now has a cover with a “Mardi Gras” feel, has many new and distinctive features. The general idea of having Level 2 items from the TPI-2 and having useful informal instruments was retained. However, the Level 2 items have been updated to reflect changes in the TPI-2. Most of the informal instruments are new, and any instruments that were in the first edition have been updated substantially. In addition, each instrument is available for use as a blackline master or as a PDF—as we have added a CD-ROM containing PDFs of assessments to the book. We believe that we have identified instruments that teachers will find useful.

We added a new feature to the book that, we believe, will make the book even more useful than before. We now have included a “directions” page for each of the informal instruments. This page provides the following information: purpose; alignment of the instrument with TPI-2 items; estimated reading levels; administration instructions; suggested variations in administration formats; and content related to an instrument, when appropriate, such as Web links, resources for further information, or alternative assessment instruments.

We want to express appreciation to all those who gave us permission to use or adapt their instruments for sharing with schools and school-related professionals across the country. We thank Rozelle Copeland for the wonderful assistance that she provided with the development of the first edition of this book. Also, thanks to Amy’s teenage daughter, Alix, who took many of the assessments and told us when

assessment titles or items were “ridiculous.” Special thanks also go to some folks at PRO-ED: Chris Anne Worsham and Jeremy Thigpen for preparing the manuscript, Leslie Walker for managing this project through the production process, and Courtney King for copyediting our original work.

Amy, Gary, and I are very hopeful that you will find this second edition of the book to be of significant assistance to anyone who is involved in the important process of preparing students for the transition from school to life after school.

We are always open to suggestions and recommendations. So, let us know.

Jim P

Gary C

Amy GE