

# Getting Ready: A Self-Assessment

The following is a self-assessment that can be used by you, your adolescent, and members of the high school transition team. By completing this assessment, you will gain a better understanding of your adolescent's postsecondary needs. Here are some questions your adolescent needs to ask himself/herself.

## **1. How good is my academic background compared to the students with whom I will be competing?**

- Am I enrolled in regular college preparatory courses, modified courses, or individualized courses?
  
- If I am in a special class or resource room, am I getting the same experiences as everyone else?
  
- Am I doing the same assignments, participating in the same laboratory exercises, having the same opportunities to use a computer, and learning the same body of information as everybody else?

## **2. What are my individual strengths and weaknesses?**

- Is it easier for me to remember information given during a class lecture or when the material is read from the text book?
  
- Which high school subjects are easier for me and which are more difficult?

## **3. What are my short term and long term goals?**

- Are there academic areas in which I am trying to improve or need some remedial course work?

## **4. How much time is provided to help me by a tutor or resource room teacher?**

- In what subject areas?
  
- What kind of help am I used to receiving from these sources?

## **5. What is my reading level?**

- Do I find that reading is a frustrating task?

- Do I have difficulty decoding unfamiliar words, understanding reading assignments, or completing reading assignments within a reasonable amount of time?

**6. Do I have difficulty with written language?**

- Do I know the process for gathering and organizing information for lengthy compositions like term papers?

- Do I have trouble with using correct punctuation and sentence structure?

**7. Do I have a hard time with verbal expression, i.e. retrieving the appropriate words, understanding what others are saying, and using words in the correct context?**

- Do I need a tutor?

**8. Do I have an eye-hand coordination problem such as finding certain information on a page or performing tasks which require fine motor coordination?**

**9. Do I find that I often misspell words?**

- Do I mix up the sequence of letters when spelling words or get confused when trying to spell irregular words that are not spelled as they phonetically sound?

**10. Do I have difficulty doing mathematics?**

- Has it been harder for me to master the basics such as multiplication tables and fractions?

- Do I forget the sequence of steps when answering various mathematical questions?

- Do I use a calculator to assist me?

### **11. What kinds of tests am I used to taking to assess what I have learned?**

- Multiple choice? Essay tests? Oral exams?
- Do I need extra time when taking tests?
- Do I need a quiet room?

### **12. What are my study habits?**

- Do I pay attention in class for an extended period of time or do I get easily distracted?
- Are assignments often not completed because I need more time?
- Do I take good notes or is important information left out?

### **13. How clear is my handwriting?**

- Are assignments difficult to read?
- Do I need a typewriter or word processor?

### **14. What are my social goals?**

- In what type of activities and clubs have I participated?

- What are my hobbies?

- What do I like to do to relax and to have fun?

Adapted from *Life After High School: More Than Just a Job*, [Brochure] by Roberta Gajewski and Sylvia Panzer. 1994, Indiana: Indiana Division of Aging and Rehabilitative Services and Crossroads Rehabilitation Center.