Transition Assessment and Goal Generator (TAGG) Profile

Student: Jeff Carruth
AGE: 
GENDER: 
Grade: 

ID: 
Date: 2015-12-03
School: 
Professional: Gayl Bowser

The Transition Assessment and Goal Generator (TAGG) measures eight areas of behaviors associated with education and employment beyond high school. The scales below depict each of the eight areas of behavior and this student's performance in those areas compared to other youth with disabilities.

Combined

Strengths and Limitations

Disability Awareness

Well Below Average Below Average Average Above Average Well Above Average

Persistence

Well Below Average Below Average Average Above Average Well Above Average
Goal Setting and Attainment

Employment

Student Involvement in the IEP
Strengths and Limitations

Disability Awareness

Persistence

Interacting with Others

Goal Setting and Attainment

Employment
Student Involvement in the IEP

Support Community

Combined Overall Score

Area of Greatest Strength
Areas of greatest strengths represent constructs with the highest scaled scores.

Family
Support Community
Professional
Interacting With Others

Areas of Relative Strength
Areas of relative strengths represent constructs with comparatively high scores.

Family
Employment
Strengths and Limitations
Interacting With Others
Professional
Disability Awareness
Areas of Greatest Need

Areas of greatest need represent constructs with the lowest scaled scores.

Family
Goal Setting and Attainment

Professional
Strengths and Limitations

Areas of Relative Need

Areas of relative need represent constructs with comparatively low scores.

Family
Disability Awareness
Persistence
Student Involvement in the IEP

Professional
Student Involvement in the IEP
Goal Setting and Attainment
Persistence

Present Levels of Performance

Jeff Carruth's abilities and experiences were assessed using the TAGG, a norm-referenced assessment with research-based items known to be associated with post-school employment and education. Compared to similar students, Jeff Carruth's overall results are average. Jeff Carruth's scores indicate greatest strengths in the areas of Support Community, and Interacting With Others. Jeff Carruth's relative strengths include Employment, Strengths and Limitations, Interacting With Others, Disability Awareness, and Support Community. TAGG scores indicate the greatest needs in the areas of Goal Setting and Attainment, and Strengths and Limitations compared to similar students and relative needs in the areas of Disability Awareness, Persistence, Student Involvement in the IEP, and Goal Setting and Attainment.

Suggested Annual Transition Goals Ranked by Areas of Greatest Need

TAGG Goals

Common Core Standard

Goal Setting and Attainment (Based on Family Responses)

After the student completes one transition goal, he or she will report progress to the IEP team and offer suggestions for the next transition goal at the next IEP meeting with 100% accuracy.
At the IEP meeting, the student will recall at least one transition goal and describe how the goal will help to meet his or her postsecondary goal with 90% accuracy as measured by a teacher-made rubric.

**Strengths and Limitations (Based on Professional Responses)**

The student will identify, in a mock interview, three tasks he or she has trouble doing and what would help to complete the tasks with 100% accuracy.

In a class presentation, the student will demonstrate three strategies he or she has used to compensate for limitations, scoring at least a 90% on the teacher-made presentation rubric.

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