

A score of five (5) contains all or strong majority of each of the following. Scores of three (3) contain some of the following. Scores of one (1) contain little if any of the following.

<b>IEP AREA</b>	<b>SCORE</b>	<b>COMMENTS</b>
<p><b>General student information:</b> All identifying information is evident; future dates for next review and reevaluations are documented; primary and secondary exceptionalities and education areas of need are documented</p>		
<p><b>Student Data:</b> IEP addresses student strengths and support needs; results of most recent evaluation results included; results of statewide/district wide assessment included; extracurricular/nonacademic strengths and support needs are addressed</p>		
<p><b>Transition:</b> Includes anticipated date of graduation, detailed planned course of study; pathway to graduation noted; student's presence or input noted; future vision of student and/or family noted; projected post-school outcomes addressed; outside agencies needed are identified and documentation included if agency unable to attend</p>		
<p><b>Specific profile domains:</b> Academic performance noted in all critical areas; recreation and leisure includes strengths that offer clues to developing effective supports for educational and non-academic activities; Community participation includes student's level of ability and involvement in these areas; Post-secondary describes strengths and concerns for students 14 and up; Other educational areas should include any other areas that impact the student's education such as health, communication, emotional or physical issues or behavior</p>		

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<p><b>Present Level of Educational Performance:</b> contains current information; documents PLEP in each area of need; uses tests that are criterion referenced or curriculum based; includes informal input such as observations; provides clear foundation for development of measurable goals; uses curricular baseline data; discusses state/district wide results; written in language clearly understood; states how student performs independently and with support and compared to other students.</p>		
<p><b>Goals:</b> Identifies measurable performance; states clearly how progress/mastery will be measured; justification based on PLEP evident; relevant and practical to student’s needs; includes baseline data with a direction of change; contains desired level of achievement; projected expected growth appropriate and possible within the year timeline; linked to state standard; written in positive, jargon free language</p>		
<p><b>Objectives and Benchmarks:</b> Objectives clearly written in logical breakdown of the goal; contains minimum of two for each goal Benchmarks clearly describe progress made over time with specified timelines; defines specific measurable behavior to be displayed by student</p>		
<p><b>Behavior and Discipline:</b> If behavior is an issue, there is documentation of FBA followed by team developed BIP and is included as formal part of IEP; IEP contains behavior goal and</p>		

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objectives/benchmarks		
<p><b>Impact Statement:</b> Specifically addresses areas of need/concern; specific aids/supports needed that can't be offered in the regular classroom; addresses extreme or severe delays rather than comparison to peers; addresses how participation in general ed classroom will impact student; specific systemic supports needed to assist personnel are included; contains clearly stated rational for placement/setting decisions; clearly aligns PLEP, goals, and schedule of service in this statement.</p>		
<p><b>Prior Written Notice:</b> Items listed clearly describe agency's proposals/refusals with specific student information relevant to these proposals/refusals; contains parent proposals and documentation of acceptance or rejection with reasons why; written in understandable, jargon free language; clearly summarizes IEP decisions or considerations; demonstrates that committee gave consideration to continuum of services; clearly aligned with components of IEP</p>		

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<p><b>Accommodations:</b> Based on some performance improvement. Include any special training to be provided to staff; Student specific as opposed to generic checklist; Testing accommodations should be similar to classroom accommodations so student is not receiving this for first time in high stakes testing situation</p>		
<p><b>Setting and Service Levels:</b> Indicates service schedule for special services, related services, and staff support; clearly states how frequently services will be provided; service schedule written for weekly delivery rather than monthly; clearly states who will deliver services; clearly states where the services will be delivered.</p>		

**Remember:** The purpose of an IEP meeting is to answer the following questions:

- Where is the student now?
- Where does the student need to be a year from now?
- What needs to be done to get the student there?
- How do we measure it?

Documentation should clearly reflect this purpose.