**IEP Rubric**

**Expected Level of Performance**

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|  | **Innovating**  **4** | **Applying**  **3** | **Emerging**  **2** | **Unacceptable**  **1** |
| **Profile Page and PLAAFP** | | | | |
| 1. The profile address the strengths and needs of the child, requests of the family, and all assessment information. (Special Education Standard 1.1.1, 1.1.2) | The profile page is **detailed and informative.** The information is well thought out and reflects the students’ strengths, needs, and assessment information. The needs of the family are respectfully documented. | The profile page **adequately detailed and informative**. The information is well thought out and somewhat reflects the students’ strengths, needs, and assessment information. The needs of the family are respectfully documented. | The profile page is **missing important information** but reflects the students’ strengths, needs, and assessment information. The needs of the family are mentioned. | The **profile is not reflective** of the student or family. There are many missing pieces and not well thought out OR the profile is inaccurate. |
| 2. The PLAAFP and profile page include a statement of the child’s strengths. (Special Education Standard 1.1.2) | The profile page and PLAAFP **clearly define student’s strengths, including strengths that are related to the goals**. | The profile page and PLAAFP **define the student’s strengths, but does not include a strength related to the goals.** | The profile page and/or PLAAFP indicate a **general strength and it is unrelated to the goals**. | The profile page and/or PLAAFP include **no information** about the child’s strengths. |
| 3. The PLAAFP and profile page include a needs statement. (Special Education Standard 1.1.2) | The profile page and PLAAFP **clearly define student’s areas of need, including needs that are directly related to the goals**. | The profile page and PLAAFP **define the student’s areas of need, but does not include an area of need directly related to the goals.** | The profile page and/or PLAAFP indicate a **general area of need and it is unrelated to the goals**. | The profile page and/or PLAAFP include **no information** about the child’s needs. |
| 4. The PLAAFP describes how the student’s needs affect participation in the general curriculum and/or supports needed for success. (Special Education Standard 1.1.2) | The PLAAFP quantitatively states:  (1) the learner’s present level of performance,  (2) the expectations of peers in the general curriculum,  (3) where the instruction will take place, and  (4) why this is the student’s least restrictive environment | The PLAAFP includes three out of four elements | The PLAAFP includes two out of four elements | PLAFFP includes one out of four elements, or there is no description of how the student’s needs affect education in the general education. |
| **Goals** | | | | |
| 5. Needs identified in PLAAFP statements are addressed through a goal or adaptation that corresponds to the PLAAFP. (Special Education Standard 3.1.1, 3.1.2, 3.1.3) | There is a **direct relationship between the PLAAFP and the goals or adaptations page** for each stated need. | There **is a relationship** between the PLAAFP and the goals, but some needs are not addressed. | There **is a limited relationship** between the PLAAFP and the goals. | There is **no relationship** between the PLAAFP and the goals. |
| 6. Goals are based on AL COS meaningful, measurable, and able to be monitored – whenever possible measures are fluency based (avoid percentages when possible). (Special Education Standard 2.3.1, 3.1.1, 3.1.2, 3.1.3) | Goals are based on AL COS, **meaningful, measurable, and able to be monitored**. Fluency measures are used when appropriate. | Goals are based on AL COS, meaningful but **units of measurement are not measurable or incorrect**. | Goals are based on AL COS but **not appropriate for student and are not measurable**. | Goals are **not meaningful, related to PLAAFP, measurable, or able to be monitored.** |
| 7. The goal includes the time frame, the conditions, the behavior, and the criterion for acceptable performance. (Special Education Standard 2.3.1, 3.1.1, 3.1.2, 3.1.3) | The goal includes the time frame, the conditions, the behavior, and the criterion for acceptable performance. | Goals contain three of four elements. | Goals contain two of four elements. | Goals contain fewer than 2 elements. |
| 8. The goal includes evaluation procedures, frequency of evaluation and identifies the person responsible for monitoring. (Special Education Standard 4.1.2) | The goal includes 1) evaluation procedures, 2) frequency of evaluation, and 3) identifies the person responsible for monitoring progress | Goals include two of three elements. | Goals include one of three elements. | Goals do not include evaluation procedures and frequency of evaluation. |
| **Objectives** | | | | |
| 9. Objectives or benchmarks are related to the goal and are measurable. (Must have at least 2.) (Special Education Standard 2.3.1, 3.1.1, 3.1.2, 3.1.3) | Objectives or benchmarks are **clearly related** **to the goal and are clearly measurable**. | Objectives or benchmarks are **clearly related to the goal but are not measurable**. | Objectives or benchmarks are **somewhat related to the goal** but there is room for improvement. | There is **no relationship between** objectives or benchmarks to the goal, or there are less than two objectives. |
| **Progress Monitoring** | | | | |
| 10. A graph or checklist is attached to the IEP or included in the student’s file for each goal. Graph must reflect what is written in the goal (i.e., a WPM graph for a WPM goal), including frequency of data collection. (Special Education Standard 2.3.1, 3.1.1, 3.1.2, 3.1.3) | Each goal has a graph or checklist and data are **collected per the IEP.** | Each goal has a graph or checklist and **data are collected but less frequently** than the IEP states. | Each goal **does not have a graph or checklist**, but there is evidence of regular data collection, or each goal has a graph or checklist but there is no evidence of regular data collection. | There are **not any graphs or checklists and little or no data** is collected, or the graph does not accurately reflect the goal. |
| **Overall Quality of Writing** | | | | |
| 11. Overall Quality  The IEP has acceptable quality in the following elements:  1)Grammar  2)Spelling  3)Readability | IEP has acceptable quality in **all** elements. | IEP reflects **acceptable quality** in 2 of 3 elements. | IEP **reflects acceptable quality** in 1 of 3 elements. | IEP reflects **poor overall quality** for all elements. |
| **Total IEP Score: /44 points** | | | | |