

IndianaIEP Evaluation Rubric

TOR: _____

STN: _____

REVIEWED BY: _____

DATE OF BIRTH: _____

DATE: _____

IEP DATE: _____

Quality Indicators	4	3	2	1	Score
Arranging the C.C.					
Meeting Purpose					
CCC Team					
Schedule CCC Meeting					
Existing Data: The IEP describes the student's current level of functioning with emphasis given to the areas of need.					
Strengths	A statement of the child's strengths is included and is educationally relevant.	Strengths are included and are somewhat educationally relevant.	Strengths are included but are not educationally relevant.	No strengths are included.	
Response to Research					
Progress Monitoring Data					
Present levels of academic achievement and functional performance (PLAAFP).	The PLAAFP is (1) specific, (2) observable, (3) measurable and includes (4) current data	The PLAAFP includes three of the four elements.	The PLAAFP includes two of the four elements.	The PLAAFP includes no more than one of the four elements.	
Special Consideration for Behavior					

INDIANAIEP: INDIANAIEP Evaluation Rubric

Indiana IEP Evaluation Rubric

Quality Indicators	4	3	2	1	Score
Transition					
Invitation	Student was invited.			Student was not invited.	
Post-Secondary Goals	There are measurable post-secondary goals developed with input from student and based on transition assessment and other pertinent information.	There are measurable post-secondary goals developed with input from student but not based on transition assessment and other pertinent information.	There are post-secondary goals but they are not measurable or connected to the student's interest or the assessment.	There are no post-secondary goals.	
Age appropriate transition assessment	An age appropriate transition assessment and the findings from the assessment are included in the IEP and address all three areas: education/training, employment, independent living.	An age appropriate transition assessment and the findings from the assessment are included in the IEP but do not address all three areas: education/training, employment, independent living.	An age appropriate transition assessment is documented but the findings from the assessment are not included in the IEP.	There is no documentation of an age appropriate transition assessment.	
Connection of annual goals to post-secondary goals	The IEP includes measurable annual goals that reasonably enable the student to meet his/her post-secondary goals.	The IEP includes measurable annual goals that indirectly enable the student to meet his/her post-secondary goals.	The IEP includes goals that support the student's post-secondary goals but they are not measurable.	There is no connection between the student's annual goals and post-secondary goals.	
State Assessments					
Goals: The IEP includes measurable annual goals designed to meet the student's needs that result from the disability and that will enable the student to make progress in and be involved in the general education curriculum					

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Quality Indicators	4	3	2	1	Score
Annual Goals	Goals are (1) meaningful, (2) measurable and (3) able to be monitored (4) Direction of change is clear	Goals include three of the four elements.	Goals include two of the four elements.	Goals include no more than one of the four elements.	
Annual Goals	Goals include the (1) time frame, (2) the conditions, (3) the behavior, and the (4) criterion for acceptable performance	Goals include three of the four elements.	Goals include two of the four elements.	Goals include no more than one of the four elements.	
Alignment of goal statement to method of evaluation	Criteria matches the method of evaluation and is measurable.		Criteria is measurable but does not match evaluation method.	Criteria is not measurable nor does it match the evaluation method.	
Evaluation Method	The evaluation method is stated and is a valid method.		The evaluation method is stated but is not a valid method of evaluation.	The evaluation method is not stated.	
Benchmarks/objectives for those students participating in alternative assessments (ISTAR)	Benchmarks/objectives clearly relate to the goal and are measurable.	Benchmarks/objectives clearly relate to the goal but are not measurable.	Benchmarks/objectives somewhat relate to the goal but there is room for improvement.	There is no relationship between benchmarks/objectives and the goal.	
Present Levels					
Statement of Needs	The student's needs are defined and serve as a bridge between the PLAAFP and goals.	The needs are defined but only connect to the PLAAFP or the goals not both.	The needs are defined but connect to neither the PLAAFP nor the goals.	The needs are vague and do not connect to the PLAAFP or the goals.	
Provisions					
Special Education and Related Services	There is a clear connection between included services and PLAAFP/needs. Services listed include initiation date, length, frequency, duration and location.	There is some connection between included services and PLAAFP/needs. Services listed include most of the following: initiation date, length, frequency, duration and location.		There is no connection between included services and PLAAFP/needs. Initiation date, length, frequency, duration and location is not complete.	

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LRE	Clear identification of the student's placement in their least restrictive environment is included with an explanation provided when students are removed from general education setting.	Clear identification of the student's placement in their least restrictive environment is included but no explanation provided when students are removed from general education setting.		Student's placement is not clear nor is an explanation of removal from general education setting.	
Age appropriate transition assessment	An age appropriate transition assessment and the findings from the assessment are included in the IEP and address all three areas: education/training, employment, independent living.	An age appropriate transition assessment and the findings from the assessment are included in the IEP but do not address all three areas: education/training, employment, independent living.	An age appropriate transition assessment is documented but the findings from the assessment are not included in the IEP.	There is no documentation of an age appropriate transition assessment.	
Connection of annual goals to post-secondary goals	The IEP includes measurable annual goals that reasonably enable the student to meet his/her post-secondary goals.	The IEP includes measurable annual goals that indirectly enable the student to meet his/her post-secondary goals.	The IEP includes goals that support the student's post-secondary goals but they are not measurable.	There is no connection between the student's annual goals and post-secondary goals.	
Transition Services	Transition services are included and relate to the student's post-secondary goals.		Transition services are included but do not relate to the student's post-secondary goals.	No transition services are included.	
Outside agency supporting transition services	A representative from an outside agency has been invited year prior to a student exiting school when the team determines the student may benefit from or require access to these services.			There is no documentation of a representative being invited or not needing to be invited.	
Course of Study	A course of student is documented and support the student's post-secondary goals.	A course of student is documented but does not support the student's post-secondary goals.		A course of study is not documented.	

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SOP					
Other					
BIP and Behavior Goals	A BIP and goals are included for students with an emotional disability or for any student when behavior impedes his or her learning or that of others.			A BIP and Goals are not included but should be.	
Accommodations	Identified accommodations are connected to the PLAAFP and appropriate for the student.			Identified accommodations are not connected to the PLAAFP and/or are inappropriate for the student.	
Written Document	IEP has (1) few, if any, spelling, punctuation or grammatical errors. Information is (2) well laid out and easy to Follow.			IEP has many spelling, punctuation or grammatical errors and information is hard to follow.	
Final Score					
Final Possible Scores					

Additional Notes (do not score-highlight)					
Progress Monitoring	Teacher is using IndianaIEP for progress monitoring.	Teacher is using personal data system for progress monitoring.	Teacher has no system for progress monitoring.		
IEP reviewed during the audit was a	Finalized IEP.	Draft IEP.			
IEP Development	IEP draft was developed prior to case conference meeting.	IEP draft was developed during the case conference meeting.			

ICASE VERSION 4/30/2012