BHASED IEP RUBRIC

School District: _____ Teacher: _____ Date Reviewed: _____
Student Name and Date of IEP:_____
Corrections Needed: Yes____ No _____

Notification of Conference		
An appropriate ***Parent/Guardian Notification of Conference*** was completed and sent **10 days prior** to the date of the meeting.		
Yes	No	Response Criteria:
		a. Copy of Parent/Guardian Notification of Conference is in file.
		b. The **parents and/or** the **student** was **invited**, if appropriate (age 14 ½ or older) student attended.
		c. Parents and/or student provided 10 day notice or waiver for **10-day notice** is signed.
		d. Invitation and/or waiver were provided in native language (e.g. Spanish forms for parents who speak Spanish).
		e. Appropriate team members, including members' titles/positions, are invited.
		f. Reason/purpose for the meeting is indicated.
		g. Time/location for the meeting is indicated.

The **appropriate team members** were present at the IEP meeting, as verified on the *Conference Summary Report*.		
Yes	No	Response Criteria:
		a. A completed *Conference Summary Report* is found and include the names and titles of the individuals who attended the meeting
		b. **Parent/guardian in attendance** or there are documented attempts to assure parent participation or alternative meeting method was offered.
		c. Required team members, including the following, attended the meeting.
		i. **General educator** (General educator may not be required if the student is placed in a separate facility and not transferring back.
		ii. **Special educator (Speech language pathologist may take the place of a special educator for speech only students).**
		iii. Local Education Agency (**LEA) representative**, and
		iv. **Other members as required** (i.e. – related service personnel such as SLP, social worker, occupational therapists, audiologist, physical therapist, etc.) are in attendance.
		d. A **signed excusal** and a **written report are included** for any required member not in attendance
Comments:		

Parent/Guardian Education Input/Concerns		
In developing each child's IEP, the IEP team must consider the input/concerns of the parent for enhancing the education of their child.		
Yes	No	Response Criteria:
		Parent/Guardian **input/concerns** are **documented.** Section regarding parent/guardian input/concerns indicates any of the following: no concerns or "Parent is happy with student's placement."
Comments:		

PRESENT LEVELS OF ACADEMIC & FUNCTIONAL PERFORMANCE: PLAAFP	4	3	2	1
The PLAAFP includes a statement of the child's strengths.	The PLAAFP includes a specific, detailed statement of the child's strengths.	A specific strength is indicated	A strength is indicated	There are no strengths identified.
The PLAAFP data is specific, observable, and measurable.	The PLAAFP is specific, observable, and measurable. Current objective data is provided. Expectations of peers in the general ed curriculum are identified.	The PLAAFP is specific, observable, and measurable. No objective data are provided.	The PLAAFP is based on non-specific, qualitative information and is not quantified.	The PLAAFP is not specific or observable. The PLAAFP is incomplete.
The PLAAFP includes a specific detailed statement(s) of the child's needs.	The PLAAFP includes current, specific needs statement(s). Student needs are addressed.	A needs statement is included, but isn't current and/or student specific.	A needs statement is included.	There is not a needs statement included in the PLAAFP.
The PLAAFP includes a statement of adverse effect.	A description of how the disability affects the child's participation in the general education curriculum is included.	Description is included, yet lacks information regarding involvement and/or progress in the general education curriculum.	Description is included, yet lacks transition information for students 14 ½ years of age or older.	There is no adverse effect identified.
Comments:				

GOALS AND OBJECTIVES	4	3	2	1
Needs identified in PLAAFP statements are addressed through a goal, accommodation, or modification that corresponds to the PLAAFP.	There is a direct relationship between the PLAAFP and the goals or accommodations page for each stated need.	There is a direct relationship between the PLAAFP and the goals. Some needs are not addressed.	There is some relationship between the PLAAFP.	There is no relationship between the PLAAFP, goals, and/or accommodations.
Goals are meaningful and measurable, for the stated PLAAFP, and able to be monitored.	Goals are meaningful and measurable, for the stated PLAAFP, and are able to be monitored as written.	Goals are measurable, but not meaningful, for the stated PLAAFP, are able to be monitored.	Goals are meaningful, but not measurable, for the stated PLAAFP.	Goals are not meaningful, related to PLAAFP, measurable, or able to be monitored.
Goals reflect high expectations but are realistic.	Goals are rigorous and promote instruction that allows the child to make meaningful progress.	Goals are somewhat ambitious to allow the child to make progress or goals are too ambitious/unrealistic	Goals are written such that the student would make progress regardless of the intervention.	Goals are not ambitious enough for the child to make meaningful progress or repeat previous year's IEP.
The goal includes the student's name, the conditions, the behavior, and the criterion for acceptable performance.	The goal includes the 1) student's name, 2) the conditions, 3) the behavior, and 4) the criterion for acceptable performance.	A goal contains 3 of 4 elements.	A goal contains 2 of 4 elements.	Goals contain less than 2 elements.
The goal includes evaluation procedures, frequency of evaluation and identifies the person responsible for monitoring.	The goal includes 1) evaluation procedures, 2) frequency of evaluation, and 3) identifies the person responsible for monitoring progress.	The goal includes 2 of 3 elements.	Goal includes 1 of 3 elements.	The goal does not include evaluation procedures and frequency of evaluation.
Objectives or benchmarks are related to the goal and are measurable. (Must have at least 2.)	Objectives or benchmarks are clearly related to the goal and are measurable.	Objectives or benchmarks are clearly related to the goal but are not measurable.	Some of the objectives or benchmarks are related to the goal and may/may not be measurable.	There is no relationship between objectives or benchmarks to the goal, or there are less than two objectives.
Comments:				

Consideration of Special Factors		
The IEP addresses the consideration of special factors.		
Yes	No	Response Criteria:
		Each consideration of special factors is identified as “yes,” “no,” or “N/A.”
		Any consideration **identified** as “yes” contains a **statement of supports** needed in the *Supplementary Aids, Accommodations and Modifications* section, or all considerations are identified as “no” or “N/A.”
		Student has autism and autism considerations are included, or student does not have autism.
		One of the considerations of special factors is left blank.
		A consideration of special factors was identified as “yes,” but no accommodation or modification is listed in the IEP.
		Student receives ELL services, but item regarding linguistic accommodations is indicated as “no” or “N/A.”
Comments:		

Supplementary Aids and Services		
The IEP addresses the need for supplementary aids and services, and/or the IEP addresses the need for program modifications.		
Yes	No	Response Criteria:
		Supplementary aids and services and/or program modifications are needed and listed, or there is a statement indicating that supplementary aids and services or program modifications are not needed.
Comments:		

SERVICES AND PLACEMENT PAGE	4	3	2	1
The IEP (in PLAAFP and LRE section) describes how the student’s needs affect participation in the general curriculum and/or supports needed for success.	The IEP states: (1) the possible harmful effect of the child’s disability, (2) where the instruction will take place, (3) why this is the student’s least restrictive environment (needs to be more specific than “because student’s skills are discrepant from peers”).	The IEP includes 2 of the 3 elements.	The IEP includes 1 of the 3 elements.	The IEP includes none of the required elements.
Comments:				