

IEP Evaluation Rubric

Quality Indicators	4	3	2	1
Present Level of Educational Performance The IEP Describes the student's current level of functioning in areas of need				
1. The IEP states evaluation data and baseline data.	The IEP states evaluation data and/or baseline data.	Evaluation or baseline data is stated, one is missing.	Only observational data stated, no measurable data stated.	No data observational or measurable.
2. The IEP includes a statement of the child's strengths.	The IEP includes a statement of the child's strengths and related to goal area.		A strength is stated but not related to goal area.	No information about strengths.
3. The IEP includes a needs statement.	Needs statement is student centered, based on the data for the goal area.	The IEP is not student centered, but based on data for goal area.	Needs statement present, not related to the goal.	No needs statement in the IEP.
4. The IEP describes how the student's disability affects involvement and progress in general curriculum and activities, supports needed for success in general curriculum.	The IEP describes the difference between the student's performance (baseline data) and supports needed to succeed in the general curriculum.	The IEP provides baseline data, but no linkage to the general curriculum.	The IEP is only a descriptive statement without data, no linkage to general education.	No statements, no data about how the disability affects progress in the general curriculum.
<i>Preschool Children:</i> 5. IEP describes how the disability affects the child's participation in appropriate activities.	IEP describes how the disability affects the child's participation in appropriate activities.	Evaluation/baseline data reported without a description of how the learner is affected in appropriate activities.	The child's disability is described, not linkage to impact on participation in appropriate activities.	No data, no description, no impact statements.
<i>Transition age students:</i> 6. IEP address needs identified through transition assessments in the areas of jobs & job training, education recreation & leisure, community participation, & home living.	IEPS address needs in the areas of jobs & job training, education recreation & leisure, community participation, &	Mentions all areas, needs statements correlated to 4 out of 5 areas, but missing explanation why there is not need of the 5th area.	Not all transition areas mentioned, incomplete. Need statements on those mentioned.	Missing areas of transition, missing needs statements, missing explanations.

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Goals Goals relate to IEP, obtainable in 12 months, related to disability, measurable (direction of change, skill or behavior to be changed, annual ending level of performance).				
1. Goals correspond to adverse effects identified in the eligibility/IEP.	Goals correspond to needs identified in the IEP or are addressed in adaptations.	Goals correspond to needs identified in the IEP, some needs not met.	Some relationship to needs identified in the IEP.	No relationship between the IEP and goals.
2. Goals ending level of performance is obtainable within the IEP timeline.	Goal ending level of performance is obtainable in 12 months.		Not clear if goal ending level of performance is obtainable in 12 months.	Goal ending level of performance is not obtainable in 12 months.
3. The goal clearly describes the behavior/skill to be changed, relates to the measures/outcomes and is identified as academic, functional and/or transition.	The goal clearly describes the behavior/skill to be changed, relates to the measures/outcomes.		The goal clearly describes the behavior/skill to be changed, does not relate to the measures/outcomes.	The goal does not clearly describe the behavior/skill to be changed, nor does not relates to the measures/outcomes.
4. Goals are meaningful, measurable. Direction of change is clear. (i.e. increase positive-decrease negative)	Goals are meaningful, measurable. Direction of change is clear.	Goals are meaningful, but not measurable, direction of change is clear.	Goals are meaningful, not measurable, not clear on direction of change.	Goals are not meaningful, not measurable, direction of change is not clear.
Objectives Objectives state the conditions for student performance, the skill/behavior to be performed, criteria, and the method or instrument of evaluation.				
1. Benchmark/objective states the condition for student performance.	Objective states the condition for student performance.			Objective does not state the condition.
2. Benchmark/objective describes skill or behavior.	Objective describes skill or behavior.			Objective describes skill or behavior.
3. Criteria matches the method of evaluation, measurable.	Criteria matches the method of evaluation, measurable.		Measurable, does not match evaluation method.	Not measurable, no match to evaluation method.
4. Evaluation method stated, valid method of evaluation.	Evaluation method stated, valid method of evaluation.		Evaluation method stated, not a valid method of evaluation.	Evaluation method not stated, not valid method of evaluation.

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Reporting IEP Progress on Goals/Objs. A chart, graph, or other method used to provide data on student performance.				
1. Student progress is recorded on a chart, graph, or other method is used for each student goal/objective, included in the student's file. Data is collected and documented according to the IEP.	Each goal/objective has a chart, graph, or other method used in collecting data on interventions used to promote progress, student performance on the objective. Data is collected and documented according to the IEP.	Each goal/objective has a chart, graph, or other method used in collecting data on interventions used, data is collected and documented less often than according to the IEP.	Each goal/objective does not have a chart, graph, or other method used in collecting data, but there is evidence of regular data collection or, each goal has a graph but no evidence of regular data collection.	There are not any charts, graphs, and little or no data is collected on the student's IEP goals/objectives.
2. There is evidence of an instructional change when progress toward the goal is insufficient.	<ul style="list-style-type: none"> • When progress is insufficient, change in instruction is documented. • Data on progress continues to be collected. • Progress was sufficient, no change is warranted. 	When progress not sufficient, decision to change instruction based on data, changes not documented, student data collection was collected.	Student progress not sufficient, no intervention/method changes, yet continued to collect data.	Student progress not sufficient, no data collected, no changes in interventions or methods.
3. Progress on annual goals are reported in progress reports according to the frequency stated in the IEP, outcome data matches the skill/behavior, direction of change, progress towards the end of performance stated in the goal.	Progress reports completed according to the frequency stated in the IEP, outcome data matches the skill/behavior, direction of change, and progress towards the end of performance stated in the goal.	Progress reports outcome data that match the skill/behavior, direction of change, and progress towards the end of performance stated in the goal.	Progress reports were completed, but do not have any information about progress towards the end of performance stated in the goal.	Progress reports were not completed according to the frequency in the IEP, and do not have any information about progress towards the end of performance stated in the goal.