Individualized Education Program (IEP) Self-Assessment Rubric

Importance of a Well-Developed IEP

The Individualized Education Program (IEP) is a critical planning tool for ensuring students obtain their goals and increase postsecondary outcomes. The IEP components are outlined in the Individuals with Disabilities Education Act[1] and state law, rule, and policy. The IEP must meet all requirements to be compliant with the law. However, completing all requirements does not ensure the IEP is designed to adequately meet the student's needs.

Purpose of this Rubric

This rubric is designed to help schools conduct internal reviews of their IEPs to ensure that they meet minimum compliance, which is represented in the third column. The rubric follows the order of TN PULSE and the printed IEP. The second column provides educators with guidance to develop an IEP that not only meets minimum compliance but is also likely to result in student growth and achievement. *Please note, the IEP should be individualized and therefore, this rubric should be considered a guide but not a rule nor a safeguard for compliance. Additionally, this rubric is separate from the IEP Monitoring Protocol that is used by Federal Programs and Oversight Division when conducting local education agency (LEA) monitoring.*

The rubric is not a checklist. It is designed to holistically evaluate the quality and compliance of an IEP. A few ways schools may choose to use this rubric are:

- Measure the impact of a targeted focus on improving a section of the IEP across the school/district.
- Review a draft IEP for compliance prior to sending to the student's parents.
- Complete a pre- and post-assessment for IEP development professional development.
- Guide for professional development objectives.

[1] For more information on the Individuals with Disabilities Education Act see https://sites.ed.gov/idea/
Individualize Education Program (required components summary): https://www.ed.gov/sites/ed/files/policy/speced/guid/idea/tb-iep.pdf

Case Manager:_____ Date IEP turned in for review:_____

Student Name:_____ File Reviewer:_____

IEP Self-Assessment Tool

	Written to improve student outcomes (4)	May meet minimum compliance indicators (2)	Notes
Current Information and Consideration of Special Factors _____ Score *(If the score is not a "2" the IEP does not meet minimum compliance.)*	**All components of compliance indicators, and:** • *Current Information* includes academic and non-academic areas, is written in positive terms, pertains to specific academic skills, includes true strengths (not "relative strengths"), and helps the reader see "who" the student is. • *Current Information* includes information for consideration, not predetermination of supports, services or placement. • *Description of Adverse Impact* statement is clear, specific, and tells ***how*** the disability affects each area of exceptionality noted in IEP. • *Medical Information* includes relevance to learning or explains the impact on the student's engagement in instruction (or includes statement of no medical concerns at this time.) *For students who are identified as EL, an ESL educator was invited to the IEP.*	• *Current Information* includes academic areas, is written to clearly describe the student's interests, strengths, and needs/concerns that impact progress toward standards-based learning without proposing IEP services. • *Parent Concerns* including prevocational/postsecondary are documented using a paraphrase. • *Description of Adverse Impact* is clear and tells ***how*** the disability affects access/involvement and progress in the general curriculum. • M*edical Information* is included or indicates that there are no concerns • *Consideration of Special Factors* questions are identified and appropriately addressed (e.g., students identified as EL have a "yes" on question 1).	**Common errors to avoid:** • ***Predetermining supplementary aids and/or services (e.g., the student requires CDC services to make progress in the standards)*** • ***Inaccurate or incomplete fields (e.g., leaving a "TBD" in the parent comments; making broad and non-specific connections)*** • ***Adverse Impact Statement predetermines placement or services.***

IEP Self-Assessment Tool *Continued*			
	Written to improve student outcomes (4)	**May meet minimum compliance indicators (2)**	**Notes**
Postsecondary Transition Plan _____ Score *(If the score is not a "2" the IEP does not meet minimum compliance.)*	**All components of compliance indicators, and:** • *Measurable Postsecondary Goals* are aligned to the transition assessment data and based on input from the student. • *The Course of Study* is developed ***prior to 9th grade or by age 14*** and is written as a four-year plan of purposeful and specific high school courses that will lead to the attainment of postsecondary goals. • *Documentation of Student Participation* reflects meaningful engagement and participation in their IEP meeting. • *Age-appropriate Transition Assessments* include students' preferences, interests, needs, and strengths, and includes multiple assessments. • *Transition Services* are indicated and will lead to the attainment of postsecondary goals.	• *Measurable postsecondary Goals for Education or Training and Employment* are specific and written as what the student ***WILL*** do after high school. For students working toward an alternate academic diploma, *Measurable Postsecondary Goals in Independent Living, and Community Involvement* are also included, specific, and written as what the student ***WILL*** do after high school. • *Course of Study* is developed and written as a four-year plan of purposeful high school study ***prior to 9th grade or by age 14***. The course of study includes specific courses and is aligned to the requirements of the most appropriate diploma. • *Age-appropriate Transition Assessments* are documented. • There is at least one *Measurable Annual Goal* aligned to at least one of the student's postsecondary goals. • *Transition Services* have been considered in all areas. • Student is invited to their IEP meeting, beginning with the development of the first IEP that will be in effect when the student turns ***14-years-old.*** • *Transition Services* focus on improving the academic and functional achievement of the student to facilitate his/her movement from school to post-school. • *Transition Services* address a student's needs, strengths, interests, and preferences. • Transition services begin no later than the first IEP that will be in effect when the student turns ***14-years-old***. • Parental consent was obtained before sharing any personally identifiable information with an outside agency at an IEP team meeting (if applicable).	***Common errors to avoid:*** • ***Postsecondary goals are focused on high school experience, not postsecondary (e.g., the student will get a driver's license)*** • ***Goals are vague (e.g., student will work)***

IEP Self-Assessment Tool *Continued*			
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Present Levels of Academic Achievement and Functional Performance (PLAAFPs) and Measurable Annual Goals (MAGs)
 	
_____
Score
(If the score is not a "2" the IEP does not meet minimum compliance.)
	All components of compliance indicators, and:
	
	PLAAFP(s):
	• The *PLAAFP* includes current data from more than one source **and** narrative information to provide all IEP team members with a clear understanding of the student's current skills, strengths, needs, how the exceptionality impacts (or does not impact) mastery of grade-level content, and what academic areas are impacted.
	• Data sources and context (e.g., modality, method, content, setting, etc.) are indicated.
	
	MAG(s):
	• *MAGs* are derived from the data in the PLAAFPs.
	• The *MAGs* are likely to lead to increased student outcomes and increased access/engagement in general education.
	  ○ Short-term objectives are strategically designed to support the student in meeting the MAG. Strong short-term objectives target behavior(s) are prerequisites for the target behavior in the MAG.
	• The *Progress Measure* is meaningful and aligned with the goal to inform instruction/intervention and also enables parents to understand if their child is making progress toward the MAG.
		PLAAFP(s):
		• *Areas of Need* are indicated and aligned to the information in the Current Information and Consideration of Special Factors section of the IEP. There should be at least one PLAAFP aligned to the eligibility area(s).
		• Data is current (reviewed/updated at each annual IEP).
		• The *PLAAFP* includes sources of data, which may include formative, progress monitoring, standardized assessments, work samples, etc. and a description of student performance.
		• Data sources referenced are aligned to the assessment area.
		
		MAG(s):
		• *Measurable Annual Goal(s)* include condition, target behavior and criteria.
		  ○ For students whose state assessment is the alternate, *short-term objectives* are included and written with all the same components as a MAG.
		• One or more *Measurable Annual Goals* are written for each exceptional PLAAFP.
		• *Progress Measurement Methods* are selected, or evidence of progress monitoring is clear in the progress report(s).
			Common errors to avoid:
			• ***The PLAAPs not aligned to the information shared in the current information (e.g., the current information indicates reading deficits but no reading PLAAFP)***
			• ***The MAGs are vague or not aligned to need (e.g., Student will read at 80% accuracy (read what?); math goals but not clear math deficit; goal written for a skill the PLAAFP says the student can do); MAGs are written for a content standard that is being taught to all students in that grade and not a skill deficit (e.g., kindergarten student will learn alphabet letter names and sounds).***

IEP Self-Assessment Tool *Continued*			
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Statewide Assessments _____ Score *(If the score is not a "2" the IEP does not meet minimum compliance.)*	**All components of compliance indicators, and:** • *Alternate Assessment Eligibility Determination Worksheet* justifications are grounded in data, aligned to the state criteria, and the student does meet eligibility. Note: The alternate assessment eligibility criteria are: ○ Criteria One: The student has a significant cognitive disability. Only students with the most significant cognitive disability should be considered for the alternate assessment. ○ Criteria Two: The student is learning content linked to (derived from) state content standards. ○ Criteria Three: The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.	• The *Assessment Decision* is indicated. • If the answer is "no," the student will not be taking the general assessment, the correct option is selected based on the student's age, or the *Alternate Assessment Eligibility Determination Worksheet* is completed.	**Common errors to avoid:** • ***Vague justifications (e.g., Student meets criteria)*** • ***Data or justification contradictory to the criteria (e.g., the student's cognitive or adaptive scores are not significantly delayed but justification states the student meets criterion one.)*** • ***Lacking evidence aligned to the alternate assessment criteria and/or lacking parent signature acknowledging potential impact of participation on the student's ability to earn a traditional diploma.***

IEP Self-Assessment Tool *Continued*			
	Written to improve student outcomes (4)	**May meet minimum compliance indicators (2)**	**Notes**
Supplementary Aids, Services, and LRE _____ Score *(If the score is not a "2" the IEP does not meet minimum compliance.)*	**All components of compliance indicators, and:** • *Assistive Technology* referenced in the *PLAAFPs*, *MAGs*, or other area of the IEP is described, or if assistive technology is included, the IEP includes data supporting the need/use of assistive technology. • All *Classroom Accommodations and/or Modifications* are based on documented needs that are directly and specifically linked to *PLAAFPs*, *Adverse Impact Statement, or Special Factors*. • *Classroom Accommodations and/or Modifications* vary across subject areas as appropriate for each student. • The *Least Restrictive Environment* explains the reason for the decision(s), not a restatement of the services.	• If needed for the student, *Support or Training Needed for School Personnel* clearly describe the needs and plan for support/training (field may be blank if not needed) • *Assistive Technology* is added if indicated in *Consideration of Special Factors* (Question 5) • *Program Modifications* are included and aligned to the needs of the student as expressed in the PLAAFP(s) and/or MAG(s). • *Program Modifications* indicated for testing and academics are aligned. • *Special Education and Related Services* align to the needs of the student and are designed to ensure the student makes appropriate progress. • *Special Transportation* is added if needed for FAPE. • *Least Restrictive Environment* clearly articulates why the student requires services outside the general education classroom and access to extracurricular activities.	
Extended School Year (ESY) _____ Score *(If the score is not a "2" the IEP does not meet minimum compliance.)*	**All components of compliance indicators, and:** • The selected *ESY Goals and Special Education and/or Related Services* are informed by progress monitoring data.	• *Extended School Year* determination is supported by data which may include formative, progress monitoring, standardized assessments, work samples, etc. and a description of student performance. • If the student requires extended school year services, the *MAGs* and *Special Education and/or Related Services* have been determined for *ESY* and edited accordingly.	