

Individual Education Program (IEP) Rubric (RIBTS 9; CEC 4, 7 & 8)

Indicators	Evidence	Below Standard	Approaches Standard	Meets Standard	Exceeds Standard
<p>INTRODUCTION <u>RIBTS 3.2:</u> Design instruction that meets the current cognitive, social, and personal needs of their students.</p> <p>CEC Standard #4: Instructional Strategies</p>	<p>A one page introduction to the IEP is provided that respects the confidentiality of the subject. Content summarizes relevant school history, cultural/linguistic background, and current cognitive and personal/social needs of the subject. Student's strengths and needs are identified. Professional language is used in terms of spelling, punctuation and grammar in this introduction, and throughout the IEP.</p>	<p>Introduction is missing or inadequate, and/or</p> <ul style="list-style-type: none"> -violates confidentiality, and/or - fails significantly to meet the requirements of professional language. 	<p>Introduction lacks clarity, and/or</p> <ul style="list-style-type: none"> -violates student confidentiality, and/or - contains more than two errors in spelling, punctuation or grammar. 	<p>The content of the introduction is professionally written, informative and demonstrates respect for the confidentiality of student. There are no more than two errors in spelling, punctuation or grammar. ✓</p>	<p>The introduction is highly informative, clearly written, and summarizes all key student information. Introduction demonstrates respect for the student's confidentiality, and is free from stylistic errors in spelling, punctuation or grammar.</p>
<p>IEP <u>RIBTS 9.2:</u> Use a variety of assessment strategies and instruments that are aligned with instructional content and methodology.</p> <p>CEC Standard 8: Assessment <u>RIBTS 9.1:</u> Gather information about their students</p>	<p>An appropriate RIDE approved IEP form is used. All applicable components, including evaluation criteria, transition plans, special and related services are completed.</p>	<p>Student does not use an appropriate form, and /or major required components of the IEP are incomplete, and/or contain incorrect information or content elements.</p>	<p>Student uses an appropriate IEP form. Some minor components of the IEP are incomplete, and/or contain incorrect information or content elements.</p>	<p>An appropriate IEP form is used, and all required components of the IEP are completed and include correct information or content. ✓</p>	

Candidate's Name Heidi Fernandez.

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Indicators	Evidence	Below Standard	Approaches Standard	Meets Standard	Exceeds Standard
IEP CEC Standard 7: Instructional Planning RIBTS 9.4: Maintain records of student learning	Present Level Statements (PLSs) are written in two separate areas of academic and/or behavioral concern. Each PLS must include - clearly stated specific behaviors, description of the measurement conditions, -levels of proficiency, are stated positively in parent friendly language. GLEs, GSEs or AAGSEs are referenced.	PLSs are described ambiguously without a clear reference to GLEs, GSEs, or AAGSEs -major components of the PLS format are missing or inaccurate, and/or one or both PLSs are missing.	Both PLSs are included; but one or both are insufficiently provided in terms of the required components and/or reference to GLEs, GSEs, or AAGSEs.	Both PLSs are included and all required components are included and are accurately written. GLEs, GSEs, or AAGSEs are referenced.	Both PLSs are included. PLS address important areas of need. All required components are included and are written clearly in objective and measurable terms. GLEs, GSEs, or AAGSEs are accurately referenced.
RIBTS 9.2: Use a variety of assessment strategies	Two Annual Goals (AGs) are written and are consistent with the PLSs for the IEP subject.	One, or both AGs are missing or do not correspond in an appropriate way to the subject's PLSs. AGs are unclear and/or unreasonable.	Both AGs are present but may not correspond in all ways to the subject's PLSs. AGs are somewhat unclear and/or unreasonable.	Both AGs are present and correspond appropriately to the subject's PLSs. AGs are clear and reasonable.	Both AGs are present and correspond in all ways to the subject's PLSs. AGs are very clearly written and reasonably address the learning needs of the student.
CEC Standard 7: Instructional Planning	Short Term Objectives (STOs) or Benchmarks are written in a manner that directly connects the PLSs to the AGs. STOs are sequential and logical in content. A minimum of 4 (quarterly) STOs must be provided.	STOs are missing, and/or -there is little, or no connection between the PLSs and the AGs, and/or -fewer than 4 STOs are presented.	Fewer than 4 STOs are presented. Although there may be a connection between the PLSs and AGs, the connection has weaknesses in content, sequence or logic.	STOs are written in a manner that generally connects the PLSs to the AGs. STOs are sequential and logical in content. A minimum of 4 (quarterly) STOs are provided.	STOs are written in a manner that specifically connects the PLSs to the AGs. STOs have an evident content sequence and logic. A minimum of 4 (quarterly) STOs are provided.

Evaluation: Below Standard Approaches Standard Meets Standard Exceeds Standard

Candidate's Name Arceli Fernandez Professor Cara McDermott-Forgy Date: 11/27/16

Meeting Dates: 12/09/2010 IEP Effective From: 12/09/2010 to: 12/08/2011 Student: K [REDACTED]

[REDACTED] School District
 [REDACTED] RI
 Phone: [REDACTED]
 Fax: [REDACTED]

**Individualized Education Program
 Secondary Transition**

Student Name: K [REDACTED]	DOB: 11/14/1996	Age: 14 years and 0 month(s)	Gender: Male	SASID: [REDACTED]
Home School: [REDACTED] Middle School	Current Grade: Seventh grade	Current School: [REDACTED] Middle School		
School Contact Person's Name: [REDACTED]	School Contact Phone Number: [REDACTED]	School Contact E-mail: [REDACTED]		
Is the student an English Language Learner: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, what is the student's home/native Language: English			
My Family Contact Information:				
Parent/Guardian				
Name: [REDACTED]				
Address: [REDACTED]	City: [REDACTED]	State: Rhode Island	Zip Code: [REDACTED]	
Home Phone: [REDACTED]	Cell Phone:	Work Phone:		
E-mail:	Home Native Language:	If interpreter needed, what language?		

Supposing for Central Falls.

Purpose of this Meeting

- Initial IEP Annual Review Reevaluation

Most recent evaluation date: 10/10/2008 **Next evaluation date:** 10/10/2011

Anticipated date I will graduate or reach age 21: 2016

If this student will graduate or reach age 21 during the time frame of this IEP, the summary of performance for this student will be completed on or before:

Meeting Dates: 12/09/2010 IEP Effective From: 12/09/2010 to: 12/08/2011 Student: Kelvin Maldonado

Transition Assessments

My measurable post-school goals are based upon the following assessments

Date	Assessment Tool	Area		
		Education	Employment	Independent Living

My Measurable Post-School Goals

In the area of education and training, one year after I complete my high school education I plan to:

In the area of employment, one year after I complete my high school education I plan to:

(If appropriate for the student) In the area of independent living, one year after I complete my high school education I plan to:

Can not take
 because when actually
 given in december
 results won't be
 valid.

Meeting Dates: 12/09/2010 IEP Effective From: 12/09/2010 to: 12/08/2011 Student: K [REDACTED]

Areas to be Addressed During the Timeframe of This IEP

The areas checked below impact post-school success in education and training, employment and if appropriate independent living skills.

Academic	Functional
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing	<input type="checkbox"/> Social Skills <input type="checkbox"/> Behavior
<input checked="" type="checkbox"/> Math <input type="checkbox"/> Language	<input type="checkbox"/> Independent Living <input type="checkbox"/> Study Skills
<input type="checkbox"/> Other (please specify):	<input type="checkbox"/> Environmental Access/Mobility <input type="checkbox"/> Attention
	<input type="checkbox"/> Self-Determination/Self-Advocacy <input type="checkbox"/> Organization
	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Problem Solving
	<input type="checkbox"/> Other (please specify):

Transition Services I Need to Help Me Reach

Area	Services	Who Will Help With This		
		School		Other Agency (name agency)
		Regular Education	Special Education	
				Family or Student

Program of Study

Program of study I will take to help me reach my post-school goal

Assurance of Transition Services

- Yes No I have been provided information about transition planning, training, employment and independent living.
- Yes No I agree that my measurable post-school goals are based upon age appropriate transition assessments and will reasonably enable me to reach my goals after I complete my high school education.

Academic Standards My Program Will Address

- Grade Level Expectations
- Grade Span Expectations
- WIDA English Language Proficiency Standards
- Alternate Assessment Grade Span Expectations (attach the completed Participation Criteria for the RIAA to the IEP)
- Proficiency Based Graduation Requirements (PBGR)
- Other, Please Specify:

Goal #4
not present because
Speech educator is
responsible for

Meeting Dates: 12/09/2010 IEP Effective From: 12/09/2010 to: 12/08/2011 Student: K [redacted]

Measurable Annual Academic or Functional Goal(s)			
Area of Need Writing X	Baseline: What student can do now. (You may attach a chart or graph.) K [redacted] writing is below grade level. His writing includes punctuation errors, fragmented sentences, and spelling errors. On the WIDE Range Achievement Test, K [redacted] received a score of 12 (Kg. 4) on 9/2/10. K [redacted] is able to produce a focused writing piece, but tends to need extra support to begin.		
Goal #	What student can do by the end of this IEP.	How student's progress will be measured.	When progress will be reported to parents.
2	Learner: K [redacted] [W-7-9] In independent writing, students demonstrate command of appropriate English conventions by [W-7-9.5] Correctly spelling grade-appropriate, high-frequency words and applying conventional spelling patterns/rules (State) Target Performance: K [redacted] will improve his writing by guided instruction and teacher modeling. Measurability: 80% accuracy on his classwork, informal, and formal assessments.	Teacher Observation Teacher-student Conferencing Classwork Homework Formal and Informal Assessments	Daily Weekly Quarterly
Measurable Short Term Objectives or Benchmarks			
These are the measurable steps along the way to help student achieve this goal.			
K [redacted] will improve his writing (spelling) by participating in small leveled spelling group everyday. In addition, writing will occur daily across the curriculum in class, and he will edit and self-correct his spelling errors during this time.			
Progress Toward Goal Progress Report 1 Date	Again... By Jan, will spell _____ w/ _____ % acc. By April, will spell _____ w/ _____ % acc. By June, _____ By Nov, _____		
Description:			
How will the parent be notified of the student's progress toward the IEP goals?			
How often?			

Again, will a parent understand what a score of 12 (kg. 4) means... I am assuming, 4th month of kindergarten?

Meeting Dates: 12/09/2010

IEP Effective From: 12/09/2010 to: 12/08/2011

Student: K [REDACTED]

Considerations

<p>In developing the IEP, did the IEP team consider: <input checked="" type="checkbox"/> Yes</p> <p>(a) The strengths of the student?</p> <p>(b) The concerns of the parents for enhancing the education of their student?</p> <p>(c) The results of the initial or most recent evaluation of the student?</p> <p>(d) The academic, developmental and functional needs of the student?</p>	<p>If the IEP team cannot answer yes to each of these questions a-d, the team must review that factor and consider impact of the general factor when developing this IEP.</p>
<p>Does the student's behavior impede his learning or that of others? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>If yes, the IEP team must consider the use of positive behavioral interventions and supports and other strategies to address the behavior.</p>
<p>Is the student an English Language Learner? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>If yes, the IEP team must consider the language needs that relate to this IEP.</p>
<p>Is the student blind or visually impaired? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, does the student need instruction in Braille or the use of Braille? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>Does the student have communication needs that impede his learning? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>If yes, the IEP must address communication needs.</p>
<p>Is the student deaf or hard of hearing? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>If yes, the IEP must consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.</p>
<p>Did the IEP team consider whether the student needs assistive technology device (s) and service(s)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>If no, the IEP team must consider whether the student needs assistive technology device(s) and service(s).</p>
<p>Does the student have a Personal Literacy Plan (PLP)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>If yes, the short term objectives must be aligned with the student's PLP, where applicable.</p>
<p>Does the student have an Individual Learning Plan (ILP)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>If yes, the short term objectives must be aligned to the student's ILP, where applicable.</p>

Extended School Year Services

Does the student require Extended School Year (ESY) services?

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Special Education									
Goal #	Special Education	Provider	Frequency			Beginning Date	Duration	Location	
			hrs/day	days/week	weeks/month			Regular Education	Other
1	An evidence-based reading program will be provided to K [REDACTED] in individual and in small group stations focusing on silent reading and teacher guided reading,	Special Education Teacher	1	5	4	12/09/2010	12/08/2011	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	Small group and evidence-based individualized instruction focusing on the stages of the writing process with specific skill instruction in the development of English language vocabulary, using graphic organizers, editing, and proofreading.	Special Education Teacher	1	5	4	12/09/2010	12/08/2011	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	K [REDACTED] will be provided with small group, evidence-based, explicit instruction on specific (mathe skills and concepts.	Special Education Teacher	1	5	4	12/09/2010	12/08/2011	<input type="checkbox"/>	<input checked="" type="checkbox"/>

J+

Related Service(s)										
Goal #	Related Service	Description of Related Service	Provider	Frequency			Beginning Date	Duration	Location	
				hrs/day	days/week	weeks/month			Regular Education	Other
4	Speech and Language Pathology Services		Speech Pathologist	.5	1	4	01/08/2010	01/07/2011	<input type="checkbox"/>	<input checked="" type="checkbox"/>

✓

Meeting Dates: 12/09/2010 IEP Effective From: 12/09/2010 to: 12/08/2011

Student: K [REDACTED]

Educational Environments

The educational environment for this student:

inside regular class 80% or more of the time

inside regular class 79%-40% of the time

inside regular class less than 40% of the time

Explanation of Nonparticipation in Regular Class, Extracurricular and Nonacademic Areas

Provide an explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities.
 Student will participate in an integrated regular education classroom for itinerants and physical education on a daily basis

Placement

The services described within this IEP place this student in the following category on the continuum of special education placement and services:
 Special class integrated in a school district building

State/District-wide Assessment Accommodations*

Assessment Accommodation	Reading	Writing	Math	Science	Other
with a student using approved tools or devices to minimize distractions.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Preferential seating (e.g., front of room)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
in a separate location within the school by trained school personnel.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
with short, supervised breaks.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
with time to complete a session extended beyond the scheduled administration time within the same day.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Student will participate in RI alternate assessment Yes No

If yes, attach the completed Participation Criteria for the RIAA to the IEP.

Current AAGSE(s) assessed:

Please refer to the *NECAP: Accommodations, Guidelines, and Procedures: Administrator Training Guide*