

Individual Education Plan Evaluation Form

Name of Student: W115 DOB/Age: _____

Name of Reviewer: J.B. Date of IEP: 12-12-2008

Instructions: The evaluation form has two major parts- A and B. Part A has two components. The first section evaluates the descriptions of the present levels of performance. The second section addresses the IEP as a whole.

Part B is concerned with specific goals or objectives. The goal is the broad domain; the objective is the specific skill that is targeted under the goal. It is recommended that the entire IEP be reviewed before it is scored.

Part A: Analysis of Overall IEP

Directions: Determine if the following education performance areas are described as an area of need (if the area is checked, but no description is provided, mark "no"; if any kind of description is provided, mark "yes").

	No	Yes
1. Communication status		X
2. Academic performance		
3. Health, vision, hearing, motor abilities		X
4. Social and emotional status		X
5. General intelligence (cognitive)		X
6. Overall quality of description of child's performance <i>relative to the general curriculum or developmental status</i> is clear enough to establish well-written goals for the child. Code No if there is no reference to grade, age, or developmental equivalents/performance.	X	

Comments: H/A/H/MA: in some areas exceed age expectancy
GI: above average ability

Review of Related Services

Directions: If related services are provided, indicate yes and the amount of time the service is provided per week.

	Yes	No	Time / Week
7. Speech Therapy	X		40 min
8. Occupational Therapy	X		22.5 min
9. Physical Therapy	X		15 min / quarterly

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Directions: Review the overall IEP and determine to what degree each indicator is provided. Use the Likert scale that ranges from 0 "no or not at all" to 2 "very much/yes." Not applicable is NA.

0 Not at all/No	1 Somewhat	2 Very much/Yes
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Indicator	NA	0	1	2
10. Annual goals include goals from the COMPASS consultation.	X			
11. Parental concerns are described (Code "2" if any concerns are described).		X		
12. Includes goals/objectives for social skills to improve involvement in school and family activities (i.e., social objective is targeted for improved functioning in school/or family life). Must have more than 1 objective to Code "2".		X		
13. Includes goals/objectives for expressive, receptive, and non-verbal communication skills (Code "NA" if communication is not listed as an area of need in present levels of performance, Code "0" if communication is listed as area of need but there are no communication goals/objectives, Code "1" if there is only one goal for receptive and expressive language, Code "2" if there are goals for both receptive and expressive language).				X
14. Includes goals/objectives for symbolic functional communication system (PECS, assistive technology, etc). Code as "NA" if child shows evidence of conversational speech in the present levels of performance. When AAC isn't an objective, but listed as a support for objectives, code as "1".				X
15. Includes goals/objectives for engagement in tasks or play which are developmentally appropriate (must emphasize a focus on developmental skills such as attending, sitting in circle, taking turns, etc., rather than academic), including an appropriate motivational system (Code "1" if developmentally appropriate but no motivation system is described)				X
16. Includes goals/objectives for fine and gross motor skills to be utilized when engaging in age appropriate activities. Must have more than 1 objective to Code "2".		X		
17. Includes goals/objectives for basic cognitive and academic thinking skills (sorting, letters, numbers, reading, etc). Must have more than 1 objective to Code "2".		X		
18. Includes goals/objectives for replacement of problem behaviors with appropriate behaviors (evidence is provided that the skill is designed to replace a problem behavior). Must have more than 1 objective to Code "2".		X		
19. Includes goals/objectives for organizational skills and other behaviors that underlie success in a general education classroom (independently completing a task, following instructions, asking for help, etc). Must have more than 1 objective to Code 2.				X
20. Objectives are individualized and adapted from the state academic content standards (i.e., goals are assumed to be the academic content standard). Code "2" if most are individualized but some are not; code 1 if some are individualized, but most are not.		X		

choose item make request to director pictures objects

follow instructions initiate tasks

21. Number of goals in the IEP: 2
22. Number of objectives in the IEP: 8
23. Is the need for ESY addressed? Yes No
24. Is ESY recommended as a service? Yes No Not Addressed

Part B: Analysis of Specific IEP Objectives

Objective 1:

When presented w/ 2 pictures or objects, will choose the item he wants in 80% of opportunities across 3 sessions (indp.)

IEP goal # and page # on the IEP: 1, p. 4 # of objectives under goal: 3

Objective Code: 2

0=Academic 1=Social 2=Communication 3= Learning/Work Skills 4=motor/sensory 5= Self-help 6= Behavior

Directions: Code each objective (not goal). Use the Likert scale that ranges from 0 "no or not at all" to 2 "very much/yes." Not applicable is NA.

0	1	2
Not at all/No	Somewhat	Very much/Yes

Indicator	NA	0	1	2
25. The child's present level of performance is described for this objective (don't rate quality here). If a simple description like 1 sentence is given Code "2".				X
26. The child's performance of this objective (in summary of present levels of performance) is described in a manner that links it <i>specifically</i> to the general curriculum.		X		
27. The child's performance of this objective (in summary of present levels of performance) is described in a manner that links it <i>specifically</i> to developmental curriculum.		X		
28. This objective is able to be measured in behavioral terms. Code "1" if it <u>can be observed</u> , Code "2" if the <u>description of target behavior is clear for proper measurement of goal achievement through observation</u> .				X
29. The conditions under which the behavior is to occur is provided i.e. when, where, with whom.				X
30. The criterion for goal acquisition is described i.e. rate, frequency, percentage, latency, duration as well as a timeline for goal attainment is described specifically for objective (other than for length of IEP). If criterion is provided but timeline is not, Code "1" (i.e. Expresses wants and needs appropriately should be coded "0").			X	
31. A method of goal measurement is described. Code "1" if method of measurement is just checked according to a preset list and not individualized specific to objective.			X	
32. Is Specially Designed Instruction individualized to the objective? (Code "0" if there is no SDI is specified, Code "1" if SDI is checked off but not specifically designed for that objective, Code "2" for individualized SDI).			X	

Individual Education Plan Evaluation Form

-Continued on next page-

Objective 2:

When presented with an independent work task, will initiate the task manipulating the materials appropriately w/ verbal cues only in 50% of sessions

IEP goal # and page # on the IEP: 2, p.5 # of objectives under goal: 5

Objective Code: 3

0=Academic 1=Social 2=Communication 3= Learning/Work Skills 4=motor/sensory 5= Self-help 6= Behavior

0	1	2
Not at all/No	Somewhat	Very much/Yes

Indicator	NA	0	1	2
33. The child's present level of performance is described for this objective (don't rate quality here). If a simple description like 1 sentence is given code "2".				X
34. The child's performance of this objective (in summary of present levels of performance) is described in a manner that links it <i>specifically</i> to the general curriculum.		X		
35. The child's performance of this objective (in summary of present levels of performance) is described in a manner that links it <i>specifically</i> to developmental curriculum.		X		
36. This objective is able to be measured in behavioral terms. Code "1" if it can be observed, Code "2" if the description of target behavior is clear for proper measurement of goal achievement through observation.				X
37. The conditions under which the behavior is to occur is provided i.e. when, where, with whom.				X
38. The criterion for goal acquisition is described i.e. rate, frequency, percentage, latency, duration as well as a timeline for goal attainment is described specifically for objective (other than for length of IEP). If criterion is provided but timeline is not, Code "1" (i.e. Expresses wants and needs appropriately should be coded "0").			X	
39. A method of goal measurement is described. Code "1" if method of measurement is just checked according to a preset list and not individualized specific to objective.			X	
40. Is Specially Designed Instruction individualized to the objective? (Code "0" if there is no SDI is specified, Code "1" if SDI is checked off but not specifically designed for that objective, Code "2" for individualized SDI).			X	

Individual Education Plan Evaluation Form

Objective 3:

Will use objects or pictures to make requests for assistance or objects in the classroom in 50% of opportunities

IEP goal # and page # on the IEP: 1, p. 4 # of objectives under goal: 3

Objective Code: 2

0=Academic 1=Social 2=Communication 3= Learning/Work Skills 4=motor/sensory 5= Self-help 6= Behavior

0	1	2
Not at all/No	Somewhat	Very much/Yes

Indicator	NA	0	1	2
41. The child's present level of performance is described for this objective (don't rate quality here). If a simple description like 1 sentence is given code "2".				X
42. The child's performance of this objective (in summary of present levels of performance) is described in a manner that links it <i>specifically</i> to the general curriculum.		X		
43. The child's performance of this objective (in summary of present levels of performance) is described in a manner that links it <i>specifically</i> to developmental curriculum.		X		
44. This objective is able to be measured in behavioral terms. Code "1" if it can be observed, Code "2" if the description of target behavior is clear for proper measurement of goal achievement through observation.			X	
45. The conditions under which the behavior is to occur is provided i.e. when, where, with whom.			X	
46. The criterion for goal acquisition is described i.e. rate, frequency, percentage, latency, duration as well as a timeline for goal attainment is described specifically for objective (other than for length of IEP). If criterion is provided but timeline is not, Code "1" (i.e. Expresses wants and needs appropriately should be coded "0").			X	
47. A method of goal measurement is described. Code "1" if method of measurement is just checked according to a preset list and not individualized specific to objective.			Y	
48. Is Specially Designed Instruction individualized to the objective? (Code "0" if there is no SDI is specified, Code "1" if SDI is checked off but not specifically designed for that objective, Code "2" for individualized SDI).			Y	

where