|  |  |  |  |
| --- | --- | --- | --- |
| **Scoring Rubric for Critical Assignment EEX 4932**  **Developing Individual Education Programs**  **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sem: \_\_\_\_\_Year\_\_\_\_\_\_ Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Points Earned:\_\_\_\_\_\_\_/ 60**  **Results of this Critical Assignment: \_\_\_ Exceeds Expectation \_\_\_Meets Expectation \_\_\_Does not Meet Expectation**  **Critical Assignment Title:** *IEP (Individual Education Plan****)***  **Florida Educator Accomplished Practice:**  *EAP a.1.a; a.3.c; a.4.a; a.4.b; b.2*  **Description of Critical Assignment:** *(Completion of this activity requires identifying a student at the practicum site).*  Each student will write an IEP based on information gathered in the practicum setting and based on the information gathered in the Student Profile Assignment. When the IEP student is an ESOL student, the IEP will reflect consideration for linguistic and cultural characteristics of the student. The state generic IEP form (found in the Florida Department of Education publication *Writing Quality IEPs*) will be used. Students must demonstrate proficiency in writing IEPs and may be required to rewrite IEPs until proficiency is demonstrated. (The rewrite may be required for a different student).  IEP with Transition Activities: Complete the transition page of the IEP based on information gathered in the practicum setting or, in the case of students working in elementary schools, based on the data provided by the instructor (the transition activities are part of the IEP for students aged 16 and older). If your student is not age 16 or older, you need to make-up a potential desired career outcome and develop objectives to the best of your knowledge. | | | |
| **Categories** | **EXCEEDS EXPECTATIONS** | **MEETS EXPECTATIONS** | **DOES NOT MEET EXPECTATION** |
| **INDIVIDUAL EDUCATION PLAN (Page 1)**  \_\_\_\_\_\_\_\_\_\_\_Points | **6 – 5.4 points**   1. Information provided is **consistent** with Student Profile 2. **9-10** of student information identifiers are complete (name through Date of Last IEP) 3. Desired Outcome and General Factors, including strengths of student, results of recent evaluations, & parent concerns about student’s education are **clearly stated.** 4. As appropriate and consistent with Student Profile, **all** Special Factors are indicated 5. One or more domains and / or transition services areas are specified 6. Transition needs are specified when appropriate given age of student | **5.3 - 4.4 points**   1. Information provided is **mostly consistent** with Student Profile 2. **6-8** of student information identifiers are complete (name through Date of Last IEP) 3. Desired Outcome and General Factors, including strengths of student, results of recent evaluations, & parent concerns about student’s education are **stated in general terms.** 4. As appropriate and consistent with Student Profile, **most** Special Factors are indicated 5. One or more domains and / or transition services areas are specified 6. Transition needs are specified when appropriate given age of student | **4.3 - 0 points**   1. Information provided is **inconsistent** with Student Profile 2. **Name is provided with fewer than 5** other student information identifiers (name through Date of Last IEP) 3. Desired Outcome and General Factors, including strengths of student, results of recent evaluations, & parent concerns about student’s education are **missing or vaguely stated.** 4. Consistent with Student Profile, appropriate Special Factors are **not** indicated 5. One or more domains and / or transition services areas are  **not** specified 6. Transition needs are **not** specified when appropriate given age of student |
| **PRESENT LEVEL OF PERFORMANCE**  \_\_\_\_\_\_\_\_\_\_\_Points | **7 - 6.3 points**   1. Domain indicated 2. PLOP statements are **clearly justified** by data from Student Profile 3. **Clear, narrative** statement of student strengths & needs includes descriptive information that is usable 4. Needs are expressed in **clearly observable or measurable terms** 5. Priority educational needs (PEN) are reflected in **all** PLOP statements 6. Statements **clearly** describe student’s abilities & needs in relation to student’s desired school outcomes | **6.2– 5.1 points**   1. Domain indicated 2. PLOP statements **mostly justified** by data from Student Profile 3. Narrative statement of student strengths & needs stated in **general terms,** & includes **some descriptive information that may be usable** 4. Needs are expressed in **general observable or measurable terms** 5. Priority educational needs (PEN) are reflected in **most** PLOP statements 6. Statements **mostly** describe student’s abilities & needs in relation to student’s desired school outcomes | **5.0 - 0 points**   1. Domain **incorrectly indicated or missing** 2. PLOP statements **are not justified by data** from Student Profile 3. Statement of student strengths & needs includes descriptive information that is **vaguely stated and may not be usable** 4. Needs are expressed **in terms that are not observable or measurable** 5. Priority educational needs (PEN) are **not** reflected in PLOP statements 6. Statements **do not** describe student’s abilities & needs in relation to student’s desired school outcomes |
| **MEASURABLE ANNUAL GOALS**  \_\_\_\_\_\_\_\_\_\_\_Points | **7 – 6.3 points**  **ALL** Annual Goals:   1. Are prioritized & appropriate, given information in Student Profile 2. Are related to desired school outcomes and PEN. 3. **Written clearly** as observable / measurable statements 4. Indicate appropriate growth for one year based upon student’s PLOP 5. Address instructional responsibilities | * 1. **6.2– 5.1 points**   **Most** Annual Goals:   1. Are prioritized & appropriate, given information in Student Profile 2. Are related to desired school outcomes and PEN. 3. Written **in general terms** as observable / measurable statements 4. Indicate appropriate growth for one year based upon student’s PLOP 5. Address instructional responsibilities | * 1. **5.0– 0 points**   **Most** Annual Goals:   1. Are **not prioritized** & **not appropriate,** given information in Student Profile 2. Are related to desired school outcomes and PEN. 3. Written **very vaguely or not all all** as observable / measurable statements 4. **Do not indicate** appropriate growth for one year based upon student’s PLOP 5. **Fails to address** instructional responsibilities |
| **SHORT TERM OBJECTIVES**  \_\_\_\_\_\_\_\_\_\_\_Points | **8 – 7.2 points**  **All** STOs:   1. Directly relate to AG 2. Focus on specific needs identified in PLOP statements & are appropriate given information in Student Profile 3. Are achievable in relation to student’s identified strengths & needs 4. Reflect progress to more complex skills or mastery of behavior 5. Are written in easily understood language 6. Indicate learner behavior that is observable & measurable 7. Reflect integration & use of skills needed in classroom, community & home 8. Are chronologically & developmentally appropriate for the student | **7.1 – 5.8 points**  **MOST**  STOs:   1. Directly relate to AG 2. Focus on specific needs identified in PLOP statements & are appropriate given information in Student Profile 3. Are achievable in relation to student’s identified strengths & needs 4. Reflect progress to more complex skills or mastery of behavior 5. Are written in easily understood language 6. Indicate learner behavior that is observable & measurable 7. Reflect integration & use of skills needed in classroom, community & home 8. Are chronologically & developmentally appropriate for the student | * 1. **5.7- 0 points**   **MOST**  STOs:   1. **Are not** directly relate to AG 2. **Do not focus** on specific needs identified in PLOP statements **OR are not appropriate** given information in Student Profile 3. **Are not achievable** in relation to student’s identified strengths & needs 4. **Do not reflect progress** to more complex skills or mastery of behavior 5. **Are not written** in easily understood language 6. **Do not indicate** learner behavior that is observable & measurable 7. **Do not reflect** integration & use of skills needed in classroom, community & home 8. **Are not chronologically & developmentally appropriate** for the student |
| **STUDENT PROGRESS**  \_\_\_\_\_\_\_\_\_\_\_Points | **5- 4.5 points**   1. **ALL evaluation procedures** include ongoing & frequent measurement of objectives 2. Criteria for mastery describe the expected performance in terms of how well **AND** over what period of time 3. Criteria for master attainable yet challenging in relation to student’s ability 4. **Clearly stated and varied** evaluation methods & procedures are provided | **4.4 – 3.7 points**   1. **Most evaluation procedures** include ongoing & frequent measurement of objectives 2. Criteria for mastery describe the expected performance in terms of how well **OR** over what period of time 3. Criteria for master attainable**, but not necessarily challenging** in relation to student’s ability 4. **Most evaluation** methods & procedures are **clearly stated with some variety provided** | **3.7 - 0 points**   1. **Few evaluation procedures** include ongoing & frequent measurement of objectives 2. Criteria for mastery **do not describe** the expected performance in terms of how well **and** over what period of time 3. Criteria for master **either not attainable OR too challenging in relation to student’s ability** 4. Evaluation methods & procedures **lack variety and clarity** |
| **EXCEPTIONAL STUDENT EDUCATION PLAN**  \_\_\_\_\_\_\_\_\_\_\_Points | **7 – 6.3 points**  **Special Education / Related Services / Supplementary Aids & Services / Placement:**   1. Based upon needs as indicated in Student Profile, **ALL appropriate** special education, related services and supplementary aids & services are indicated 2. Special Education participation is **clearly and specifically** described 3. Regular education activity or program in which student will participate is **clearly described** 4. Benefit or purpose of participation in regular education is **clearly**   **described**   1. **Placement** is correctly indicated based upon % of time with non-ESE   students   1. **ALL** Related servicesaddress student’s PEN   **Initiation Date / Duration / Location / Frequency of Services:**   1. **ALL Duration** of services reflects student’s needs, goals and desired school outcome as stated in IEP and Student Profile 2. **ALL Location & frequency** of services are specified in detail   **Program Modifications/Supports for School Personnel:**   1. Modifications, accommodations and supports related to meeting PEN   and attaining desired school or  post-school outcomes identified on IEP   1. **CLEAR, Positive correlation** between accommodations in instructional program & state/district assessment program 2. Accommodations that support participation in instructional & assessment program are **specified in detail**   **State/ Districtwide Assessment Accommodations /Modifications:**   1. **ALL** Accommodations selected for state/district assessment are consistent with those provided in classroom 2. Alternate assessment procedures are **CLEARLY** described **&** include multiple techniques or assessments | **6.2 – 5.1 points**  **Special Education / Related Services / Supplementary Aids & Services / Placement:**   1. Based upon needs as indicated in Student Profile, **MOST appropriate** special education, related services and supplementary aids & services are indicated 2. Special Education participation is **described in general terms** 3. Regular education activity or program in which student will participate is **described in general terms** 4. Benefit or purpose of participation in regular education is **generally described** 5. **Placement** is correctly indicated based upon % of time with non-ESE   students   1. **MOST** Related servicesaddress student’s PEN   **Initiation Date / Duration / Location / Frequency of Services:**   1. **MOST Duration** of services reflects student’s needs, goals and desired school outcome as stated in IEP and Student Profile 2. **MOST Location & frequency** of services are specified in detail   **Program Modifications/Supports for School Personnel:**   1. Modifications, accommodations and supports related to meeting PEN and attaining desired school or   post-school outcomes identified on IEP   1. **POSITIVE correlation** between **MOST** accommodations in instructional program & state/district assessment program 2. Accommodations that support participation in instructional & assessment program are specified in **GENERAL TERMS, W/O DETAILS**   **State/Districtwide Assessment Accommodations /Modifications:**   1. **MOST** Accommodations selected for state/district assessment are consistent with those provided in classroom 2. Alternate assessment procedures are described. **SOME** include multiple techniques or assessments | **5.0 - 0 points**  **Special Education / Related Services / Supplementary Aids & Services / Placement:**   1. Based upon needs as indicated in Student Profile, **FEW OR NO appropriate s**pecial education, related services and supplementary aids & services are indicated 2. Special Education participation is **described in vague terms or not at all** 3. Regular education activity or program in which student will participate is **vaguely described or not at all** 4. Benefit or purpose of participation in regular education is **vaguely described or not at all** 5. Placement is **not** correctly indicated based upon % of time with non-ESE students 6. **FEW OR NO** Related servicesaddress student’s PEN   **Initiation Date / Duration / Location / Frequency of Services:**   1. **FEW Duration** of services reflects student’s needs, goals and desired school outcome as stated in IEP and Student Profile 2. **FEW Location & frequency** of services are specified in detail   **Program Modifications/Supports for School Personnel:**   1. **FEW OR NO** Modifications, accommodations & supports related to meeting PEN & attaining desired school or post-school outcomes identified on IEP 2. **NO correlation** between accommodations in instructional program & state/district assessment program 3. Accommodations that support participation in instructional & assessment program are **NOT** specified   **State/Districtwide Assessment Accommodations /Modifications:**   1. **FEW OR NO** Accommodations selected for state/district assessment are consistent with those provided in classroom 2. Alternate assessment procedures are **VAGUELY** described **OR NOT INLCUDED IN IEP** |
| **TRANSITION SERVICES**  \_\_\_\_\_\_\_\_\_\_\_Points | **4 - 3.6 points**   1. Transition services/activities indicated on p. 1 are addressed 2. Goals reflect skill development needed for successful transition 3. Goals reflect desired post-school outcome statement [ p. 1] 4. Decision re: diploma option is **clearly** geared toward student’s desired post-school outcomes. | **3.5 – 2.9 points**   1. Transition services/activities indicated on p. 1 are addressed 2. **MOST** goals reflect skill development needed for successful transition 3. **MOST** goals reflect desired post-school outcome statement [ p. 1] 4. Decision re: diploma option is geared toward student’s desired post-school outcomes. | **2.8 -0 points**   1. Transition services/activities indicated on p. 1 are **NOT** addressed 2. Goals **DO NOT** reflect skill development needed for successful transition 3. Goals **DO NOT** reflect desired post-school outcome statement [ p. 1] 4. Decision re: diploma option is **NOT** geared toward student’s desired post-school outcomes. |
| **IEP DEVELOPMENT**  \_\_\_\_\_\_\_\_\_\_\_Points | **4 – 3.6 points**   1. **All** IEP components are interrelated & a **logical progression is evident** in meeting the student’s identified needs. 2. IEP content is **consistently supported** by data provided in Student Profile 3. IEP has **clear focus & can be used by teachers & parents** | **3.5 – 2.9 points**   1. **MOST**  IEP components are interrelated & a logical progression is **FAIRLY evident** in meeting the student’s identified needs. 2. IEP content is **MOSTLY supported** by data provided in Student Profile 3. IEP has **a focus** **& can be used by teachers or parents** | **2.8 - 0 points**   1. **FEW** IEP components are interrelated & a logical progression is **NOT** evident in meeting the student’s identified needs. 2. IEP content is **NOT supported** by data provided in Student Profile 3. IEP **LACKS clear focus** & can be used by teachers & parents |
| **FORM**  \_\_\_\_\_\_\_\_\_\_\_Points | **2 – 1.8 points**   1. IEP contains precise language; no grammatical errors 2. IEP is organized sequentially with **all** pages dated, numbered & student’s name at top 3. **No** errors in spelling or punctuation 4. Neatly, legibly written | **1.7 – 1.4 points**   1. IEP contains understandable language; few grammatical errors 2. IEP is organized sequentially with **most** pages dated, numbered & student’s name at top 3. **Few** errors in spelling or punctuation 4. Handwriting may / may not be neat and legible. | **1.3 - 0 points**   1. IEP contains awkward, imprecise sentence structures; many grammatical errors 2. IEP is organized sequentially with **few or no** pages dated, numbered & student’s name at top 3. **Many** errors in spelling or punctuation 4. Handwriting may / may not be neat and legible. |