

**IEP EVALUATION RUBRIC**

	<b>Present Level of Academic Achievement and Functional Performance</b>	<b>YES</b>	<b>NO</b>
1.	The PLAAFP quantitatively states: The current assessment measure administered to the student.	<input type="checkbox"/>	<input type="checkbox"/>
2.	The PLAAFP quantitatively states: The learner's present level of performance on the assessment administered from item above.	<input type="checkbox"/>	<input type="checkbox"/>
3.	The PLAAFP includes a statement of the child's strengths.	<input type="checkbox"/>	<input type="checkbox"/>
4.	The PLAAFP includes a needs statement.	<input type="checkbox"/>	<input type="checkbox"/>
5.	The PLAAFP describes how the student's needs affect participation in the general curriculum.	<input type="checkbox"/>	<input type="checkbox"/>
	<b>GOALS</b>	<b>YES</b>	<b>NO</b>
6.	Needs identified in the PLAAFP statement are addressed in the goal that corresponds with the PLAAFP	<input type="checkbox"/>	<input type="checkbox"/>
7.	Goals are measurable in quantifiable terms (ex: 80%, ¾, etc.).	<input type="checkbox"/>	<input type="checkbox"/>
8.	The goal includes the timeframe.	<input type="checkbox"/>	<input type="checkbox"/>
9.	The goal includes the behavior.	<input type="checkbox"/>	<input type="checkbox"/>
10	The goal includes the criterion for performance.	<input type="checkbox"/>	<input type="checkbox"/>
11	<b>High School Only</b> – At least one goal is checked "Targeted for Transition".	<input type="checkbox"/>	<input type="checkbox"/>
	<b>OBJECTIVES</b>	<b>YES</b>	<b>NO</b>
12	Objectives or benchmarks are related to the goal.	<input type="checkbox"/>	<input type="checkbox"/>
13	Objectives are measurable.	<input type="checkbox"/>	<input type="checkbox"/>