North Marion School District – IEP Evaluation Scoring Guide

Student Name:		IEP Date:	IEP Writer	Rater 1:	Rater 2:	TRANSLATION Verbal ___ Written___ Not needed___

Present Level		Quality Indicators	4	3	2	1
	Student's overall strengths, interests, preferences	**Paints a general picture of the student :**	Includes (4 of 4 bullets) ▪ Demographics = grade, eligibility(s),placement ▪ Strengths ▪ Preferences Interests and motivations	Includes (3 of 4 bullets) ▪ Demographics = grade, eligibility(s),placement ▪ Strengths ▪ Preferences Interests and motivations	Includes (2 of 4 bullets) ▪ Demographics = grade, eligibility(s),placement ▪ Strengths ▪ Preferences ▪ Interests and motivations	No statement of overall strength present.
	Parent Input and Concerns	**Parent(s) information:** Includes input and concerns in academic and functional areas	Includes: ▪ Parent input evident ▪ Documentation of parent concerns, both academic and functional ▪ Parent concerns addressed	Includes : ▪ Documentation of parent concerns both academic and functional ▪ Parent concerns addressed	Includes : ▪ Documentation of parent concerns	No parent input or concerns present.
Present Levels	Present Level of Academic Achievement - Content Areas	**For EACH CONTENT area:** Reading, Writing, Math *If student is at grade level and the area is not of concern, please state that information. *If student is not at grade level, but does not need an IEP goal in that area state how the student's lagging skills are being addressed.	Includes 1-4 below: Plus answers, 6-9 in narrative form (#5) 1. Progress on previous goals 2. Student strengths 3. Student needs 4. Impact of disability on progress in specific area addressed 5. Include a narrative with supporting data to include 6-9 below 6. Current performance 7. Classroom assessment data 8. CCSS Standards/typical peer statement 9. Accommodations / Strategies OR Answers appropriate *asterisk statements for 3/3 content areas	Includes 1-4 below: Plus answers, 6-8 in narrative form (#5) 1. Progress on previous goals 2. Student strengths 3. Student needs 4. Impact of disability on progress in specific area addressed 5. Includes a narrative with supporting data to include 6-8 below 6. Current performance 7. Classroom assessment data 8. CCSS Standards/typical peer statement OR Answers appropriate *asterisk statements for 2/3 content areas	Includes 1-4 below: Plus answers, 6-8 1. Progress on previous goals 2. Student strengths 3. Student needs 4. Impact of disability on progress in specific area addressed 5. Includes bulleted data points covering items 6-8 6. Current performance 7. Classroom assessment data 8. CCSS Standards/typical peer statement OR Answers appropriate *asterisk statements, for 1/3 content areas	Includes 1-4 below: 1. Progress on previous goals 2. Student strengths 3. Student needs 4. Impact of disability on progress in specific area addressed OR No answer to *asterisk statement
	Present Level of Achievement - State / District	**For each area assessed:** Language arts, Math, Science, English Language Proficiency	Includes 1-3: 1. Data explained for most recent state and/or district assessments in relation to the benchmark 2. Plan for upcoming State	Includes 1-2 below: 1. Data explained for most recent state and/or district assessments in relation to the benchmark 2. Plan for upcoming State	Includes 1 below: 1. Data explained for most recent state and/or district assessments in relation to the benchmark	No information about state or district assessment is included.

Present Level	Quality Indicators	4	3	2	1
Assessments		or District assessment in each content area 3. Reference to accommodations /accessibly plans included	or District assessment in each content area		

Functional / Develop-mental Performance - Evaluation	**Performance:** Results of initial or most recent evaluation including scores and dates (Written by specialist)	Specific test / evaluation data is provided
		• Includes:
		  o test names
		  o dates
		  O scores
		• Is written in a parent friendly manner
			Specific test / evaluation data is provided
			• Includes:
			  o test names
			  o dates
			  O scores
			• Is written in a narrative format
				Specific test / evaluation data is provided
				• Includes:
				  o test names
				  o dates
				  O scores
					Information about most recent evaluation is not included

Functional / Develop-mental Performance - Skills for Accessing the Core	**Performance in each area needed by student to access core instruction:** Communication, Social Skills, Behavior, Organization, Fine/Gross Motor, Self-Care, Self-Direction, etc Written by specialist ▪ In the case of hearing, vision, OT, PT the case manager may need to assist. ▪ In the case of basic skills students the classroom teacher will be writing parts of this section. ▪ Case manager addresses cultural or second language needs. **** If student needs has no functional/developmental needs, ▪ List formal test data THEN ▪ State there is no need for functional/development info	Includes 1-5 plus answers 7-1 in narrative form (#6) 1. Progress on previous goals 2. Strength or relative strength 3. Needs/Skills for next IEP 4. Impact of disability on progress in specific area addressed. 5. Cultural or second language needs considered 6. Include a narrative with supporting data to include 6-11 below 7. Current performance 8. Classroom assessment data 9. CCSS Standards/typical peer statement 10. Transition needs 11. Accommodations / Strategies OR Answers appropriate *asterisk statement	Includes 1-5 plus answers 7-10 in narrative form (#6) 1. Progress on previous goals 2. Strength or relative strength 3. Needs/Skills for next IEP 4. Impact of disability on progress in specific area addressed. 5. Cultural or second language needs considered 6. Include a narrative with supporting data to include 6-10 below 7. Current functional performance 8. Classroom assessment data 9. CCSS Standards/typical peer statement 10. Transition needs OR Answers appropriate *asterisk statement	Includes 1-5 plus answers 7-10: 1. Progress on previous goals 2. Strength or relative strength 3. Needs/Skills for next IEP 4. Impact of disability on progress in specific area addressed. 5. Cultural or second language needs considered 6. Includes bulleted data points covering items 7-9 below 7. Current functional performance 8. Classroom assessment data 9. CCSS Standards/typical peer statement OR Answers appropriate *asterisk statement	Includes 1-5 below: 1. Progress on previous goals 2. Strength or relative strength 3. Needs/Skills for next IEP 4. Impact of disability on progress in specific area addressed. 5. Cultural or second language needs considered OR No answer to *asterisk statement