

IEP QUALITY INVENTORY—BRIEF—PRESENT LEVEL AND GOALS ONLY

Directions: This BRIEF version of the IEP Quality Inventory may be used as a quality checklist during drafting and design of an IEP PLOP or Goals, or as a quality inventory for review specific to the PLOP or Goals. If quality of an IEP component does not fully meet description for one rating, select the lower quality rating. To rate an entire IEP, use the IEP Quality Inventory instead.

PRESENT LEVEL OF PERFORMANCE (PLOP)

PLOP Introduction

Unacceptable	Compliant	Legally Defensible
Introduction missing or fails to introduce the child and contextualize the rest of the PLOP. 0	The PLOP begins with a brief paragraph that introduces the child and contextualizes the rest of the PLOP. 1	The PLOP begins with a brief paragraph that introduces the child and contextualizes the rest of the PLOP. This introduction communicates people-first respect that the child is more than the weaknesses addressed in an IEP. 2

Special Considerations

Unacceptable	Compliant	Legally Defensible
Special Considerations missing, too general, or vague. 0	Explicitly <i>states whether</i> any of these five factors impact the student: behavior, limited English proficiency, blindness or visual impairment, communication needs or deafness, and needs for assistive technology. Lists personnel, accommodations, support techniques and assistive technologies used for academic or behavioral functioning and/or for participation in settings or curriculum during the previous school year. 1	Explicitly <i>details how</i> any of these five factors impact the student: behavior, limited English proficiency, blindness or visual impairment, communication needs or deafness, and needs for assistive technology. Clearly <i>describes what and how</i> personnel, accommodations, support techniques and assistive technologies were used for academic or behavioral functioning and/or for participation in settings or curriculum during the previous school year. 2

Attendance

Unacceptable	Legally Defensible
Attendance not addressed. 0	Attendance explicitly addressed. Details of any extended illnesses or absences explained, including impact upon access to education. 2

Eligibility Summary

Unacceptable	Compliant	Legally Defensible
Eligibility category(ies) NOT explicitly named. 0	Eligibility category(ies) explicitly named. Data may be discussed, but lacks specificity or explanations for parents. 1	Eligibility category(ies) explicitly named. Eligibility data explained with specificity, including name of assessment, date, scores, and interpretation. Outside reports summarized or quoted, including name of doctor or specialist and date. Parent-friendly explanations added. 2

How Disability Impacts Involvement

Unacceptable	Compliant	Legally Defensible
Missing or vague statement of how disability impacts involvement in curriculum or setting. 0	Identifies impact of disability on involvement in both curriculum and settings. 1	Clearly describes impact of disability in grade-level and/or functional curriculum and how disability impacts involvement in settings with and without non-disabled peers. 2

IEP Goal Accomplishment

Unacceptable/ or NEW IEP	Compliant	Legally Defensible
No discussion of performance on previous IEP goals, OR simple statement of met or unmet. For a first IEP, IEP goal accomplishment cannot be rated, so record this score. 0	Discussion of performance on previous IEPs describes the skill levels achieved without data to judge if progression from that IEP to this next one is appropriate for more than minimal progress. 1	Detailed discussion of how each goal in the previous IEP was achieved (or not) with specific data evidence sufficient to judge if more than minimal progress is planned between the last IEP and this next one. 2

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Academic Progress

Unacceptable	Compliant	Legally Defensible
Academic progress for the last year is not discussed, or has information missing or too general from one or more teacher or related service provider. 0	Academic progress for the last year includes information from all teachers or related service providers. Qualitatively describes curriculum, practices and identifies low or slow skills. Quantitatively at least reports achievement of benchmarks, local or state assessments, and grades. 1	Academic progress for the last year clearly states what student can do and cannot or is not yet doing. Includes information from all teachers or related service providers. Identifies research-based curriculum or evidence-based practices used, interventions implemented. Quantitatively reports specific data demonstrating rate of progress (how slow) or achievement of cut scores, benchmarks, local or state assessments, and grades (how low). Recommends next intervention steps. 2

Unacceptable	Compliant	Legally Defensible
Behavior or social skills for the last year are not discussed, or is discussed in generalities. 0	Progress for behavior, emotional and/or social skills for the last year are described qualitatively without specific data to identify low or slow skills. Even for a student not requiring behavior goals, a paragraph is included describing behavior and social functioning that includes qualitative descriptions. 1	Specific data is included demonstrating progress in behavior, emotional or social functioning, including data about responsiveness to positive behavior supports. For a student with a behavior improvement plan or behavior goal, clearly states what student can do and cannot or is not yet doing. Identifies research-based curriculum or evidence-based practices used, and interventions implemented. Reports rate of progress or mastery of goals. Recommends next intervention steps. For a child who is a victim of bullying, addresses plan to protect access to safe and appropriate education. 2

Student and Parent Priorities and Concerns

Unacceptable	Compliant	Legally Defensible
Discussion of priorities or concerns of the parent is missing or general. 0	Explicitly lists priorities or concerns by the parent. For a student of transition age, explicitly lists student interests. 1	Describes attempts to obtain written input by parents. Explicitly lists priorities and/or concerns by BOTH the parent AND the student. For a student with numerous areas of weakness, a statement describes how parent concerns were valued in determining which weaknesses would be prioritized in this IEP. For a student of transition age, describes how student interests were valued in determining priorities in this IEP. 2

Strengths

Unacceptable	Compliant	Legally Defensible
Discussion of strengths is missing or is NOT explicit. 0	Discussion of strengths is explicit providing qualitative descriptions. 1	Explicit discussion of strengths summarizes both qualitative and quantitative data. Discussion includes how student strengths support learning and/or behaviors and/or participation in settings and curriculum. 2

Weaknesses

Unacceptable	Compliant	Legally Defensible
Discussion of weaknesses is missing or is NOT explicit. 0	Discussion of weaknesses is explicit providing qualitative descriptions. 1	Explicit discussion of weaknesses summarizes both qualitative and quantitative data. Discussion includes how student weaknesses impact learning and/or behaviors and/or participation in settings and curriculum. Clear statement of where/how weaknesses will be addressed in Specially Designed Instruction and/or Goals. In case of multiple weaknesses, priority weaknesses distinguished from non-priority weaknesses. 2

Terminology in Present Level of Performance

Unacceptable	Compliant	Legally Defensible
Jargon, Abbreviations, or Terminology in Present Level of Performance are used but not explained, OR terminology is used inaccurately. 0	Abbreviations in Present Level of Performance are paired with full terms. Terminology is accurate. 1	Jargon, Abbreviations and/or Terminology in the Present Level of Performance is used accurately AND paired with parent-friendly accurate explanations. 2

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GOALS and OBJECTIVES/ BENCHMARKS

Number of Goals

Unacceptable	Legally Defensible
Number of goals is too few to address needs of the child. OR number of goals is too great to focus services on priority needs. 0	Number of goals is appropriate to address needs of the child AND to focus services on priority needs. For a student with numerous areas of weakness, explicit PLOP statement justifies prioritization of weaknesses to be addressed in this IEP's goals. 2

Alignment: Present Level of Performance to Goals

Unacceptable	Legally Defensible
Goals not clearly aligned with weaknesses in present level and/or transition for a specific skill or content area. 0	Every goal has a matching discussion of weakness in Present Level of Performance and/or Transition section. Every prioritized weakness has a matching goal(s). 2

Alignment: Curriculum

Unacceptable	Legally Defensible
Alignment with state or functional curriculum unclear. 0	ALL academic goals align with at least a component skill of a state academic standard or functional curriculum. 2

Value of Parent and/or Student Priorities, Any goals

Unacceptable	Compliant	Legally Defensible
No goal is clearly aligned with a priority of a parent or the student. 0	One goal clearly aligned with either a parent or student priority, concern or interest. 1	At least one goal clearly aligned with a parent priority or concern. PLUS At least one goal clearly aligned with a student concern, interest or priority. (Those may be the same goal.) 2

Goals Distinct Targets

Unacceptable	Legally Defensible
Goals overlap. 0	Each goal addresses distinct priority skill or content need. 2

Goals Accomplishment Dates (use only for an IEP with three or more total goals including transition goals)

Unacceptable	Legally Defensible
All goal accomplishment dates the same date. 0	Goal accomplishment dates varied according to developmentally appropriate sequencing and to space accountability requirements. 2

Goals Criterion (use only for an IEP with three or more total goals including transition goals)

Unacceptable	Legally Defensible
All goal criterion the same type. 0	Criterion for goals varied (such as but not limited to completion, ratio of trials, percentage correct, frequency, intensity, number of consecutive days, etc.). 2

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GOAL QUALITY Per Goal (RATE EACH goal separately, repeating for each goal and transition goal)

Goal Sequencing

Unacceptable	Compliant	Legally Defensible
Goal not clearly next step. 0	From present level and/or transition needs, goal is an acceptable next step in developmental skill sequencing or intensity of interventions. 1	From present level and/or transition needs, consistent with evidence-based practice, goal is an appropriate next step in developmental skill sequencing or intensity of interventions. 2

Goal Component: Context/ Conditions

Unacceptable	Compliant	Legally Defensible
Goal missing due date or a detail of context. 0	Goal includes a clear due date PLUS one more detail of context. 1	Goal includes a clear due date PLUS two or more details of context (such as but not limited to environmental conditions, materials, assistive technologies, service ratio, amount of time, response opportunities, evidence-based pedagogy, strategies, behavioral reinforcements or strategies, etc.). 2

Goal Component: Behavior or Skill

Unacceptable	Compliant	Legally Defensible
The behavior is not a precise observable verb paired with a specific skill or content. 0	Both are true: The behavior is a precise observable verb paired with a specific skill or content. 1	All four are true: The verb is precise and observable, the skill or content is specific, the expectation is reasonably focused for intervention, and the expectation is appropriately ambitious for this next year for this child. 2

Goal Component: Criteria

Unacceptable	Compliant	Legally Defensible
Meeting this criteria would NOT document achievement of the target behavior, OR the measurement instrument is unclear, OR degree of success is unclear or too vague. 0	The way to measure the goal identifies BOTH an instrument or measure and a degree of success on that measure. Meeting this criteria measures success on the target behavior though it may be slightly higher or lower than the intended target success level. 1	The way to measure the goal identifies BOTH an instrument or measure and a degree of success on that measure (such as but not limited to completion, ratio of trials, percentage correct, frequency, intensity, number of consecutive days, etc.). The way to measure success is strongly matched to the observable behavior focus of the goal, not a lower or higher or different skill. Another teacher could interpret criteria and could use resulting data to guide next intervention(s). 2

Short-term Objectives/ Benchmarks (not required for students accessing state assessments)

Unacceptable	Compliant	Legally Defensible
For a student not accessing state assessments, this goal has no or only one short-term objectives or benchmarks. OR the short-term objectives or benchmarks with this goal are confusing or unclear. 0	For a student not accessing state assessments, two short-term objectives or benchmarks are included for this goal. Each may lack specific components to be fully measurable, but a teacher would likely understand in context of the larger goal. 1	For a student not accessing state assessments, two or more short-term objectives or benchmarks are included for this goal. Each benchmark designates incremental steps or building blocks over time toward desired criteria. Each short-term objectives designates accomplishment of a separate skill required to accomplish the more complex target goal skill. Each short-term objective or benchmark breaks down the larger goal into a sequential progression toward the target goal skill. Each includes a clear deadline, conditions, observable behavior and measurable criteria. 2