

IEP Proficiency Demonstration

Scoring Rubric

Purpose. The proficient special education teacher is able to prepare an ethically, legally, and educationally sound Individualized Education Plan (IEP) for a student who is receiving special education services. Because it is grounded in a legal framework, compliance is a major aspect of the process, which means all document sections are complete and defensible. The IEP that you have developed, accompanied by this rubric, are demonstrations of competence in this set of skills.

Directions. This rubric accompanies an IEP that you have developed, showing your proficiency in completing this process. *If you have taken the EDSE 512 class, and you achieved proficiency or higher on all categories of the rubric, then you need only upload the IEP and the grading rubric that went with it in that class.* However, if you had that class waived, or a class completed at another university replaced EDSE 512, or if you did not do well on that project in the EDSE 512 class, then you will need to use this rubric.

The IEP that you complete can be from a source such as: (a) the one you did for the EDSE 512 class; (b) a case study provided in another one of your classes at UNC or at a class taken at another university; (c) a real case from your work or from a school in which parent, teacher and administrator permission has been provided, and in which you have changed all names and some facts to protect confidentiality; (d) a composite case that has been approved by your advisor, in which there is no real person but all of the facts of the case are feasible; or (e) a case provided by your advisor.

This rubric, which assesses your IEP document, must be completed by someone other than yourself. Examples of appropriate reviewers include: (a) a special education faculty member of the University of Northern Colorado, or another university; (b) a practicum supervisor, who could be the cooperating teacher or the university consultant; (c) a school administrator such as someone heading IEP teams at a school, a district special education director, or a department chair in a special education department; or (d) your faculty advisor at UNC. It is your responsibility to secure a reviewer. (If your reviewer is a school administrator – “c” above—your UNC faculty advisor must approve of your choice.)

You need to show proficiency or higher in all areas. This may mean that your reviewer will need to give you feedback during an initial round of reviews of your document, and you will then re-do your IEP for a final review. If you are using this rubric because your scores for your EDSE 512 class did not show full proficiency, then it is entirely appropriate for you to use a second reviewer, and you can modify your original IEP product rather than starting over, if you choose. *It is not appropriate to expect your class instructor for EDSE 512 to re-review your IEP after the semester in which you took the class is over.*

When you are taking your Final Comprehensive Examination in your last semester in the program, embedded in the Live Text class called EDSE 999, you will post your completed IEP and this rubric at the Live Text site entitled, “IEP Proficiency Demonstration.” If you have followed all of the procedures described above, and meet the identified criteria, then you will receive a **pass** rating for this artifact.

Components	Mastery	Proficient	Needs Improvement
Prior Written Notice & Consent for Evaluation	All information is complete and correct (including “signature”)	Most information is complete and correct	Few pieces of information are complete and correct
Notice of meeting	All required members plus those with critical information are invited to meeting	All required are invited to meeting	Those required are not invited to meeting or form is missing
Evaluation Report	Addresses all necessary areas with detailed assessment results. Information is synthesized into a single narrative. Position of person who can sign is qualified to do assessment	Addresses most areas with detailed assessment results. Information is supplied in separate narratives. Position of person who can sign is qualified to do assessment	Addresses few areas with limited assessment results provided. Position of person who can sign is qualified to do assessment
Determination of Eligibility	Provides criteria for qualifying for special education services and matches assessment results. All questions are answered correctly on the Determination of Eligibility page.	Provides some criteria for qualifying for special education service or somewhat matches assessment results. Most questions are answered correctly the Determination of Eligibility page.	Does not provide correct criteria for qualifying for special education services OR does not match assessment results. Questions are not answered accurately on the Determination of Eligibility page.
Prior Written Notice & Provision of Initial Special Education and Related Services:	All information is complete and correct (including “signature”)	Most information is complete and correct	Few pieces of information are complete and correct
Cover page and Sections 1 & 2 (Type of meeting and dates of meetings)	Form completed in all required areas with current information	Most information is provided and/or correct	Some information is provided or correct
Section 3 – Student and Family Information	Form completed in all required areas with current information	Most information is provided and/or correct	Some information is provided or correct
Section 4 & 5: Procedural Safeguards & IEP Participants	All required signatures (typed) and dates are present as well as those with key information about the student, and in correct spaces	Most required signatures and dates are present (typed) and in correct spaces	Some signatures (typed) or dates are missing or are present but in incorrect space
Section 6 - Present Level of Academic Achievement	Derived from assessments - Addressed in ALL necessary areas. Includes strengths, preferences and interests. Includes present levels of educational performance summary. Includes age appropriate transition assessment process if applicable. Includes student needs and impact of disability. Includes measurable post-school goals if applicable.	Derived from assessment in most areas. Includes most of the following: Includes strengths, preferences and interests. Includes present levels of educational performance summary. Includes age appropriate transition assessment process if applicable. Includes student needs and impact of disability. Includes measurable post-school goals if applicable.	Can't tell how derived or only addresses 2-3 areas. Includes some of the following: Includes strengths, preferences and interests. Includes present levels of educational performance summary. Includes age appropriate transition assessment process if applicable. Includes student needs and impact of disability. Includes measurable post-school goals if applicable.

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Section 7 - Consideration of Special Factors	Derived from assessments – Correctly addresses all special factors	Derived from assessments – Correctly addresses most special factors	Can't tell how derived or addresses few special factors
Section 8 – Post-School Considerations	At least one post-secondary goal is provided if appropriate for the student's age. All parts of an IEP goal are present. Goal(s) is measurable.	At least one post-secondary goal is provided if appropriate for the student's age. most parts of an IEP goal are present. Goal(s) is measurable.	No post-secondary goal is provided (if appropriate for the student's age). Some parts of an IEP goal are present. Goal(s) is not measurable.
Section 9 - Annual Goals and/or Objectives	Minimum of 3 goals. and/or objectives [if applicable] are specific, realistic and measureable for what the child WILL DO within 1 year. Linked to a standard, expanded benchmark, or extended evidence outcome. Unit of measurement for how student will be assessed against the goal is appropriately identified. Baseline data identifies how student is currently performing, based on assessments collected. Evaluation method is clearly marked and connects appropriately with the goal. How parents will be informed as to the student's progress is clearly identified and written in parent-friendly language. Goals are linked to areas of need identified in Section 6.	Goals and/or objectives are too broad or not realistic or do not provide a measure for what the child WILL DO within 1 year. Linked to a standard, expanded benchmark or extended evidence outcome. Unit of measurement for how student will be assessed against the goal is somewhat identified. Baseline data does not identify how student is currently performing. Evaluation method is marked but does not connects appropriately with the goal. How parents will be informed as to the student's progress is poorly written and uses professional jargon. Goals are somewhat linked to areas of need identified in Section 6. Only 2 goals.	Goals and/or objectives are too broad AND not realistic AND do not provide a measure for what the child WILL DO within 1 year. Not linked to a standard, expanded benchmark, or extended evidence outcome. Unit of measurement for how student will be assessed against the goal is missing. Baseline data does not identify how student is currently performing, or is missing. Evaluation method is not marked. How parents will be informed as to the student's progress is written professional jargon, or difficult to understand. Goals are not linked to areas of need identified in Section 6. Only 1 or 2 goals.
Section 10 - Accommodations and Modifications	Describes what the student needs to be successful in general education classes – related to assessment information. Appropriate accommodations and/or modifications are specified and justified	Appropriate accommodations and/or modifications are present but not adequately justified	Accommodations or modifications not present or not appropriate for the student
Section 11 – Extended School Year (ESY)	Describes documentation of regression and evidence is attached. Other questions are addressed as needed	Documentation is not present or decision not based on student needs. Most other questions addressed as needed	No justification or question not addressed. Additional questions not addressed
Section 12 - State/District Assessments	Section is completely and correctly filled out with sufficient justification	Most information in the section is completely and correctly filled out with sufficient justification	Section is incomplete or incorrectly filled out. Insufficient justification

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Section 13: Special Education and Related Services in the Least Restrictive Environment	Where and how services will be provided and by whom are all provided. Form is completed correctly. Based on assessment data. Hours are completed for all relevant service providers.	Some services to be provided and by whom are listed. Incomplete based on assessment data. Hours are completed for most relevant service	Services are not specific enough or do not connect to assessment data. Hours are completed for some relevant service providers.
Section 14: Recommended Placement in the Least Restrictive Environment	Placement is decided based on student's needs. Clear placement and specific justification.	Form not filled out correctly – no clear placement or insufficient justification.	Section is incomplete or incorrectly filled out. Case manager information is missing.
Section 15: Prior Written Notice	Section is completely and correctly filled out with options considered and rejected and other factors considered. Case manager information is complete.	Section is partially filled out with options considered and rejected and other factors considered. Case manager information is complete.	Section is incomplete or incorrectly filled out. Case manager information is missing.
Rationale – Develop a separate paper (2-3 page) describing why specific goals (and objectives) were selected and how they relate to needs and strengths of student. Describe additional goals that you would develop to meet all needs of the student.	Rationale for choosing specific goals and objectives is delineated and is directly linked to students' strengths and needs (attached separate from IEP form).	Some rationale is provided for most goals and objectives and is linked to needs.	Rationale is given for some of the goals and/or objectives but not clearly linked to strengths and needs.

Required Signatures

Master Candidate _____

Reviewer _____

Advisor (if needed) _____