**Behavior IEP Review Rubric**

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| **Content:** | **Rubric** | | | | |
| **1.**  **Parent Input** | If there is an identified parent concern for behavior in Section 2?  **Yes** ☐  **No** ☐  If so, Is it addressed on the IEP?  **Yes**☐  **No** ☐  **N/A**☐ | | | | |
| **2.**  **Assessment-**  **Variety of Measures**  **Related to Behavior** | **0:** Not Present  ☐ | **1:** Only one type of assessment (listed under #3), or combinations of multiple items without detailed baseline data are reported. (e.g. just classroom data)  ☐ | **2:** Multiple assessments are used but it is unclear of their connection to behavior or social skills goals.  ☐ | **3:** Multiple assessment types (summative, formative, standardized, FBA, teacher created, data sheets, etc.) were used and are disaggregated and broken down into student’s skills, strengths, and weaknesses.  ☐ | |
| **3.**  **Statement Concerning Disability’s Involvement and Progress in General Curriculum**  **or**  **Child’s Other Educational Needs**  **Related to Behavior or Social Skills** | **0:** No statement or need is provided which addresses the supplemental skills needed to facilitate achievement within the general curriculum.  ☐ | **1:** A minimal description is provided without describing specific behaviors and their impact on educational progress and participation.  ☐ | **2:** An area of need is provided which addresses access to the general curriculum but an explanation of the need is not provided (e.g. the specifics about the behavior).  ☐ | **3:** Impact statement has been developed or a behavioral need specifying skills needed, which would supplement and facilitate academic achievement are provided. (e.g. behavior, social skills organizational skills, self care, etc.)      ☐ | |
| **4.**  **Goals-**  **Individual Goal Rubric Averages** | **0:** 0-1.49  ☐ | **1:** 1.5-1.99  ☐ | **2:** 2-2.49  ☐ | **3:** 2.5-3.0  ☐ | |
| **TOTAL** | **\_\_\_\_\_\_\_\_\_ x 0 = \_\_\_\_\_\_\_ + (Checks)** | **\_\_\_\_\_\_\_\_\_ x 1 = \_\_\_\_\_\_\_ + (Checks)** | **\_\_\_\_\_\_\_\_\_ x 2 = \_\_\_\_\_\_\_ + (Checks)** | **\_\_\_\_\_\_\_\_\_ x 3 = \_\_\_\_\_\_\_ = (Checks)** | |
| **AVERAGE** | **(TOTAL ÷4)** | | | |  |

**Individual Goal Page Rubric**

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| **Content:** | **Rubric:** | | | | |
| **1.**  **Unique Educational Needs and Characteristics**  **Related to behavior and social skills** | **0:** A specific need is not provided.  ☐ | **1:** Statement is vague and does not address a specific skill or area of need as previously stated in assessment results and data considerations.  ☐ | **2:** A specific skill or concept is addressed which relates to the behavioral need reflected in assessment data. It is unclear how the specific skill promotes access to the general curriculum and advancing toward annual goal.  ☐ | **3:** A specific skill or concept is addressed which relates to the behavioral need reflected in assessment data. Specific skill promotes access to the general curriculum and advancing toward annual goal.  ☐ | |
| **2.**  **Statement of Special Education and Related Services** | **0:** Services, modifications, and accommodations which address the behavioral need and encourage inclusion with access to the same-age peers and help the student advance appropriately toward their annual behavior goal are NOT provided but their need is evident.  ☐ | **1:** A minimum of services, modifications, and accommodation are provided to address the behavioral need. It is unclear how inclusion is encouraged with same-age peers and helps the student advance appropriately toward their annual behavior goal.  ☐ | **2:** A number of services, modifications, and accommodation are provided. Additional services could be offered which more appropriately address student behavior.  ☐ | **3:** Services, modifications, and accommodations are provided which address the need stated, encourage inclusion with same-age peers, and help the student advance appropriately toward their annual behavior goal.  ☐ | |
| **3.**  **Services, Aids and Modifications**  **(time-based)** | **0:** Services and times allotted are not provided to address the needs of the student.  ☐ | **1:** Services and times are not sufficient or appropriate to meet the needs of the student.  ☐ | **2:** Services and times are matched to the skill and unique need are assessed but require more of a connection to address behavior concern.  ☐ | **3:** Services and times are appropriate for the needs assessed and the skills addressed. The services align with the behavioral need.  ☐ | |
| **4.**  **PLEP** | **0:** Present level of performance does not reflect a quantifiable measure of the skill identified.  ☐ | **1:** Present level reflects the instructional level the student performs rather than the specific skills/concepts needed to achieve annual goal  ☐ | **2:** Present level is quantifiable and measureable but it is unclear how it relates to progress with same-age peers.  ☐ | **3:** Present level of performance is a quantifiable measure of the skill/concept identified and connects the assessment to the skill needed and the goal.  ☐ | |
| **5i.**  **GOAL**  **Specific** | **0:** Not Present  ☐ | **1:** Goal is loosely worded and does not provide the reader with a clear template for how instruction and achievement will be delivered and assessed.  ☐ | **2:** Goal looks at a skill but it is too broad to best foster improvement.  ☐ | **3:** Goal is clearly and concisely related to a specific skill of behavior and social skills.  ☐ | |
| **5ii.**  **GOAL**  **Measureable** | **0:** Not Present  ☐ | **1:** The goal can be measured but is not the same measurement as the PLEP. And/or measurement type is limited to 1-2 opportunities.  ☐ | **2:** The goal is measureable and is aligned with PLEP, but provides minimal opportunities for demonstration of mastery.  ☐ | **3:** The goal is measurable, rigorous, aligned with PLEP, and provides multiple opportunities for data collection.  ☐ | |
| **5iii.**  **GOAL**  **Attainable** | **0:** Not Present  ☐ | **1:** The goal is unrealistic and not rigorous enough to support improvement.  ☐ | **2:** The goal may be too difficult or too simple but not enough evidence is presented throughout the IEP that the goal is appropriate for the student.  ☐ | **3:** The goal is realistically attainable by the student given their present levels, the supports provided, and the allotted time.  ☐ | |
| **5iv.**  **GOAL**  **Results-Oriented** | **0**: Not Present  ☐ | **1:** The results expected are not easily measured and is unclear if they will be able to show achievement or growth.  ☐ |  | **3:** Goal is based on a results-oriented measurement that will accurately measure student achievement and growth  ☐ | |
| **5v.**  **GOAL**  **Time-bound** | **0:** Not Present  ☐ | **1:** The time frame for data collection is impractical, contradictory, and/or do not fit the goal’s needs.  ☐ | **2:** The time frame for data collection is present but may not be the most efficient way to assess success.  ☐ | **3:** The time frame needed to achieve the goal is stated. OR the times provided are realistic and match the expectations of the goal.  ☐ | |
| **5vi.**  **GOALS**  **Average**  (Add 5i through 5v) / (Divide by 5)  Select the appropriate check box for where the score falls between. | **0:**  0-1.50  ☐ | **1:**  1.50-1.99  ☐ | **2:**  2.0-2.49  ☐ | **3:**  2.50-3.0  ☐ | |
| **6.**  **Benchmarks** | **0:** Benchmarks are not present.  ☐ | **1:** Benchmarks are present but not measureable or do not reasonably connect the PLEP with the goal.  ☐ | **2:** Benchmarks are measureable and include progress from the PLEP to goal but progression is unclear.  ☐ | **3:** Benchmarks represent a clear, measurable progression between PLEP and goal.  ☐ | |
| **TOTAL** | **\_\_\_\_\_\_\_\_\_ x 0 = \_\_\_\_\_\_\_ + (Checks)** | **\_\_\_\_\_\_\_\_\_ x 1 = \_\_\_\_\_\_\_ + (Checks)** | **\_\_\_\_\_\_\_\_\_ x 2 = \_\_\_\_\_\_\_ + (Checks)** | **\_\_\_\_\_\_\_\_\_ x 3 = \_\_\_\_\_\_\_ = (Checks)** | |
| **AVERAGE** | **(TOTAL ÷6)** | | | |  |