

Individual Education Plan Evaluation Form

Name of Student: _____ **DOB/Age:** _____

Name of Reviewer: _____ **Date of IEP:** _____

Instructions: The evaluation form has two major parts- A and B. Part A has two components. The first section evaluates the descriptions of the present levels of performance. The second section addresses the IEP as a whole.

Part B is concerned with specific goals or objectives. The goal is the broad domain; the objective is the specific skill that is targeted under the goal. It is recommended that the entire IEP be reviewed before it is scored.

Part A: IDEA Indicators

Directions: Determine if the following education performance areas are described as an area of need (if the area is checked, but no description is provided, mark "no", if any kind of description is provided, mark "yes").

	No	Yes
1. Communication status		
2. Academic performance		
3. Health, vision, hearing, motor abilities		
4. Social and emotional status		
5. General intelligence (cognitive)		
6. Overall quality of description of child's performance <i>relative to the general curriculum or developmental status</i> is clear enough to establish well-written goals for the child. Code <i>No</i> if there is no reference to grade, age, or developmental equivalents/performance.		

Comments: _____

Review of Related Services

Directions: If related services are provided, indicate yes and the amount of time the service is provided per week.

	Yes	No	Time / Week
7. Speech Therapy			
8. Occupational Therapy			
9. Physical Therapy			

Analysis of IEP Objective:

Objective Code: _____

0=Academic 1=Social 2=Communication 3= Learning/Work Skills 4=motor/sensory 5= Self-help 6= Behavior

Directions: Code each objective (not goal). Use the Likert scale that ranges from 0 "no or not at all" to 2 "very much/yes." Not applicable is NA.

0	1	2
Not at all/No	Somewhat	Very much/Yes

Indicator	NA	0	1	2
10. The child's present level of performance is described for this objective.				
11. The child's performance of this objective (in summary of present levels of performance) is described in a manner that links it <i>specifically</i> to the general or developmental curriculum.				
This objective is able to be measured in behavioral terms.				
12. The conditions under which the behavior is to occur is provided i.e. when, where, with whom.				
13. The criterion for goal acquisition is described i.e. rate, frequency, percentage, latency, duration as well as a timeline for goal attainment is described specifically for objective (other than for length of IEP)..				
14. A method of goal measurement is described.				
Is Specially Designed Instruction individualized to the objective?				

Part B: National Research Council Indicators

Directions: Review the overall IEP and determine to what degree each indicator is provided. Use the Likert scale that ranges from 0 "no or not at all" to 2 "very much/yes." Not applicable is NA.

0	1	2
Not at all/No	Somewhat	Very much/Yes

Indicator	NA	0	1	2
15. Parental concerns are described				
16. Includes goals/objectives for social skills to improve involvement in school and family activities (i.e., social objective is targeted for improved functioning in school/or family life).				
17. Includes goals/objectives for expressive, receptive, and non-verbal communication skills				
18. Includes goals/objectives for symbolic functional communication system (PECS, assistive technology, etc).				
19. Includes goals/objectives for engagement in tasks or play which are developmentally appropriate (must emphasize a focus on developmental skills such as attending, sitting in circle, taking turns, etc., rather than academic), including an <u>appropriate motivational system</u>				
20. Includes goals/objectives for fine and gross motor skills to be utilized when engaging in age appropriate activities.				
21. Includes goals/objectives for basic cognitive and academic thinking skills (sorting, letters, numbers, reading, etc).				
22. Includes goals/objectives for replacement of problem behaviors with appropriate behaviors (evidence is provided that the skill is designed to replace a problem behavior).				
23. Includes goals/objectives for organizational skills and other behaviors that underlie success in a general education classroom (independently completing a task, following instructions, asking for help, etc).				
24. Objectives are individualized and adapted from the state academic content standards (i.e., goals are assumed to be the academic content standard).				

25. Number of goals in the IEP: _____

26. Number of objectives in the IEP: _____

27. Is the need for ESY addressed? Yes No

28. Is ESY recommended as a service? Yes No Not Addressed