

## IEP Development: Quality Rubric for Effectively Written PLAAFPs

IEP Sections	0	1	2	3	4	Score
<p><b>Present Levels of Academic and Functional Performance (PLAAFP)</b></p> <p>The IEP describes the student's current level of academic achievement and functional performance, including strengths, areas of need, and impact of disability (ies) on the student's progress.</p>	<p>The PLAAFP consists of brief information that does not clearly depict the student's current academic and functional performance, nor other aspect of the PLAAFP requirements.</p>	<p>There is minimal description of the student's current levels of academic achievement and functional performance; reference to most recent assessment information and the information provided is just a listing of scores with no layperson interpretation.</p> <p>Students' strengths, weaknesses, and areas of need are not all addressed and/or are superficially addressed.</p> <p>The PLAAFP does not make a connection between how the student's disability affects his/her involvement and progress in the general education curriculum.</p>	<p>There is an attempt to provide current student performance information with recent assessment data, but with lapses and/or with only assessment names and scores.</p> <p>Students' strengths, weaknesses, and areas of need are not all addressed and/or are vague.</p> <p>The PLAAFP give a vague or incomplete indication of how the student's disability affects his/her involvement and progress in the general education curriculum.</p>	<p>An explanation of the child's current academic achievement and functional performance is established, although there are some lapses and room for clarification.</p> <p>Information seems to be based on recent assessment information, data collection, and observations made by parents, teachers, related service providers, and other staff.</p> <p>Students' strengths, weaknesses, and areas of need are addressed. There is room for more targeted language or elaborations.</p> <p>The PLAAFP gives indications of how the student's disability affects his/her involvement and progress in the</p>	<p>A clear, specific explanation of the child's current academic achievement and functional performance is established and is based on recent assessment information, data collection, and observations made by parents, teachers, related service providers, and other staff.</p> <p>Students' strengths, weaknesses, and areas of need are clearly and adequately addressed.</p> <p>The PLAAFP clearly indicates how the student's disability affects his/her involvement and progress in the general education curriculum.</p>	

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				general education curriculum but more specificity could make the impact statements clearer or more robust.		
<p><b>Special Education Services and Related Services</b></p> <p>Identify the service(s), including their frequency, duration, and location that the student will need to meet IEP goals and objectives.</p>	Special education and related services are not correlated to the student’s needs. Service times are inappropriate according to the eligibility information and/or the PLAAFP.	Special education and related services are partially correlated to the specified needs of the student written in the PLAAFP; yet service times are inappropriate according to the eligibility information and/or the PLAAFP.	Special education and related services are correlated to the specified needs of the student written in the PLAAFP, but unsupported by the goals and objectives. Service times appear to be inappropriate according to the eligibility information and/or the PLAAFP.	Special education and related services are directly correlated to the specified needs of the student written in the PLAAFP, and supported by the goals and objectives. Service times may not be appropriate according to the eligibility information and/or the PLAAFP.	Special education and related services are directly correlated to the specified needs of the student written in the PLAAFP and supported by the established goals and objectives. Service times are appropriate according to the eligibility information and the PLAAFP.	
<p><b>Least Restrictive Environment (LRE)</b></p> <p>A specific explanation of and justification of why a placement is appropriate for the student.</p>	There is no explanation of why the placement is appropriate for the student. There is no justification of the extent (if any) to which the student is not receiving instruction with non-disabled peers in the general education setting.	Minimal explanation of why the placement is appropriate for the student is provided with no justification of the extent (if any) to which the student is not receiving instruction with non-disabled peers in the general education setting.	A vague explanation of why the placement is appropriate for the student is provided, with minimal justification of the extent (if any) to which the student is not receiving instruction with non-disabled peers in the general education setting.	An explanation of why the placement is appropriate for the student is provided with justification of the extent (if any) to which the student is not receiving instruction with non-disabled peers in the general education setting.	A clear explanation of why the placement is appropriate for the student is provided with a descriptive justification of the extent (if any) to which the student is not receiving instruction with non-disabled peers in the general education setting.	

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					A clear picture is painted to describe and support the services written in the IEP.	
<p><b>Accommodations/ Modifications</b></p> <p>Clearly and specifically described supports that would be available in order for a student to be successful in school.</p>	The accommodations are vague or absent.	The frequency and location of accommodations are unspecified. There are too many or not enough accommodations to support the student according to the previous components of the IEP.	The frequency and location of accommodations are present; yet, inconsistent and unrelated to the PLAAFP, goals, and services.	The frequency and location of accommodations are specified.	The frequency and location of accommodations/modifications are specified. The following questions are clearly answered: when, how often, where, and how long? Accommodations/modifications are aligned throughout instructional, division, and state assessment accommodations.	
<p><b>Prior Written Notice</b></p> <p>Document required to be provided to parents prior to implementing any changes to the IEP.</p>	The prior written notice sections are blank; yet a placement decision option is checked “yes” or “no”.	Minimal information is listed for some actions proposed or refused throughout the meeting, and there is no rationale included. Information does not reflect the primary topics of discussion during the meeting.	Some information is listed for some actions proposed or refused throughout the meeting, and minimal rationale is included. Information does not reflect the primary topics of discussion during the meeting.	Information is listed for some actions proposed or refused throughout the meeting, and the rationale is included. Information reflects the primary topics of discussion during the meeting.	Information is listed for all actions proposed or refused throughout the meeting, and the rationale is included. Information reflects the primary topics of discussion during the meeting.	