

# IEP PLoP Rubric

School \_\_\_\_\_ Student ID # \_\_\_\_\_ Date of Birth \_\_\_\_\_ Review Date \_\_\_\_\_ Reviewers Sign-In \_\_\_\_\_



CATEGORY	Organization/ Placement	Content/ Evaluation	Content Academic/ Social /Physical	Management Needs/ Effect	Parent/ Student Voice
<b>4- Well Developed</b>	All information is in its correct place in the IEP. Repetition only exists when document calls for it. Grammar and spelling do not show any errors. All areas are completed.	Multiple evaluations, at least 4, formal and informal (hard and soft) data and reports are listed with scores and parameters and dates included. Grade equivalents are only stated when based upon evaluations. Level1 Vocational Assessment is listed as tool when appropriate. (Student is 12 or older.) All dates included, no acronyms unless spelt out prior. No jargon used without explanation. All assessments are defined prior to acronym being utilized.	All areas are completed with evidence based on evaluative tools. No subjective language is included. A clear & complete picture of the student is seen and all strengths & barriers in academic areas (Reading, Writing, Math and Activities of Daily Living) are addressed. All IEP members, including Related Service Providers, discuss & provide input based on their areas of expertise. No jargon is evident. Level One Vocational Assessment results are incorporated in the corresponding areas when appropriate.	All Management Needs listed are well defined, have clear connections throughout the other sections of the PLoP are clear and specific for that student. When offered, Related Services are listed with mandates. Assistive technology, when appropriate is listed without use of brand names. Effect statement is relevant and individualized. Testing accommodations to be included when applicable.	Parent and student voice is evidenced in all appropriate sections of the PLoP.
<b>3- Highly Proficient</b>	Minimal placement errors (1-2). Repetition only when necessary. Limited Grammar and Spelling errors (5 or less). No areas left blank.	4 evaluations & reports, formal and informal (hard and soft) data, is listed with all parameters and dates included. Limited hard data (only 1 piece) listed. Level1 Voc. Assessment is listed when required. (Student is 12 or older.) Some jargon (1-2) is evident without explanation. Acronyms (1) with definition.	All areas are completed, some, (75%) reflect the evaluative tools. 1-2 uses of subjective language is evident. Picture of the student is seen. All 4 Academic areas are addressed fully. 1-2 uses of jargon is evident without explanations. No Related Service Provider's information is missing. Level One Vocational Assessment results are incorporated in areas when age requires.	All Management Needs listed are well defined, have clear connections throughout the other sections of the PLoP. When noted earlier, Related Services are included with mandates. Assistive technology, when appropriate, is included without brand names. Effect statement is relevant, but not specifically to the student. Testing accommodations to be included when applicable.	Parent and/ or student voice is evidenced in all but 1 required areas of the PLoP.

<b>2- Proficient</b>	Some placement errors (3-6). Unnecessary repetition (1-2 sentences) is evident.(Copied from one section and pasted into another within document.) Some Grammar and Spelling errors (6-8). 1 area is left blank, minimally addressed, or lacking pertinent information.	3 evaluations & reports, formal and informal (hard and soft) data, is listed with all parameters for most evaluations. One date is missing. Level1 Vocational Assessment is listed when appropriate for age. More soft than hard data is addressed. One evaluation is not recent (over 1 year). Jargon &/ or acronyms, (3 -4,) are evident without definition or explanation.	Two areas are completed with evidence based on evaluative tools. Some, 3-4 subjective language is evident. 3 out of 4 Academic areas are fully addressed. Jargon &/or acronyms are evident 3-4 times without explanation. Related Service Providers' information is included. Picture of the student is incomplete and has contradictions without explanations. Level One Vocational Assessment results are incorporated in 2 areas.	Not all Management Needs listed are well defined or have clear connections throughout the other sections of the PLoP. Related Services are included but missing mandates. Assistive technology includes brand names or not listed at all after being mentioned in other sections of the PLoP. Effect statement is vague and not specific to student. Testing accommodations to be included when applicable.	Parent and/ or student voice is missing from 2 required areas.
<b>1- Emerging</b>	Frequent placement errors (7-10). Unnecessary repetition (3-4 sentences) is evident. More than 8 Spelling and grammar errors. 2-3 areas left blank or lacking pertinent information. 1-2 cut and paste statements from prior documents.	Limited, 1-2 evaluative tools used. Mostly soft data/ or data is over 1 year old. Limited listing of parameters. Level1 Vocational Assessment may or may not be listed when appropriate. Evidences (5-6) of jargon &/or acronyms without explanation Few dates included.	One area is completed with evidence based on evaluative tools. Picture of the student is incomplete and has contradictions without explanations. Related Service provider's information is missing. Frequent (5-7) use of jargon &/or acronyms without explanation. Frequent (5-7) use of subjective language. Contradictions in information. Level One Vocational Assessment results are incorporated in 1 area.	Management Needs are listed. Related Services not included. Assistive technology uses brand names or not included. No nursing or paraprofessional services noted (if appropriate). Effect statement is not appropriate or missing.	Parent or student voice is missing from 3 required areas.
<b>0- Underdeveloped</b>	Copious placement errors. (10+) Repetition without validation (copy and paste). More than 4 sections lacking pertinent information or left blank. Clear use of cut and paste from prior documents (within more than 2 sections).	Area left blank. No evaluative tools used and no hard data evidenced. Parameters or grade equivalents are not listed. Great deal of jargon used without explanation. No Level One Vocational Assessment (when appropriate) No dates included. No acronyms defined.	Information in this area is not substantiated by the evaluative tools. Great deal of subjective language. No information from Related Service providers. All Academic areas minimally addressed. Evidence of cut and paste from prior years IEP. No picture of the student is evidenced. Areas left blank or completed with inappropriate statements. Level One Vocational Assessment results are not incorporated in any areas.	No Management Needs listed. No Related Services or Assistive technology listed. No nursing or paraprofessional services noted (if appropriate). Effect statement missing or inappropriate.	No Parent or student voice is evidenced in any area of the PLoP.

Reviewers' Feedback: