



## IEP CHECKLIST

Teacher of Record: \_\_\_\_\_

Reviewer: \_\_\_\_\_

Student: \_\_\_\_\_

Date of IEP Review: \_\_\_\_\_

**The following checklist is to be used to evaluate the quality of the IEP:**

	<b>Progress Monitoring/Present Levels</b>	<b>YES</b>	<b>NO</b>	<b>NA</b>
1	In the progress monitoring section teacher reports on student's progress toward goals.			
2	Information addresses multiple areas of performance including, reading, written expression, math, communication, functional and social skills, and explains student's current performance in each area.			
3	Data supports information provided (Acuity, ISTEP, CBMs, DIBELS, NWEA, Teacher Created Probes, etc.).			
4	Explanation of student's skills and deficits in narrative form, not just a score.			
5	Statement explains how the student's disability affects involvement and progress in general education curriculum.			
	<b>Annual Goals</b>			
6	Goal(s): (1) Are related to need (2) Identifies the baseline (3) Identifies student by name (4) States the behavior student will demonstrate (5) Identifies the conditions (6) States the criteria of performance			
7	Criteria match the method of evaluation and are measurable.			
8	Benchmarks/objectives (if applicable) clearly relate to the goal and are measurable.			
9	Teacher collects data as reported in IEP timeframe and records it in IIEP progress monitoring wizard.			
10	Data demonstrates growth on student's goals or an explanation is provided.			
	<b>Services/LRE</b>			
11	Clear alignment between Present Levels of Academic and Functional Performance (PLAFP), goals, accommodations and services.			
12	Services include initiation date, length, frequency, duration, and location.			
13	Clear identification of the student's placement in his/her least restrictive environment is included with an explanation provided when the student is removed from general education setting.			
14	Discussion documents potential harmful effects of special education services.			
15	Accommodations are connected to the PLAFP, appropriate for the student, and support success in the general education setting.			
	<b>Written Documentation</b>			
16	Appropriate CCC participants were invited, including outside agency representative when applicable.			
17	IEP has few or no spelling, punctuation, or grammatical errors.			
18	Case conference notes capture educationally relevant discussions that were not documented in required IEP fields.			
19	All relevant documents are uploaded into the IIEP System (Functional Behavior Assessment, Behavior Plan, Health Plans, Evacuation Procedures, Evaluation Report, Transportation Plans, and other reports.)			
20	Article 7 timelines were met (Notice of CC, ACR, Move-in, Reevaluation, etc.)			
	<b>Transition IEP Requirements</b>			
21	Student was invited.			
22	Age appropriate transition assessment(s) and the findings are included in the IEP and address all three areas: education/training, employment, independent living.			
23	Measurable post-secondary goals developed with input from student and based on transition assessment and other pertinent information are included.			
24	Measurable annual goals that reasonably enable the student to meet his/her post-secondary goals are included.			
25	A course of study is documented and supports the student's post-secondary goals.			
26	Transition services are clearly written and appropriate to post-secondary and annual goals.			

**Strengths/Concerns/General Notes/Recommendations:**