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Educator Scholarship (Undergraduate)

Education

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## IEP Quality Inventory

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## IEP QUALITY INVENTORY

**Directions:** This tool may be used as a quality checklist during drafting and design of an IEP or as a quality inventory for IEP review. If quality of an IEP component does not fully meet description for one rating, select the lower quality rating.

### PRESENT LEVEL OF PERFORMANCE

#### PLOP Introduction

Unacceptable	Compliant	Legally Defensible
Introduction missing or fails to introduce the child and contextualize the rest of the Present Level. 0	The Present Level begins with a brief paragraph that introduces the child and contextualizes the rest of the Present Level. 1	The Present Level begins with a brief paragraph that introduces the child and contextualizes the rest of the PLOP. This introduction communicates people-first respect that the child is more than the weaknesses addressed in an IEP. 2

#### Special Considerations

Unacceptable	Compliant	Legally Defensible
Special Considerations missing, too general, or vague. 0	Explicitly <i>states whether</i> any of these five factors impact the student: behavior, limited English proficiency, blindness or visual impairment, communication needs or deafness, and needs for assistive technology. <i>Lists</i> personnel, accommodations, support techniques and assistive technologies used for academic or behavioral functioning and/or for participation in settings or curriculum during the previous school year. 1	Explicitly <i>details how</i> any of these five factors impact the student: behavior, limited English proficiency, blindness or visual impairment, communication needs or deafness, and needs for assistive technology. Clearly <i>describes what and how</i> personnel, accommodations, support techniques and assistive technologies were used for academic or behavioral functioning and/or for participation in settings or curriculum during the previous school year. 2

#### Attendance

Unacceptable	Legally Defensible
Attendance not addressed. 0	Attendance explicitly addressed. Details of any extended illnesses or absences explained, including impact upon access to education. 2

#### Eligibility Summary

Unacceptable	Compliant	Legally Defensible
Eligibility category(ies) NOT explicitly named. 0	Eligibility category(ies) explicitly named. Data may be discussed, but lacks specificity or explanations for parents. 1	Eligibility category(ies) explicitly named. Eligibility data explained with specificity, including name of assessment, date, scores, and interpretation. Outside reports summarized or quoted, including name of doctor or specialist and date. Parent-friendly explanations added. 2

#### How Disability Impacts Involvement

Unacceptable	Compliant	Legally Defensible
Missing or vague statement of how disability impacts involvement in curriculum or setting. 0	Identifies impact of disability on involvement in both curriculum and settings. 1	Clearly describes impact of disability in grade-level and/or functional curriculum and how disability impacts involvement in settings with and without non-disabled peers. 2

#### IEP Goal Accomplishment

Unacceptable/ or NEW IEP	Compliant	Legally Defensible
No discussion of performance on previous IEP goals, OR simple statement of met or unmet. <i>For a first IEP, IEP goal accomplishment cannot be rated, so record this score.</i> 0	Discussion of performance on previous IEPs describes the skill levels achieved without data to judge if progression from that IEP to this next one is appropriate for more than minimal progress. 1	Detailed discussion of how each goal in the previous IEP was achieved (or not) with specific data evidence sufficient to judge if more than minimal progress is planned between the last IEP and this next one. 2

## IEP QUALITY INVENTORY

### Academic Progress

Unacceptable	Compliant	Legally Defensible
Academic progress for the last year is not discussed, or has information missing or too general from one or more teacher or related service provider. 0	Academic progress for the last year includes information from all teachers or related service providers. Qualitatively describes curriculum, practices and identifies low or slow skills. Quantitatively at least reports achievement of benchmarks, local or state assessments, and grades. 1	Academic progress for the last year clearly states what student can do and cannot or is not yet doing. Includes information from all teachers or related service providers. Identifies research-based curriculum or evidence-based practices used, interventions implemented. Quantitatively reports specific data demonstrating rate of progress (how slow) or achievement of cut scores, benchmarks, local or state assessments, and grades (how low). Recommends next intervention steps. 2

### Behavioral, Emotional, Social Functioning

Unacceptable	Compliant	Legally Defensible
Behavior or social skills for the last year are not discussed, or is discussed in generalities. 0	Progress for behavior, emotional and/or social skills for the last year are described qualitatively without specific data to identify low or slow skills. Even for a student not requiring behavior goals, a paragraph is included describing behavior and social functioning that includes qualitative descriptions. 1	Specific data is included demonstrating progress in behavior, emotional or social functioning, including data about responsiveness to positive behavior supports. For a student with a behavior improvement plan or behavior goal, clearly states what student can do and cannot or is not yet doing. Identifies research-based curriculum or evidence-based practices used, and interventions implemented. Reports rate of progress or mastery of goals. Recommends next intervention steps. For a child who is a victim of bullying, addresses plan to protect access to safe and appropriate education. 2

### Student and Parent Priorities and Concerns

Unacceptable	Compliant	Legally Defensible
Discussion of priorities or concerns of the parent is missing or general. 0	Explicitly lists priorities or concerns by the parent. For a student of transition age, explicitly lists student interests. 1	Describes attempts to obtain written input by parents. Explicitly lists priorities and/or concerns by BOTH the parent AND the student. For a student with numerous areas of weakness, a statement describes how parent concerns were valued in determining which weaknesses would be prioritized in this IEP. For a student of transition age, describes how student interests were valued in determining priorities in this IEP. 2

### Strengths

Unacceptable	Compliant	Legally Defensible
Discussion of strengths is missing or is NOT explicit. 0	Discussion of strengths is explicit providing qualitative descriptions. 1	Explicit discussion of strengths summarizes both qualitative and quantitative data. Discussion includes how student strengths support learning and/or behaviors and/or participation in settings and curriculum. 2

### Weaknesses

Unacceptable	Compliant	Legally Defensible
Discussion of weaknesses is missing or is NOT explicit. 0	Discussion of weaknesses is explicit providing qualitative descriptions. 1	Explicit discussion of weaknesses summarizes both qualitative and quantitative data. Discussion includes how student weaknesses impact learning and/or behaviors and/or participation in settings and curriculum. Clear statement of where/how weaknesses will be addressed in Specially Designed Instruction and/or Goals. In case of multiple weaknesses, priority weaknesses distinguished from non-priority weaknesses. 2

### Terminology in Present Level of Performance

Unacceptable	Compliant	Legally Defensible
Jargon, Abbreviations, or Terminology in Present Level of Performance are used but not explained, OR terminology is used inaccurately. 0	Abbreviations in Present Level of Performance are paired with full terms. Terminology is accurate. 1	Jargon, Abbreviations and/or Terminology in the Present Level of Performance is used accurately AND paired with parent-friendly accurate explanations. 2

## IEP QUALITY INVENTORY

### GOALS and OBJECTIVES/ BENCHMARKS

#### Number of Goals

Unacceptable	Legally Defensible
Number of goals is too few to address needs of the child. OR number of goals is too great to focus services on priority needs. 0	Number of goals is appropriate to address needs of the child AND to focus services on priority needs. For a student with numerous areas of weakness, explicit Present Level statement justifies prioritization of weaknesses to be addressed in this IEP's goals. 2

#### Alignment: Present Level of Performance to Goals

Unacceptable	Legally Defensible
Goals not clearly aligned with weaknesses in present level and/or transition for a specific skill or content area. 0	Every goal has a matching discussion of weakness in Present Level and/or Transition section. Every prioritized weakness has a matching goal(s). 2

#### Alignment: Curriculum

Unacceptable	Legally Defensible
Alignment with state or functional curriculum unclear. 0	ALL academic goals align with at least a component skill of a state academic standard or functional curriculum. 2

#### Value of Parent and/or Student Priorities, Any goals

Unacceptable	Compliant	Legally Defensible
No goal is clearly aligned with a priority of a parent or the student. 0	One goal clearly aligned with either a parent or student priority, concern or interest. 1	At least one goal clearly aligned with a parent priority or concern. PLUS at least one goal clearly aligned with a student concern, interest or priority. (Those may be the same goal.) 2

#### Goals Distinct Targets

Unacceptable	Legally Defensible
Goals overlap. 0	Each goal addresses distinct priority skill or content need. 2

#### Goals Accomplishment Dates (use only for an IEP with three or more total goals including transition goals)

Unacceptable	Legally Defensible
All goal accomplishment dates the same date. 0	Goal accomplishment dates varied according to developmentally appropriate sequencing and to space accountability requirements. 2

#### Goals Criterion (use only for an IEP with three or more total goals including transition goals)

Unacceptable	Legally Defensible
All goal criterion the same type. 0	Criterion for goals varied (such as but not limited to completion, ratio of trials, percentage correct, frequency, intensity, number of consecutive days, etc.). 2

## IEP QUALITY INVENTORY

**GOAL QUALITY Per Goal** (RATE EACH goal separately, repeating for each goal and transition goal)

### Goal Sequencing

Unacceptable	Compliant	Legally Defensible
Goal not clearly next step. 0	From present level and/or transition needs, goal is an acceptable next step in developmental skill sequencing or intensity of interventions. 1	From present level and/or transition needs, consistent with evidence-based practice, goal is an appropriate next step in developmental skill sequencing or intensity of interventions. 2

### Goal Component: Context/ Conditions

Unacceptable	Compliant	Legally Defensible
Goal missing due date or a detail of context. 0	Goal includes a clear due date PLUS one more detail of context. 1	Goal includes a clear due date PLUS two or more details of context (such as but not limited to environmental conditions, materials, assistive technologies, service ratio, amount of time, response opportunities, evidence-based pedagogy, strategies, behavioral reinforcements or strategies, etc.). 2

### Goal Component: Behavior or Skill

Unacceptable	Compliant	Legally Defensible
The behavior is not a precise observable verb paired with a specific skill or content. 0	Both are true: The behavior is a precise observable verb paired with a specific skill or content. 1	All four are true: The verb is precise and observable, the skill or content is specific, the expectation is reasonably focused for intervention, and the expectation is appropriately ambitious for this next year for this child. 2

### Goal Component: Criteria

Unacceptable	Compliant	Legally Defensible
Meeting this criteria would NOT document achievement of the target behavior, OR the measurement instrument is unclear, OR degree of success is unclear or too vague. 0	The way to measure the goal identifies BOTH an instrument or measure and a degree of success on that measure. Meeting this criteria measures success on the target behavior though it may be slightly higher or lower than the intended target success level. 1	The way to measure the goal identifies BOTH an instrument or measure and a degree of success on that measure (such as but not limited to completion, ratio of trials, percentage correct, frequency, intensity, number of consecutive days, etc.). The way to measure success is strongly matched to the observable behavior focus of the goal, not a lower or higher or different skill. Another teacher could interpret criteria and could use resulting data to guide next intervention(s). 2

### Short-term Objectives/ Benchmarks (not required for students accessing state assessments)

Unacceptable	Compliant	Legally Defensible
For a student not accessing state assessments, this goal has no or only one short-term objectives or benchmarks. OR the short-term objectives or benchmarks with this goal are confusing or unclear. 0	For a student not accessing state assessments, two short-term objectives or benchmarks are included for this goal. Each may lack specific components to be fully measurable, but a teacher would likely understand in context of the larger goal. 1	For a student not accessing state assessments, two or more short-term objectives or benchmarks are included for this goal. Each benchmark designates incremental steps or building blocks over time toward desired criteria. Each short-term objectives designates accomplishment of a separate skill required to accomplish the more complex target goal skill. Each short-term objective or benchmark breaks down the larger goal into a sequential progression toward the target goal skill. Each includes a clear deadline, conditions, observable behavior and measurable criteria. 2

## IEP QUALITY INVENTORY

### TRANSITION PLANNING (skip for students <13 during IEP year)

#### Transition Constructs Coverage

Unacceptable	Compliant	Legally Defensible
Any Indicator #13 information missing. Goal and services missing, vague or addressed for one or fewer of three components of transition: Postsecondary Education/Training, Postsecondary Employment, and Independent Living. 0	ALL information required by Indicator #13 detailed in this section for students of transition age or older. Both Goal and Services addressed for two of three components of transition: Postsecondary Education/Training, Postsecondary Employment, and Independent Living. 1	ALL information required by Indicator #13 detailed in this section for students of transition age or older. BOTH Goal and Services addressed for two of three components of transition: Postsecondary Education/Training, Postsecondary Employment, and Independent Living. Clear alignment between transition need and goals/ services. 2

#### Transition Alignment: Needs to Goals to SDI

Unacceptable	Compliant	Legally Defensible
Errors in alignment between transition needs, Goals and Specially Designed Instruction listed later in IEP. 0	Accurate alignment between transition needs, Goals and Specially Designed Instruction listed later in IEP. 1	Accurate alignment between transition needs, Goals and Specially Designed Instruction listed later in IEP. Details in such connections justify provision of services, supports or SDI and evidence-based practice(s) or curriculum. 2

#### Post-secondary Education and Training

Unacceptable	Compliant	Legally Defensible
Discussion of post-secondary education and training is missing or vague. 0	Present level of post-secondary education and training skills and needs is explicitly discussed, including student and/or parent priorities. Identifies whether addressed in Specially Designed Instruction and/or Goal(s). 1	The present level of post-secondary education and training (college, vocational training, etc.) skills/ needs is explicitly discussed, including student and/or parent priorities, AND reporting results of inventories or checklists related to needs for post-secondary education and training. Describes how addressed in Specially Designed Instruction and/or Goal(s). 2

#### Post-secondary Employment

Unacceptable	Compliant	Legally Defensible
Discussion of post-secondary employment is missing or vague. 0	Present level of post-secondary employment skills and needs is explicitly discussed, including student and/or parent priorities. Identifies whether addressed in Specially Designed Instruction and/or Goal(s). 1	The present level of post-secondary employment skills/needs is explicitly discussed, including student and/or parent priorities, AND reporting results of inventories or checklists related to needs for post-secondary employment. Describes how addressed in Specially Designed Instruction and/or Goal(s). 2

#### Independent Living

Unacceptable	Compliant	Legally Defensible
Discussion of independent living is missing or vague. 0	Present level of independent living skills and needs is explicitly discussed, including student and/or parent priorities. Identifies whether addressed in Specially Designed Instruction and/or Goal(s). 1	The present level of independent living skills/needs is explicitly discussed, including student and/or parent priorities, AND reporting results of inventories or checklists related to needs for independent living. Describes how addressed in Specially Designed Instruction and/or Goal(s). 2

## IEP QUALITY INVENTORY

### OVERALL IEP

#### Completion

Unacceptable	Legally Defensible
Any one section of the IEP is incomplete. 0	Every check box, text box, etc. of IEP complete—NO omissions. 2

#### Identifying Information

Unacceptable	Legally Defensible
Identifying information is inaccurate or incomplete. 0	Identifying information is accurately completed. 2

#### Participants and Signatures

Unacceptable	Legally Defensible
Any one participant or signature missing from this list: parent(s), student (if age of majority), general education teacher, special education teacher, LEA representative, a school psychologist or assessment expert who can interpret evaluation results (for first IEP or for IEPs following assessment changes), specialists serving child. 0	BOTH participant information and signature included for ALL of the following: parent(s), student (if age of majority), general education teacher, special education teacher, LEA representative, a school psychologist or assessment expert who can interpret evaluation results (for first IEP or for IEPs following assessment changes), specialists serving child. A statement is included for any who contributed but were not in attendance, or for any excused from meeting. A statement is included for any who participated and disagreed with any part of the resulting IEP. 2

#### Rights and Age of Majority

Unacceptable	Legally Defensible
Fails to document parent informed of rights or age of majority. 0	Documents parent(s) or student of majority was informed of rights and age of majority (when child nearing age of majority). 2

#### Participation in State/Local Assessments

Unacceptable	Legally Defensible
Statement does not clearly justify why the student will or will not participate in state and/or local assessments. 0	Statement clearly justifies why the student will or will not participate in state and/or local assessments based upon specific performance data, and with which accommodations for each assessment. 2

#### Specially Designed Instruction

Unacceptable	Legally Defensible
Any misalignment between Specially Designed Instruction and needs in Present Level of Performance or Transition sections, or with conditions of goals. 0	Specially Designed Instruction justified by and fully aligned with needs in Present Level of Performance or Transition sections, or with conditions of goals. 2

#### Accommodations/ Modifications

Unacceptable	Compliant	Legally Defensible
Any misalignment between Accommodations/ Modifications and needs in Present Level of Performance or Transition sections, or with conditions of goals. 0	Accommodations/Modifications aligned with needs in Present Level of Performance or Transition sections, or with conditions of goals. 2	Accommodations/Modifications justified by and fully aligned with needs in Present Level of Performance or Transition sections, or with conditions of goals. For students accessing state assessments, modifications justified with plan to fade toward accommodations appropriate to state assessments. 2

## IEP QUALITY INVENTORY

### Type of Special Education Supports

Unacceptable	Legally Defensible
Types of special education supports identified fail to match information in the PLOP, services, and goals. 0	Level of support appropriate to sequencing of intervention intensity. Types of special education supports identified match information in the PLOP, services, and goals. 2

### Amount of Special Education Supports

Unacceptable	Legally Defensible
Statement missing or fails to justify the amount of special education supports appropriate for needs. 0	Statement justifies amount of special education supports appropriate for the needs of this student, specifying time and/or sessions. Amount of support justified by goals and needs. 2

### Related Services

Unacceptable	Legally Defensible
Any related service justified as needed to access appropriate education is missing, or a goal is missing or inadequately detailed for any related service. 0	Related services justified as needed to access appropriate education are included. Each related service listed includes <i>at least one clearly measurable goal</i> to be accomplished by the related service provider. <i>Frequency and/or intensity and/or group sizes are justified in PLOP and/or goals.</i> 2

### Supports for School Personnel

Unacceptable	Legally Defensible
Any support for school personnel lacks justification of training or consultation needs in PLOP, or connection to a goal, or appears to circumvent access to a related service. 0	Any support for school personnel is justified by descriptions of training or consultation needs in PLOP and is directly connected to at least one goal. Any justification focuses on how such supports access to an appropriate education. 2

### Gifted Services

Unacceptable	Legally Defensible
No explanation of whether or not gifted services considered/ appropriate. 0	Explanation provided of whether or not gifted services considered/ appropriate, and if so, what services will be provided. 2

### Extended School Year

Unacceptable	Legally Defensible
No justification of decision for or against extended school year. 0	Justification for or against extended school year explicitly addresses recoupment of skills from breaks. Any ESY explicitly identifies time allotted to SDI, related services, and which goals or short-term objectives/ benchmarks will be addressed. 2

### Participation: Least Restrictive Environment

Unacceptable	Legally Defensible
Limited data for degree to which student will or will not access general education setting or least restrictive environment. 0	Using specific data and/or intensity of support, explicitly justifies to what degree education in the general education setting is or is not appropriate for needs. Statement considers safety or learning environment of student or peers when behaviors addressed in PLOP and goals. 2

### Participation: Curriculum

Unacceptable	Legally Defensible
Statement missing or the statement is general, failing to justify to what degree education with the general education curriculum is or is not appropriate for the needs of this student. 0	Statement justifies to what degree education with the general education curriculum is or is not appropriate for the needs of this student. Specific academic performance data and/or functional needs are referenced in defense. For a student receiving functional curriculum for part to all of the day, curriculum defense statement is consistent with statement about access to state and local assessments. 2