

RI Indicator-13 Quality Rubric

Student Name:

SASID:

District/School:

Date: 11/10/2016

Indicator 13 language	Verification of Census		Exemplary – Highest Level of Performance 3	Accomplished – Achievement of Mastery Level 2	Developing - Beginning Level of Performance 1	Non-Compliant 0	S
1. Evidence that the student was invited to the IEP Team Meeting	Yes	No	<input type="checkbox"/> Evidence of Student written invitation and <input type="checkbox"/> Student participated in the IEP meeting and <input type="checkbox"/> Student preferences and interests are evident in IEP	<input type="checkbox"/> Evidence of Student written invitation and <input type="checkbox"/> Student participated the IEP meeting.	<input type="checkbox"/> Evidence of Student written invitation and <input type="checkbox"/> student did not participate in the IEP meeting but documented student preferences, and interests were obtained.	<input type="checkbox"/> No evidence of a written invitation or <input type="checkbox"/> No documentation of preferences and interests or <input type="checkbox"/> A “no” response from the verification of the census	
2.Evidence that, if appropriate, a representative of any (Secondary Transition) participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority	Yes	No	<input type="checkbox"/> A representative of a participating agency was invited to the IEP with the parent or students consent as evidenced by meeting notice (or similar document) and <input type="checkbox"/> Evidence of their role or services appeared in the IEP.	<input type="checkbox"/> A representative of a participating agency was invited to the IEP with the parent or students consent as evidenced by meeting notice (or similar document) or <input type="checkbox"/> a representative of an appropriate agency was not required.		<input type="checkbox"/> A representative of a participating agency was invited to the IEP without parent or students consent as evidenced by meeting notice (or similar document).	
3. Includes appropriate measurable post school goals.	Yes	No	<input type="checkbox"/> The IEP includes a post school goal for employment, post secondary education /training and independent living when applicable and is worded in terms that are measurable as an outcome and <input type="checkbox"/> is based on age appropriate transition assessment	<input type="checkbox"/> The IEP includes a post school goal for employment, post secondary education /training and independent living when applicable and is worded in terms that are measurable as an outcome.		<input type="checkbox"/> The IEP includes a post school goal for employment, post secondary education /training and independent living, if applicable, but is not worded in terms that are measurable as an outcome or <input type="checkbox"/> A “no” response from the verification of the census or <input type="checkbox"/> There are no post school goals in the IEP.	
4.Based upon an age appropriate transition assessment	Yes	No	<input type="checkbox"/> There are 2 or more transition assessments used that are appropriate for the age/grade level of the student and <input type="checkbox"/> All assessments are available for review (either in the record or at the school) and <input type="checkbox"/> The assessment results demonstrate a clear connection to the <input type="checkbox"/> post school goals <input type="checkbox"/> present levels <input type="checkbox"/> transition services <input type="checkbox"/> program of study <input type="checkbox"/> annual goal	<input type="checkbox"/> There is at least one Transition Assessment used and it is appropriate for the age/grade level of the student and <input type="checkbox"/> The assessment are available for review (either in the record or at the school)	<input type="checkbox"/> There is at least one Transition Assessment used which does not appear to be appropriate for the age/grade level of the student or <input type="checkbox"/> The assessment results do not demonstrate a clear connection to the post school goals and <input type="checkbox"/> The assessment is available for review (either in the record or at the school)	<input type="checkbox"/> The Transition Assessments are not appropriate for the age/grade level of the student or <input type="checkbox"/> A “no” response from the verification of the census or <input type="checkbox"/> IEP lists no transition assessments or <input type="checkbox"/> The actual assessments cannot be verified (either in the record or at the school).	
5. Present level of Academic and Functional Performance (PLoP) references post school goals, skills and Transition Assessment	Yes	No	<input type="checkbox"/> The PLoP describes specific quantitative baseline data related to current level of academic and functional skills as they relate to the students desired post-school goals and <input type="checkbox"/> The PLoP references Transition Assessments and <input type="checkbox"/> The transition assessment results demonstrate a clear connection to the students post-secondary goals	<input type="checkbox"/> The PLoP describes specific quantitative baseline data related to current level of academic and functional skills as they relate to the students desired post-school goals and <input type="checkbox"/> The PLoP references Transition Assessments.	<input type="checkbox"/> The PLoP references Transition Assessments or <input type="checkbox"/> The PLoP does not reference Transition Assessments and <input type="checkbox"/> The PLoP does not adequately describe current level of academic and functional strengths and needs as they relate to the students desired post-school goals.	<input type="checkbox"/> The Present Level of Performance is missing from either or both the functional and academic performance summaries.	

6. Transition services that will reasonably enable the student to meet those post school goals			<input type="checkbox"/> The transition services described in the IEP appear to be a coordinated set of activities that reasonably assist the student in reaching their post school goals and <input type="checkbox"/> There are several statements of transition service included in the IEP for each post-school goal.	<input type="checkbox"/> The transition services described in the IEP appear to be a coordinated set of activities that reasonably assist the student in reaching their post school goals and <input type="checkbox"/> There is at least one statement of transition service included in the IEP for each post-school goal.	<input type="checkbox"/> There is one transition service listed but may not be appropriate or related to assisting the student in reaching their post school goals.	<input type="checkbox"/> A “no” response from the verification of the census or <input type="checkbox"/> IEP has no transition services listed	
7. Including courses of study that will reasonably enable the student to meet those post school goals			<input type="checkbox"/> There is a course or program of study indicated in the IEP that is clearly aligned with the student’s post school goals.	<input type="checkbox"/> A Program of Study is included in the IEP.		<input type="checkbox"/> The IEP has no course of study listed.	
8. Student indicated assurance that they are in agreement with the post school goals and was provided information on the transition requirements			<input type="checkbox"/> Student indicated assurance that they are in agreement with the post school goals and was provided information on the transition requirements				
9. Annual IEP goals related to the student’s post school goals			<input type="checkbox"/> All annual goals are supported and are related to the student’s post school goals.	<input type="checkbox"/> At least one annual goal supports and relates to the student’s post school goals.	<input type="checkbox"/> There is at least one annual goal but does not relate to the student’s post school goals.	<input type="checkbox"/> There are no annual goals in the IEP.	
						TOTAL INDICATOR QUALITY SCORE	

* If an item is either “no” for verification of district data and/or “compliance”, the record is found out of compliance for that item.

Comments:

25-27	Exemplary
18-24	Accomplished
9-17	Developing
0-8	Non-compliant