

Appendix IEP Evaluation Form

Student’s Name: _____ DOB/Age: _____

Reviewer’s Name: _____ Date of IEP: _____

Instructions: The evaluation form has two major parts: A and B. Part A has two components. The first section evaluates the descriptions of the present levels of performance. The second section addresses the IEP as a whole.

Part B is concerned with specific goals or objectives. The goal is the broad domain; the objective is the specific skill that is targeted under the goal. It is recommended that the entire IEP be reviewed before it is scored.

Part A: Analysis of Overall IEP

Directions: Determine if the following education performance areas are described as an area of need (if the area is checked, but no description is provided, mark “no”; if any kind of description is provided, mark “yes”).

Area	No	Yes
1. Communication status		
2. Academic performance		
3. Health, vision, hearing, motor abilities		
4. Social and emotional status		
5. General intelligence (cognitive)		
6. Overall quality of description of student’s performance relative to the general curriculum or developmental status is clear enough to establish well-written goals for the student. Code “no” if there is no reference to grade, age, or developmental equivalents/performance.		

Comments:

Review of Related Services

Instructions: If related services are provided, indicate “yes” and the amount of time the service is provided per week.

	No	Yes	Time of week
7. Speech therapy			
8. Occupational therapy			
9. Physical therapy			
10. Other:			

Instructions: Review the overall IEP and determine to what degree each indicator is provided. Use the Likert scale that ranges from 0 (“no/not at all”) to 2 (“very much/ clearly evident”). “Not applicable” is NA. Examples of IEP objectives for each of these indicators follows the checklist.

0	1	2
No/not at all		Very much/ clearly evident

Indicator (examples of the IEP objectives for items 13–20 are provided at the end of this IEP Evaluation Form)	NA	0	1	2
11. Annual goals include goals from the COMPASS consultation				
12. Parental concerns are described (code “2” if <i>any</i> concerns are listed)				
13. Includes goals/objectives for social skills to improve involvement in school and family activities (i.e., social objective is targeted for improved functioning in school/or family life). Must have more than 1 objective to code “2” ***				
14. Includes goals/objectives for expressive, receptive, and nonverbal communication skills (code “NA” if <i>communication</i> is not listed as an area of need in present levels of performance, code “0” if communication is listed as area of need but there are no communication goals/objectives, code “1” if there is only one goal for receptive and expressive language, code “2” if there are goals for both receptive and expressive language). ***				
15. Includes goals/objectives for symbolic functional communication system (PECS, assistive technology, etc). Code as “NA” if student shows evidence of conversational speech in the present levels of performance. When augmentative/alternative communication (ACC) isn’t an objective but listed as a support for objectives, code as “1.” ***				
16. Includes goals/objectives for engagement in tasks or play that are developmentally appropriate (must emphasize a focus on developmental skills such as attending, sitting in circle, taking turns, etc., rather than academic), including an appropriate motivational system (code “1” if developmentally appropriate but no motivation system is described).				
17. Includes goals/objectives for fine and gross motor skills to be utilized when engaging in age appropriate activities. Must have more than one objective to code “2.”				

(continued)

0	1	2
No/not at all		Very much/ clearly evident

(continued)

	NA	0	1	2
18. Includes goals/objectives for basic cognitive and academic thinking skills (sorting, letters, numbers, reading, etc). Must have more than one objective to code "2."				
19. Includes goals/objectives for replacement of problem behaviors with appropriate behaviors (evidence is provided that the skill is designed to replace a problem behavior). Must have more than one objective to code "2."				
20. Includes goals/objectives for organizational skills and other behaviors that underlie success in a general education classroom (independently completing a task, following instructions, asking for help, etc). Must have more than one objective to code "2." ***				
21. Objectives are individualized and adapted from the state academic content standards (i.e., goals are assumed to be the academic content standard). Code "2" if most are individualized but some are not; code "1" if some are individualized, but most are not.				

*** Denotes targeted indicators that are expected to change as a result of COMPASS consultation.

22. Number of goals in the IEP: _____

23. Number of objectives in the IEP: _____

24. Is the need for extended school year addressed? Yes No

25. Is extended school year recommended as a service? Yes No Not Addressed

Part B: Analysis of Specific IEP Objectives

Note: Use with COMPASS objectives and/or with as many objectives as desired

Objective: _____

IEP goal No. and page No. on the IEP: _____ No. of objectives under goal: _____

Objective Code (select from options below): _____

0=Academic; 1=Social; 2=Communication; 3=Learning/Work Skills; 4=Motor/Sensory; 5=Self-help; 6=Behavior

Instructions: Code each objective (not goal). Use the following Likert scale that ranges from 0 (“no/not at all”) to 2 (“very much/clearly evident”). “Not applicable” is NA

0	1	2
No/not at all		Very much/ clearly evident

Indicator	NA	0	1	2
26. The student’s present level of performance is described for this objective (don’t rate quality here). If a simple description like one sentence is given, code “2.”				
27. The student’s performance of this objective (in summary of present levels of performance) is described in a manner that links it <i>specifically</i> to the general curriculum.				
28. The student’s performance of this objective (in summary of present levels of performance) is described in a manner that links it <i>specifically</i> to developmental curriculum.				
29. This objective is able to be measured in behavioral terms. Code “1” if it can be observed, code “2” if the description of target behavior is clear for proper measurement of goal achievement through observation.***				
30. The conditions under which the behavior is to occur are provided, i.e., when, where, with whom.***				
31. The criterion for goal acquisition is described, i.e., rate, frequency, percentage, latency, duration, as well as a timeline for goal attainment is described specifically for objective (other than for length of IEP).***				
32. A method of goal measurement is described. Code “1” if method of measurement is just checked according to a preset list and not individualized specific to objective.				
33. Is Specially Designed Instruction individualized to the objective? (Code “0” if there is no SDI specified, code “1” if SDI is checked off but not specifically designed for that objective, code “2” for individualized SDI).				

Note: Item with *** is a targeted indicator expected to change as a result of COMPASS consultation.