

Transition Planning and Secondary IEP Rubric

	1 Not Compliant	3 Compliant	5 Comprehensive
A] Invites and Consent (Student and Agency)	<p>Student was not invited to IEP prior to the day of the meeting through the use of an invitation addressed to him/her (e.g. student only signed in on sign in sheet). AND/OR</p> <p>Parent/guardian consent to invite an agency was not received and/or was not documented prior to IEP, if appropriate and if student is under the age of majority or is not his/her own guardian. AND/OR</p> <p>Agency was not invited, if appropriate, to IEP through the use of an invitation addressed to representative.</p>	<p>Student was invited to IEP prior to the day of the meeting through the use of informal invitation (e.g. documented in-person conversation, email, written letter). AND/OR</p> <p>Parent/guardian consent to invite an agency was received prior to the IEP meeting and informally documented (e.g. documented in-person conversation, email, written letter), if appropriate and if student is under the age of majority or is not his/her own guardian. Must be updated annually. AND/OR</p> <p>Agency was invited to IEP, after consent was received, through the use of informal invitation (e.g. document in-person conversation, email, written letter).</p>	<p>Student was invited to IEP prior to the day of the meeting through the use of formal invitation addressed to him/her created in Special Education Database (e.g. EdPlan). Student was informed of terminology, roles of the IEP team, and IEP team meeting procedures. AND</p> <p>Parent/guardian consent to invite an agency was received prior to the day of the IEP meeting formally documented in Special Education Database (e.g. EdPlan), if appropriate and if student is under the age of majority or is not his/her own guardian. Must be updated annually. Consent form should explain to parent and/or student who has reached age of majority, why outside agency is being invited. AND</p> <p>Agency was invited to IEP prior to the meeting, after consent was received, through the use of formal invitation addressed to representative created in Special Education Database (e.g. EdPlan).</p>
B] Transition Assessment	<p>No transition assessment was used. OR</p> <p>Transition assessment did not address the areas of Education, Training, Employment, and, where appropriate, Independent Living Skills. AND/OR</p> <p>Transition assessment was not updated annually.</p>	<p>One mode of transition assessment was documented that addressed Education, Training, Employment, and, where appropriate, Independent Living Skills. AND</p> <p>Transition assessment was updated annually.</p>	<p>Multiple modes of transition assessment which addressed Education, Training, Employment, and, where appropriate, Independent Living Skills were documented that appropriately assessed skills based on present level of the student performance, eligibility, and/or age of student (e.g. process-driven, teacher administered, student completed). All assessments are available for review, demonstrate clear connection to measureable post-secondary goals, transition services, course of study, and annual goals. Results are documented in PLAAFP.</p>
C] Student Strengths, Preferences, Interests	<p>Written documentation does not exist that student's strengths, preferences, and interests were considered.</p>	<p>One mode of data collection was used to address student's strengths, interests, preferences (e.g. student interview). Information is documented in writing.</p>	<p>Multiple modes of data collection were used to address student's strengths, preferences, and interests (e.g. student interview, interest inventory, career/community exploration, family input, friend input).</p>
D] Postsecondary Measureable Goals	<p>Postsecondary goals did not address areas of Education, Training, Employment, and, where appropriate, Independent Living Skills. AND/OR</p> <p>Postsecondary goals were not written in "measureable" terms (i.e. Student will...).</p> <p>AND/OR</p> <p>Postsecondary goals were not updated or reviewed annually.</p>	<p>Postsecondary goals addressed areas of Education, Training, Employment, and, where appropriate, Independent Living Skills. AND</p> <p>Postsecondary goals were written in "measureable" terms (i.e. Student will...).</p> <p>AND</p> <p>Postsecondary goals were reviewed and updated annually.</p>	<p>Individualized postsecondary goals addressed areas of Education, Training, Employment, and, where appropriate, Independent Living Skills and were directly related to student's strengths, preferences, and interests. There is a transition service/activity that addresses each post-secondary measureable goal. AND</p> <p>Postsecondary goals were written in "measureable" terms (e.g. Student will...).</p> <p>AND</p> <p>Postsecondary goals were reviewed and updated annually to ensure specificity.</p>
E] Transition Services	<p>Transition services/activities to address areas of student need were not documented.</p>	<p>Documentation of transition services/activities exists such as instruction, related service, community experience, development of employment, functional vocational evaluation, and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, that will allow student to meet postsecondary goals.</p>	<p>Documentation of transition services exists such as instruction, related service, community experience, development of employment, functional vocational evaluation, and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, that will allow student to meet postsecondary measureable goals. Multiple responsible parties (educational and outside agencies, families, student) assigned services and/or activities to ensure student achievement of postsecondary goals.</p>
F] Course of Study	<p>No documented courses of study. AND/OR</p> <p>Documented courses of study do not allow student to achieve postsecondary goals.</p>	<p>Documentation of course of study (MMC or curriculum based on alternate achievement standards) enables student to achieve postsecondary goals.</p> <p>*If student is working toward Certificate of Completion or has a PC, the course must be listed on file with the district.</p>	<p>Clear discussion and decision involving family and student of course of study (MMC or curriculum based on alternate achievement standards) is documented in Special Education Database (e.g. EdPlan) enables student to achieve postsecondary measureable goals.</p> <p>*If student is working toward Certificate of Completion or has a PC, the course must be listed on file with the district.</p>
G] Annual IEP Goal	<p>No documented annual goal related to the transition services needs.</p>	<p>Documentation that at least one annual IEP goal supports student transition services needs listed on Section 3 of IEP. AND</p> <p>Formula for writing an annual goal includes: current level + skill + target + method of measurement.</p>	<p>Documentation of one of more annual IEP goals that supports student transition services needs listed on Section 3 of IEP. Connection to Section 3 of IEP is clear and appropriate. AND</p> <p>Formula for writing an annual goal includes: current level + skill + target + method of measurement.</p>