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| Quality & Rigor Rubric  *Action Plan for Continuous Improvement*  Teacher/Team: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initial Date: \_\_\_\_\_\_\_\_\_\_\_\_ Follow Up Date: \_\_\_\_\_\_\_\_\_\_  Campus: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| Indicator I:  PLAAFP | The Present Levels of Academic Achievement and Functional Performance (PLAAFP) includes detailed information that provides a good overall picture of the student. The Admission, Review, and Dismissal (ARD) committee should get to “know” the student just by reading the PLAAFP statements. From multiple data sources, baselines are reported for where the student is performing both academically in relation to the curriculum, and functionally. Strengths and areas of critical need are identified, along with items, strategies, and services that are needed to help the student be successful in accessing and progressing in the general curriculum. | | | | |
|  | **Initial Status** | **Total** | **Comments/Notes** | **Follow-Up Status** | **Total** |
| *INCLUDES DATA FROM A VARIETY OF SOURCES* | | | | | |
| 1. The PLAAFP includes data from multiple sources (evaluations, classroom data, accommodations and/or modifications, information from the family, and additional supports). | ❒ Not evident ❒ Evident |  |  | ❒ Not evident ❒ Evident |  |
| 1. Evaluations (such as FIE, STAAR, FBA, norm or criterion test results, etc.):    1. The PLAAFP identifies and describes the disability condition that is reported in the FIE.    2. The PLAAFP includes how the student’s disability affects the student’s access to, participation in, and progress in the general education curriculum (for *preschool students*, how the disability affects the student’s participation in appropriate activities). | ❒ Not evident ❒ Evident  ❒ Not evident ❒ Evident  ❒ Not evident ❒ Evident |  |  | ❒ Not evident ❒ Evident  ❒ Not evident ❒ Evident  ❒ Not evident ❒ Evident |  |
| 1. Classroom data (such as anecdotal notes, checklists, inventories, rubrics, work samples, behavior reports, student interest surveys, etc.):    1. The PLAAFP reports progress on the previous year’s IEP goals in measurable terms (criterion).    2. If there is a lack of progress noted from the previous year, the PLAAFP includes an explanation. | ❒ Not evident ❒ Evident  ❒ Not evident ❒ Evident  ❒ Not evident ❒ Evident  ❒ N/A |  |  | ❒ Not evident ❒ Evident  ❒ Not evident ❒ Evident  ❒ Not evident ❒ Evident  ❒ N/A |  |
| 1. Accommodations/Modifications:    1. The PLAAFP includes specific statements about adaptations (conditions) that help the student access and make progress in the curriculum. | ❒ Not evident ❒ Evident |  |  | ❒ Not evident ❒ Evident |  |

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|  | Initial Status (cont.) | Total (cont.) | Comments/Notes (cont.) | Follow-Up Status (cont.) | Total (cont.) |
| *Accommodations/Modifications (cont.)*   1. The PLAAFP includes quantifiable data to demonstrate justification for why the adaptations (conditions) are needed. | ❒ Not evident ❒ Evident |  |  | ❒ Not evident ❒ Evident |  |
| 1. Information from the family (such as student health, behavior in settings outside school, changes in home environment, outside services, community activities, student preferences and interests, etc.) | ❒ Not evident ❒ Evident |  |  | ❒ Not evident ❒ Evident |  |
| 1. Additional Supports (related services, speech therapy, assistive technology):    1. The PLAAFP includes quantifiable data to demonstrate justification for why the supports are included in the IEP. Current performance in related services areas should be included. | ❒ Not evident ❒ Evident  ❒ N/A  ❒ Not evident ❒ Evident  ❒ N/A |  |  | ❒ Not evident ❒ Evident  ❒ N/A  ❒ Not evident ❒ Evident  ❒ N/A |  |
| *CLEARLY IDENTIFIES STRENGTHS AND AREAS OF CRITICAL NEED* | | | | | |
| 1. The PLAAFP includes observable and measurable baseline data that identify the student’s strengths and critical areas of need. | ❒ Not evident ❒ Evident |  |  | ❒ Not evident ❒ Evident |  |
| 1. The PLAAFP reflects the strengths and critical areas of need in the enrolled grade-level curriculum and in functional areas (such as communication, social skills, and self-help skills). 2. For *transition age students*, the PLAAFP includes areas of education (post-secondary, continuing, adult), vocational/employment, independent living, adult services, and/or community participation. | ❒ Not evident ❒ Evident  ❒ Not evident ❒ Evident  ❒ N/A |  |  | ❒ Not evident ❒ Evident  ❒ Not evident ❒ Evident  ❒ N/A |  |
|  | | Total  \_\_\_\_  of 15\* |  | | Total  \_\_\_\_  of  15\* |

\*Score N/A (not applicable) as “evident” when recording total.

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| Indicator II:  Goals and Objectives | Goals are written for areas of critical need identified in the PLAAFP to support access to the curriculum. They identify the amount of progress the student is anticipated to make in one year. Goals contain four components: timeframe, condition, behavior, and criteria. Academic goals are based on grade-level curriculum standards for the grade in which the student is enrolled. Rigorous goals reflect high expectations that are robust, relevant, and achievable. They are written so that student performance can be recorded in clear, observable, measurable terms. Short-term objectives or benchmarks are required on all goals for any student taking an alternative assessment. They include the same four components as a goal, and reflect the interim steps a student will take to reach the annual goal. | | | | |
|  | **Initial Status** | **Total** | **Comments/Notes** | **Follow-Up Status** | **Total** |
| *GOALS* | | | | | |
| 1. Goals are written for academic/functional critical needs identified in the PLAAFP, and for each content area/subject in which content is modified, and/or the student is removed from the general education setting. | ❒ Not evident ❒ Evident |  |  | ❒ Not evident ❒ Evident |  |
| 1. Academic goals are based on grade-level standards for the grade in which the student is enrolled. | ❒ Not evident ❒ Evident |  |  | ❒ Not evident ❒ Evident |  |
| 1. Goals contain four essential parts: 2. Timeframe identifies the amount of time the student has to reach the goal (such as “within 36 instructional weeks”, “by the end of the 20XX-20XX school year”, “by the end of the second grading period”, etc.) 3. Condition specifies the specific resources/materials/adaptations that must be present for the student to reach the goal (such as “using manipulatives”, “when given a word-processing device”, “using a story prompt with visual supports”, etc.) – *related to the accommodations/modifications and additional supports identified in the PLAAFP* 4. Behavior identifies the student performance that is being monitored in clear, observable, measurable terms (such as “XXX will touch the correct measurement of temperature in degrees Fahrenheit”, “XXX will independently approach a peer and ask them “Do you want to play?”, “XXX will identify texts as being written for entertainment or information by eyegazing towards the correct response card”, etc.) - *related to the areas of critical need identified in the PLAAFP* | ❒ Not evident ❒ Evident  ❒ Not evident ❒ Evident  ❒ Not evident ❒ Evident |  |  | ❒ Not evident ❒ Evident  ❒ Not evident ❒ Evident  ❒ Not evident ❒ Evident |  |
|  | Initial Status (cont.) | Total (cont.) | Comments/Notes (cont.) | Follow-Up Status (cont.) | Total (cont.) |
| *Goals contain four components (cont.)*   1. Criterion identifies in measurable terms how much, how often, or to what standard the behavior must occur in order to demonstrate the goal has been achieved (such as “7 out of 10 times”, “in 3 out of 5 trials”, “across 3 consecutive trials”, etc.) – *reported in the same way as the baseline data for the areas of critical need identified in the PLAAFP* | ❒ Not evident ❒ Evident |  |  | ❒ Not evident ❒ Evident |  |
| 1. For *students ages 14 and over*, goals are written for areas of critical need identified in the transition PLAAFP. | ❒ Not evident ❒ Evident  ❒ N/A |  |  | ❒ Not evident ❒ Evident  ❒ N/A |  |
| *SHORT-TERM OBJECTIVES/BENCHMARKS* | | | | | |
| 1. *If the student is taking an alternative assessment*, there are a minimum of two short-term objectives/benchmarks for each goal. | ❒ Not evident ❒ Evident  ❒ N/A |  |  | ❒ Not evident ❒ Evident  ❒ N/A |  |
| 1. Short-term objectives/benchmarks (sto/b) contain the same four essential parts as a goal: 2. Timeframe identifies the amount of time the student has to reach the sto/b (will be less than one year) 3. Condition specifies the specific resources/materials/adaptations that must be present for the student to reach the sto/b 4. Behavior identifies the student performance that is being monitored in clear, observable, measurable terms 5. Criterion identifies in measurable terms how much, how often, or to what standard the behavior must occur in order to demonstrate the sto/b has been achieved | ❒ Not evident ❒ Evident  ❒ Not evident ❒ Evident  ❒ Not evident ❒ Evident  ❒ Not evident ❒ Evident |  |  | ❒ Not evident ❒ Evident  ❒ Not evident ❒ Evident  ❒ Not evident ❒ Evident  ❒ Not evident ❒ Evident |  |
|  | | Total  \_\_\_\_  of 12\* |  | | Total  \_\_\_\_  of  12\* |

\*Score N/A (not applicable) as “evident” when recording total.

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| Indicator III:  Progress Monitoring | Progress on a goal should be reported in the same clear, observable, measurable terms as that goal criterion. Progress on short-term objectives/benchmarks should be reported in the same clear, observable, measurable terms as that short-term objective/benchmark criterion. Any instructional changes that may have occurred during the timeframe due to insufficient progress towards a goal or short-term objective/benchmark should be clearly indicated. | | | | |
|  | **Initial Status (cont.)** | **Total (cont.)** | **Comments/Notes (cont.)** | **Follow-Up Status (cont.)** | **Total (cont.)** |
| 1. The student’s IEP clearly states how often parents will be informed of student progress. | ❒ Not evident ❒ Evident |  |  | ❒ Not evident ❒ Evident |  |
| 1. The student’s IEP clearly states the progress monitoring method(s) that will be used for each goal. | ❒ Not evident ❒ Evident |  |  | ❒ Not evident ❒ Evident |  |
| 1. The progress monitoring method(s) for each goal or short-term benchmark/objective are appropriate and relevant for the criterion for each (such as tests, frequency event recording, tally sheets, work samples, etc.). | ❒ Not evident ❒ Evident |  |  | ❒ Not evident ❒ Evident |  |
| 1. Progress is reported in the same criterion format for each goal or short-term benchmark/objective (such as number of trials, percentage of accuracy, etc.). | ❒ Not evident ❒ Evident |  |  | ❒ Not evident ❒ Evident |  |
| 1. If progress toward a goal was insufficient, there is evidence of instructional change. | ❒ Not evident ❒ Evident  ❒ N/A |  |  | ❒ Not evident ❒ Evident  ❒ N/A |  |
|  | | Total  \_\_\_\_  of  5\* |  | | Total  \_\_\_\_  of  5\* |

\*Score N/A (not applicable) as “evident” when recording total.