

Illinois State Performance Plan for Nonpublic Programs (SPP-NP) Indicator “X” Item Checklist Used for Data Entry with the Scoring Rubric for Desk Audit Activity

SPP-NP Indicator “X” has 5 data requirements for the 2010 – 2011 school year. This document contains the five requirements as required to fulfill SMART IEP goal compliance (see guidance document). This is same checklist will be what each program sees and it is included as a reference. Directly below each item, there is a scoring rubric for that item. Score the IEP for each of the five requirements by using the rubric to indicate “Does Not Meet,” or “Meets”.

- ⊗ If any one of the items, 1 through 5, does not meet the requirement, then the IEP is scored as “Does Not Meet Indicator X.”
- ↻ If each and every one of the items, 1 through 5, meets the requirement, then the IEP is scored as “Meets.”

NOTE: Every item should be scored in order to assist ISBE and nonpublic programs in providing guidance and professional development to staff.

Reviewer ID Code: _____	Date: _____
District: _____	Student ID Code: _____
Final Score (check one): Does Not Meet Requirements _____	Meets Requirements _____

1. SPECIFIC	Educational		Clinical			Transition			Independent Living		
	Yes	No	Yes	No	N/A	Yes	No	N/A	Yes	No	N/A
									Yes No N/A (if appropriate)		

Scoring Rubric for Item 1:

<u>Item 1 Requirements</u>	<u>Indicate “Does Not Meet” or “Meets” by checking the appropriate column</u>		<u>Student Focused Planning</u>
	Does Not Meet	Meets	
<input type="checkbox"/> The goal is directly written to support the academic/functional need which is indicated in the present level of performance.			
<input type="checkbox"/> The goal as written is specific and does not represent multiple goals or tasks.			
<input type="checkbox"/> The behavior and or skill to be taught is adequately described.			
<input type="checkbox"/> An implementer would be able to instruct the student, based on what is written in the goal.			

2. MEASURABLE	Educational		Clinical			Transition			Independent Living		
	Yes	No	Yes	No	N/A	Yes	No	N/A	Yes	No	N/A
									Yes No N/A (if appropriate)		

Scoring Rubric for Item 2:

<u>Item 2 Requirements</u>	<u>Indicate “Does Not Meet” or “Meets” by checking the appropriate column</u>		<u>Student Focused Planning</u>
	Does Not Meet	Meets	
<input type="checkbox"/> The goal represents an observable, measurable behavior.			
<input type="checkbox"/> The goal is measurable.			

<input type="checkbox"/> The measurement is consistent for each benchmark or objective. <input type="checkbox"/> The chosen means of data collection correlates to the implementation of the expectations written in the goal.			
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3. ACHIEVABLE	Educational	Clinical	Transition	Independent Living
	Yes No	Yes No N/A	Yes No N/A	Yes No N/A (if appropriate)

Scoring Rubric for Item 3:

<p style="text-align: center;"><u>Item 3 Requirements</u></p> <input type="checkbox"/> The goal as written is achievable and attainable based on the student's individual learning style and abilities. <input type="checkbox"/> The conditions and supports necessary for the goal to be achieved are clearly indicated. <input type="checkbox"/> The goal reflects an expectation of a high level of mastery for the educational task.	Indicate "Does Not Meet" or "Meets" by checking the appropriate column		Student Focused Planning
	Does Not Meet	Meets	

4. REALISTIC	Educational	Clinical	Transition	Independent Living
	Yes No	Yes No N/A	Yes No N/A	Yes No N/A (if appropriate)

Scoring Rubric for Item 4:

<p style="text-align: center;"><u>Item 4 Requirements</u></p> <input type="checkbox"/> The IEP goal is representative of the next logical stop for student growth based on the present level of performance. <input type="checkbox"/> The goal has taken into account the child's past performance level and intellectual ability. <input type="checkbox"/> The measure chosen accurately represents the educational objectives. <input type="checkbox"/> Focuses on the acquisition of a meaningful skill. <input type="checkbox"/> The goal could be replicated in another setting; has transferability. <input type="checkbox"/> The benchmarks/objectives directly relate to the overall goal.	Indicate "Does Not Meet" or "Meets" by checking the appropriate column		Student Focused Planning
	Does Not Meet	Meets	

<input type="checkbox"/> The goal is aligned to a general education learning standard from an academic or social emotional content area.			
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5. TIMELY	Educational		Clinical			Transition			Independent Living		
	Yes	No	Yes	No	N/A	Yes	No	N/A	Yes	No	N/A (if appropriate)

Scoring Rubric for Item 5:

<u>Item 5 Requirements</u> <input type="checkbox"/> The goal reflects an expected level of timely growth. <input type="checkbox"/> The goal can be accomplished in the current IEP/academic year.	Indicate "Does Not Meet" or "Meets" by checking the appropriate column		Student Focused Planning
	Does Not Meet	Meets	
