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| CATEGORY | **Organization/ Placement** | **Content/ Evaluation** | **Content/ Academic/ Social /Physical** | **Management Needs/ Effect** | **Parent/ Student Voice** | **Overall PLoP** |
| **4-Well Developed** | All information is in correct place in the IEP. No unnecessary repetitions.Grammar and spelling show any errors. No areas left blank | Multiple evaluative tools (both hard and soft data)listed with scores and parameters. Grade equivalents are stated when based upon Evaluation tool. Tools are in all Academic areas. Voc 1 listed as tool when appropriate. Explanations are not jargon based  All dates included, no acronyms unless spelt out prior | All areas are completed with evidence and based on evaluative tools. No subjective language is included. A complete picture of the student is seen and all Academic areas (Reading, Writing, Math, Activities of Daily Living) Related Service Providers submit their portions in the areas of their expertise. No jargon is evident | Listed in a well-defined or bullet pointed list that is clear and specific for that student. Related Services are included. Assistive technology, when appropriate is listed without use of brand names.Effect statement is relevant | Parent /student voice is evidenced in all sections of the PLoP | PLoP is organized, aligned to evaluative tools, no contradictions without explanation, no subjective language; all areas are completed correctly and creates a full picture of the student. |
| **3-Highly Proficient** | Minimal placement errors.(1-3) Repetition only when necessary. Limited Grammar and Spelling errors No areas left blank | Hard and soft data listed with minimal parameters. Limited hard data listed missing. Voc 1 is listed when appropriate. Some jargon is evident without explanation Most dates included  Isolated acronyms without definition | All areas are completed but may not reflect the evaluative tools. Minimal subjective language is evident. Mostly complete picture of the student is seen. One Academic area may not be addressed fully .Minimal jargon is evident but has explanations. One Related Service Provider's information is missing | Needs are mostly listed. Related Services are included. Assistive technology is included without brand names. Effect statement is not precise and is ineffective | Parent /student voice is evidenced in almost all areas of the PLoP | PLoP is organized with minimal errors, minimal subjectivity without explanation, no contradictions, and gives a good picture of the student. Information is mostly aligned to the evaluations listed |
| **2-Proficient** | Some placement errors.(4-6) Some repetition evident. Some Grammar and Spelling errors 1-2 areas left blank or minimally addressed | Some evaluations are evident. More soft than hard data. Some evaluations are not recent (within 1 year). Some jargon is evident without explanation  Some dates included. Some acronyms given without definition | Some areas are completed with evidence based on evaluative tools. Some subjective language is evident. Some Academic areas are not or minimally addressed. Jargon is evident limited explanation. 2 Related Service Providers' information is not included. Picture of the student is incomplete and has contradictions | Limited list of Management needs. Related Services may or may not be included. Assistive technology may include brand names or not listed at all. Effect statement is vague and not specific to student | Parent/ student voice is evidenced in some areas of the PLoP | PLoP shows some organizational errors, use of subjective language, some contradictions, limited overall picture of student emergers. Some statements do not reflect results of evaluations |
| **1-Emerging** | Frequent placement errors. (7-10)Repetition very evident. Frequent spelling and grammar errors. Multiple areas left blank or minimally addressed | Limited evaluative tools used. Mostly soft data/ or not recent data. Limited listing of parameters. Voc 1 may or may not be listed when appropriate. Multiple evidences of jargon without explanation  Few dates included.  Few acronyms are defined | Limited information based on Evaluative tools. Picture of the student is incomplete. 2 Related Service providers have not included information. Frequent use of jargon without explanation. Frequent use of subjective language. Many contradictions in information or minimally addressed | Very limited Management needs listed. Related Services not included. Assistive technology uses brand names or not included. Effect statement is not appropriate or missing | Parent/ student voice is evidenced in limited areas of the PLoP | PLoP shows limited organization, areas are blank or minimally covered, some contradictions and repeated use of subjective language. Very limited picture of the student. Statements are not aligned to evaluative tools |
| **0- Underdeveloped** | Copious placement errors. ( 10+)Repetition without validation or cut and paste Many areas minimally addressed or left blank | Area left blank . Very few evaluative tools used and no hard data evidenced. No parameters or grade equivalents listed. Great deal of jargon used without explanation. No Voc 1 (when appropriate) No dates included. No acronyms defined | Information in this area is not reflective of the evaluative tools. Great deal of subjective language. No information from Related Service providers. All Academic areas minimally addressed. Evidence of cut and paste from prior years IEP. No picture of the student is evidenced. Areas left blank or completed with inappropriate statements. | No management needs listed. No Related Services or Assistive technology listed. Effect statement missing or inappropriate. | No Parent/ student voice is evidenced in any area of the PLoP | PLoP is extremely disorganized with contradictions. Areas left blank with copious use of subjective language. No picture of the student emerges |