 P 811Q

MARATHON SCHOOL

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Independence-Collaboration-Technology-Communication

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**Elementary Offsites**: P 37**,** P 147, P 822 Johnnie Bradford III

**Intermediate Offsites:** 227 Claudine Eubanks

**High School Offsites:** Bayside HS, Francis Lewis HS, QHST Yvette Miguez Katis Romig

**Date:** February 6, 2020

**Attn:** All Classroom Teachers

**Subject:** IEP Information; Evaluation Section of PLoP

The Evaluation section of the PLoP is a very important section that provides the findings of the evaluations that help us to design instruction for our students. In the Evaluation section, please include:

* A minimum of 4 Evaluations (SANDI, FAST and a minimum of two additional evaluations)
* Each evaluation used must indicate the date(s) it was administered and include scores and parameters
* Briefly explain the results of each evaluation used

Some evaluations that you might consider using with sample statements are shown below:

Date: Level 1 Vocational Assessments (for students turning 12 or older) - The Level 1 Vocational assessment indicated that the student is interested in the field of \_\_\_\_\_\_\_. It also indicated that the student has preferences for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Date: Reinforcer Inventory- A Reinforcer Inventory was completed. It showed that the following items/activities/people are reinforcing to the student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Unique Learning Pre and Post Test: During the month of \_\_\_\_\_\_\_\_\_\_, the instructional theme was \_\_\_\_\_\_\_\_\_. \_\_\_\_\_\_\_ took the pre-test on \_\_\_\_\_\_\_\_\_\_ and received a score of \_\_\_\_\_\_\_\_. The post-test was administered on \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ received a score of \_\_\_\_\_\_\_\_\_\_\_\_\_\_. This showed that the student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Star Rubric: \_\_\_\_\_\_'s student work was assessed on \_\_\_\_\_\_ using a school rubric known as the "Stars Rubric". \_\_\_\_ was given a rating of 1-4 stars, depending on his/her performance, with 1 star representing Beginning/Initial, 2 stars representing Emerging/Partial, 3 stars representing Supported/Developed and 4 stars representing Independent/Proficient. \_\_\_\_\_\_ completed a student work sample on the skill of \_\_\_\_\_\_\_\_\_\_\_\_\_. The expectation was that he/she would \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. On the Star Rubric he/she received a score of \_/4 stars for his/her work.

Date: Preference Assessment- A Preference Assessment was completed. It showed that \_\_\_\_\_ prefers to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Date: Classroom Observation- \_\_\_\_\_ was observed in the classroom from \_\_\_ to \_\_\_. During this time, he/she was expected to \_\_\_\_\_\_\_\_\_\_\_\_\_ and was observed to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with \_\_\_\_\_\_ level of support.

Date: Progress Monitoring (for students with 1:1 Behavior Support Paraprofessionals)- During the most recent Progress Monitoring period it was found that \_\_\_\_ has had an average of \_\_\_\_ instances of target behavior per day at an average intensity of \_\_\_\_ and behavior has been observed to last an average duration of \_\_\_\_\_\_\_\_\_\_. This is an \_\_\_\_\_\_\_ in targeted behavior when compared to baseline.

NYSESLAT (for ENL and Bilingual students): \_\_\_\_\_\_\_\_\_\_\_\_ scored \_\_\_\_\_\_ level English Language Proficiency in the New York State English as a Second Language Achievement Test (NYSESLAT).

Related Service Provider Evaluations as well as Adapted Physical Education Evaluations can also be included in this section and be applied towards your 4 evaluations.

If you use any other evaluations regularly and would like to share what you use and how you describe it in the evaluation section, please email me at Cmoore17@schools.nyc.gov. Thanks!