COLLEGE OF EDUCATION
Florida Atlantic University

Department of Exceptional Student Education
College of Education
Florida Atlantic University

Instructor: Jim Forgan, Ph.D.   **Office**: Jupiter, EC 207G
Phone: 561-799-8638   **E-mail**: jforgan@fau.edu
Office Hours: Mon.: 1:00-4:00; Tue 1-4   **Class Day/Time:**
                                    Fully Online

COURSE NUMBER: **EEX 4932 (1 Credit)**

COURSE TITLE: **Developing Individual Education Programs**

CATALOG DESCRIPTION
This course addresses the development of Individual Education Programs (IEP) for students with disabilities who are served in the school systems.

PREREQUISITE or COREQUISITE
Prerequisites: Programmed Major; All General Ed Courses and Student Teaching Prerequisites
Co-requisites: EEX 4946 and EEX 4751 (Collaboration)

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK
The student will demonstrate reflective decision-making through the process of developing an individualized educational plan. As a reflective decision-maker the student will make informed, ethical decisions, and provide evidence of being a capable professional by assessing the learning needs of a selected student with a disability, and developing an IEP to address those needs.

MATERIALS

REQUIRED TEXT
Provided in Blackboard *Florida Department of Education guide to writing quality individualized education programs (2nd ed.).* Available free online from the FL DOE and you can download a copy from within our Canvas course website.

LiveText Statement for Syllabus (Revised Jan 2010)
Required Resources: LiveText
Students in this course are required to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Information regarding obtaining an account is provided on the College of Education website**. https://www.fau.edu/education/students/livetext/**

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES
- CEC International Standards for Preparation and Certification of Special Education Teachers (CEC)
- State of Florida Certification Standards for Exceptional Student Education (ESE)
- State of Florida Accomplished Practices (EAP)
- Florida Subject Area Competencies ESOL (ESOL)

(The applicable standards for this course are presented in Appendix A of this syllabus.)

COURSE OBJECTIVES
Upon completion of the course, the successful student will be able to:

1. Demonstrate knowledge of the rights and responsibilities of parents, students, teachers and other professionals in the development of comprehensive educational plans for individuals with disabilities.(CEC cc1K4, 1K6) (ESE 1.3,1.6)
2. Collect and analyze data from various formal and informal sources to plan a   comprehensive program for an individual student. (CEC cc8S5, 8S6) (EAP a.1.a; a.4.a; a.4.b) (ESE 2.4, 3.1) (ESOL D4: S4.1.b, D5: S5.1.d, D5: S5.3.c)
3. Develop a comprehensive, longitudinal individualized program for an individual student based on observation and assessment. (CEC cc7S2, gc7S6,10S1) (EAP a.1.a; a.3.c; a.4.a) (ESE 3.1,7.4)
4. State desired educational outcomes for students in the form of well written, behavioral objectives. (CEC 8S7, 9S8) (ESE 1.3) (EAP a.4.a) (ESOL D3: S3.2.a, D4: S4.2.a)
5. Demonstrate knowledge in the area of transitional needs of children and adolescents (CEC gc7S6, gc10S1) (ESE 7.4)
6. Demonstrate high standards of competence and integrity while developing an IEP, including conducting activities in compliance with applicable laws and policies, maintaining confidentiality, and demonstrating sensitivity. (CEC cc1K6, 9S2, 9S4, 9S6, 10S1)(EAP b.2)

COURSE CONTENT
- Review of characteristics of students with disabilities
- Review of legal qualification of IEPs
- Development of IEPs

COURSE REQUIREMENTS

1. CRITICAL ASSIGNMENT: IEP
(Completion of this activity requires identifying a student at the Student Teaching site).

Each student will write an IEP based on information gathered in the student teaching setting. Select one student at your site to for the profile assignment. When the IEP student is an ESOL student, the IEP will reflect consideration for linguistic and cultural characteristics of the student. The state generic IEP form (found in the Florida Department of Education publication *Developing Quality IEPs: A Guide for Instructional Personnel*) will be used. Students must demonstrate proficiency in

writing IEPs and may be required to rewrite IEPs until proficiency is demonstrated. (The rewrite may be required for a different student).

IEP with Transition Activities: Complete the transition page of the IEP based on information gathered in the student teaching setting or, in the case of students working in elementary schools, based on the data provided by the instructor. If your student is not age 16 or older, you need to make up a potential desired career outcome and develop objectives to the best of your knowledge.

Critical Assignments and Florida Educator Accomplished Practices

The Florida Department of Education has identified a set of Accomplished Practices that must be mastered in order to continue in the ESE Bachelor's Degree Program. **For this course, the Educator Accomplished Practices (EAP a.1.a; a.3.c; a.4.a; a.4.b; b.2) will be measured by the IEP assignment.** Please read carefully the ESE departmental policy on Critical Assignments.

ESE Departmental Policy on CRITICAL ASSIGNMENT(S):
Assessment criteria:
        A student must earn a **minimum grade of 73%** of the points allotted for the Critical Assignment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignment.

Remediation policy:
- **If a student is passing the course**, but has failed to pass the Critical Assignment with a minimum of 73% of the possible points for the assignment, the student will receive an "I" in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment,** the "I' will be changed to a grade for the course and the student may continue in the ESE sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. **If the resubmitted Critical Assignment is not successfully passed,** the grade for the course will be C- or below regardless of the total points earned in the course.

- **If a student is not passing the course,** and has failed to pass the Critical Assignment with a minimum of 73% of the possible points, the student will <u>not</u> be allowed to resubmit the Critical Assignment. The student will need to repeat the course <u>and </u>the Critical Assignment.

2. STUDENT PROFILE
(Completion of this activity requires identifying a student at your student teaching site).

Each FAU student will choose one student at their student teaching site to profile. A 2-4 page summary of the evaluation will be submitted, including recommendations for instruction. The IEP described above will be based on the information in this summary. See <u>Appendix B</u> for detailed instructions for this assignment. You will create a PowerPoint and present a 5-10 minute summary of your student and his/her IEP goals and accommodations in class.

3. READINGS
Students are expected to read the text and other readings assigned and are held responsible for knowledge of content of readings.

PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS

Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. ESE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the ESE program. ESE students are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

TEACHING METHODOLOGIES
Methods of instruction include lectures, discussions, modeling, guided practice, group activities, cooperative learning presentations, and media presentations. Participants will acquire knowledge and skills related to developing IEPs for students with exceptionalities, including students from various cultural, religious, ethnic, socioeconomic and language backgrounds.

ASSESSMENT PROCEDURES:

Assignment	Points	% of Course Grade
Student Profile	40	40 %
IEP (Critical Assignment)	60	60 %
TOTAL	100	100 %

GRADING (ESE GRADING SCALE)
Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100	A- = 90-92	B+= 87-89	B = 83-86
B-= 80-82	C+= 77-79	C = 73-76	C-= 70-72
D+= 67-69	D = 63-66	D-= 60-62	F = Below 60

POLICIES AND PROCEDURES
To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

UNIVERSITY ATTENDANCE POLICY
Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or

participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

COURSE ACADEMIC POLICIES
1. The course carries one (1) credit. Students are expected to complete course requirements sufficient to earn the credit during the time-span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course
3. A minimum grade of C (not C-) is required to complete the ESE Bachelor's program.
4. All **written assignments** must be typed, double-spaced with the name and number of the assignment. All projects assigned will be discussed in class and a format provided for each.
5. Due dates for assignments are provided in the course outline and will be enforced. Assignments submitted late will have 5 points deducted for each day they are late.
6. Grades of Incomplete ("I") are reserved for students who are passing the course but have not completed all the required work because of exceptional circumstances.

CLASSROOM ETIQUETTE:
In addition to being prepared for class, criteria for class participation includes: punctuality, attendance, contributing to discussions without dominating them, maintaining an attitude that is open to diverse perspectives, and treating others with respect (even when you disagree with them).

FAU policy on electronic devices states: "*In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.*" Cell phone use, text messaging, and using a computer for purposes other than note-taking is unacceptable during class and may result in a reduction in participation points and/or a request that you leave the class.

CODE OF ACADEMIC INTEGRITY:
Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty.

STUDENTS WITH DISABILITIES:
In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Office for Students with Disabilities.

BIBLIOGRAPHY
(A partial list of resources used in the development of this course.)

Florida Department of Education (2000). *Developing Quality IEPs: A Guide for Instructional Personnel*.

Knowlton, E. (2007). *Developing Effective Individualized Education Programs: A Case Based Tutorial (2nd Ed.)*. Upper Saddle River, NJ: Pearson.

Martin, J.E., Van Dycke, J.L., Christensen, W.R., Greene, B.A., Gardner, J.E., & Lovett, D.L. (2006). Increasing student participation in IEP meetings: Establishing the self-directed IEP as an evidence-based practice. *Exceptional Children, 72*, 299-316.

Valenzuela, R.L., & Martin, J.E. (2005). Self-directed IEP: Bridging values of diverse cultures and secondary education. *Career Development for Exceptional Individuals, 28*, 4-14.

APPENDIX A

GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for beginning special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.

COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS

What every special educator must know: Ethics, standards and guidelines for special educators (6th ed.) 2009. Reston, VA: CEC Publications.

Foundations: Knowledge

cc1K4   Rights and responsibilities of individuals with exceptional learning needs, parents, teachers and other professionals, and schools related to exceptional learning needs

cc1K6   Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services

Instructional Planning: Skills

cc7S2   Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members

gc7S6   Design & implement instructional programs that address independent living & career education for individuals

Assessment: Skills

cc8S5   Interpret information from formal and informal assessments

cc8S6   Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and / or linguistically diverse backgrounds

cc8S7   Report assessment results to all stakeholders using effective communication skills.

Professional and Ethical Practice: Skills

cc9S2   Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession

cc9S4   Conduct professional activities incompliance with applicable laws and policies.

cc9S6   Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals

cc9S8   Use verbal, nonverbal, and written language effectively

Collaboration: Skills

cc10S1   Maintain confidential communication about individuals with exceptional learning needs

gc10S1   Use local community, state & provincial resources to assist in programming with individuals with exceptional learning needs

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES 2010

a.1.a   Aligns instruction with state-adopted standards at the appropriate level of rigor;

a.3.c   Identify gaps in students' subject matter knowledge;

a.4.a   Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;

a.4.b   Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

b.2   Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public, and the education profession**.**

CERTIFICATION STANDARDS FOR EXCEPTIONAL STUDENT EDUCATION

Knowledge of Foundations
1.2   Identify required components of Individual Educational Pans, Family Support Plans, & Individual Transition Plans

Recognize roles & responsibilities of IEP & child study team members

Knowledge of Assessment and Evaluation
2.4   Interpret, analyze, & apply the results of formal & informal assessments for student across disabilities

Knowledge of Instructional Practices
3.1   Analyze assessment information to identify a student's environmental needs & instructional levels, to select appropriate specialized techniques & learning strategies, & to determine IEP content

Knowledge of the Transition Process
7.4   Identify resources & strategies to assist students in functioning effectively in a variety of environments to which they will be transitioning.

FLORIDA STANDARDS FOR ESOL ENDORSEMENT 2010

Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)
D3: S3.2:   **Standards-Based ESL and Content Instruction** Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.

Domain 4: ESOL Curriculum and Materials Development
D4: S4.1:   **Planning for Standards-Based Instruction of ELLs** Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

D4: S4.2:   **Instructional Resources and Technology** Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

Domain 5: Assessment (ESOL Testing and Evaluation)

D5: S5.1:   **Assessment Issues for ELLs** Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

D5: S5.3:   **Classroom-Based Assessment for ELLs** Teachers will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

APPENDIX B
STUDENT PROFILE Project

Directions: Choose one student to profile from your practicum setting. Use appropriate formal and informal educational techniques to gather data for this report. That means… [1] data that your cooperating teacher can provide regarding formal testing scores, background information, current IEP goals, information from the cumulative file, etc. {You may or may not be allowed to see the student's file.}   [2] observational data that you collect….remember, base your report on data, NOT your opinion. Report the data in your report. This can be data collected by observing, data collected by evaluating class work or homework, data collected from interviews. Don't forget that one of the best sources of information is the student (if appropriate)!   [3] conduct a minimum of one formal or informal assessment with your student.

Report Format: Your report is to be typed, double spaced, and written in summarizing paragraph format in 2-4 pages. This is a professional report, therefore, there are to be no errors in spelling or grammar. You are also to write in a professional manner. State the facts, not your opinion. Use the headings from the guidelines below to structure your paper. Be sure you use headings in your paper identical to those in the guidelines. You do not have to answer every item under each guideline heading but be as thorough as possible. Provide, at minimum, 3 recommendations for the areas you teach the student.

PROFILE SECTIONS

A. BACKGROUND A summary of student's background (educational and <u>pertinent</u> medical and familial information). This should be one paragraph.
                              Background information to be considered:

age	bilingual/bidialectic	background
how long in ESE	retentions	type of programming presently
relevant family history	attempts at mainstreaming	motivation
hearing/vision acuity	medication/health issues	grade placement

B. FUNCTIONAL / PERSONAL / SOCIAL A summary of student's <u>strengths and weaknesses</u> in functional skills, personal adjustment and social interaction**.** This will be several paragraphs.
            Functional Skills (general school and task behavior) to be considered:

school attendance	class attendance	class entry
class preparation/materials	verbal restraint in class	attention getting
voluntary responding	class participation	promptness
cooperation	task completion	completion within time limits
in-seat behavior	working independently	attention to tasks
task prioritization	approach to new tasks	work scheduling

            Personal Adjustment/Social Interaction to be considered:

handling of new situations	grooming	peer acceptance
interactions with adults	sports; interests	involvement with peer groups
verbal self-control	physical self-control	response to abuse
courtesy	self-assertion	eye contact
physical proximity	facial expressions	verbal introductions
tact	greetings	giving assistance
acceptance of defeat	frustration tolerance	turn-taking in games
respect for property	accepting consequences	initiates interaction
male/female relationships	sharing (materials, etc.)	

C. ACADEMICS: A summary of student's <u>strengths and weaknesses</u> in academic areas (reading, math, written expression and other subjects). Remember, for some of your students you will be looking at readiness

or functional levels in these areas. The strengths and weaknesses for each academic area should be summarized in a paragraph.

Academic Skills to be considered:

READING (what level?)   readiness skills   decoding skills
word attack skills   word meaning   phrasing
oral reading fluency   recall of facts   oral/silent comprehension
details/main idea   fact vs. opinion   supporting information
predicting outcomes   inferences   following written directions

MATH (what level?)   number knowledge   quantitative concepts
vocabulary   computation processes   use of manipulatives
basic facts (rote)   fractions/decimals/percents
word problem solving   geometry

WRITTEN EXPRESSION (what level ?)   output quantity
vocabulary   use of sentence types   thematic maturity
flow of ideas   sentence structure   grammar
spelling   mechanics   handwriting
organization

OTHER SUBJECT AREAS

social studies   science/health   vocational education
music and art   computers   P.E.

D. LEARNING STYLE AND LEARNING STRATEGIES Summarize the many ways in which this student accesses the learning environment.

Learning Style information to be considered: (one paragraph)
working alone/with others   study carrel/desk/table   quiet/noise
distractions   small/large space   oral/written format
manipulatives   repetition   rote/context
trial and error   work in groups   peer assistance
audio tapes   self-paced   direct instruction
inquiry/discovery   reinforcers   lecture/board work/seat work
concrete examples

Learning Strategies information to be considered: (one paragraph)
goal setting   organizing information   organizing tasks
task switching   attention to tasks   seeking help when needed
time management   scanning for answers   skimming for information
aids to memory   outlining   note-taking
copying   working from dictation   study strategies
identifying main ideas   locating sources of information generalizing to other contexts
listening for verbal cues   selection important information locating information
critical listening   test preparation   test-taking skills

E.   RECOMMENDATIONS From the data you have collected and summarized make 3 recommendations for this student's education program and for each recommendation provide your rationale. In other words, defend your decision. Your recommendations should be a mix of academic, functional, social, or for self-regulated learning strategies (both academic and behavioral).
Each recommendation and its rationale should be written as a separate paragraph. Your recommendations should come from your own assessment of this student's needs. Your recommendations are not to be based on the student's current IEP.

EEX 4932 Master Syllabus July 2012

COURSE SCHEDULE FOR SEMESTER**

SESSION	DATE	TOPICS	ASSIGNMENTS
1	1/7	Introduction to the course/Review Syllabus • Writing Quality IEPs • Writing the PLAAFP Statement • Writing Measurable Annual Goals, Benchmarks, & STOs • Measuring/Reporting Student Progress	Chapters 1-3
2	1/19	• Identifying Services Needed • Participation in General Ed. • Accommodations Needed • Writing a Transition Plan	Chapters 4-6
3	1/26	• The law and IEPs	Chapter 7 **Electronic submission of IEP on Livetext by 4/20**

*Students will actively participate in classroom activities, including writing PLAAFP statements, IEP annual goals and objectives, critiquing IEPs, and other activities relevant to accommodating students with special needs.
**Schedule may vary based on needs and interests of students as well as availability of materials.

8/8/2019   EEX 4932 IEP Assignment Rubric f17

EEX 4932 IEP Assignment Rubric f17

by Florida Atlantic University College of Education

Assessment

Description

Description of Critical Assignment: *(Completion of this activity requires identifying a student at the practicum site).*

Each student will write an IEP based on information gathered in the practicum setting and based on the information gathered in the Student Profile Assignment. When the IEP student is an ESOL student, the IEP will reflect consideration for linguistic and cultural characteristics of the student. The state generic IEP form (found in the Florida Department of Education publication *Writing Quality IEPs*) will be used. Students must demonstrate proficiency in writing IEPs and may be required to rewrite IEPs until proficiency is demonstrated. (The rewrite may be required for a different student).

IEP with Transition Activities: Complete the transition page of the IEP based on information gathered in the practicum setting or, in the case of students working in elementary schools, based on the data provided by the instructor (the transition activities are part of the IEP for students aged 16 and older). If your student is not age 16 or older, you need to make-up a potential desired career outcome and develop objectives to the best of your knowledge.

Standards

FL-FAU-FEAP-2013.A.1.a Aligns instruction with state-adopted standards at the appropriate level of rigor;

FL-FAU-FEAP-2013.A.3.c Identify gaps in students' subject matter knowledge;

FL-FAU-FEAP-2013.A.4.a Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;

FL-FAU-FEAP-2013.A.4.b Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

FL-FAU-FEAP-2013.B.2 Professional Responsibility and Ethical Conduct.

EEX 4932 IEP Rubric

	Exemplary (3.000 pts)	Satisfactory (2.000 pts)	Emerging (1.000 pt)	Unsatisfactory (0.000 pt)	No Attempt (0.000 pt)
IEP Page 1	6 – 5.4 points 1. Information provided is consistent with Student Profile 2. 9-10 of student information identifiers are complete (name through Date of Last IEP) 3. Desired Outcome and General Factors, including strengths of student, results of recent evaluations, & parent concerns about student's education are clearly stated. 4. As appropriate and consistent with Student Profile, all Special Factors are indicated 5. One or more domains and / or transition services areas are specified 6. Transition needs are specified when appropriate given age of student	5.3 - 4.4 points 1. Information provided is mostly consistent with Student Profile 2. 6-8 of student information identifiers are complete (name through Date of Last IEP) 3. Desired Outcome and General Factors, including strengths of student, results of recent evaluations, & parent concerns about student's education are stated in general terms. 4. As appropriate and consistent with Student Profile, most Special Factors are indicated 5. One or more domains and / or transition services areas are specified 6. Transition needs are specified when appropriate given age of student	4.3 - 0.1 points 1. Information provided is inconsistent with Student Profile 2. Name is provided with fewer than 5 other student information identifiers (name through Date of Last IEP) 3. Desired Outcome and General Factors, including strengths of student, results of recent evaluations, & parent concerns about student's education are missing or vaguely stated. 4. Consistent with Student Profile, appropriate Special Factors are not indicated 5. One or more domains and / or transition services areas are not specified 6. Transition needs are not specified when appropriate given age of student	0 points 1. Information provided is inconsistent with Student Profile 2. Name is provided with fewer than 5 other student information identifiers (name through Date of Last IEP) 3. Desired Outcome and General Factors, including strengths of student, results of recent evaluations, & parent concerns about student's education are missing or vaguely stated. 4. Consistent with Student Profile, appropriate Special Factors are not indicated 5. One or more domains and / or transition services areas are not specified 6. Transition needs are not specified when appropriate given age of student	Student failed to submit assignment, or this portion of the assignment, or failed to submit on time.
Present Level of Performance	7 - 6.3 points 1. Domain indicated 2. PLOP statements are clearly justified by data	6.2 – 5.1 points 1. Domain indicated 2. PLOP statements mostly justified by data	5.0 - 0.1 points 1. Domain incorrectly indicated or missing 2. PLOP statements are	0 points 1. Domain incorrectly indicated or missing 2. PLOP statements are	Student failed to submit assignment, or this portion of the assignment, or failed to submit on time.

https://www.livetext.com/doc/10685671?print=1   1/4

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FL-FAU-FEAP-2013.A.3.c	from Student Profile 3. Clear, narrative statement of student strengths & needs includes descriptive information that is usable 4. Needs are expressed in clearly observable or measurable terms 5. Priority educational needs (PEN) are reflected in all PLOP statements 6. Statements clearly describe student's abilities & needs in relation to student's desired school outcomes	from Student Profile 3. Narrative statement of student strengths & needs stated in general terms, & includes some descriptive information that may be usable 4. Needs are expressed in general observable or measurable terms 5. Priority educational needs (PEN) are reflected in most PLOP statements 6. Statements mostly describe student's abilities & needs in relation to student's desired school outcomes	not justified by data from Student Profile 3. Statement of student strengths & needs includes descriptive information that is vaguely stated and may not be usable 4. Needs are expressed in terms that are not observable or measurable 5. Priority educational needs (PEN) are not reflected in PLOP statements 6. Statements do not describe student's abilities & needs in relation to student's desired school outcomes	not justified by data from Student Profile 3. Statement of student strengths & needs includes descriptive information that is vaguely stated and may not be usable 4. Needs are expressed in terms that are not observable or measurable 5. Priority educational needs (PEN) are not reflected in PLOP statements 6. Statements do not describe student's abilities & needs in relation to student's desired school outcomes	
Measurable Annual Goals	7 – 6.3 points ALL Annual Goals: 1. Are prioritized & appropriate, given information in Student Profile 2. Are related to desired school outcomes and PEN. 3. Written clearly as observable / measurable statements 4. Indicate appropriate growth for one year based upon student's PLOP 5. Address instructional responsibilities	6.2 – 5.1 points Most Annual Goals: 1. Are prioritized & appropriate, given information in Student Profile 2. Are related to desired school outcomes and PEN. 3. Written in general terms as observable / measurable statements 4. Indicate appropriate growth for one year based upon student's PLOP 5. Address instructional responsibilities	5.0 – 0.1 points Most Annual Goals: 1. Are not prioritized & not appropriate, given information in Student Profile 2. Are related to desired school outcomes and PEN. 3. Written very vaguely or not all all as observable / measurable statements 4. Do not indicate appropriate growth for one year based upon student's PLOP 5. Fails to address instructional responsibilities	0 points Most Annual Goals: 1. Are not prioritized & not appropriate, given information in Student Profile 2. Are related to desired school outcomes and PEN. 3. Written very vaguely or not all all as observable / measurable statements 4. Do not indicate appropriate growth for one year based upon student's PLOP 5. Fails to address instructional responsibilities	Student failed to submit assignment, or this portion of the assignment, or failed to submit on time.
Short Term Objectives FL-FAU-FEAP-2013.A.1.a	8 – 7.2 points All STOs: 1. Directly relate to AG 2. Focus on specific needs identified in PLOP statements & are appropriate given information in Student Profile 3. Are achievable in relation to student's identified strengths & needs 4. Reflect progress to more complex skills or mastery of behavior 5. Are written in easily understood language 6. Indicate learner behavior that is observable & measurable 7. Reflect integration & use of skills needed in classroom, community & home 8. Are chronologically & developmentally appropriate for the student	7.1 – 5.8 points MOST STOs: 1. Directly relate to AG 2. Focus on specific needs identified in PLOP statements & are appropriate given information in Student Profile 3. Are achievable in relation to student's identified strengths & needs 4. Reflect progress to more complex skills or mastery of behavior 5. Are written in easily understood language 6. Indicate learner behavior that is observable & measurable 7. Reflect integration & use of skills needed in classroom, community & home 8. Are chronologically & developmentally appropriate for the student	5.7 - 0.1 points MOST STOs: 1. Are not directly relate to AG 2. Do not focus on specific needs identified in PLOP statements OR are not appropriate given information in Student Profile 3. Are not achievable in relation to student's identified strengths & needs 4. Do not reflect progress to more complex skills or mastery of behavior 5. Are not written in easily understood language 6. Do not indicate learner behavior that is observable & measurable 7. Do not reflect integration & use of skills needed in classroom, community & home 8. Are not chronologically & developmentally appropriate for the student	0 points MOST STOs: 1. Are not directly relate to AG 2. Do not focus on specific needs identified in PLOP statements OR are not appropriate given information in Student Profile 3. Are not achievable in relation to student's identified strengths & needs 4. Do not reflect progress to more complex skills or mastery of behavior 5. Are not written in easily understood language 6. Do not indicate learner behavior that is observable & measurable 7. Do not reflect integration & use of skills needed in classroom, community & home 8. Are not chronologically & developmentally appropriate for the student	Student failed to submit assignment, or this portion of the assignment, or failed to submit on time.
Student Progress FL-FAU-FEAP-2013.A.4.b	5- 4.5 points 1. ALL evaluation procedures include ongoing & frequent measurement of objectives 2. Criteria for mastery describe the expected performance in terms of how well AND over what period of time 3. Criteria for master attainable yet challenging in relation to student's ability 4. Clearly stated and varied evaluation methods	4.4 – 3.7 points 1. Most evaluation procedures include ongoing & frequent measurement of objectives 2. Criteria for mastery describe the expected performance in terms of how well OR over what period of time 3. Criteria for master attainable, but not necessarily challenging in relation to student's ability 4. Most evaluation methods & procedures	3.7 - 0.1 points 1. Few evaluation procedures include ongoing & frequent measurement of objectives 2. Criteria for mastery do not describe the expected performance in terms of how well and over what period of time 3. Criteria for master either not attainable OR too challenging in relation to student's ability 4. Evaluation methods &	0 points 1. Few evaluation procedures include ongoing & frequent measurement of objectives 2. Criteria for mastery do not describe the expected performance in terms of how well and over what period of time 3. Criteria for master either not attainable OR too challenging in relation to student's ability 4. Evaluation methods &	Student failed to submit assignment, or this portion of the assignment, or failed to submit on time.

EEX 4932 Master Syllabus July 2012