



**Additional Technical Assistance Support and Instruction (ATSI)  
Review Rubric for Students with Disabilities (SWD) Student Record**

**Student (Last Name, First Initial):** \_\_\_\_\_ **DOB (MM/DD/YYYY):** \_\_\_\_\_ **Age:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

Legend:

- Not Addressed - IEP content does not reflect substantive requirements for educationally meaningful consideration.
- Emergent - IEP content minimally reflects substantive requirements for educationally meaningful consideration.
- Operational – IEP content reflects substantive requirements for educationally meaningful consideration.
- Fully Operational – IEP content strongly reflects substantive requirements for educationally meaningful consideration.

**A. Is the IEP reasonably calculated to enable the student to make meaningful progress? Is the IEP tailored to the child’s specific needs? Does it include measurable goals that are reasonably calculated to enable the student to make meaningful progress?**

	<b>Quality Indicator</b>	<b>Not Addressed</b>	<b>Emergent</b>	<b>Operational</b>	<b>Fully Operational</b>
1.	The Present Levels of Academic Achievement and Functional Performance (PLAAPF) identifies the student’s current level of skills, knowledge and ability using current assessment results (i.e., initial and/or most recent evaluation results, recent state and/or district assessment results, curriculum-based assessments, IEP progress monitoring).				
Comments (Required):					

2.	The PLAAFP describe the student's academic, developmental and/or functional strengths and needs?				
Comments (Required):					



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	<b>Quality Indicator</b>	<b>Not Addressed</b>	<b>Emergent</b>	<b>Operational</b>	<b>Fully Operational</b>
3.	The student's PLAAFP includes how the student's disability affects the student's involvement and progress in the general education curriculum or in the case of preschool student's participation in appropriate activities.				
Comments (Required):					
4.	The student's annual goals and short-term objectives align with the PLAAFP and are measurable, including postsecondary outcome goals/transition goals and BIP target behaviors, if appropriate.				

Comments (Required):

**B. Are accommodations and/or modifications being provided as required by the IEP? Does the IEP specify the accommodations and/or modifications that the student needs to access the curriculum and make progress? Are accommodations and/or modifications effective in enabling the child to make progress?**

	<b>Quality Indicator</b>	<b>Not Addressed</b>	<b>Emergent</b>	<b>Operational</b>	<b>Fully Operational</b>
1.	The IEP includes instructional accommodations and/or modifications, testing accommodations, and supports for school personnel that align with the student’s needs stated in the PLAAFP and are necessary for the student participate in classroom instruction.				

Comments (Required):



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**C. Is the student receiving services and support as specified by the IEP? Does the IEP specify the services and support that the student needs to make progress? Are the services and support effective in enabling the child to make progress?**

	<b>Quality Indicator</b>	<b>Not Addressed</b>	<b>Emergent</b>	<b>Operational</b>	<b>Fully Operational</b>
1.	The IEP includes a description of the special education and related services and supplementary aids and services to be provided to the student that align with the student’s needs stated in the PLAAFP, including transition services and/or activities, if applicable.				

Comments (Required):

**D. Is the student's progress being monitored and reported on a regular basis?**

	<b>Quality Indicator</b>	<b>Not Addressed</b>	<b>Emergent</b>	<b>Operational</b>	<b>Fully Operational</b>
1.	The IEP team provides regularly monitored IEP progress reports to reflect progress toward mastery of IEP goals/objectives.				

Comments (Required):