

Student: \_\_\_\_\_

## Rubric: Student Participation at IEP Meetings

Student Participation Rubric for IEP Meetings (Special Education)

### IEP Meeting: Student Performance



	<b>Beginning 1 pts</b>	<b>Developing 2 pts</b>	<b>Accomplished 3 pts</b>	<b>Advanced/Exemplary 4 pts</b>
<b>Meeting Introduction and Closing</b>	<p>Beginning</p> <p>No greeting used. Student states name and names of IEP team members. No Eye Contact. No formal closure given; says good-bye</p>	<p>Developing</p> <p>Greets members of IEP team. Can introduce most members of IEP team by name with assistance. Makes minimal eye contact. States Thank you and good-bye</p>	<p>Accomplished</p> <p>Greets and smiles at IEP team members. Can introduce all members of IEP team with minimal assistance. Good eye contact when speaking. States thank you for coming to meeting and have a nice day/goodbye.</p>	<p>Advanced/Exemplary</p> <p>Solid introduction of IEP team members with no assistance. Smiles, shakes hands or give "high five" and is expressive/receptive with team members. Good eye contact with members of team when speaking. States thank you for coming, shake hands, proper closure of meeting, and good-bye.</p>
<b>Student Affect</b>	<p>Beginning</p> <p>Student takes seat at table with IEP team. Sits quietly-cannot answer questions directed at them. Average appearance. Speaks quietly and seldom. Attends to meeting but is *distracting . *Fidgets, *speaks out, is *disruptive. Not considerate of others while they are speaking. (*not due to disability)</p>	<p>Developing</p> <p>Student takes seat at table with IEP team. Sits quietly and can answer questions directed at them. Average appearance. Speaks in tone and voice appropriately. Attends to meeting with few *distratctions Shows consideration of others at meeting. *not due to disability</p>	<p>Accomplished</p> <p>Student takes seat at table with IEP team. Friendly, makes casual conversation with members of IEP team. Sits quietly and is attentive to meeting. Speaks in appropriate tone and voice answering questions directed at them. Considerate of members of IEP team while they speak. Above average appearance.</p>	<p>Advanced/Exemplary</p> <p>Student takes seat at table with IEP team. Eager to participate, and contribute information. States greeting and closing. Actively participates Uses strong voice and appropriate tone. Considerate of other IEP team members views when they are speaking. Above average appearance.</p>
<b>Identification of Disability</b>	<p>Beginning</p> <p>Does not present information about self pertaining to child with a disability. Must be given prompts and then states "I have problems..." Is not specific in disability.</p>	<p>Developing</p> <p>Presents minimal information about self pertaining to child with a disability. Require 3-4 prompts states I have difficulty with..... Is specific about disability.</p>	<p>Accomplished</p> <p>Presents good amount information about self pertaining to child with a disability. 1-2 prompts needed states I have difficulty with..... Is specific about disability and relates it to purpose of meeting.</p>	<p>Advanced/Exemplary</p> <p>Presents solid information about self pertaining to child with a disability. 1-2 prompts needed states I have difficulty with..... because of disability (makes connection) Is specific about disability and relates it to purpose of meeting (goals, future planning)</p>
<b>Statement of Purpose of Meeting.</b>	<p>Beginning</p> <p>Presents minimal information about why there is a meeting, e.g. we are here to talk about school..</p>	<p>Developing</p> <p>Presents information but is limited to information about school, includes goal setting.</p>	<p>Accomplished</p> <p>Presents good amount of information about purpose of meeting, connects information to goals, next academic level, student performance.</p>	<p>Advanced/Exemplary</p> <p>Presents strong information about self. Connects information to purpose of meeting (goals, how to, make reference to laws or rights).</p>

<p><b>Student Level of Performance</b></p>	<p><b>Beginning</b></p> <p>Presents minimal information about how they are doing in school for current year. States what they like, or are good at. Does not relate to purpose of meeting. Multiple prompts from IEP team- but of little assistance to student response.</p>	<p><b>Developing</b></p> <p>Presents limited information about their performance, can state specific classes they do well in, what is difficult for them in two areas. States their likes, interests, abilities, States what they need assistance in with 2-3 prompting questions from IEP team.</p>	<p><b>Accomplished</b></p> <p>Presents good amount of information about their performance. States strengths/weaknesses Includes social and other functional skills with 1-2 prompts.</p>	<p><b>Advanced/Exemplary</b></p> <p>Presents good amount of information about their performance. Identifies strengths/weaknesses States accommodations Discuss achievements. Includes social and other functional skills with 1-2 prompts.</p>
<p><b>Goals: Past, Present, Future.</b></p>	<p><b>Beginning</b></p> <p>Presents minimal information about current goals, can locate them on IEP forms, follows along with assistance. Makes minimal connection of goals to purpose of meeting, and goals. Can state I want to....</p>	<p><b>Developing</b></p> <p>Presents limited information about current goals, makes reference to future goal and or leisure goals. Follows along with assistance, can read most of the goals in IEP. Can state preferences, abilities and connect to goals.</p>	<p><b>Accomplished</b></p> <p>Presents good amount of information about current, past, and future goals, including leisure goals, includes friends or family in some way to goals. Makes connection of goals to academic progress, future settings, job or post secondary education. Follows along with IEP team and paperwork- can read them. Can state preferences, abilities, what skills are present and are needed and are linked to goals.</p>	<p><b>Advanced/Exemplary</b></p> <p>Presents good amount of information about current, past, and future goals, including leisure goals, includes friends or family in some way to goals. Follows along with IEP team and paperwork, can read all goals. Makes connection of goals to academic progress, future settings, job or post secondary education. Can state preferences, abilities, what skills are present and are needed and are linked to goals.</p>
<p><b>Goal Attainment-How to meet goals.</b></p>	<p><b>Beginning</b></p> <p>Presents minimal information with prompts given by IEP team members regarding how to attain goals.</p>	<p><b>Developing</b></p> <p>Presents limited information (some detail) with 3-4 prompts given by IEP team members. Can make connection of goals to ability, interests, preferences.</p>	<p><b>Accomplished</b></p> <p>Presents good amount of information 2-3 prompts given by IEP team members. Can make connection of goal to ability, interests, preferences.</p>	<p><b>Advanced/Exemplary</b></p> <p>Presents good amount of information with 1-2 prompts given by IEP team members. Can make connection of goal to ability, interests, preferences for current goal setting, and future goals. States I will so that....</p>
<p><b>Accomodations: Academic</b></p>	<p><b>Beginning</b></p> <p>Cannot state accomodations needed across academic settings without prompts by IEP team members. Relates requiring assistance but cannot state what accomodations are needed.</p>	<p><b>Developing</b></p> <p>Can state accomodations needed across academic settings. specifies help in specific areas....reading, writing, math, etc. Requires 3-4 prompts from IEP team members to help formulate additional details.</p>	<p><b>Accomplished</b></p> <p>Can state accomodations needed across academic settings. States current accomodations specific to areas that require accomodations, uses ...too difficult so need....so that.... Requires 2-3 prompts to formulate details</p>	<p><b>Advanced/Exemplary</b></p> <p>Can state accomodations needed across academic and vocational/job settings. States current accomodations Specific to areas that require accomodations, uses ...too difficult so need....so that.... Requires 1-3 prompts formulate details.</p>

<b>Support Services in school.</b>	<p><b>Beginning</b></p> <p>Can identify or list services and from whom that are available in school to seek assistance from. Requires prompts from IEP team members to evoke response and details.</p>	<p><b>Developing</b></p> <p>Can identify or list services and from whom that are available in school to seek assistance from. I can get help from... Requires 3-4 prompts from IEP team members to evoke response and details.</p>	<p><b>Accomplished</b></p> <p>Can identify or list services and from whom that are available in school to seek assistance from. I can get help from...with.... so that.... Requires 2-3 prompts from IEP team members to evoke response and details.</p>	<p><b>Advanced/Exemplary</b></p> <p>Can identify or list services and from whom that are available in school to receive assistance 1-2 prompts needed. I can get help from...so that.... I can get help from...parents, teachers, other school personnel, itinerant services.</p>
<b>Community Support Services.</b>	<p><b>Beginning</b></p> <p>Cannot identify or list services and from whom, but can state that they know they can get help from persons/agencies in the community I can get help from... Requires many prompts to evoke response and details.</p>	<p><b>Developing</b></p> <p>Can identify or list at least one service and from whom that is available in the community to seek assistance from. I can get help from... Requires 2-3 prompts to evoke response and details.</p>	<p><b>Accomplished</b></p> <p>Can identify or list 2-3 services and from whom that are available in the community to seek assistance from. I can get help from...with so that.... Requires 1-2 prompts to evoke response and details.</p>	<p><b>Advanced/Exemplary</b></p> <p>Can identify or list 3-services and from whom that are available in the community. Can include parents, family, supervisors, counselors, agencies, etc. I can get help from...with... so that.... Requires 1-2 prompts to evoke details.</p>
<b>Post-secondary Support Services.</b>	<p><b>Beginning</b></p> <p>Cannot state post secondary goals. Can identify interests in pursuing work or post secondary education. Does not identify from whom or where information can be derived from.</p>	<p><b>Developing</b></p> <p>Can state post secondary goals. Identifies interests in pursuing work or post secondary education. Identifies teachers, parents, school counselor as persons who can help. Requires 3-4 prompts to evoke details.</p>	<p><b>Accomplished</b></p> <p>Can state post secondary goals and identifies interests in pursuing work or post secondary education. Identifies teachers, parents, school counselor as persons who can help. Requires 2-3 prompts to evoke details. States why they need to speak with support personnel. Identifies teachers, parents, school counselor as persons who can help.</p>	<p><b>Advanced/Exemplary</b></p> <p>Can state post secondary goals and identifies interests, skills, abilities, in pursuing work or post secondary education. Identifies teachers, parents, school counselor, college counselors, management personnel, as people who can help. Requires 2-3 prompts to evoke details. States why they need to speak with support personnel. Makes connection to goals- career and/or job setting, being a person with a disability.</p>

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