

IEP Checklist

Case Manager: _____
 Student: _____

Team Leader: _____
 Date Submitted: _____
 Date Returned: _____

Component Present Levels	CM Y/N	Case Manager Comments	TL Y/M	Team Leader Comments
Area of need is identified				
Student's strengths and/or personal attributes, interests, preferences and goals				
Description of skills attained by student in area of need				
Description of skills to be attained next				
Sources of information are current and identified				
Target skill/behavior is observable and measurable				
Measurement tool or methodology is appropriate				
Objective baseline data on targeted skill or behavior is included				
Describe student's current performance level to those of peers (norms are included)				
Description of impact of disability on involvement and progress is the general curriculum				
Effective instructional strategies and accommodations are listed				
Language is free of jargon				

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Component GOALS	CM Y/N	Case Manager Comments	TL Y/M	Team Leader Comments
Goal matches information described in present level				
Describes what the student <u>will do</u> in observable terms (passes "Stranger Test")				
Describes condition that must be present when student exhibits skill/behavior				
Performance criteria is included				
Goal reflects appropriate growth rate considering available norms and knowledge of student				
Performance criteria is challenging yet attainable within timeframe				
Goal is relevant considering the grade, age, and/or developmental level and remaining years in school				
Component Measuring Progress	CM Y/N	Case Manager Comments	TL Y/M	Team Leader Comments
Measurement tools is designed to be repeated frequently				
When will data be collected				
Who will collect data				
Where data will be collected				