

IEP Inter-rater Agreement Tool

The Office for Exceptional Children (OEC) recognizes the relationship between procedural compliance and improved results for students with disabilities while promoting the effective use of data to drive educational decisions at all levels.

OEC has developed a tool that provides examples of IEP statements with the opportunity to identify strategically designed statements that support improved student performance, minimally compliant statements and noncompliant statements. Individuals can use this tool to compare their IEP development strategies with strategies designed to improve student performance. Small and large groups can use the tool for staff inservice. OEC uses the tool to achieve inter-rater agreement as it identifies and corrects noncompliance.

The tool presents three sample IEP statements: 1) strategically designed to improve student performance, 2) minimally compliant and 3) not compliant. The user determines which label applies to each statement and the tool provides rationale for the correct response. When the user is comfortable with the criteria for developing a strategically designed statement, the tool then presents a test question. It evaluates the user's response and calculates a score. At the end of the program, the user receives a final score including areas that require additional training, and a list of resources that the user can access for technical assistance.

IEP Inter-rater Agreement Tool

IDEIA reference
 614(d)(1)(A)(i)(I) a statement of the child's present levels of academic achievement and functional performance, including-- (aa) how the child's disability affects the child's involvement and progress in the general education curriculum;

1			
IEP Statement	<p>T.J. is a pleasant young man. T.J. is interested in animals and volunteers at a local veterinarian's office. He assists in exercising the dogs, cleaning cages and feeding animals. He also enjoys watching movies, playing games on the computer and skateboarding. T.J. took the Ohio Proficiency Test in fourth grade with allowable accommodations. He scored "below basic" in reading. T.J. does not like to read and refuses to complete reading assignments. He has a reduced spelling list and is able to correctly spell three out of the five words on his list.</p>	<p>T.J. has been identified as having a disability in the area of reading. T.J.'s word analysis skills are limited to the identification of words containing one syllable. This impacts his ability to read with fluency and comprehension. When given a 115-word passage at the fifth grade level in April, T.J. read only 29 words compared to an average of 109 words per minute by peers. T.J. uses context cues to gain meaning. T.J. needs visual cues and prompts for spelling when writing. This has implications for T.J.'s learning in other content areas.</p>	<p>T.J. has average to above average potential. He reads independently from below grade-level material. He is only able to answer basic fact questions after reading a passage. He has particular difficulties with decoding and word analysis. T.J. does not do well in Social Studies and Science, because of all of the reading required.</p>

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Rationale	<p>This statement is not compliant. It does not provide an adequate statement of the student's present levels of academic achievement. Nor does it include how the child's disability affects the child's involvement and progress in the general education curriculum.</p> <p>Stating that the student can spell three out of five words correctly does provide baseline data. However, there is no reference to the level of the spelling words.</p> <p>It is not clear whether the student's refusal to read is linked to reading deficits or behavioral deficits.</p> <p>The opening information does not provide any indication of academic achievement or functional performance. It is useful information for completing the future planning section of the IEP.</p>	<p>This statement is compliant and <i>strategically designed to improve student performance</i> because it:</p> <ol style="list-style-type: none"> 1. Provides levels of academic achievement (the academic content area with the students skill level and peer grade level performance). 2. Provides the foundation (support) for identifying needs, developing goals and determining services. 3. Includes how the disability has an impact on progress (achievement and performance) in the general education curriculum. 4. Provides specific levels of academic and functional performance (with multiple forms of evidence) in areas of need within the general education curriculum. 5. Provides current evaluation information that is time referenced (either by date or by time period [e.g., recent, last month]). 6. Is understandable to all IEP team members (avoids statistics and acronyms). 	<p>This statement meets minimum compliance. It does:</p> <ol style="list-style-type: none"> 1. Provide some indication of academic achievement (this example also addresses functional performance due to reading being a functional activity). 2. State that reading deficits impact several core academic areas within the general education curriculum. <p>Proceed with CAUTION when using this approach. Stating that the student is reading below grade level does not provide enough detail to establish baseline from which to set targets. This present level of performance statement may not be clear to everyone on the IEP team without additional specific details on what the student can do. If baseline is not included in the present levels, then it must be incorporated in the needs section or within the goal statement. Stating that the student is only able to answer basic fact questions does not provide enough detail to determine if the disability is primarily related to decoding, fluency or comprehension.</p>
Test Question	<p>K.D. is a fifth grade student. During the past school year, she received specially designed instruction in all subjects in special classes. She can read sight words and comprehends stories she reads that are written at second grade readability. She answers "Who," "What," "When" and "Where" questions about a story. She does not answer correctly "Why" and "What will happen" questions. K.D.'s sight word vocabulary does not include many of the words presented in fifth grade materials. This impacts her ability to independently read the fifth grade textbooks. K.D. responds to basic questions about what she has read. Students in the fifth grade are responding to a variety of questions related to text.</p>	<p>___ Strategically Compliant ___ Minimally Compliant ___ Not Compliant</p> <p>Rationale:</p>	

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IDEIA reference
 614(d)(1)(A)(i)(II) a statement of measurable annual goals, including academic and functional goals, designed to-- (aa) meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum;

2			
IEP Statement	<p>Given one-minute sixth grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.</p> <p>Supporting Details: Present levels of performance contains baseline data related to T.J.'s reading fluency (29 wpm).</p>	<p>T.J. will improve his reading fluency.</p> <p>Supporting Details: Present levels of performance contain baseline data related to T.J.'s reading fluency (29 wpm).</p>	<p>T.J. will analyze and decode words found in sixth grade materials with at least 60% accuracy.</p> <p>Supporting Details: Present levels of performance contain baseline data related to T.J.'s reading fluency (29 wpm).</p>

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Rationale	<p>This goal is compliant and <i>strategically designed to improve student performance</i> because it:</p> <ol style="list-style-type: none"> 1. Addresses the student's needs that result from the disability. 2. Provides access to the general education curriculum. 3. Contains a measurable and observable skill (uses an action verb). 4. Is supported by baseline data from the present levels (the goal and present levels use the same unit of measure -- in this case 'words per minute'). 5. States specifically what/how the student will do the action. 6. Sets expectations for levels of academic and functional achievement in one year. Achieving this goal would enable the student to make progress in the general education curriculum. 7. States how the goal will be measured. <p>In addition, this goal is</p> <ol style="list-style-type: none"> 1. Relevant to achieving future plans (this is likely to appear in Step 1 'Discuss future planning' on the IEP form). 2. Understandable to all IEP team members. 	<p>This goal is not compliant. It does address the student's needs that result from the disability and it would provide access to the general education curriculum.</p> <p>It is noncompliant because it is not measurable. The goal does not set a quantifiable expectation for achievement in one year.</p> <p>This goal would not be understandable to all IEP team members.</p>	<p>This goal meets minimum compliance. It does:</p> <ol style="list-style-type: none"> 1. Address the student's needs that result from the disability. 2. Provide access to the general education curriculum. <p>Proceed with CAUTION when using this type of goal. The measurability of this goal is questionable. The goal is not supported by baseline data from the present levels of performance. Present levels of performance contained a fluency level of 29 words per minute. This goal focuses on decoding words.</p> <p>An accuracy level of 60% may not be an appropriate measure. It is not clear if the measure requires the student to accurately analyze and decode 60% of a passage or 60% of a single word. If the student only read one syllable words from the sixth grade passages would that meet the criteria in this goal?</p> <p>The goal is not supported by baseline data. With baseline data, the team can develop a goal that targets specific decoding deficits and establishes a measurable target (e.g., the student may be making substitution and addition errors, the goal could set a target for reducing or eliminating this type of error).</p>
Test question 2	<p>K.D. will read fluently, several passages at third-grade readability.</p> <p>Supporting Details: Present levels of performance states that K.D. can read sight words and comprehend stories she reads written at second grade readability. She answers "Who," "What," "When" and "Where" questions about a story. She does not answer correctly "Why" and "What will happen" questions.</p>	<p>_____ Strategically Compliant _____ Minimally Compliant _____ Not Compliant</p> <p>Rationale:</p>	

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IDEIA reference			
614(d)(1)(A)(i)(III) a description of how the child's progress toward meeting the annual goals described in subclause (II) will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided			
3			
IEP Statement	<p>T.J.'s progress will be measured, based on evidence obtained through progress monitoring that will include teacher-designed assessments and weekly running records. Parents will receive a progress report at the interim and quarterly grading periods.</p> <p>Supporting Details: The IEP contains the following goal: Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.</p>	<p>Charting and quarterly progress reports to parents.</p> <p>Supporting Details: The IEP contains the following goal: Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.</p>	<p>Report card at each grading period.</p> <p>Supporting Details: The IEP contains the following goal: Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.</p>

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Rationale	<p>This statement is compliant and <i>strategically designed to improve student performance</i> because it:</p> <ol style="list-style-type: none"> 1. Uses assessment strategies and data collection to monitor student progress. 2. Provides a statement that includes how progress will be measured (e.g., charts, checklists). 3. Provides sufficient measurement intervals to evaluate the student's progress toward achieving the goal by the end of the year. 4. Indicates when the school will inform the family of progress toward meeting the goal. 	<p>This statement meets minimum compliance. It does:</p> <ol style="list-style-type: none"> 1. Provide a statement that includes how progress will be measured (e.g., charts, checklists). 2. Indicate when the school will inform the family of progress toward meeting the goal. <p>Proceed with CAUTION when using this approach. There is no identification of the data collection intervals in this example. There is no evidence that sufficient measurement intervals will occur in order to evaluate the student's progress toward achieving the goal by the end of the year.</p> <p>Proceed with CAUTION when only reporting progress quarterly. Does quarterly reporting give families enough information to stay actively involved in the student's education?</p>	<p>This statement is not compliant. It does not differentiate between the report card that provides progress in content areas and a progress report that provides progress on individual goals from the IEP.</p> <p>The statement is also noncompliant because it does not describe how progress will be measured. The IEP team has not identified the data-collection process that will determine student progress.</p>
Test Question 3	<p>K.D.'s fluency progress will be monitored weekly and recorded on forms and checklists. Parents will receive a progress report at the interim and quarterly grading periods.</p> <p>Supporting Details: The IEP contains the following goal: K.D. will orally read at 90 wpm from passages at third-grade readability with 95% accuracy.</p>	<p>_____ Strategically Compliant _____ Minimally Compliant _____ Not Compliant</p> <p>Rationale:</p>	

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IDEIA reference			
614(d)(1)(A)(i)(III) a description of how the child's progress toward meeting the annual goals described in subclause (II) will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided			
4			
IEP Statement	Observational Checklist will be completed bi-weekly. Progress reports will be provided at each grading period.	The classroom teacher will observe the student daily in order to weekly document and assess progress toward meeting the goal. Parent and teacher will review the progress at the end of each month to determine if the goal continues to be appropriate and an interim report specific to the student's progress toward meeting the goal will be provided to the parent. The parent will receive progress reports in accordance with the district's grade card reporting period.	Report card at each grading period.

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Rationale	<p>This statement meets minimum compliance. It does:</p> <ol style="list-style-type: none"> 1. Identify the method of data collection. 2. Provide a summary of the student's progress at the end of the reporting period. <p>Proceed with CAUTION when using this approach.</p> <ol style="list-style-type: none"> 1. The parties are not able to address lack of progress in a timely manner. 2. The parent/student is not provided documented progress, or lack of, in a timely manner that offers the opportunity for changes in instruction strategies or the IEP. 	<p>This statement is compliant and <i>strategically designed to improve student performance</i> for the following reasons:</p> <ol style="list-style-type: none"> 1. The detail in this section shows an understanding of assessment strategies and data collection used to determine student progress. 2. The student's progress is monitored daily and recorded weekly allowing the teacher to identify needed changes in instructional strategies as soon as possible. The IEP also includes how progress will be measured (documented observation). 3. The parent and the teacher are discussing the student's progress on a regular basis. Collaboration allows both parties to consistently present changes in instruction, support or materials to the student as soon as needed. 4. The interim report allows the team to reconvene to address additional needs of the student if necessary. 	<p>This statement is not compliant for the following reasons:</p> <ol style="list-style-type: none"> 1. The parent is not provided with the student's progress until a full reporting period has passed. 2. The method of data collection is not identified. 3. If progress is not reviewed and reported on a more regular basis, then changes in instructional strategies, goals and services may not occur in time to prevent failure to achieve goals.
4 Test Question	<p>K.D.'s progress will be monitored by teacher made tests with at least 70% of the questions answered correctly. Parents will receive a progress report at the interim and quarterly grading periods.</p> <p>Supporting Details: The IEP contains the following goal: K.D. will orally read at 90 wpm from passages at third-grade readability with 95% accuracy.</p>	<p>_____ Strategically Compliant _____ Minimally Compliant _____ Not Compliant</p> <p>Rationale:</p>	

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IDEIA reference

614(d)(1)(A)(i)(IV) a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child—

(aa) to advance appropriately toward attaining the annual goals;

(bb) to be involved in and make progress in the general education curriculum in accordance with subclause (l) and to participate in extracurricular and other nonacademic activities; and

(cc) to be educated and participate with other children with disabilities and nondisabled children in the activities described in this subparagraph;

5

IEP Statement	<p>Service: Learning Disability</p> <p>Accommodation: Tests read aloud and audiotapes provided, as needed.</p> <p>Supporting Details: The goal related to these services is: Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.</p>	<p>Service: Direct instruction in basic reading skills</p> <p>The special education teacher will provide direct instruction in basic reading skills that includes phonics, vocabulary, and comprehension instruction and guided repeated oral reading practice. The general education teacher will reinforce fluency development by providing opportunities for paired reading in all academic content areas.</p> <p>Tests containing reading passages and multiple choice items need to be read to T.J. Content from large reading passages will be presented using graphic organizers. T.J. will have access to audiotapes of required reading. T.J. may clarify answers to test questions with oral or visual responses.</p> <p>Supporting Details: The goal related to these services is: Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.</p>	<p>Service: Specially-designed instruction</p> <p>Accommodations in all settings:</p> <ul style="list-style-type: none"> • Read tests • Provide audiotapes of textbooks • Provide graphic organizers <p>Supporting Details: The goal related to these services is: Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.</p>
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Rationale	<p>This statement is not compliant.</p> <p>The service is not specially designed and does not identify the kind or type of service the student will receive. Listing a disability category in the service area does not provide a statement of the special education services. This also applies to related services. For example, listing Speech-Language Pathologist (SLP) as the service is not appropriate. The service is speech therapy.</p> <p>Structures and practices are not evident that will enable the student to reach goals. The accommodations are to occur 'as needed.' This is open to multiple interpretations and can affect the student's progress in the general education curriculum.</p> <p>Eliminate the use of 'as needed' within the IEP document. The IEP needs to specify when, where and how accommodations will occur.</p>	<p>This statement is compliant and <i>strategically designed to improve student performance</i> for the following reasons:</p> <ol style="list-style-type: none"> 1. The service is specially designed. 2. The kind or type of service is clearly identified. 3. Structures and practices are evident that will enable the student to reach goals. 4. The delivery of instruction is defined. 5. It considers the student's approaches to learning. 6. It clearly specifies how general education teachers will carry out accommodations. <p>Additional considerations:</p> <ol style="list-style-type: none"> 1. When a related service is included, the support clearly assists the student to benefit from special education. 2. The IEP may include any necessary training for staff or parents to implement specialized services. 	<p>This statement meets minimal compliance. The service is specially designed and program supports are identified.</p> <p>Proceed with CAUTION when using this approach. There is a broad scope to specially-designed instruction (e.g., individual or group instruction, direct instruction or consultant teacher to the general education teacher). The kind or type of service in this example is not clearly identified.</p> <p>This example does not clearly specify how the general education teachers will carry out specific modifications and accommodations.</p>
5 Test Question	<p>Service: direct reading instruction</p> <p>The special education teacher will provide direct reading instruction in a small group and opportunities for K.D. to practice reading text repeatedly.</p> <p>The special education teacher will read important information including tests aloud for K.D. She will receive extra time for completing assignments or tests. Visual clues will accompany reading assignments and directions when K.D. is reading at the instructional level.</p> <p>Supporting Details: The IEP contains the following goal: K.D. will orally read at 90 wpm from passages at third-grade readability with 95% accuracy.</p>	<p>_____ Strategically Compliant _____ Minimally Compliant _____ Not Compliant</p> <p>Rationale:</p>	

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IDEIA reference			
614(d)(1)(A)(i)(V) an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in sub clause (IV)(cc);			
6			
IEP Statement	<p>Step 6: Determine least restrictive environment.</p> <p>Resource room where a small class size and limited distractions provide the opportunity for intensive, direct instruction and guided practice.</p> <p>Supporting Details: The IEP indicates the service is specially designed instruction. Frequency: 20 minutes of direct intervention per day during the student's language arts block.</p>	<p>Step 6: Determine least restrictive environment.</p> <p>Resource room, due to the need for specialized instruction.</p> <p>Supporting Details: The IEP indicates the service is specially designed instruction. Frequency: 20 minutes of direct intervention per day during the student's language arts block.</p>	<p>Step 6: Determine least restrictive environment.</p> <p>Resource room.</p> <p>Supporting Details: The IEP indicates the service is specially designed instruction. Frequency 20 minutes direct intervention per day during the student's language arts block</p>

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Rationale	<p>This statement is compliant and <i>strategically designed to improve student performance</i> for the following reasons:</p> <ol style="list-style-type: none"> 1. There is evidence of criteria for determining the need for instruction outside the general education setting. 2. The statement establishes a framework for support needed for the student to make progress in the general education curriculum. 3. The statement establishes a link between the setting and the service the student will receive. 	<p>The statement meets minimum compliance. It identifies the setting and offers a broad explanation of the extent to which the child will not participate with nondisabled students.</p> <p>Proceed with CAUTION when using this approach. Without providing details related to the specialized instruction, it is impossible to determine whether additional supports and services may enable the student to receive instruction in the general education setting.</p>	<p>This statement is not compliant.</p> <p>There is no evidence that the team used criteria to determine that the student would be best served outside the general education classroom.</p>
6 Test Question	<p>Step 6: Determine least restrictive environment.</p> <p>Instruction will occur in a special class where the small class size allows for frequent direct interaction. Guided, repeated, oral reading practice can occur without distraction.</p> <p>Supporting Details: Service: direct reading instruction Frequency: 30 minutes per day</p>	<p>_____ Strategically Compliant _____ Minimally Compliant _____ Not Compliant</p> <p>Rationale:</p>	

IEP Inter-rater Agreement Tool

IDEIA reference			
614(d)(1)(A)(i)(VI)(aa) a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments consistent with section 612(a)(16)(A);			
7			
IEP Statement	<p>Services Section: Accommodations:</p> <ul style="list-style-type: none"> Tests read aloud Extended time for tests and assignments <p>Supporting Details: On the Statewide and Districtwide Testing Page the IEP team identified the following accommodation: in the area of reading – read directions and questions; in the areas of math, science and citizenship – directions, passages and questions read aloud.</p> <p>Goal: Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.</p>	<p>Services Section: Tests read when needed and when staff is available.</p> <p>Supporting Details: On the Statewide and Districtwide Testing Page the IEP team identified the following accommodation: in the area of reading – read directions and questions; in the areas of math, science and citizenship – directions, passages and questions read aloud.</p> <p>Goal: Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.</p>	<p>Services Section: Accommodations in the general education setting provided by the general education teacher include reading test directions, passages and questions; allowing extended time during testing situations.</p> <p>Supporting Details: On the Statewide and Districtwide Testing Page the IEP team identified the following accommodation: in the area of reading – read directions and questions; in the areas of math, science and citizenship – directions, passages and questions read aloud.</p> <p>Goal: Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.</p>

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Rationale	<p>The statement meets minimum compliance. The accommodations facilitate collecting a true measure of academic achievement.</p> <p>Proceed with CAUTION when using this approach. Reading the reading test to a student is not an allowable accommodation. It is allowable to read the directions and questions on the reading assessment. This statement does not indicate the responsibilities of the general education teacher in relation to providing the accommodations.</p>	<p>This statement is not compliant.</p> <p>Eliminate the use of 'as needed' within the IEP document. The IEP needs to specify when, where and how accommodations will occur.</p> <p>The needs of the student determine the services -- not the availability of staff.</p>	<p>This statement is compliant and <i>strategically designed to improve student performance</i> for the following reasons.</p> <ol style="list-style-type: none"> 1. Contents of the IEP show knowledge of adaptation, modification and supports to meet the needs of students with disabilities in the general education curriculum. 2. The accommodations do not change the content or structure of the test. 3. The accommodations do not change what the test is intended to measure. 4. The accommodations do not change or enhance the student's response. 5. The accommodations listed for statewide and districtwide testing occurs during classroom assessments.
<b style="color: red; font-size: 2em;">7 Test Question	<p>Services Section: Accommodations in the classroom include reading tests with multiple-line passages to the student, shortened testing sessions over an extended time and small group administration of tests.</p> <p>Supporting Details: On the Statewide and Districtwide Testing Page the IEP team identified the following accommodation: in the area of reading – read directions and questions, extended time and small group.</p> <p>Goal: K.D. will orally read at 90 wpm from passages at third-grade readability with 95% accuracy.</p>	<p>_____ Strategically Compliant _____ Minimally Compliant _____ Not Compliant</p> <p>Rationale:</p>	

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IDEIA reference			
614(d)(1)(A)(i)(VI)(aa) a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments consistent with section 612(a)(16)(A); and (bb) if the IEP Team determines that the child shall take an alternate assessment on a particular State or districtwide assessment of student achievement, a statement of why-- (AA) the child cannot participate in the regular assessment; and (BB) the particular alternate assessment selected is appropriate for the child;			
8			
IEP Statement	<p>P.E. is working well below grade level and would not pass the assessment.</p> <p>Supporting Details: If the IEP team determines that the child shall take an alternate assessment, a statement of why the child cannot participate in the regular assessment and will be taking alternate assessment appears on the statewide and districtwide testing page.</p>	<p>P.E.'s instructional level is four levels below his current grade level and the instruction is substantially modified from the instruction that occurs in the general education setting. The instruction focuses on the application of state standards through essential life skills. The regular assessment would not provide a valid and reliable measure of proficiency, even with accommodations. P.E. will participate in Ohio's Standards-Based Alternate Assessment. This assessment provides an appropriate measure of P.E.'s performance and progress toward meeting grade-level content standards.</p> <p>Supporting Details: If the IEP team determines that the child shall take an alternate assessment, a statement of why the child cannot participate in the regular assessment and will be taking alternate assessment appears on the statewide and districtwide testing page.</p>	<p>P.E. requires the highest level of individualized instruction in all academic content areas. Ohio's Standards-Based Alternate Assessment is appropriate to measure P.E.'s performance of standards-based knowledge and skills.</p> <p>Supporting Details: If the IEP team determines that the child shall take an alternate assessment, a statement of why the child cannot participate in the regular assessment and will be taking alternate assessment appears on the statewide and districtwide testing page.</p>

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Rationale	<p>This statement is not compliant.</p> <p>It is important that participation in the alternate assessment not be based solely on disability condition, achievement level, school attendance or social/cultural factors.</p> <p>The team did not base the rationale for participation in an alternate assessment on criteria provided by the Office for Exceptional Children and the Office of Assessment.</p>	<p>This statement is compliant and <i>strategically designed to improve student performance</i> for the following reasons:</p> <ol style="list-style-type: none"> 1. Participation in assessments reflects an understanding of current statewide testing rules. 2. Rationale for participation in an alternate assessment is based on criteria provided by the Office for Exceptional Children and the Office of Assessment. There is evidence of a decision framework: <ol style="list-style-type: none"> a. Does the student require substantial modifications to the general education curriculum? b. Does the student require instruction, focused on the application of state standards through essential life skills? c. Does the student require instruction multiple levels below age/grade level? d. Is the student unlikely to provide valid and reliable measure of proficiency in content areas via standardized assessment even with accommodations? 3. The IEP team provided a statement related to the appropriateness of the assessment tool. 	<p>The statement meets minimum compliance. This section provides a general statement of why the child cannot participate in the regular assessment. It also states why the alternate assessment selected is appropriate for the student.</p> <p>Proceed with CAUTION when using this approach. The statement of why the student cannot participate is very general. It does not show evidence of using a decision framework and guidance provided by the Ohio Department of Education.</p>
8 Test Question	<p>A.J.'s instruction is highly specialized and focuses on the acquisition of essential life skills. Participating in the alternate assessment would provide an accurate measure of A.J.'s progress toward meeting grade level academic content standards.</p>	<p>_____ Strategically Compliant _____ Minimally Compliant _____ Not Compliant</p> <p>Rationale:</p>	

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IDEIA reference			
614(d)(1)(A)(i)(VII) the projected date for the beginning of the services and modifications described in subclause (IV), and the anticipated frequency, location, and duration of those services and modifications;			
9			
IEP Statement			
	<p>Initiation date: 8/25/2004 Expected duration date: Per adopted school year, excluding summer. Frequency: 20 minutes per day.</p> <p>Supporting Details: The initiation/duration dates do not need to be dd/mm/yyyy; however, the dates must be clear and specific to all parties.</p> <p>Goal - Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by 2 words a minute each week, reaching a rate of 100 words per minute by the end of the school year.</p>	<p>Initiation date: 8/25/2004 Expected duration: 6/5/2005 Frequency: 20 minutes of direct intervention per day during the student's language arts block.</p> <p>Supporting Details: The initiation/duration dates do not need to be dd/mm/yyyy; however, the dates must be clear and specific to all parties.</p> <p>Goal - Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by 2 words a minute each week, reaching a rate of 100 words per minute by the end of the school year.</p>	<p>Initiation date: August 2004 Expected duration: August 2005 Frequency: As needed</p> <p>Supporting Details: The initiation/duration dates do not need to be dd/mm/yyyy; however, the dates must be clear and specific to all parties.</p> <p>Goal - Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by 2 words a minute each week, reaching a rate of 100 words per minute by the end of the school year.</p>

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Rationale	<p>This statement meets minimum compliance. The IEP indicates specific dates for initiation and duration (all parties are clearly informed). Frequency specifies the service to be provided in minutes.</p> <p>Proceed with CAUTION when using this approach. Frequency does not clearly state when the service will be provided and doesn't link the service/goal to a time period that provides an opportunity for immediate reinforcement of content area taught.</p> <p>The duration clarifies that the service will be provided during the span of the school year and specifically eliminates the summer. Make sure this is understandable to all IEP team members.</p>	<p>This statement is compliant and <i>strategically designed to improve student performance</i> for the following reasons:</p> <ol style="list-style-type: none"> 1. The initiation identifies a specific date. 2. The frequency specifically states the services will be directly provided to the student for 20 minutes per day and identifies a specific time the service will be provided. <p>The frequency aligns with the goal.</p>	<p>This statement is not compliant.</p> <p>The terms are vague; initiation of services may not begin at the onset of the school year. There is no indication that the IEP is not in effect during the summer months. The frequency is left to the discretion of an unknown person – student, teacher? The frequency is not clear and specific to any party and is subjective.</p>
9 Test Question	<p>Initiation date: 3/15/2005 Expected duration: 3/15/2006 Frequency: one bell</p> <p>Goal: K.D. will orally and fluently read at 90 wpm from passages at third-grade readability with 95% accuracy.</p>	<p>_____ Strategically Compliant _____ Minimally Compliant _____ Not Compliant</p> <p>Rationale:</p>	

IEP Inter-rater Agreement Tool

IDEIA reference
 614(d)(1)(A)(i)(VIII) beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter-- (aa) appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; (bb) the transition services (including courses of study) needed to assist the child in reaching those goals;

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IEP Statement	<p>The measurable postsecondary goal is found in the goals section of the IEP.</p> <p>J.R. will identify and reject inappropriate requests during role-play activities in the classroom (3 out of 4 trials) and during assignment to work sites (no more than one incident per week appearing on J.R.'s work evaluation).</p> <p>Supporting Details: The IEP team included the following statements in present levels of performance. J.R. enjoys people but has difficulty interacting with peers. He does not read the social cues of others and can be easily manipulated by others to engage in inappropriate behaviors.</p> <p>The team identified the following employment and post secondary long-term outcome for J.R.: J.R. wants to work in the community at a job that allows him to work with and alongside others.</p>	<p>The measurable postsecondary goal is found in the goals section of the IEP.</p> <p>J.R. will interact appropriately with supervisors and coworkers as measured by positive weekly reports from work sites.</p> <p>Supporting Details: The IEP team included the following statements in present levels of performance. J.R. enjoys people but has difficulty interacting with peers. He does not read the social cues of others and can be easily manipulated by others to engage in inappropriate behaviors.</p> <p>The team identified the following employment and post secondary long-term outcome for J.R.: J.R. wants to work in the community at a job that allows him to work with and alongside others.</p>	<p>The measurable postsecondary goal is found in the goals section of the IEP.</p> <p>J.R. will explore interests and identify potential future places of employment.</p> <p>Supporting Details: The IEP team included the following statements in present levels of performance. J.R. enjoys people but has difficulty interacting with peers. He does not read the social cues of others and can be easily manipulated by others to engage in inappropriate behaviors.</p> <p>The team identified the following employment and post secondary long-term outcome for J.R.: J.R. wants to work in the community at a job that allows him to work with and alongside others.</p>
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IEP Inter-rater Agreement Tool

Rationale	<p>This statement is compliant and <i>strategically designed to improve student performance</i> for the following reasons:</p> <ol style="list-style-type: none"> 1. There is evidence of age-appropriate (that fit the student's chronological age span) training, education, employment and independent living skills needs. 2. The goal is supported by baseline data from the present levels. 3. The goal states specifically what/how the student will do the action. 4. The goal contains an observable skill (uses an action verb). 5. The goal is understandable to all IEP team members. 6. There is evidence of a connection between the school, community, family and student. 7. The goal supports the student's plans for post-secondary activities. <p>Additional consideration: There is a focus on the student's course of study that leads to the secondary school experiences.</p>	<p>This statement meets minimum compliance. It does show evidence of age-appropriate (that fit the student's chronological age span) employment needs. There is evidence of a connection between the school, community and student.</p> <p>Proceed with CAUTION when using this approach. The measurability of the goal is questionable. It relies on the weekly reports to define what is appropriate.</p>	<p>This statement is not compliant.</p> <p>The goal is not supported by baseline data from the present levels of performance. The word 'explore' in the goal does not specifically state what/how the student will do the action.</p>
Test Question 10	<p>A.J. will utilize a switch device as a means of notifying others when a work task is completed and additional work is needed in three out of five group work settings.</p> <p>Supporting Details: The IEP team included the following statements in present levels of performance. A.J. is able to follow a three to four-step simple photo sequence of daily activities to complete the task with verbal cues given three out of five trials. A.J. has been gaining skills to control things in her environment through the use of adapted switches located on her wheelchair tray. When she is prompted she is able to turn on her CD player, turn on lights and turn on a computer three out of five trials. When asked to respond in various situations, A.J. will respond independently two out of five times using her augmentative device.</p> <p>The team identified the following employment and post secondary long-term outcome for A.J.: A.J. will work (with assistance and coaching) in a highly structured and monitored work setting.</p>	<p>___ Strategically Compliant ___ Minimally Compliant ___ Not Compliant</p> <p>Rationale:</p>	

IEP Inter-rater Agreement Tool

IDEIA reference			
614(d)(3) DEVELOPMENT OF IEP.-- (A) IN GENERAL.--In developing each child's IEP, the IEP Team, subject to subparagraph (C), shall consider-- (i) the strengths of the child...			
11			
IEP Statement	<p>Supporting Details: No strengths were included in the present levels of academic and functional performance.</p>	<p>The following statement was included in the present levels of performance.</p> <p>T.J. works well when items are read to him.</p> <p>Supporting Details: Consideration of the strengths of the child is a critical element when determining how the student's disability affects involvement and progress in the general education curriculum.</p>	<p>The following statement was included in the present levels of performance.</p> <p>When the teacher orally reads grade level passages to T.J., he is able to answer all of the questions about the passages. T.J. is able to complete work involving reading when the reading material is supported by visuals.</p> <p>Supporting Details: Consideration of the strengths of the child is a critical element when determining how the student's disability affects involvement and progress in the general education curriculum.</p>

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Rationale	<p>In developing an IEP, the IEP team, shall consider strengths of the student. The law does not specify that the team record the strengths in the IEP. Proceed with CAUTION when using this approach.</p> <p>Evidence needs to exist that the team considered the strengths of the student (e.g., strengths recorded within present levels, IEP meeting notes that include strengths of the student or written input into the development of the IEP received prior to the meeting).</p> <p>Including strengths within present levels of performance provides a basis for identifying needs and encourages the team to build on identified strengths when establishing goals and setting rigorous targets.</p> <p>Consideration of the strengths of the child is a critical element when determining how the student's disability affects involvement and progress in the general education curriculum.</p>	<p>This statement meets minimum compliance. This statement provides limited information.</p> <p>Proceed with CAUTION when using this approach. The statement does not form the basis for identifying needs. There is not enough information for the IEP team to build on strengths to establish goals with rigorous targets.</p>	<p>This statement is compliant and <i>strategically designed to improve student performance</i> for the following reasons.</p> <p>Including strengths within present levels of performance provides a basis for identifying needs and encourages the team to build on identified strengths when establishing goals and setting rigorous targets.</p>
<div style="color: red; font-weight: bold; font-size: 2em;">11</div> Test Question	<p>The following statements were included in the present levels of performance.</p> <p>K.D. enjoys interacting with peers and adults and feels like a part of her class. She uses natural facial and nonverbal gestures to communicate effectively. She enjoys acting out favorite movies and playing board games which displays good turn taking skills. K.D. is very self-directed and independent.</p>	<p>_____ Strategically Compliant _____ Minimally Compliant _____ Not Compliant</p> <p>Rationale:</p>	

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IDEIA reference

614(d)(3) DEVELOPMENT OF IEP.-- (A) IN GENERAL.--In developing each child's IEP, the IEP Team, subject to subparagraph (C), shall consider-- ...; (iii) the results of the initial evaluation or most recent evaluation of the child; ...

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	IEP Statement	<p>The following statement was included in the present levels of performance.</p> <p>During a classroom-based assessment given in April, T.J. was able to sound out individual phonemes (13 out of 20). Errors included sound additions and substitutions, reversals (b for d) and long /u/ for short /u/.</p> <p>Supporting Details: Consideration of evaluation results is a critical element when determining how the child's disability affects the child's involvement and progress in the general education curriculum.</p>	<p>Supporting Details: no evaluation results were included in the present levels of academic and functional performance.</p>

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Rationale	<p>This statement is compliant and <i>strategically designed to improve student performance</i> for the following reasons:</p> <ol style="list-style-type: none"> 1. Including the results of the initial evaluation or most recent evaluation of the child within present levels of performance provides the baseline data that is critical to identifying needs, developing goals and determining services. 2. Baseline data from assessments provides direction for establishing goals and setting rigorous targets. 3. Avoiding statistics and acronyms helps all IEP team members understand the data. 	<p>In developing an IEP, the IEP team shall consider the results of the initial evaluation or most recent evaluation (inclusive of classroom assessments) of the child. The law does not specify that the team record the strengths in the IEP. Proceed with CAUTION when using this approach.</p> <p>Evidence needs to exist that the team considered recent evaluation results (e.g., results recorded within present levels, IEP meeting notes that include evaluation results, or written input into the development of the IEP received prior to the meeting).</p> <p>Including the results of the initial evaluation or most recent evaluation of the child within present levels of performance provides the baseline data that is critical to identifying needs, developing goals and determining services. Without evaluation results, there is not enough information for the IEP team to establish goals with rigorous targets.</p> <p>Consideration of evaluation results is a critical element when determining how the child's disability affects the child's involvement and progress in the general education curriculum.</p>	<p>This statement meets minimum compliance. This statement provides limited information.</p> <p>Proceed with CAUTION when using this approach. The information is not sufficient for identifying needs. There is not enough information for the IEP team to establish goals with rigorous targets.</p>
12 Test Question	<p>The following results from a recent evaluation of the child by the classroom teacher appeared in present levels.</p> <p>K.D. can read sight words and comprehends stories she reads that are written at second grade readability. She does not decode quickly or automatically and relies heavily on sight word vocabulary. She comprehends literal meaning of what she has read (e.g., answers "Who," "What," "When" and "Where" questions about a story). K.D. cannot answer "Why," "What will happen" or other questions that require more abstract reasoning skill related to stories she has read.</p>	<p>_____ Strategically Compliant _____ Minimally Compliant _____ Not Compliant</p> <p>Rationale:</p>	

IEP Inter-rater Agreement Tool

IDEIA reference			
614(d)(3)(B) CONSIDERATION OF SPECIAL FACTORS.--The IEP Team shall-- (i) in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;...			
13			
IEP Statement	<p>The following goal is evidence that behavior is addressed in the body of the IEP:</p> <p>In three out of four situations, Sam will discuss the steps that lead to verbal conflict and engage in problem solving activities that reduce verbal conflict with peers during group activities in academic settings.</p> <p>Supporting Details: Behavior is marked on the Special Factors page and present levels of performance contain the baseline data related to the behavioral concerns.</p>	<p>The following goal is evidence that behavior is addressed in the body of the IEP:</p> <p>Sam will reduce verbal outbursts to one incidence per week.</p> <p>Supporting Details: Behavior is marked on the Special Factors page and present levels of performance contain the baseline data related to the behavioral concerns.</p>	<p>The following goal is evidence that behavior is addressed in the body of the IEP:</p> <p>Sam will follow all school rules identified in the student handout with a minimum of one infraction per month.</p> <p>Supporting Details: Behavior is marked on the Special Factors page and present levels of performance contain the baseline data related to the behavioral concerns.</p>

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Rationale	<p>This goal is compliant and <i>strategically designed to improve student performance</i> for the following reasons:</p> <ol style="list-style-type: none"> 1. The content of the IEP demonstrates a working knowledge of special factors and considerations identified in IDEIA. 2. The IEP identifies opportunities for the use of positive behavioral interventions and supports to address behavior. 3. There is evidence of integration and coordination throughout the student's course of study and educational environment. 	<p>This goal meets minimum compliance. It does address the student's need.</p> <p>Proceed with CAUTION when using this type of goal. The focus of the goal does not align with the use of positive behavioral interventions. Also, there is no evidence of integration and coordination throughout the student's course of study and educational environment.</p>	<p>This goal is not compliant. There is no evidence of the need for special education.</p> <p>The IEP team needs to consider how the disability affects the student's participation in appropriate activities. The goal gives no information pertaining to obstacles that impact the student's ability to follow the school rules (e.g., understanding cause and effect, limited de-escalation skills).</p>
Test Question 13	<p>The following goal is evidence that behavior is addressed in the body of the IEP:</p> <p>Given a classroom activity, K.D. will comply with an adult request to stop an activity and move as directed to a new activity in four out of five trials.</p> <p>Supporting Details: Behavior is marked on the Special Factors page and present levels of performance contain the baseline data related to the behavioral concerns.</p>	<p style="text-align: center;"> <input type="checkbox"/> Strategically Compliant <input type="checkbox"/> Minimally Compliant <input type="checkbox"/> Not Compliant </p> <p>Rationale:</p>	

IEP Inter-rater Agreement Tool

IDEIA reference

614(d)(3)(B) CONSIDERATION OF SPECIAL FACTORS.--The IEP Team shall-- ... (iv) consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; ...

14			
IEP Statement	<p>The following goal is evidence that communication is addressed in the body of the IEP:</p> <p>P.F. will use a variety of grammatically correct sentences when speaking at least four out of five times.</p> <p>Supporting Details: Communication is marked on the Special Factors page and present levels of performance contain baseline data for the communication concerns.</p>	<p>The following goal is evidence that communication is addressed in the body of the IEP:</p> <p>P.F. will respond, beyond one-word, to questions during classroom discussions and provide additional details when requested through follow-up questioning on four out of five trials.</p> <p>Supporting Details: Communication is marked on the Special Factors page and present levels of performance contain baseline data for the communication concerns.</p>	<p>The following goal is evidence that communication is addressed in the body of the IEP:</p> <p>P.F. will improve communication.</p> <p>Supporting Details: Communication is marked on the Special Factors page and present levels of performance contain baseline data for the communication concerns.</p>

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Rationale	<p>This goal meets minimum compliance. It does address the student's need.</p> <p>Proceed with CAUTION when using this type of goal. There is no evidence of integration and coordination throughout the student's course of study and educational environment. The IEP does not specify when or where the student will work on the goal.</p> <p>The use of the word variety makes the goal vague. The IEP does not clarify if the focus is on conversational speaking, responding to questions or formal presentations.</p>	<p>This goal is compliant and <i>strategically designed to improve student performance</i> for the following reasons:</p> <ol style="list-style-type: none"> 1. The content of the IEP demonstrates a working knowledge of special factors and considerations identified in IDEIA. 2. The IEP identifies opportunities for addressing communication needs. 3. There is evidence of integration and coordination throughout the student's course of study and educational environment. 4. The services section of the IEP is the area that would identify training and technical assistance for family and school personnel. The service area may also identify related services such as speech therapy, physical therapy and counseling. 	<p>This goal is not compliant.</p> <p>The goal does not use baseline data from the present levels to establish criteria for measuring progress. The word 'improve' in the goal does not specifically state what the student will do.</p>
14 Test Question	<p>The following goal is evidence that communication is addressed in the body of the IEP:</p> <p>K.D. will build her receptive and expressive vocabulary by engaging in verbal exchanges with peers at least two times per instructional day.</p> <p>Supporting Details: Communication is marked on the Special Factors page and present levels of performance contain baseline data for the communication concerns.</p>	<p style="text-align: center;"> <input type="checkbox"/> Strategically Compliant <input type="checkbox"/> Minimally Compliant <input type="checkbox"/> Not Compliant </p> <p>Rationale:</p>	

IEP Inter-rater Agreement Tool

IDEIA reference

614(d)(4)(A) REVIEW AND REVISION OF IEP.-- (A) IN GENERAL.--The local educational agency shall ensure that, subject to subparagraph (B), the IEP Team-- (i) reviews the child's IEP periodically, but not less frequently than annually, to determine whether the annual goals for the child are being achieved; and (ii) revises the IEP as appropriate to address-- (I) any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate; (II) the results of any reevaluation conducted under this section; (III) information about the child provided to, or by, the parents, as described in subsection (c)(1)(B); (IV) the child's anticipated needs; or (V) other matters.

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	IEP Statement		
	Date of IEP meeting: May 4, 2005 Effective dates of IEP: May 5, 2005 – May 5, 2006 (excluding summer) Date of next review: February 1, 2006	Date of IEP meeting: May 5, 2005 Effective dates of IEP: August 24, 2005 – June 5, 2006 Date of next review: May 4, 2006	Date of IEP meeting: May 5, 2005 Effective dates of IEP: May 2005 – June 2006 Date of next review: June 2006

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Rationale	<p>This statement is compliant and <i>strategically designed to improve student performance</i> for the following reasons:</p> <ol style="list-style-type: none"> 1. The dates are clear to all parties, and the IEP is implemented immediately following the IEP meeting. 2. The IEP team will review the student's progress towards the annual goals half way through the year in order to make changes that address any lack of documented progress. 3. If any member of the IEP team is concerned that the IEP is inappropriate the team can convene prior to May 5, 2006 to develop a new IEP. 	<p>This statement meets minimum compliance. The IEP team convenes annually. The dates are clear to all parties.</p> <p>Proceed with CAUTION when using this approach. The IEP is implemented three months after development. The team does not convene to review the student's progress and address any lack of progress in a timely manner prior to the end of the school year.</p>	<p>This statement is not compliant for the following reasons:</p> <ol style="list-style-type: none"> 1. The date of the next review is not specific and is not within one year from the date of the IEP meeting. 2. The parent is uninformed about the specifics of the IEP implementation and the date of review.
Test Question 15	<p>Date of IEP meeting: September 6, 2005 Effective dates of IEP: August 25, 2005 –June 5, 2006 Date of next review: May 5, 2006</p>	<p>_____ Strategically Compliant _____ Minimally Compliant _____ Not Compliant</p> <p>Rationale:</p>	

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Questions and Answers

1 Test Question	<p>K.D. is a fifth grade student. During the past school year, she received specially designed instruction in all subjects in special classes. She can read sight words and comprehends stories she reads that are written at second grade readability. She answers “Who,” “What,” “When” and “Where” questions about a story. She does not answer correctly “Why” and “What will happen” questions. K.D.’s sight word vocabulary does not include many of the words presented in fifth grade materials. This impacts her ability to independently read the fifth grade textbooks. K.D. responds to basic questions about what she has read. Students in the fifth grade are responding to a variety of questions related to text.</p>	<p style="text-align: center;"> <input type="checkbox"/> Strategically Compliant <input checked="" type="checkbox"/> Minimally Compliant <input type="checkbox"/> Not Compliant </p> <p>Rationale:</p> <p>This statement meets minimum compliance. It does:</p> <ol style="list-style-type: none"> 1. Include general statements of how the disability impacts progress (achievement and performance) in the general education curriculum. 2. Provide levels of academic achievement (although limited - due to a lack of baseline data). 3. Provide support for identifying needs. <p>Proceed with CAUTION when using this approach. The lack of baseline data makes it difficult to develop measurable goals and determine services necessary for the student to progress in the general curriculum.</p>
2 Test question	<p>K.D. will read fluently, several passages at third-grade readability.</p> <p>Supporting Details: Present levels of performance states that K.D. can read sight words and comprehend stories she reads written at second grade readability. She answers “Who,” “What,” “When” and “Where” questions about a story. She does not answer correctly “Why” and “What will happen” questions.</p>	<p style="text-align: center;"> <input type="checkbox"/> Strategically Compliant <input type="checkbox"/> Minimally Compliant <input checked="" type="checkbox"/> Not Compliant </p> <p>Rationale:</p> <p>This goal is not compliant. It does address the student's needs that result from the disability and it would provide access to the general education curriculum.</p> <p>It is noncompliant because it is not measurable. The goal does not establish the criteria for fluency (rate, accuracy or expression).</p> <p>This goal would not be understandable to all IEP team members. Each team member may have differing expectations for student achievement.</p>
3 Test Question	<p>K.D.’s fluency progress will be monitored weekly and recorded on forms and checklists. Parents will receive a progress report at the interim and quarterly grading periods.</p> <p>Supporting Details: The IEP contains the following goal: K.D. will orally read at 90 wpm from passages at third-grade readability with 95% accuracy.</p>	<p style="text-align: center;"> <input checked="" type="checkbox"/> Strategically Compliant <input type="checkbox"/> Minimally Compliant <input type="checkbox"/> Not Compliant </p> <p>This statement is compliant and strategically designed to improve student performance because it:</p> <ol style="list-style-type: none"> 1. Uses assessment strategies and data collection to monitor student progress. 2. Provides a statement that includes how progress will be measured (e.g., forms and checklists). 3. Provides sufficient measurement intervals to evaluate the student's progress toward achieving the goal by the end of the year. 4. Indicates when the school will inform the family of progress toward meeting the goal.

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<p>4 Test Question</p>	<p>K.D.'s progress will be monitored by teacher made tests with at least 70% of the questions answered correctly. Parents will receive a progress report at the interim and quarterly grading periods.</p> <p>Supporting Details: The IEP contains the following goal: K.D. will orally read at 90 wpm from passages at third-grade readability with 95% accuracy.</p>	<p><input type="checkbox"/> Strategically Compliant <input type="checkbox"/> Minimally Compliant <input checked="" type="checkbox"/> Not Compliant</p> <p>Rationale:</p> <p>This statement is not compliant. The method of data collection does not match what the goal is measuring. The IEP indicates that the teacher will measure the student's progress based on questions answered correctly. The goal addresses the student's speed when reading, not the comprehension of the material.</p>
<p>5 Test Question</p>	<p>Service: direct reading instruction</p> <p>The special education teacher will provide direct reading instruction in a small group and opportunities for K.D. to practice reading text repeatedly.</p> <p>The special education teacher will read important information including tests aloud for K.D. She will receive extra time for completing assignments or tests. Visual clues will accompany reading assignments and directions when K.D. is reading at the instructional level.</p> <p>Supporting Details: The IEP contains the following goal: K.D. will orally read at 90 wpm from passages at third-grade readability with 95% accuracy.</p>	<p><input checked="" type="checkbox"/> Strategically Compliant <input type="checkbox"/> Minimally Compliant <input type="checkbox"/> Not Compliant</p> <p>Rationale:</p> <p>This statement is compliant and <i>strategically designed to improve student performance</i> for the following reasons:</p> <ol style="list-style-type: none"> 1. The service is specially designed. 2. The kind or type of service is clearly identified. 3. Structures and practices are evident that will enable the student to reach goals. 4. The delivery of instruction is defined. 5. It considers the student's approaches to learning.
<p>6 Test Question</p>	<p>Step 6: Determine least restrictive environment.</p> <p>Instruction will occur in a special class where the small class size allows for frequent direct interaction. Guided, repeated, oral reading practice can occur without distraction.</p> <p>Supporting Details: Service: direct reading instruction Frequency: 30 minutes per day</p>	<p><input checked="" type="checkbox"/> Strategically Compliant <input type="checkbox"/> Minimally Compliant <input type="checkbox"/> Not Compliant</p> <p>Rationale:</p> <p>This statement is compliant and <i>strategically designed to improve student performance</i> for the following reasons:</p> <ol style="list-style-type: none"> 1. There is evidence of criteria for determining the need for instruction outside the general education setting. 2. The statement establishes a framework for support needed for the student to make progress in the general education curriculum. 3. The statement establishes a link between the setting and the service the student will receive.

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<p style="text-align: center;">7 Test Question</p>	<p>Services Section: Accommodations in the classroom include reading tests with multiple-line passages to the student, shortened testing sessions over an extended time and small group administration of tests.</p> <p>Supporting Details: On the Statewide and Districtwide Testing Page the IEP team identified the following accommodation: in the area of reading – read directions and questions, extended time and small group.</p> <p>Goal: K.D. will orally read at 90 wpm from passages at third-grade readability with 95% accuracy.</p>	<p style="text-align: center;">_____ Strategically Compliant <u> X </u> Minimally Compliant _____ Not Compliant</p> <p>Rationale:</p> <p>The statement meets minimum compliance. The accommodations facilitate collecting a measure of academic achievement.</p> <p>Proceed with CAUTION when using this approach. Reading tests with multiple-line passages is vague. The accommodations for statewide testing indicate that directions and questions can be read to the student. The length of the passage is not the condition for reading to the student.</p>
<p style="text-align: center;">8 Test Question</p>	<p>A.J.'s instruction is highly specialized and focuses on the acquisition of essential life skills. Participating in the alternate assessment would provide an accurate measure of A.J.'s progress toward meeting grade level academic content standards.</p>	<p style="text-align: center;">_____ Strategically Compliant <u> X </u> Minimally Compliant _____ Not Compliant</p> <p>Rationale: The statement meets minimum compliance. This section provides a general statement of why the child cannot participate in the regular assessment. It also states why the alternate assessment selected is appropriate for the student.</p> <p>Proceed with CAUTION when using this approach. The statement of why the student cannot participate is very general. It does not show evidence of using a decision framework and guidance provided by the Ohio Department of Education.</p>
<p style="text-align: center;">9 Test Question</p>	<p>Initiation date: 3/15/2005 Expected duration: 3/15/2006 Frequency: one bell</p> <p>Goal: K.D. will orally and fluently read at 90 wpm from passages at third-grade readability with 95% accuracy.</p>	<p style="text-align: center;">_____ Strategically Compliant _____ Minimally Compliant <u> X </u> Not Compliant</p> <p>Rationale: This statement is not compliant.</p> <p>The frequency is not clear. One bell probably means 'one class period.' There is no indication that the IEP is not in effect during the summer months.</p>

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Test Question 10	<p>A.J. will utilize a switch device as a means of notifying others when a work task is completed and additional work is needed in three out of five group work settings.</p> <p>Supporting Details: The IEP team included the following statements in present levels of performance. A.J. is able to follow a three to four-step simple photo sequence of daily activities to complete the task with verbal cues given three out of five trials. A.J. has been gaining skills to control things in her environment through the use of adapted switches located on her wheelchair tray. When she is prompted she is able to turn on her CD player, turn on lights and turn on a computer three out of five trials. When asked to respond in various situations, A.J. will respond independently two out of five times using her augmentative device.</p> <p>The team identified the following employment and post secondary long-term outcome for A.J.: A.J. will work (with assistance and coaching) in a highly structured and monitored work setting.</p>	<p style="text-align: center;"> <input checked="" type="checkbox"/> Strategically Compliant <input type="checkbox"/> Minimally Compliant <input type="checkbox"/> Not Compliant </p> <p>Rationale: This statement is compliant and <i>strategically designed to improve student performance</i> for the following reasons:</p> <ol style="list-style-type: none"> 1. There is evidence of age-appropriate (that fit the student's chronological age span) training, education, employment and independent living skills needs. 2. The goal is supported by baseline data from the present levels. 3. The goal states specifically what/how the student will do the action. 4. The goal contains an observable skill (uses an action verb). 5. The goal is understandable to all IEP team members. 6. There is evidence of a connection between the school, community, family, and student. 7. The goal supports the student's plans for post-secondary activities.
Test Question 11	<p>The following statements were included in the present levels of performance.</p> <p>K.D. enjoys interacting with peers and adults and feels like a part of her class. She uses natural facial and nonverbal gestures to communicate effectively. She enjoys acting out favorite movies and playing board games which displays good turn taking skills. K.D. is very self-directed and independent.</p>	<p style="text-align: center;"> <input checked="" type="checkbox"/> Strategically Compliant <input type="checkbox"/> Minimally Compliant <input type="checkbox"/> Not Compliant </p> <p>Rationale: This statement is compliant and <i>strategically designed to improve student performance</i> for the following reasons:</p> <p>Including strengths within present levels of performance provides a basis for identifying needs and encourages the team to build on identified strengths when establishing goals and setting rigorous targets.</p>

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<p>Test Question 12</p>	<p>The following results from a recent evaluation of the child by the classroom teacher appeared in present levels.</p> <p>K.D. can read sight words and comprehends stories she reads that are written at second grade readability. She does not decode quickly or automatically and relies heavily on sight word vocabulary. She comprehends literal meaning of what she has read (e.g., answers “Who,” “What,” “When” and “Where” questions about a story). K.D. cannot answer “Why,” “What will happen” or other questions that require more abstract reasoning skill related to stories she has read.</p>	<p><input type="checkbox"/> Strategically Compliant <input checked="" type="checkbox"/> Minimally Compliant <input type="checkbox"/> Not Compliant</p> <p>Rationale:</p> <p>The statement meets minimum compliance.</p> <p>Proceed with CAUTION. There is minimal baseline data from which to construct goals with reasonable and rigorous targets.</p>
<p>Test Question 13</p>	<p>The following goal is evidence that behavior is addressed in the body of the IEP:</p> <p>Given a classroom activity, K.D. will comply with an adult request to stop an activity and move as directed to a new activity in four out of five trials.</p> <p>Supporting Details: Behavior is marked on the Special Factors page and present levels of performance contain the baseline data related to the behavioral concerns.</p>	<p><input type="checkbox"/> Strategically Compliant <input checked="" type="checkbox"/> Minimally Compliant <input type="checkbox"/> Not Compliant</p> <p>Rationale:</p> <p>This goal meets minimum compliance.</p> <p>Proceed with CAUTION when using this type of goal. The focus of the goal does not align with the use of positive behavioral interventions. The present levels of performance need to contain specific baseline data related to the behavior (setting, frequency, peer interaction).</p>
<p>Test Question 14</p>	<p>The following goal is evidence that communication is addressed in the body of the IEP:</p> <p>K.D. will build her receptive and expressive vocabulary by engaging in verbal exchanges with peers at least two times per instructional day.</p> <p>Supporting Details: Communication is marked on the Special Factors page and present levels of performance contain baseline data for the communication concerns.</p>	<p><input type="checkbox"/> Strategically Compliant <input checked="" type="checkbox"/> Minimally Compliant <input type="checkbox"/> Not Compliant</p> <p>Rationale:</p> <p>This goal meets minimum compliance. It does address the student’s need.</p> <p>Proceed with CAUTION – without the present levels of performance, the reader is unsure of the baseline. There is no indication of the quality of exchange. For example, a ‘negative’ verbal exchange would meet the criteria as set in the current goal. Use caution with verbs such as build, increase or improve. These words are not measurable unless accompanied with baseline and projected level of performance within the goal statement.</p>

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<p>Test Question 15</p>	<p>Date of IEP meeting: September 6, 2005 Effective dates of IEP: August 25, 2005 –June 5, 2006 Date of next review: May 5, 2006</p>	<p><input type="checkbox"/> Strategically Compliant <input type="checkbox"/> Minimally Compliant <input checked="" type="checkbox"/> Not Compliant</p> <p>Rationale:</p> <p>This statement is not compliant. The IEP was effective prior to the date of the IEP meeting.</p>
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