

In Strengths:

SKILL	WHERE IS IT DOCUMENTED IN PRESENT LEVELS?

In Needs:

SKILL	WHERE IS IT DOCUMENTED IN PRESENT LEVELS?	IEP GOAL?

In How does this student's disability affect his/her involvement in the general education curriculum?:

NEED	SOLUTION

In Measurable Annual Goals:

Condition	Behavior (Observable)	Baseline Data	How well	How consistently	Progress Monitoring Tool	Progress Monitoring Schedule

Can you answer the following questions?

- What skills does the student have?
- How do I know he/she has the skill?
- How is the information relevant?
- What are the areas of need for this student? "
- How are these areas of need related to the student's disability?
- How do these areas of need impact (a) the student's progress in the general curriculum? (b) the student's need to remediate, compensate for, or cope with his or her disability?
- What does the IEP team want this student to know or be able to do as a result of this IEP?
- Why can't he or she do it now?
- What is it about the student's disability that interferes with achieving this knowledge or skill?
- Why does this student need an IEP for this as compared to other students who don't need an IEP?
- What is the actual (measurable) starting point for this knowledge or skill?
- How will I know if the student can or succeed at doing this?
- What will I see this student doing when he/she reaches this goal?
- How is this relevant to this student's learning needs?
- What effect does reaching this goal have on closing the student's learning gaps (1) relative to his/her peers? (2) Relative to his/her lifelong learning needs?
- Did I avoid vague or unclear words or phrases?
- How can I measure this knowledge or skill or how can I measure indicators of this knowledge or skill?