



Riverview Intermediate Unit #6

IEP Review Checklist

Present Levels of Academic Achievement and Functional Performance

Teacher Name \_\_\_\_\_

Date \_\_\_\_\_

Reviewer:  Self  Supervisor  Other

1. Do Present Levels of Academic Achievement identify skills and skill deficits that were determined using age appropriate assessments?			
<b>In Present Levels of Academic Achievement:</b>	<b>YES</b>	<b>NO</b>	<b>Evidence</b>
A. Are age appropriate academic assessments conducted and documented?	<input type="checkbox"/>	<input type="checkbox"/>	
B. Are there at least 3 different types of assessment (summative, formative, benchmark, diagnostic)?	<input type="checkbox"/>	<input type="checkbox"/>	
C. Is assessment data interpreted and explained in parent-friendly terms?	<input type="checkbox"/>	<input type="checkbox"/>	
D. Do assessment results identify student performance in comparison to grade level expectations?	<input type="checkbox"/>	<input type="checkbox"/>	
E. Do assessment results identify specific skills as strengths or needs?	<input type="checkbox"/>	<input type="checkbox"/>	
F. Is there baseline data to support measurable annual goals and/or specially designed instruction?	<input type="checkbox"/>	<input type="checkbox"/>	
G. Is there evidence that assessments are updated each year?	<input type="checkbox"/>	<input type="checkbox"/>	
COMMENTS:			

2. Do Present Levels of Functional Performance identify skills and skill deficits that were determined using age appropriate assessments?			
<b>In Present Levels of Functional Performance:</b>	<b>YES</b>	<b>NO</b>	<b>Evidence</b>
A. Are age appropriate functional skill assessments conducted and documented?	<input type="checkbox"/>	<input type="checkbox"/>	
B. Are multiple types of assessments identified?	<input type="checkbox"/>	<input type="checkbox"/>	
C. Is assessment data interpreted and explained in parent-friendly terms?	<input type="checkbox"/>	<input type="checkbox"/>	
D. Do assessment results identify specific skills as strengths or needs?	<input type="checkbox"/>	<input type="checkbox"/>	
D. Is there baseline data to support measurable annual	<input type="checkbox"/>	<input type="checkbox"/>	

goals and/or specially designed instruction?			
E. Is there evidence that assessments are updated each year?	<input type="checkbox"/>	<input type="checkbox"/>	
COMMENTS:			

3. Do Present levels related to postsecondary transition identify goals that were determined using age appropriate assessments?			
<b>In Present Levels related to current post-secondary transition goals:</b>	<b>YES</b>	<b>NO</b>	<b>Evidence</b>
A. Are age appropriate transition assessments conducted and documented?	<input type="checkbox"/>	<input type="checkbox"/>	
B. Is assessment data interpreted and explained in parent-friendly terms?	<input type="checkbox"/>	<input type="checkbox"/>	
C. Is each goal area (post-secondary education, employment and independent living) addressed?	<input type="checkbox"/>	<input type="checkbox"/>	
D. Is agency involvement addressed?	<input type="checkbox"/>	<input type="checkbox"/>	
E. Is there data to support post-secondary goals?	<input type="checkbox"/>	<input type="checkbox"/>	
F. Is there evidence that assessments are updated each year?	<input type="checkbox"/>	<input type="checkbox"/>	
COMMENTS:			

4. Has parent input been obtained and documented?			
<b>In Parental concerns for enhancing the education of the student:</b>	<b>YES</b>	<b>NO</b>	<b>Evidence</b>
A. Is parent input sought regarding the student's strengths and needs?	<input type="checkbox"/>	<input type="checkbox"/>	
B. Is parent input summarized?	<input type="checkbox"/>	<input type="checkbox"/>	
COMMENTS:			

5. Has it been documented how the student's disability affects their progress in the general education curriculum?			
<b>In how does the student's disability affect involvement and progress in the general education curriculum:</b>	<b>YES</b>	<b>NO</b>	<b>Evidence</b>
A. Is it clearly explained how the student accesses the general education curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	
B. Is it clearly explained the barriers that prevent the student from being successful in the general education curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	
C. Are solutions identified that could assist the student in overcoming the barriers?	<input type="checkbox"/>	<input type="checkbox"/>	
COMMENTS:			

6. Are student strengths identified?			
<b>In Strengths:</b>	<b>YES</b>	<b>NO</b>	<b>Evidence</b>
A. Are specific skills identified as strengths?	<input type="checkbox"/>	<input type="checkbox"/>	
B. Is there data in a previous section of Present Levels to support these skills as being strengths?	<input type="checkbox"/>	<input type="checkbox"/>	
C. Were all sources of data (including parent input) considered when identifying strengths?	<input type="checkbox"/>	<input type="checkbox"/>	
COMMENTS:			

7. Are student needs identified and prioritized?			
<b>In Academic, developmental and functional needs related to the student's disability:</b>	<b>YES</b>	<b>NO</b>	<b>Evidence</b>
A. Are specific needs identified as skill deficits?	<input type="checkbox"/>	<input type="checkbox"/>	
B. Is there data in a previous section of Present Levels to support each skill as being a need?	<input type="checkbox"/>	<input type="checkbox"/>	
C. Is each skill deficit addressed in some way in other sections of the IEP? (MAG, SDI, Related service, Transition Activity)	<input type="checkbox"/>	<input type="checkbox"/>	
COMMENTS:			