

INDIVIDUAL EDUCATION PLAN – QUALITY CHECKLIST RUBRIC

Use this document to assess the quality of an Individual Education Plan (IEP) and check if it includes the essential components. Use the 0 – 3-point scale to attribute a total score.

| Quality indicator | 0 | 1 | 2 | 3 |
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| 1. SSG – collaborative approach The IEP identifies members of the Student Support Group (SSG) and considers the views of multiple stakeholders including the student (where appropriate). | There is no evidence that input from SSG members was used to develop the IEP. | There is limited evidence that input from SSG members was used to develop the IEP. | The IEP reflects views of SSG members and may reference previous meetings and conversations with or observations of the student. | The IEP reflects views from others in the SSG including the student (where appropriate), in addition to those of the teacher. Actions are attributed to the relevant member of the SSG. |
| 2. Student assessment The IEP identifies the student's current level of skills, knowledge and ability in relation to their goals. | The student's entry skills, knowledge and ability are not explicitly identified in the IEP. | Where entry skills exist, their relationship to goals is unclear or they are brief e.g. "below level." | The student's entry skills, knowledge and/or abilities are outlined, but provide limited detail to enable the creation of specific and measurable short-term goals. | The student's entry skills, knowledge and/or abilities are outlined, providing enough detail to enable the creation of specific and measurable short-term goals. |
| 3. Strengths-based approach The IEP recognises the student's strengths and provides detail about preferred learning supports. | The student's strengths are not documented in the IEP. | The IEP lists student's strengths. Preferred learning supports may be reported. | The student provides input about their preferred learning supports, where appropriate. The IEP details the student's preferred learning supports and strengths although they are not reflected in the goals, teaching strategies, adjustments and supports. | The student provides input about their preferred learning supports, where appropriate. The IEP details the student's preferred learning supports and strengths and these are reflected in the goals, teaching strategies, adjustments and supports. |
| 4. Identifying and addressing barriers and challenges IEP recognises current challenges and barriers to learning. | The IEP does not address challenges and barriers to learning. | The IEP does not adequately address the current challenges and barriers to learning. | The IEP recognises challenges and barriers to learning but lacks sufficient detail. | The IEP recognises challenges and barriers to learning and provides thoughtful insight/suggestions to address them. |
| 5. Goal design The IEP sets SMART (Specific, Measurable, Agreed, Relevant, Time Bound) goals for the student, that are linked to the curriculum or a learning continuum. | The IEP does not include clear goals for the student. | The IEP includes goals for the student, but they are not SMART. Goals may reference the curriculum or particular programs. | The IEP sets SMART goals for the student that are clearly linked to the curriculum or a learning continuum. | The IEP sets SMART goals for the student that are clearly linked to the curriculum or a learning continuum, and the SMART goals are tracked. Long-term goals guide the development of the short-term goals, strategies and actions. |
| 6. Teaching strategies, adjustments & supports The IEP indicates the teaching practices, including strategies (such as High Impact Teaching Strategies – HITS), adjustments and supports that will be used to address the individual student's needs. | The IEP does not include any suggested teaching strategies, adjustments or supports. | The IEP describes some teaching practices that are linked to student's goals. | The IEP details teaching strategies, adjustments and supports that are specifically tailored to support the student to achieve their short-term goals. | The IEP details teaching strategies, adjustments and supports that are specifically tailored to support the student to achieve their short-term goals. Consideration of student's strengths and preferred learning supports are incorporated. |
| 7. Monitoring and evaluating The IEP plans for assessment of the student's progress. | There is no explicit plan for how the student's progress will be monitored. | There is an implied plan for monitoring student progress. For example, an assessment schedule is included with the IEP. | There is an explicit plan for monitoring the student's progress. For example, through links to planned assessments or success indicators. | In addition to an explicit plan for monitoring progress, the IEP tracks the student's progress by providing evidence through formative or summative assessments or qualitative information. |