

SPED 145 Rubric: Present Levels and Annual Goals

Evaluation Criteria					
Area to Evaluate	Achieved 5 points	Developing 3-4 points	Attempted 1-2 points (revise)	Not Met 0 points	Your Score
Present Levels: Academic	All five areas addressed: <ul style="list-style-type: none"> ● Child's strengths and weaknesses ● Supports to help child learn ● What limits or interferes with learning ● Data from evaluations and observations ● How child's disability affects his/her involvement and progress in the general curriculum 	One item not addressed: <ul style="list-style-type: none"> ● Child's strengths and weaknesses ● Supports to help child learn ● What limits or interferes with learning ● Data from evaluations and observations ● How child's disability affects his/her involvement and progress in the general curriculum 	2 items not addressed: <ul style="list-style-type: none"> ● Child's strengths and weaknesses ● Supports to help child learn ● What limits or interferes with learning ● Data from evaluations and observations ● How child's disability affects his/her involvement and progress in the general curriculum 	3 or more items no addressed, or section missing, or not submitted	
Present Levels: Functional Performance	All five areas addressed: <ul style="list-style-type: none"> ● Child's strengths and weaknesses ● Supports to help child learn ● What limits or interferes with learning ● Data from evaluations and observations ● How child's disability affects his/her involvement and progress in the general curriculum 	One item not addressed: <ul style="list-style-type: none"> ● Child's strengths and weaknesses ● Supports to help child learn ● What limits or interferes with learning ● Data from evaluations and observations ● How child's disability affects his/her involvement and progress in the general curriculum 	2 items not addressed: <ul style="list-style-type: none"> ● Child's strengths and weaknesses ● Supports to help child learn ● What limits or interferes with learning ● Data from evaluations and observations ● How child's disability affects his/her involvement and progress in the general curriculum 	3 or more items no addressed, or section missing, or not submitted	

<p>Annual Goal/Objective 1</p>	<p>Includes all components of a well-written goal & objective:</p> <ul style="list-style-type: none"> • Stated positively in specific, observable and measurable terms. • By When? (time period or ending date); • Who? (the student); • will do What? (skill or behavior); • Where? (under what conditions and/or setting)? • How?(in what manner or at what level); 	<p>Includes all but 1 component of a well-written goal & objective:</p> <ul style="list-style-type: none"> • Stated positively in specific, observable and measurable terms. • By When? (time period or ending date); • Who? (the student); • will do What? (skill or behavior); • Where? (under what conditions and/or setting)? • How?(in what manner or at what level); 	<p>Includes all but 2 components of a well-written goal & objective:</p> <ul style="list-style-type: none"> • Stated positively in specific, observable and measurable terms. • By When? (time period or ending date); • Who? (the student); • will do What? (skill or behavior); • Where? (under what conditions and/or setting)? • How?(in what manner or at what level); 	<p>3 or more items no addressed, or section missing, or not submitted</p>	
<p>Annual Goal/Objective 2</p>	<p>Includes all components of a well-written goal & objective:</p> <ul style="list-style-type: none"> • Stated positively in specific, observable and measurable terms. • By When? (time period or ending date); • Who? (the student); • will do What? (skill or behavior); • Where? (under what conditions and/or setting)? • How?(in what manner or at what level); 	<p>Includes all but 1 component of a well-written goal & objective:</p> <ul style="list-style-type: none"> • Stated positively in specific, observable and measurable terms. • By When? (time period or ending date); • Who? (the student); • will do What? (skill or behavior); • Where? (under what conditions and/or setting)? • How?(in what manner or at what level); 	<p>Includes all but 2 components of a well-written goal & objective:</p> <ul style="list-style-type: none"> • Stated positively in specific, observable and measurable terms. • By When? (time period or ending date); • Who? (the student); • will do What? (skill or behavior); • Where? (under what conditions and/or setting)? • How?(in what manner or at what level); 	<p>3 or more items no addressed, or section missing, or not submitted</p>	
<p>Annual Goal/Objective 3</p>	<p>Includes all components of a well-written goal & objective:</p> <ul style="list-style-type: none"> • Stated positively in specific, observable and measurable terms. • By When? (time period or ending date); 	<p>Includes all but 1 component of a well-written goal & objective:</p> <ul style="list-style-type: none"> • Stated positively in specific, observable and measurable terms. • By When? (time period or ending date); 	<p>Includes all but 2 components of a well-written goal & objective:</p> <ul style="list-style-type: none"> • Stated positively in specific, observable and measurable terms. • By When? (time period or ending date); 	<p>3 or more items no addressed, or section missing, or not submitted</p>	

	<ul style="list-style-type: none"> ● Who? (the student); ● will do What? (skill or behavior); ● Where? (under what conditions and/or setting)? ● How?(in what manner or at what level); 	<ul style="list-style-type: none"> ● Who? (the student); ● will do What? (skill or behavior); ● Where? (under what conditions and/or setting)? ● How?(in what manner or at what level); 	<ul style="list-style-type: none"> ● Who? (the student); ● will do What? (skill or behavior); ● Where? (under what conditions and/or setting)? ● How?(in what manner or at what level); 		
Your Total Score =					

Present Levels of Academic Achievement and Functional Performance

The Present Levels statements are intended to comprehensively describe a child's abilities, performance, strengths, and needs in both academic areas and functional performance skills or activities in the context of routine activities of everyday living.

Statements are based on all of the information and data previously collected and known about the child, most especially the full and individual evaluation of the child that must be conducted in accordance with IDEA's evaluation/eligibility provisions. Fully developed, well-written Present Levels statements are the foundation upon which the rest of the IEP can be developed to specify appropriate goals, services, supports, accommodations, and placement for the child.

Well-written present levels statements will describe:

- the child's strengths and weaknesses,
- what helps the child learn,
- what limits or interferes with the child's learning,
- objective data from current evaluations of the child, and
- how the child's disability affects his or her ability to be involved and progress in the general curriculum.

Annual Goals

Annual goals are like a road map that tells the IEP team where the child is heading this year, what skills he or she will work toward both academically and in terms of functional development. What does the IEP team feel the child can achieve by the end of the year, academically and functionally? A well-written goal should be (a) positive, (b) specific, and (c) describe a skill that can be seen (observable) and measured. It answers the questions: **By When?** (time period or ending date); **Who?** (the student); will achieve **What?** (skill or behavior); **How?** (in what manner or at what level); **Where?** (under what conditions and/or setting)?