

IEP CHECKLIST

Student Name: _____

School: _____

Year: _____

General Overview	Yes/No and Comments
<i>IEP committee includes all required participants</i>	
a. Teacher	
b. Individual responsible for providing or supervising special education (administrator/admin. designee)	
c. Parent	
d. Related Services Provider*	
e. Student—required after 14*	
f. Evaluator*	
<i>IEP includes all required components</i>	
a. Present levels of performance	
b. Annual goals	
c. Short-term objectives	
d. Objective criteria and evaluation procedures	
e. Services (special education and related)	
f. Extent of participation in general ed. program	
g. Projected date of initiation and duration of services	
h. Transition plan	
Parent signature (or evidence of contacts is attached)	

Present Level of Educational Performance (PLEP)	Yes/No and Comments
<i>Based on information gathered from a combination of diagnostic procedures</i>	
a. Formal testing	
b. Informal testing	
c. Observation(s)	
d. Samples of the student's work	
e. Case history/current educational records	
f. Parent observations/information	
g. Feedback from student—required after 14	
Names and dates of instruments used to collect/document information	
Scores and ratings are explained	
Information is current (within one year)	
Contains statements on instructional needs	
Contains statements on learning style	
Contains statements on instructional material(s) that have/haven't been used successfully with the student	
Information is instructionally relevant	
Does each performance area described begin with the student's strengths and conclude with need(s)?	
Written in understandable language (avoids acronyms, abbreviations, jargon)	
Addresses how the student's disability affects the student's involvement and progress in the general education curriculum	
Lists strengths of the student related to each problem area	
Lists weaknesses of the student related to each problem area	

Annual Goals (required)	Yes/No and Comments
<i>Goals are clear, measurable, & understandable</i>	
a. not vague or ambiguous	
b. avoids education jargon	
c. states how progress toward the goal will be measured	
Positively stated	
At least one goal for each area of need as stated in the PLEP	
Goal is justified on the basis of the information in the PLEP	
Goal is practical and relevant to the student's academic, social and vocational needs	
Goal is practical and relevant when the student's age and remaining school years are considered	
Goal can be accomplished within one year	
Goal enables the student to be involved in and progress in the general education curriculum	
Goal meets student's other educational needs that result for the student's disability	

Short Term Objectives (as needed)	Yes/No and Comments
<i>Objectives are clear, measurable, & understandable</i>	
a. not vague or ambiguous	
b. avoids education jargon	
c. measurable	
Addresses who, what, when, where, and how	
Relates to only one goal	
Two or more short term objectives for each annual goal	
Sequence of obj. leads to mastery of skills at a functional level	
Includes all objectives necessary to meet goals	

Service Area <i>(Services delivered are related to areas of need in the present level of performance)</i>	Identified Area of Need? (Yes/No)	Service Offered? (Yes/No)
Reading Comprehension		
Written Expression		
Math Computation		
Math Application		
Work Behaviors		
Social Behaviors		
Physical Assistance		
Related Services, specify:		
Related Services, specify:		