



Adapted Physical Education Program

Signature Assignment for KIN 387

IEP Assignment

Student Learning Outcome(s) Assessed:

SLO #1: Identify and cite current legal mandates including federal and state legislation pertaining to physical education for individuals with disabilities including the design of an individualized educational program (IEP) for individuals with disabilities.

Description of the Signature Assignment

Candidates will write an Individualized Education Program (IEP) based on a specific child they are assigned to teach in the After School Adapted Physical-activity Program (ASAPP) for children with disabilities. The IEP needs to be based on the test data collected on the assigned child and include a present level of performance statement with appropriate motor annual goals and benchmarks, projected dates, and teaching methods. See more specific directions for completing this assignment that follow in the “Directions for Students” section.

Directions for Students

Candidates will be responsible for developing an IEP from the information provided regarding a specifically assigned student. **Candidates can electronically access an IEP template by going to Beach Board and course documents.** Before the assignment is due, the instructor will lecture on the IEP development located in the resource manual. **The lecture notes in the manual explains how to write the IEP. Examine and attach the grading rubric to your IEP assignment. Remember to include all the parts to the assignment.** The assignment is to be typed and is due on the date indicated in your class syllabus. When conducting this assignment consider the following:

1. Write a present level of performance statement based on the information provided.
2. Write at least 3, no more than 4 annual goals based on the child’s present level of performance statement needs.
3. Write at least 2-3 benchmarks or short- term objectives in behavioral terms that meet each annual goal listed.
4. **Write at least one annual goal with benchmarks or short-term objectives in the cognitive or affective domain. The remainder of the goals and benchmarks are in the physical domain or performance related.**
5. Include projected dates for meeting each of the benchmarks.
6. Include **teaching methods** (i.e., independent, prompt, physical assistance) and **materials** (i.e., beep ball, poly spots) for meeting goals and benchmarks
7. Be sure to address all parts of the IEP such as: demographic data, present level of performance statement, annual goals, benchmarks with level of prompts, projected dates, educational materials.

Consider the following common mistakes:

1. The goals and benchmarks are not written in behavioral terms.
2. Benchmarks or short-term objectives are not written specific to meeting the annual goal statement such as writing a physical fitness benchmark for an object control annual goal.
3. Benchmarks are unrealistic to the student's present level of performance and what the student can realistically perform. Such as a young child with mental retardation performing 50 curl-ups or running a mile in 7:00 minutes.
4. Not remembering to address all parts of the IEP such as; demographic data, present level of performance statement, annual goals, benchmarks with level of prompts, projected dates for meeting goals and benchmarks, educational materials.
5. Forgetting to include one annual goal with benchmarks in the cognitive or affective domain.

Scoring Rubric:

Student Name: _____

Date: _____

Final Grade ____/20

14/20 minimal requirement

	Does not meet expectation 0-1	Inconsistently meets expectation 2-3	Exceeds or Consistently meets expectation 4-5	Score
Present Level performance statement 0-5 pts	Does not address strengths & needs in measurable assessment terms (0-1)	Inconsistently address strengths & needs in measurable assessment terms (2-3)	Addresses strengths & needs in clear distinct measurable assessment terms (4-5)	
Annual Goal 0-5 pts	Not behaviorally &/or not linked to PLP statement with levels of independence (0-1)	Inconsistently behaviorally &/or weakly linked to PLP statement with levels of independence (2-3)	Consistent functional behavioral & clearly linked to PLP statement with levels of independence (4-5)	
Objectives 0-5 pts	No or little measurable-behavior, condition, & criteria objs. with levels of independence (0-1)	Inconsistent written in measurable-behavior, condition, & criteria objs. with levels of independence (2-3)	Clear functional measurable-behavior, condition, & criteria objs. with levels of independence (4-5)	
Dates & materials unique teaching methods 0-5 pts	Does not include dates, materials & teaching methods (0-1)	Inconsistent use of dates, materials & teaching methods (2-3)	Includes all dates, materials teaching methods Std need (4-5)	
Total Score 20 pts				

If you are assigned more than one child to teach in the ASAPP select one child for the IEP assignment

Point Checklist: What follows is a checklist of the specific point criteria to each part of the assignment. This is designed to provide the candidate with further clarification and detail of the grade scoring rubric above. Areas circled means this information was not accurately or consistently included:

- _____ **Present Level of Performance Statement (5 pts)**
- (1-2) _____ Clearly written statement of student's strengths and needs (i.e., individualized)
 - (1-2) _____ Measurable terms that positively reflect what the individual can accomplish
 - (1) _____ Distinct and to the point includes testing information
- _____ **Annual Goals (5 pts)**
- (1) _____ All annual goals are directly linked to present level of performance statement
 - (1-2) _____ Measurable include behavior, condition, & criteria
 - (1-2) _____ All goals are realistic, functional, age appropriate to individual, with level of independence
- _____ **Objectives (5 pts)**
- (1) _____ Appropriate selection- based on annual goal
 - (1-2) _____ Measurable include behavior, condition, & criteria
 - (1-2) _____ Sequential objectives to meet goals with level of independence (prompts)
- _____ **Dates and materials/ methods (5 pts)**
- (1) _____ Dates are realistic to meet goals & benchmarks
 - (1-2) _____ Materials/Equipment (i.e., beep baseball) described
 - (1-2) _____ Teaching methods (i. e., task analysis, type of prompts)

Comments:

Legend

Total Points	College of Education Assessment Scale Equivalent
18-20	4 (Exceeds Expectations)
16-17	3 (Meets Expectations)
14-15	2 (Meets Some Expectations)
12-13	1 (Does Not Meet Expectations)
0-11	0 (Can't Score)