



## Education Specialist Program

*Preliminary Credential*

*Signature Assignment for EDSP 480*

*IEP Writing Assignment*

### Student Learning Outcome(s) Assessed:

SLO #3: Candidates will plan individualized education programs in alignment with individual student needs/competencies and California Content Standards.

### Description of the Signature Assignment

Based on guidelines for effective IEP preparation and planning, candidates will complete the following assignment to demonstrate their knowledge of and ability to implement these guidelines. The project includes the following elements:

- Creating a K-12 case study for a student with an identified disability from those listed in IDEA 2004. The case study will include the student's current IDEA eligibility and narrative present level of performance identifying areas of strength and need across academic domains and functional performance. Information should be gathered through interview and observation.
- Completing a simulated IEP template which includes present level of performance information, IEP goals and objectives/benchmarks, and method/s of reporting of progress monitoring.

IEP assignments should be an original submission and presented in narrative form with the accompanying course template. That is, it should not be an IEP that was already written and goals should not be standardized from a district or computer program.

### Directions for candidate

Using interview and observation gather information about a k-12 student with an identified disability from those listed under IDEA 2004. Candidates do NOT have access to the student's existing IEP paperwork unless permission from other courses (with parent signature) has been documented.

Write a case study for your identified student. Narrative should include:

1. Student Description
  - a. Student's eligibility, grade level, English Level (if appropriate) any known services, and placement.
  - b. Student's strengths, preferences, and/or interests: clearly describe the student's educational and developmental strengths, interest areas, significant attributes and personal accomplishments. Indicate the source/s for information and your method for gathering this information.
2. Summary of Present Levels of Performance
  - a. Present Level of Academic Performance: clearly describe any known results of assessment data including formal and/or informal information. Information should address at least one academic area (i.e. mathematics).
  - b. Present Level of Functional Performance: clearly describe student's performance across non-academic domains. Information should address at least one functional area (i.e. behavior).

Complete the provided IEP template based on simulated information from your case study. Bullet points and short phrases are appropriate for the template. Template must be typed.

3. Template includes two (2) separate goals based on present levels of performance information. For each goal indicate:
  - a. Brief summary of relevant present levels of performance (academic and functional)
  - b. Grade level curriculum standard from CA Department of Education
  - c. Goal written with the following components:
    - i. Instructional condition/circumstance
    - ii. Observable behavior
    - iii. Performance criteria/level
    - iv. Mastery criteria/ level
    - v. Evaluation method/mean
4. Template includes two (2) objectives/benchmarks for EACH of the above (#3) goals written. For each objective/benchmark indicate:
  - a. Two objectives/benchmarks directly tied to goal, each written with the following information:
    - i. Instructional condition/circumstance
    - ii. Observable behavior
    - iii. Performance criteria/level
    - iv. Mastery criteria/level
    - v. Evaluation method/mean
  - b. Indication of how progress will be reported to parent
5. Completion of Template and Quality of writing
  - a. Assignment will also be graded based on clarity and organization: The assignment must be well written and well organized, with minimal spelling and grammar errors.
  - b. Template must be typed. All boxes/sections must be completed appropriately. Minimal spelling errors.

## Scoring Rubric:

Criteria	4 = Exceeds expectations	3 = Meets expectations	2 = Meets minimal expectations	1 = Does not meet expectations	0 = Unable to score; incomplete or missing work	Final Score
<b>1. Narrative description of a student with an identified disability</b>	Provides a clear and professionally written description of the student. Includes discussion of required components that exceeds expectations for this component. Source/s and method of gathering information clearly described. <b>10-9 pts</b>	Written describes the student provides all required information, but does not expand. Source/s of information provided. <b>8-7 pts</b>	Description of student is missing two or more requirements and is vague. Source/s of information listed. <b>6-5 pts</b>	Incomplete student description. The number of missing elements makes the description vague. Source/s not listed. <b>4-3 pts</b>	Student description is omitted or so poorly written as to be unable to score. <b>2-0 pts</b>	<hr/> <b>10</b>
<b>2. Present Levels of Performance</b>	Present levels of performance are operationally defined and measureable; relevant assessment information is included. Observational information is included. PLP for both academic and functional areas are descriptive. <b>15-13 pts</b>	Present Levels of performance are measureable; relevant observation information is included. PLP for both academic and functional areas provided. <b>12-10 pts</b>	Either Academic OR Functional Present levels of performance are not clearly operational or measurable; lack of relevant assessment information results in an unclear description of present levels. <b>9-7 pts</b>	Present levels of performance are not operationally defined or measurable and/or the relevant assessment information is omitted. Missing either academic or functional PLP information. <b>6-4 pts</b>	Present levels of performance have been omitted for at least one of the two domains or are so poorly written as to be unable to grade. <b>3-0 pts</b>	<hr/> <b>15</b>
<b>3. Development of two IEP goals. Record on template.</b>	Summary of each PLP is concise and detailed. Goals are directly tied to present level of performance and assessment information. CA grade level standard is included and appropriate for goal. All 5 components are clearly stated: instructional conditions and/or circumstances; observable behavior; performance level; mastery criteria; method of measurement. All required information is provided for both academic and functional areas. <b>20-16 pts</b>	Goals are tied to present level of performance information. Grade level curricular standard is provided and is aligned with the goal. Include all 5 components: instructional conditions and/or circumstances; observable behavior; performance level; mastery criteria; method of measurement. Required information is provided for both academic and functional areas. <b>15-11 pts</b>	Goals are included for both functional and academic areas but it is unclear as to how they relate either to present levels of performance OR access to the grade level standard. May be missing 1 of the 5 components or if all 5 components are included, they are unclear. <b>10-6 pts</b>	Goal for one of the domains is not included. Goal that is included either does not relate to student present levels of performance OR the grade level standard. Missing 2 or more of the 5 components. <b>5-1 pts</b>	Goals for both domains have been omitted or are so poorly written as to be unable to grade. <b>0 pts</b>	<hr/> <b>20</b>

<b>4. Development of two IEP objectives/benchmarks that are tied directly to EACH goal. Record on template.</b>	At least 2 objectives for each goal are included & are directly tied to goals. Objectives demonstrate continuous progression toward goals and provide instructional or behavioral changes related to that progression. All 5 components of objective are clearly stated: instructional conditions and/or circumstances; observable behavior; performance level; mastery criteria; method of measurement. Indication of how progress will be reported is provided and appropriate for objective/benchmark. <b>15-13 pts</b>	At least 2 objectives for each goal are included and are tied to goals. Objectives demonstrate progression toward goals. Objectives include all 5 components. Indication of how progress will be reported is provided for each objective/benchmark and is appropriate. <b>12-10 pts</b>	At least 2 objectives for each goal are included. Objectives may be related to goals but do not clearly demonstrate continuous progression toward one of the goals. Objectives may be missing 1 of the 5 components or if all 5 components are included, they are unclear. Indication of how progress will be reported is provided, but is not clear how it matches objective. <b>9-7 pts</b>	Two or fewer objectives for each of the goals are included but are not tied to goals and/or demonstrate progression toward the goals. Objectives are missing 2 or more of the 5 components. Indication of how progress will be reported is missing for one of the two domains. <b>6-4 pts</b>	Two objectives for one or more of the goals are not included or are so poorly written as to be unable to grade. Indication of how progress will be monitored is missing from both domains. <b>3-0 pts</b>	<hr/> <b>15</b>
<b>1-4 Total</b>						<b>/60</b>
<b>5. Quality of Writing and completion of Template</b>	Comprehensive, concise, and well-organized IEP assignment with minimal grammatical errors. Information is clearly presented and formatted. Template is typed. All sections appropriately completed with accurate information. <b>10-9 pts</b>	Clearly organized and comprehensive project with few grammatical errors. Template is typed and most sections are appropriately completed with correct information. <b>8-7 pts</b>	Some coherence in organization of the project; several errors in grammar and writing mechanics on almost every page. Template is typed, but there are more than 4 blanks or information is incorrectly presented. <b>6-5 pts</b>	Poorly organized assignment, and/or numerous errors in grammar and writing mechanics so as to interfere with clarity. Template is not typed, or, there are multiple blanks and/or information incorrectly presented. <b>4-3 pts</b>	Numerous grammatical and mechanical errors; writing quality is so poor as to interfere with the content and information provided. Template missing or more than 50% incomplete. <b>2-0 pts</b>	<hr/> <b>10</b>
<b>Assignment Total</b>						<b>/70</b>

## Legend

Total Points	College of Education Assessment Scale Equivalent
60-51	4 (Exceeds Expectations)
50-38	3 (Meets Expectations)
37-25	2 (Meets Some Expectations)
24-12	1 (Does Not Meet Expectations)
11 or below	0 (Unable to Score)

**Important Note:** For assessment reporting purposes, “Quality of Writing” is not included in the total 0-4 score calculation.