

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(I) a statement of the child's present levels of academic achievement and functional performance, including-- (aa) how the child's disability affects the child's involvement and progress in the general education curriculum...

Statement 1:

T.J. is a pleasant young man. T.J. is interested in animals and volunteers at a local veterinarian's office. He assists in exercising the dogs, cleaning cages and feeding animals. He also enjoys watching movies, playing games on the computer and skateboarding. T.J. took the Ohio Proficiency Test in fourth grade with allowable accommodations. He scored "below basic" in reading. T.J. does not like to read and refuses to complete reading assignments. He has a reduced spelling list and is able to correctly spell three out of the five words on his list.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 2:

T.J. has been identified as having a disability in the area of reading. T.J.'s word analysis skills are limited to the identification of words containing one syllable. This impacts his ability to read with fluency and comprehension. When given a 115-word passage at the fifth grade level in April, T.J. read only 29 words compared to an average of 109 words per minute by peers. T.J. uses context cues to gain meaning. T.J. needs visual cues and prompts for spelling when writing. This has implications for T.J.'s learning in other content areas.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 3:

T.J. has average to above average potential. He reads independently from below grade-level material. He is only able to answer basic fact questions after reading a passage. He has particular difficulties with decoding and word analysis.

T.J. does not do well in Social Studies and Science, because of all of the reading required.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(II) a statement of measurable annual goals, including academic and functional goals, designed to-- (aa) meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum...

Statement 1:

Given one-minute sixth grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

Supporting Details: Present levels of performance contains baseline data related to T.J.'s reading fluency (29 wpm).

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 2:

T.J. will improve his reading fluency.

Supporting Details: Present levels of performance contain baseline data related to T.J.'s reading fluency (29 wpm).

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 3:

T.J. will analyze and decode words found in sixth grade materials with at least 60% accuracy.

Supporting Details: Present levels of performance contain baseline data related to T.J.'s reading fluency (29 wpm).

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(III) a description of how the child's progress toward meeting the annual goals described in subclause (II) will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided

Statement 1:

Statement of Student Progress contains the following information:

The early childhood special education (ECSE) teacher will collect weekly data on Q.R.'s progress identifying colors. This data will be collected during typical preschool activities (e.g., building with blocks, painting, etc.) as well as during one-to-one teaching sessions. At a minimum, activities will include matching, labeling, naming and selecting the appropriate color. Data will be recorded on a data sheet, summarized by a percentage correct on a quarterly basis, and analyzed to see if Q.R. is on target to meet the annual goal.

Periodic Reports:

Quarterly written progress reports will be mailed home to the family. In addition, the ECSE teacher will schedule parent-teacher conferences two times per year including the annual IEP meeting. Informal biweekly communications with the early childhood education teacher and parent will occur to ensure that behaviors are observed under various conditions.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 2:

Statement of Student Progress contains the following information:

The early childhood special education (ECSE) teacher will collect data, record it on a data collection sheet twice a month, and determine if the progress is sufficient for achieving the goal by the end of the year.

Periodic Reports:

The ECSE teacher will send quarterly written progress reports and meet with the family in person two times per year.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 3:

Statement of Student Progress contains the following information:

The goals will be measured regularly.

Periodic Reports: Progress will be shared with the family on a regular basis.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(III) a description of how the child's progress toward meeting the annual goals described in subclause (II) will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided

Statement 1:

T.J.'s progress will be measured, based on evidence obtained through progress monitoring that will include teacher-designed assessments and weekly running records. Parents will receive a progress report at the interim and quarterly grading periods.

Supporting Details: The IEP contains the following goal: Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 2:

Charting and quarterly progress reports to parents.

Supporting Details: The IEP contains the following goal: Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 3:

Report card at each grading period.

Supporting Details: The IEP contains the following goal: Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(III) a description of how the child's progress toward meeting the annual goals described in subclause (II) will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided

Statement 1:

Observational Checklist will be completed bi-weekly. Progress reports will be provided at each grading period.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 2:

The classroom teacher will observe the student daily in order to weekly document and assess progress toward meeting the goal. Parent and teacher will review the progress at the end of each month to determine if the goal continues to be appropriate and an interim report specific to the student's progress toward meeting the goal will be provided to the parent. The parent will receive progress reports in accordance with the district's grade card reporting period.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 3:

Report card at each grading period.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(IV) a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child--

(aa) to advance appropriately toward attaining the annual goals;

(bb) to be involved in and make progress in the general education curriculum in accordance with subclause (I) and to participate in extracurricular and other nonacademic activities; and

(cc) to be educated and participate with other children with disabilities and nondisabled children in the activities described in this subparagraph;

Statement 1:

Supporting Details — Present Levels:

B.A. is a fifth grade student. She answers "who," "what," "when" and "where" questions about a story with 90-100 percent accuracy when reading independently from material with third grade level readability. She answers less than 50 percent of the comprehension questions correctly, when the questions ask "why" and "what will happen."

Supporting Details - Goal:

B.A. will independently read material with a third grade readability level and respond to 'why' and 'what will happen' questions with 80 percent accuracy.

Services provided by the intervention specialist include:

- consultation with the regular education teacher 15 minutes a week;
- consultation with the parent 20 minutes per month;
- consultation with the student 15 minutes per week to discuss the use of comprehension strategies in a variety of settings, including school and community;
- direct and explicit instruction of comprehension strategies through guided practice and opportunities for the student to practice using comprehension strategies when reading grade-level curriculum materials 20 minutes per week.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 2:

Supporting Details — Present Levels:

B.A. is a fifth grade student. She answers "who," "what," "when" and "where" questions about a story with 90-100 percent accuracy when reading independently from material with third grade level readability. She answers less than 50 percent of the comprehension questions correctly, when the questions ask "why" and "what will happen."

Supporting Details - Goal:

B.A. will independently read material with a third grade readability level and respond to 'why' and 'what will happen' questions with 80 percent accuracy.

Service: Consultation and direct instruction 15 minutes per week.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IEP Inter-rater Agreement tool

Statement 3:

Supporting Details — Present Levels:

B.A. is a fifth grade student. She answers "who," "what," "when" and "where" questions about a story with 90-100 percent accuracy when reading independently from material with third grade level readability. She answers less than 50 percent of the comprehension questions correctly, when the questions ask "why" and "what will happen."

Supporting Details - Goal:

B.A. will independently read material with a third grade readability level and respond to 'why' and 'what will happen' questions with 80 percent accuracy.

Service: Intervention specialist will consult with the student on the use of reading comprehension strategies - 15 minutes a week.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(IV) a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child--

(aa) to advance appropriately toward attaining the annual goals;

(bb) to be involved in and make progress in the general education curriculum in accordance with subclause (l) and to participate in extracurricular and other nonacademic activities; and

(cc) to be educated and participate with other children with disabilities and nondisabled children in the activities described in this subparagraph;

Statement 1:

Background Information

The goal related to these services is:

Q.R. will identify, through matching, naming and selecting, 10 basic colors (red, blue, green, yellow, white, black, brown, orange, pink, purple) progressing from 40 percent correct to 80 percent correct.

Service: Developmental delay.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 2:

Background Information

The goal related to these services is:

Q.R. will identify, through matching, naming and selecting, 10 basic colors (red, blue, green, yellow, white, black, brown, orange, pink, purple) progressing from 40 percent correct to 80 percent correct.

Service: small group instruction.

The early childhood special education teacher will provide specially designed instruction for 30 minutes per day.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 3:

Background Information

The goal related to these services is:

Q.R. will identify, through matching, naming and selecting, 10 basic colors (red, blue, green, yellow, white, black, brown, orange, pink, purple) progressing from 40 percent correct to 80 percent correct.

Service: direct instruction on readiness skills for 30 minutes per day; and consultative services to regular early childhood teacher (15 minutes per week) and parent (20 minutes per month).

The early childhood special education (ECSE) teacher will provide direct instruction during naturally occurring preschool activities, such as circle time, block area, reading nook, and motor activities as well as during one-to-one

IEP Inter-rater Agreement tool

and small group table activities on readiness skills totaling 30 minutes per day.

The regular early childhood teacher will reinforce these skills throughout the week with activities incorporating color identification and numeracy skills. Progress documentation will be discussed on a biweekly basis with the staff and parent. The ECSE teacher will provide supporting materials and activities monthly. ECSE teacher will provide consultative services to the parent at 20 minutes per month. ECSE teacher will provide consultative services to the regular early childhood teacher 15 minutes per week.

| | | | |
|--------------------------------|------------------------------------|--------------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(IV) a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child--

(aa) to advance appropriately toward attaining the annual goals;

(bb) to be involved in and make progress in the general education curriculum in accordance with subclause (I) and to participate in extracurricular and other nonacademic activities; and

(cc) to be educated and participate with other children with disabilities and nondisabled children in the activities described in this subparagraph;

Statement 1:

Service: Learning Disability

Accommodation:

Tests read aloud and audiotapes provided, as needed.

Supporting Details:

The goal related to these services is:

Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 2:

Service: Direct instruction by the intervention specialist in basic reading skills.

The intervention specialist will provide direct instruction in basic reading skills that includes phonics, vocabulary, and comprehension instruction and guided repeated oral reading practice. The regular education teacher will reinforce fluency development by providing opportunities for paired reading in all academic content areas.

Tests containing reading passages and multiple choice items need to be read to T.J.

Content from large reading passages will be presented using graphic organizers.

T.J. will have access to audiotapes of required reading.

T.J. may clarify answers to test questions with oral or visual responses.

Supporting Details:

The goal related to these services is:

Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 3:

Service: Specially-designed instruction

IEP Inter-rater Agreement tool

Accommodations in all settings:

*Read tests

*Provide audiotapes of textbooks

*Provide graphic organizers

Supporting Details:

The goal related to these services is:

Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

| | | | |
|--------------------------------|------------------------------------|--------------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(V) an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities...

Statement 1:

Step 6: Determine least restrictive environment.

Resource room where a small class size and limited distractions provide the opportunity for intensive, direct instruction and guided practice.

Supporting Details: The IEP indicates the service is direct instruction in language arts by the intervention specialist in a small group setting.

Frequency: 20 minutes of direct intervention per day during the student's language arts block.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 2:

Step 6: Determine least restrictive environment.

Resource room, due to the need for specialized instruction.

Supporting Details: The IEP indicates the service is direct instruction in language arts by the intervention specialist in a small group setting.

Frequency: 20 minutes of direct intervention per day during the student's language arts block.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 3:

Step 6: Determine least restrictive environment.

Resource room.

Supporting Details: The IEP indicates the service is direct instruction in language arts by the intervention specialist in a small group setting.

Frequency: 20 minutes direct intervention per day during the student's language arts block.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(VI)(aa) a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments consistent with section 612(a)(16)(A)...

Statement 1:

Services Section:

Accommodations:

*Tests read aloud

*Extended time for tests and assignments

Supporting Details:

On the Statewide and Districtwide Testing Page the IEP team identified the following accommodation: in the area of reading - read directions and questions; in the areas of math, science and citizenship - directions, passages and questions read aloud.

Goal: Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 2:

Services Section:

Tests read when needed and when staff is available.

Supporting Details:

On the Statewide and Districtwide Testing Page the IEP team identified the following accommodation: in the area of reading - read directions and questions; in the areas of math, science and citizenship - directions, passages and questions read aloud.

Goal: Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 3:

Services Section:

Accommodations in the regular education setting provided by the regular education teacher include reading test directions, passages and questions; allowing extended time during testing situations.

Supporting Details:

On the Statewide and Districtwide Testing Page the IEP team identified the following accommodation: in the area of reading - read directions and questions; in the areas of math, science and citizenship - directions, passages and questions read aloud.

Goal: Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(VI)(bb) if the IEP Team determines that the child shall take an alternate assessment on a particular State or districtwide assessment of student achievement, a statement of why-- (AA) the child cannot participate in the regular assessment; and (BB) the particular alternate assessment selected is appropriate for the child;

Statement 1:

P.E. is working well below grade level and would not pass the assessment.

Supporting Details: If the IEP team determines that the child shall take an alternate assessment, a statement of why the child cannot participate in the regular assessment and will be taking alternate assessment appears on the statewide and districtwide testing page.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 2:

P.E.'s instructional level is four levels below his current grade level and the instruction is substantially modified from the instruction that occurs in the general education setting. The instruction focuses on the application of state standards through essential life skills. The regular assessment would not provide a valid and reliable measure of proficiency, even with accommodations. P.E. will participate in Ohio's Standards-Based Alternate Assessment.

This assessment provides an appropriate measure of P.E.'s performance and progress toward meeting grade-level content standards.

Supporting Details: If the IEP team determines that the child shall take an alternate assessment, a statement of why the child cannot participate in the regular assessment and will be taking alternate assessment appears on the statewide and districtwide testing page.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 3:

P.E. requires the highest level of individualized instruction in all academic content areas. Ohio's Standards-Based Alternate Assessment is appropriate to measure P.E.'s performance of standards-based knowledge and skills.

Supporting Details: If the IEP team determines that the child shall take an alternate assessment, a statement of why the child cannot participate in the regular assessment and will be taking alternate assessment appears on the statewide and districtwide testing page.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(VII) the projected date for the beginning of the services and modifications described in subclause (IV), and the anticipated frequency, location, and duration of those services and modifications;

Statement 1:

Initiation date: 8/25/2004

Expected duration date: Per adopted school year, excluding summer.

Frequency: 20 minutes per day.

Goal - Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by 2 words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 2:

Initiation date: 8/25/2004

Expected duration: 6/5/2005

Frequency: 20 minutes of direct intervention per day during the student's language arts block.

Goal - Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by 2 words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 3:

Initiation date: August 2004

Expected duration: August 2005

Frequency: As needed

Goal - Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by 2 words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(VIII) beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter-- (aa) appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; (bb) the transition services (including courses of study) needed to assist the child in reaching those goals;

Statement 1:

The measurable postsecondary goal is found in the goals section of the IEP.

J.R. will identify and reject inappropriate requests during role-play activities in the classroom (3 out of 4 trials) and during assignment to work sites (no more than one incident per week appearing on J.R.'s work evaluation).

Supporting Details:

The IEP team included the following statements in the present levels of performance. J.R. enjoys people but has difficulty interacting with peers. He does not read the social cues of others and can be easily manipulated by others to engage in inappropriate behaviors.

The team identified the following employment and post secondary long-term outcome for J.R.: J.R. wants to work in the community at a job that allows him to work with and alongside others.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 2:

Incorrect choice.

The measurable postsecondary goal is found in the goals section of the IEP.

J.R. will interact appropriately with supervisors and coworkers as measured by positive weekly reports from work sites.

Supporting Details:

The IEP team included the following statements in the present levels of performance. J.R. enjoys people but has difficulty interacting with peers. He does not read the social cues of others and can be easily manipulated by others to engage in inappropriate behaviors.

The team identified the following employment and post secondary long-term outcome for J.R.: J.R. wants to work in the community at a job that allows him to work with and alongside others.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 3:

The measurable postsecondary goal is found in the goals section of the IEP.

J.R. will explore interests and identify potential future places of employment.

Supporting Details:

The IEP team included the following statements in the present levels of performance. J.R. enjoys people but has

IEP Inter-rater Agreement tool

difficulty interacting with peers. He does not read the social cues of others and can be easily manipulated by others to engage in inappropriate behaviors.

The team identified the following employment and post secondary long-term outcome for J.R.: J.R. wants to work in the community at a job that allows him to work with and alongside others.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IEP Inter-rater Agreement tool

Section:

614(d)(1)(B) IEP Team means a group of individuals composed of–

- (i) the parents of a child with a disability;
- (ii) not less than 1 regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such child;
- (iv) a representative of the local educational agency who--
 - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - (II) is knowledgeable about the general education curriculum; and
 - (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (vii) whenever appropriate, the child with a disability.

The Operating Standards for Ohio's Schools Serving Children With Disabilities state that the school district shall also invite a representative of any other agency that is likely to be responsible for providing or paying for transition services. If an agency invited to send a representative to a meeting does not do so, the school district shall take other steps to obtain participation of the other agency in the planning of any transition services. [Rule 3301-51-07(E)(4)]

Statement 1:

Check one of the following:

The IEP team was a

Face to face meeting

Video conference

Telephone Conference/ Conference Call.

Other persons who have been invited to attend this meeting include:

Mary Smith Participated Excused

Regular Education Teacher

Tom Brown Participated Excused

Title: Special Education Teacher

Sue Doe Participated Excused

Title: School Psychologist

Lisa Jones Participated Excused

Title: Principal

R.R.'s parents Participated Excused

R.R.'s private tutor Participated Excused

R.R. Participated Excused

Supporting Details:

R.R. is a fifth grader. This is not an annual review. The purpose of the IEP team meeting is to review R.R.'s IEP and to revise it, if appropriate. R.R. has a learning disability and currently has math and reading goals. R.R. receives accommodations, modifications and supports from the intervention specialist in the regular education classroom. The regular education teacher is currently responsible for implementing some of R.R. goals and objectives.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IEP Inter-rater Agreement tool

Statement 2:

Check one of the following:

The IEP team was a

Face to face meeting

Video conference

Telephone Conference/ Conference Call.

Other persons who were invited to attend the meeting included:

The district decided to excuse the regular education teacher because the district could not locate a substitute teacher to teach her classes. The district did not have time to contact the parents to notify them of this change prior to the meeting.

Mary Smith

Regular Education Teacher Participated Excused

Tom Brown

Special Education Teacher Participated Excused

Sue Doe

School Psychologist Participated Excused

Lisa Jones

Principal Participated Excused

R.R.'s parents Participated Excused

R.R.'s private tutor Participated Excused

R.R. Participated Excused

Supporting Details:

R.R. is a fifth grader. This is not an annual review. The purpose of the IEP team meeting is to review R.R.'s IEP and to revise it, if appropriate. R.R. has a learning disability and currently has math and reading goals. R.R. receives accommodations, supports, and modifications from the intervention specialist in the regular education classroom. The regular education teacher is currently responsible for some of R.R.'s goals and objectives.

| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
|---------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 3:

Check one of the following:

The IEP team meeting was a

Face to face meeting

Video conference

Telephone Conference/ Conference Call.

Other persons who were invited to attend the meeting included:

The district and the parent decided to excuse the school psychologist because of a last minute family emergency.

Prior to the meeting the psychologist provided the team, which included the parents, with a copy of her evaluation of the student's current reading levels. The principal stated that she felt she could explain the results of the evaluation to the team

Mary Smith Participated Excused
Regular Education Teacher

Tom Brown Participated Excused
Title: Special Education Teacher

Sue Doe Participated Excused

IEP Inter-rater Agreement tool

Title: School Psychologist

Lisa Jones Participated Excused
Title: Principal

R.R.'s parents Participated Excused

R.R.'s private tutor Participated Excused

R.R. Participated Excused

Supporting Details:

R.R. is a fifth grader. This is not an annual review. The purpose of the IEP team meeting is to review R.R.'s IEP and to revise it, if appropriate. R.R. has a learning disability and currently has math and reading goals. R.R. receives accommodations, supports, and modifications from the intervention specialist in the regular education classroom. The regular education teacher is currently responsible for some of R.R.'s goals and objectives.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IEP Inter-rater Agreement tool

Section:

614(d)(1)(C) IEP team attendance:

- (i) ATTENDANCE NOT NECESSARY- A member of the IEP Team shall not be required to attend an IEP meeting, in whole or in part, if the parent of a child with a disability and the local educational agency agree that the attendance of such member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
- (ii) EXCUSAL- A member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if--
- (I) the parent and the local educational agency consent to the excusal; and
- (II) the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting.
- WRITTEN AGREEMENT AND CONSENT REQUIRED- A parent's agreement under clause (i) and consent under clause (ii) shall be in writing.

Statement 1:

Check one of the following:

This IEP team meeting was a

- Face to face meeting
 Video conference
 Telephone Conference/ Conference Call.

John Doe

(Special Ed. Teacher) Participated Excused

Joe Allen

(Reg. Ed. Teacher) Participated Excused

Jane Smith

(Reg. Ed. Teacher) Participated Excused

Betty Jones

(Principal) Participated Excused

T.T.

(Parent) Participated Excused

Supporting details:

This is not an annual review. John Doe reminded the parent of the meeting to modify a reading goal and shared that the regular education teacher would not be attending. The student is currently participating in the general education reading class with special education services provided during the class.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 2:

Check one of the following:

This IEP team meeting was a

- Face to face meeting
 Video conference
 Telephone Conference/ Conference Call.

IEP Inter-rater Agreement tool

John Doe
 (Special Ed. Teacher) Participated Excused
 Joe Allen
 (Reg. Ed. Teacher) Participated Excused
 Jane Smith
 (Reg. Ed. Teacher) Participated Excused
 Betty Jones
 (Principal) Participated Excused
 T.T.
 (Parent) Participated Excused

Supporting details:

This is not an annual review. The parent sent a note to John Doe indicating a desire to meet to discuss a reading goal on his child's IEP. The parent requested that the meeting occur before school and stated that it was not necessary to have all the regular education teachers attend (only the language arts teacher). The other regular education teacher provided a written update on the student's progress that was shared prior to the IEP meeting.

| | | | |
|----------------------------|--|--|--|
| Rate this Statement | STRATEGICALLY COMPLIANT <input type="checkbox"/> | MINIMALLY COMPLIANT <input type="checkbox"/> | NOT COMPLIANT <input type="checkbox"/> |
|----------------------------|--|--|--|

Statement 3:

Check one of the following:

This IEP team meeting was a

Face to face meeting

Video conference

Telephone Conference/ Conference Call.

John Doe Participated Excused
 Joe Allen Participated Excused
 Jane Smith Participated Excused
 Betty Jones Participated Excused
 T.T. Participated Excused

Supporting details:

This is not an annual review. The teacher sent a note to the parent indicating a desire to meet and discuss some concerns related to meeting the criteria established for the students reading goal. The parent wrote back to the teacher indicating that only the reading teacher needs to attend the meeting, the other regular education teachers may be excused.

| | | | |
|----------------------------|--|--|--|
| Rate this Statement | STRATEGICALLY COMPLIANT <input type="checkbox"/> | MINIMALLY COMPLIANT <input type="checkbox"/> | NOT COMPLIANT <input type="checkbox"/> |
|----------------------------|--|--|--|

IEP Inter-rater Agreement tool

Section:

614(d)(3)DEVELOPMENT OF IEP.-- (A) IN GENERAL.--In developing each child's IEP, the IEP Team, subject to subparagraph (C), shall consider-- (i) the strengths of the child;

Statement 1:

The following statements appeared in the present levels of performance as “strengths for the child.”

Q.R.’s readiness skills have improved. He knows most of his colors and can identify some objects. He does not like to put away materials and toys when he is finished with them.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 2:

The following statements appeared in the present levels of performance as “strengths for the child.”

Teacher assessments in the area of readiness verify that he can match three-dimensional objects and colored pictures. He can sequence objects from small to large, and sort by color and shape. He independently completes puzzles with non-interlocking pieces and can put toys away in their appropriate place with a verbal request.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 3:

No strengths were included in the present levels of performance of the IEP.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IEP Inter-rater Agreement tool

Section:

614(d)(3)DEVELOPMENT OF IEP.-- (A) IN GENERAL.--In developing each child's IEP, the IEP Team, subject to subparagraph (C), shall consider-- (i) the strengths of the child;

Statement 1:

Supporting Details: No strengths were included in the present levels of academic and functional performance.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 2:

The following statement was included in the present levels of performance.

T.J. works well when items are read to him.

Supporting Details: Consideration of the strengths of the child is a critical element when determining how the student's disability affects involvement and progress in the general education curriculum.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 3:

The following statement was included in the present levels of performance.

When the teacher orally reads grade level passages to T.J., he is able to answer all of the questions about the passages. T.J. is able to complete work involving reading when the reading material is supported by visuals.

Supporting Details: Consideration of the strengths of the child is a critical element when determining how the student's disability affects involvement and progress in the general education curriculum.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IEP Inter-rater Agreement tool

Section:

614(d)(3)(A)(iii)DEVELOPMENT OF IEP.-- (A) IN GENERAL.--In developing each child's IEP, the IEP Team, subject to subparagraph (C), shall consider-- ...; (iii) the results of the initial evaluation or most recent evaluation of the child;...

Statement 1:

The following statement was included in the present levels of performance.

During a classroom-based assessment given in April, T.J. was able to sound out individual phonemes (13 out of 20). Errors included sound additions and substitutions, reversals (b for d) and long /u/ for short /u/.

Supporting Details: Consideration of evaluation results is a critical element when determining how the child's disability affects the child's involvement and progress in the general education curriculum.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 2:

Supporting Details: no evaluation results were included in the present levels of academic and functional performance.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 3:

The following statement was included in the present levels of performance.

T.J. took the Ohio Achievement Test in the fourth grade with allowable accommodations. He scored "below basic" in reading.

Supporting Details: Consideration of evaluation results is a critical element when determining how the child's disability affects the child's involvement and progress in the general education curriculum.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IEP Inter-rater Agreement tool

Section:

614(d)(3)(B)(i)CONSIDERATION OF SPECIAL FACTORS.--The IEP Team shall-- (i) in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;

Statement 1:

Background information: Behavior is marked on the "Special Factors" page of the IEP and present levels of performance contain the baseline data related to the behavioral concerns.

The team identified the following measurable annual goal.

C.W. will follow all classroom rules identified with a minimum of one incident per month.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 2:

Background information: Behavior is marked on the "Special Factors" page of the IEP and present levels of performance contain the baseline data related to the behavioral concerns.

The team identified the following measurable annual goal.

C.W. will display no more than one challenging behavior during transitions in the school day.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 3:

Background information: Behavior is marked on the "Special Factors" page of the IEP and present levels of performance contain the baseline data related to the behavioral concerns.

The team identified the following measurable annual goal.

Given a picture schedule to follow, C.W. will quietly and in pace with his peers move independently from one activity to another during three out of four classroom transitions.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IEP Inter-rater Agreement tool

Section:

614(d)(3)(B)(i)CONSIDERATION OF SPECIAL FACTORS.--The IEP Team shall-- (i) in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;

Statement 1:

The following goal is evidence that behavior is addressed in the body of the IEP:

In three out of four situations, Sam will discuss the steps that lead to verbal conflict and engage in problem solving activities that reduce verbal conflict with peers during group activities in academic settings.

Supporting Details: Behavior is marked on the Special Factors page and present levels of performance contain the baseline data related to the behavioral concerns.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 2:

The following goal is evidence that behavior is addressed in the body of the IEP:

Sam will reduce verbal outbursts to one incidence per week.

Supporting Details: Behavior is marked on the Special Factors page and present levels of performance contain the baseline data related to the behavioral concerns.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 3:

The following goal is evidence that behavior is addressed in the body of the IEP:

Sam will follow all school rules identified in the student handout with a minimum of one infraction per month.

Supporting Details: Behavior is marked on the Special Factors page and present levels of performance contain the baseline data related to the behavioral concerns.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IEP Inter-rater Agreement tool

Section:

614(d)(3)(B)(iv)CONSIDERATION OF SPECIAL FACTORS.--The IEP Team shall-- ...; (iv) consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode;...

Statement 1:

The following goal is evidence that communication is addressed in the body of the IEP:

P.F. will use a variety of grammatically correct sentences when speaking at least four out of five times.

Supporting Details: Communication is marked on the Special Factors page and present levels of performance contain baseline data for the communication concerns.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 2:

The following goal is evidence that communication is addressed in the body of the IEP:

P.F. will respond, beyond one-word, to questions during classroom discussions and provide additional details when requested through follow-up questioning on four out of five trials.

Supporting Details: Communication is marked on the Special Factors page and present levels of performance contain baseline data for the communication concerns.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 3:

The following goal is evidence that communication is addressed in the body of the IEP:

P.F. will improve communication.

Supporting Details: Communication is marked on the Special Factors page and present levels of performance contain baseline data for the communication concerns.

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IEP Inter-rater Agreement tool

Section:

614(d)(4)(A) REVIEW AND REVISION OF IEP.-- (A) IN GENERAL.--The local educational agency shall ensure that, subject to subparagraph (B), the IEP Team-- (i) reviews the child's IEP periodically, but not less frequently than annually, to determine whether the annual goals for the child are being achieved; and (ii) revises the IEP as appropriate to address-- (I) any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate; (II) the results of any reevaluation conducted under this section; (III) information about the child provided to, or by, the parents, as described in subsection (c)(1)(B); (IV) the child's anticipated needs; or (V) other matters.

Statement 1:

Date of IEP meeting: May 4, 2005

Effective dates of IEP: May 5, 2005 -- May 5, 2006 (excluding summer)

Date of next review: February 1, 2006

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 2:

Date of IEP meeting: May 5, 2005

Effective dates of IEP: August 24, 2005 -- June 5, 2006

Date of next review: May 4, 2006

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Statement 3:

Date of IEP meeting: May 5, 2005

Effective dates of IEP: May 2005 -- June 2006

Date of next review: June 2006

| | | | |
|----------------------------|--------------------------------|----------------------------|--------------------------|
| Rate this Statement | STRATEGICALLY COMPLIANT | MINIMALLY COMPLIANT | NOT COMPLIANT |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |