



# QUALITY & RIGOR RUBRIC

## Action Plan for Continuous Improvement

Teacher/Team: \_\_\_\_\_

Initial Date: \_\_\_\_\_ Follow-up Date: \_\_\_\_\_

Campus: \_\_\_\_\_

District: \_\_\_\_\_

### Indicator I: PLAAFP

The Present Levels of Academic Achievement and Functional Performance (PLAAFP) includes detailed information that provides a good overall picture of the student. The Admission, Review, and Dismissal (ARD) committee should get to “know” the student just by reading the PLAAFP statements. From multiple data sources, baselines are reported

for where the student is performing both academically in relation to the curriculum, and functionally. Strengths and areas of critical need are identified, along with items, strategies, and services that are needed to help the student be successful in accessing and progressing in the general curriculum.

	Initial Status	Total	Comments/Notes	Follow-Up Status	Total
<b>INCLUDES DATA FROM A VARIETY OF SOURCES</b>					
<b>1. The PLAAFP includes data from multiple sources</b> (evaluations, classroom data, accommodations and/or modifications, information from the family, and additional supports).	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<b>A. Evaluations</b> (such as FIE, STAAR, FBA, norm or criterion test results, etc.):	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
i. The PLAAFP identifies and describes the disability condition that is reported in the FIE.	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
ii. The PLAAFP includes how the student’s disability affects the student’s access to, participation in, and progress in the general education curriculum (for preschool students, how the disability affects the student’s participation in appropriate activities).	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<b>B. Classroom data</b> (such as anecdotal notes, checklists, inventories, rubrics, work samples, behavior reports, student interest surveys, etc.):	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	

### Indicator I: PLAAFP *continued*

	Initial Status	Total	Comments/Notes	Follow-Up Status	Total
i. The PLAAFP reports progress on the previous year's IEP goals in measurable terms (criterion).	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
ii. If there is a lack of progress noted from the previous year, the PLAAFP includes an explanation.	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A	
<b>C. Accommodations/Modifications:</b>					
i. The PLAAFP includes specific statements about adaptations (conditions) that help the student access and make progress in the curriculum.	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
ii. The PLAAFP includes quantifiable data to demonstrate justification for why the adaptations (conditions) are needed.	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<b>D. Information from the family</b> (such as student health, behavior in settings outside school, changes in home environment, outside services, community activities, student preferences and interests, etc.)	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<b>E. Additional Supports</b> (related services, speech therapy, assistive technology):	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A	

### Indicator I: PLAAFP *continued*

	Initial Status	Total	Comments/Notes	Follow-Up Status	Total
i. The PLAAFP includes quantifiable data to demonstrate justification for why the supports are included in the IEP. Current performance in related services areas should be included.	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A	
<b>CLEARLY IDENTIFIES STRENGTHS AND AREAS OF CRITICAL NEED</b>					
<b>2. The PLAAFP includes observable and measurable baseline data that identify the student's strengths and critical areas of need.</b>	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<b>3. The PLAAFP reflects the strengths and critical areas of need in the enrolled grade-level curriculum and in functional areas (such as communication, social skills, and self-help skills).</b>	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
A. For <i>transition age students</i> , the PLAAFP includes areas of education (post-secondary, continuing, adult), vocational/employment, independent living, adult services, and/or community participation.	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A	
	Total ____ of 15*			Total ____ of 15*	

\*Score N/A (not applicable) as "evident" when recording total.

### Indicator II: Goals and Objectives

Goals are written for areas of critical need identified in the PLAAFP to support access to the curriculum. They identify the amount of progress the student is anticipated to make in one year. Goals contain four components: timeframe, condition, behavior, and criteria. Academic goals are based on grade-level curriculum standards for the grade in which the student is enrolled. Rigorous goals reflect high expectations that are robust, relevant, and achievable.

They are written so that student performance can be recorded in clear, observable, measurable terms. Short-term objectives or benchmarks are required on all goals for any student taking an alternative assessment. They include the same four components as a goal, and reflect the interim steps a student will take to reach the annual goal.

	Initial Status	Total	Comments/Notes	Follow-Up Status	Total
<b>GOALS</b>					
<b>1. Goals are written for academic/functional critical needs identified in the PLAAFP, and for each content area/subject in which content is modified, and/or the student is removed from the general education setting.</b>	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<b>2. Academic goals are based on grade-level standards for the grade in which the student is enrolled.</b>	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<b>3. Goals contain four essential parts:</b>					
<b>A. Timeframe</b> identifies the amount of time the student has to reach the goal (such as “within 36 instructional weeks”, “by the end of the 20XX-20XX school year”, “by the end of the second grading period”, etc.)	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<b>B. Condition</b> specifies the specific resources/materials/adaptations that must be present for the student to reach the goal (such as “using manipulatives”, “when given a word-processing device”, “using a story prompt with visual supports”, etc.) – <i>related to the accommodations/modifications and additional supports identified in the PLAAFP</i>	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	

### Indicator II: Goals and Objectives *continued*

	Initial Status	Total	Comments/Notes	Follow-Up Status	Total
<p><b>C. Behavior</b> identifies the student performance that is being monitored in clear, observable, measurable terms (such as “XXX will touch the correct measurement of temperature in degrees Fahrenheit”, “XXX will independently approach a peer and ask them “Do you want to play?”, “XXX will identify texts as being written for entertainment or information by eyegazing towards the correct response card”, etc.) - <i>related to the areas of critical need identified in the PLAAFP</i></p>	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<p><b>D. Criterion</b> identifies in measurable terms how much, how often, or to what standard the behavior must occur in order to demonstrate the goal has been achieved (such as “7 out of 10 times”, “in 3 out of 5 trials”, “across 3 consecutive trials”, etc.)  <i>– reported in the same way as the baseline data for the areas of critical need identified in the PLAAFP</i></p>	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<p><b>4. For students ages 14 and over, goals are written for areas of critical need identified in the transition PLAAFP.</b></p>	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A	
<b>SHORT-TERM OBJECTIVES/BENCHMARKS</b>					
<p><b>5. If the student is taking an alternative assessment, there are a minimum of two short-term objectives/benchmarks for each goal.</b></p>	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A	
<p><b>6. Short-term objectives/benchmarks (sto/b) contain the same four essential parts as a goal:</b>  <b>A. Timeframe</b> identifies the amount of time the student has to reach the sto/b (will be less than one year)</p>	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A	

### Indicator II: Goals and Objectives *continued*

	Initial Status	Total	Comments/Notes	Follow-Up Status	Total
<b>B. Condition</b> specifies the specific resources/materials/adaptations that must be present for the student to reach the sto/b	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A	
<b>C. Behavior</b> identifies the student performance that is being monitored in clear, observable, measurable terms	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A	
<b>D. Criterion</b> identifies in measurable terms how much, how often, or to what standard the behavior must occur in order to demonstrate the sto/b has been achieved	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A	
	Total ____ of 12*			Total ____ of 12*	

\*Score N/A (not applicable) as “evident” when recording total.

### Indicator III: Progress Monitoring

Progress on a goal should be reported in the same clear, observable, measurable terms as that goal criterion. Progress on short-term objectives/benchmarks should be reported in the same clear, observable, measurable terms as that short-term objective/benchmark criterion. Any instructional changes that may have occurred during the timeframe due to insufficient progress towards a goal or short-term objective/benchmark should be clearly indicated.

	Initial Status	Total	Comments/Notes	Follow-Up Status	Total
<b>1. The student's IEP clearly states how often parents will be informed of student progress.</b>	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<b>2. The student's IEP clearly states the progress monitoring method(s) that will be used for each goal.</b>	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<b>3. The progress monitoring method(s) for each goal or short-term benchmark/objective are appropriate and relevant for the criterion for each (such as tests, frequency event recording, tally sheets, work samples, etc.).</b>	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<b>4. Progress is reported in the same criterion format for each goal or short-term benchmark/objective (such as number of trials, percentage of accuracy, etc.).</b>	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<b>5. If progress toward a goal was insufficient, there is evidence of instructional change.</b>	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A	
	Total ____ of 5*			Total ____ of 5*	

\*Score N/A (not applicable) as "evident" when recording total.