



Present Levels of Performance Quality Indicators

- Addresses the 4 need areas; Academic & Functional Performance, Social, Physical, Management
- Uses data from multiple sources to describe current functioning
- Includes progress on prior year's IEP goals if applicable
- Includes student's strengths
- Includes parent concerns and student preferences and interests
- Includes how the disability impacts involvement and progress in the general education curriculum
- Identifies supports and accommodations that have been successful
- Includes impact of behavior on learning and social development if applicable
- Addresses communication needs, Braille instruction, limited English proficiency, or assistive technology, if applicable
- Beginning at 14 years old, includes transition needs in consideration of student's preferences and interests
- Uses clear, specific language that can be understood by parents and school staff
- Establishes a thorough foundation for development of goals and services



Annual Goal Quality Indicators

- Clearly link to Present Levels of Performance
- Are written in observable terms
- Are achievable within 1 year
- Identify objective procedure to evaluate student's progress that is consistent and objective
- Support knowledge and skills toward achieving student's projected Measurable Post- Secondary Goals (where applicable)
- Are achieved with relation to the student's current levels, rate of progress, strengths and needs.
- Are instructionally relevant
- Are written in terms that the student, parents and educators can understand
- Support participation and progress in the general education curriculum and are appropriate activities