 **Arkansas Indicator 13 Quality Rubric**

This rubric, when completed by a special educator or IEP team member, will help you know if your transition plan meets the requirements of IDEA through implementation of the I-13 checklist, but also will help you understand the quality of the transition plan. Some plans may be compliant, but are still lacking in quality within certain areas. In an effort to help teams develop the most effective and meaningful plans, we can show the quality of plans by using this rubric. Although there is no score for this rubric, it will help you see where the reviewed plan fits along the quality continuum. Additional notes and recommendations are provided after the rubric.

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| Student Name: Click or tap here to enter text.  | Disability: Choose an item. |
| Age: Choose an item. | Year in School: Click or tap here to enter text. |
| Date: Click or tap to enter a date. | School/District: Choose an item. |
| Special Education Teacher: Click or tap here to enter text. |

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| Indicator 13 Language/AR IEP State Requirements | Compliant?**Y/N** | Distinguished – High Quality Transition Plan | Proficient – meets compliance with IDEA | Unsatisfactory – does not meet compliance with IDEA |
| 1. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? | Click or tap here to enter text. | [ ]  Evidence of separate Notice of Conference addressed to the student, inviting student to IEP meeting where transition will be discussed or Student written Invitation and□ Student participatedin the IEP meetingand □ Studentpreferences andinterests are evident inIEP if student did not attend. | [ ]  Evidence of Studentwritten invitation or separate Notice of Conference addressed to student and evidence of student’s interests and preferences if □Student did not participate in the IEP meeting. | [ ]  No evidence of a separate Notice of Conference orwritten invitation or□ No documentation ofpreferences and interests |
| 2. Within the PLAAFP on the IEP, are there identified postsecondary goals? Are age appropriate transition assessments referenced, as well as student strengths, interests and preferences?Also, are the student’s needs addressed, as well as how the student’s disability could possibly impact those goals.  | Click or tap here to enter text. | [ ]  The PLAAFP describes specific data from assessments, that relate to present levels of academic and functional skills as they relate to the students’ desired post-school goals[ ]  the PLAAFP references Transition Assessments [ ]  the assessment results demonstrate a clear connection to the students’ post-school goals. [ ]  the PLAAFP indicates what the student CAN do and what specific student needs are. The PLAAFP presents a snapshot of the student’s interests, skills, and needs in relation to reaching post-secondary goals, as well as how the student’s disability could possibly impact those goals. | [ ]  The PLAAFP describes specific data related to present levels of academic and functional skills as they relate to *some* of the students’ desired post-school goals and references transition assessments. | [ ]  The PLAAFP does not adequately describe present levels of academic and functional performance, nor does it describe strengths or needs as they relate to student reaching post-school goals OR there is no statement included in the PLAAFP in the IEP. |
| 3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)? | Click or tap here to enter text. | [ ]  The transition plan indicates two or more age appropriate transition assessments were provided annually to the child and assessments are available for review. Assessment results show a clear connection to the post school goals, present levels of performance, transition services, program of study, and annual goals. | [ ]  The transition plan indicates at least one transition assessment was provided and is available for review. The results show a clear connection to the post-school goals. | [ ]  The transition plan indicates inappropriate assessments or no assessments. The assessment results do not show a clear connection to the post school goals or there are no available assessments for review. |
| 4. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?  | Click or tap here to enter text. | [ ]  The transition plan includes a specific post school goal for employment, post-secondary education/training and independent living when appropriate and goals are measurable and results-oriented, and are clearly based on appropriate transition assessments. Where there are no deficits for the child in ILS, there is a statement to support that with assessment results as evidence. | [ ]  The transition plan includes a broad post school goal for employment, post-secondary education/training, and independent living when appropriate, and is measurable and results-oriented; goals are somewhat connected to transition assessments. If it was determined that there are no deficits in ILS there is a statement that indicates that. | [ ]  The transition plan includes post-secondary goals that are not measurable and/or are not results oriented, and/or are not clearly based on appropriate transition assessments. OR [ ]  there are no post-secondary goals in place. |
| 5. Are the postsecondary goals updated annually? | Click or tap here to enter text. | [ ]  The transition plan of the IEP includes an initial date of transition plan development as well as subsequent dates for each year after that is was reviewed. Assessments are clearly provided each year and are correlated with any revisions to goals in the transition plan. | [ ]  The transition plan of the IEP includes an initial date of transition plan development as well as subsequent dates for each year after that is was reviewed. | [ ]  There are no dates indicated to show annual review of the transition plan of the IEP or there are missing annual dates indicating it was not reviewed each year after the initial development.  |
| 6. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals? | Click or tap here to enter text. | [ ]  The transition services in the transition plan are a coordinated set of activities provided for the current year, have a specific responsible party assigned to them with a specific timeframe, and **each** post school goal has two or more transition activities that promote movement toward those goals. [ ]  For Employment[ ]  For Education/Training[ ]  For ILS (if appropriate) | [ ]  The transition services in the transition plan are a coordinated set ofactivities provided for the current year, have a responsible party assigned to them with a specific timeframe, and **each** post school goal has one activity that promotes movement toward those goals. | [ ]  There is at least one activity, but it does not promote movement toward the post-secondary goal OR [ ]  there is no specific responsible party or timeframe assigned to the activity OR [ ]  there are no activities/services listed in the transition plan of the IEP (courses should not be listed as activities). |
| 7. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals? | Click or tap here to enter text. | [ ]  The transition plan includes a multi-year list or narrative description of courses that are proposed through the projected graduation year and that reasonably enable the student to meet post school goals. As goals have appeared to change coursework has been amended to continue to relate to goals. | [ ]  The transition plan includes a multi-year list or narrative description of courses that are proposed through the projected graduation year and that reasonably enable the student to meet post school goals | [ ]  The transition plan contains a course of study that does not relate to the child’s post-secondary goals OR [ ]  is not projected through the graduation year OR [ ]  there is NO course of study included. |
| 8. If appropriate, is there evidence that a representative of any participatingagency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority? | Click or tap here to enter text. | [ ]  A representative(s) of a participating agency (or there is potential to participate ) was invited to the IEP meeting as evidenced by the prior consent for permission to invite a third party signed by the parents or by the child if child has reached the age of majority. Evidence of the agency’s role (or possible role) in the IEP is indicated. The agency name/representative is also included on the notice of conference and an invitation to the agency is available for review.  | [ ]  A representative(s) of a participating agency (or there is potential to participate ) was invited to the IEP meeting as evidenced by the prior consent for permission to invite a third party signed by the parents or by the child if child has reached the age of majority. OR [ ]  There is no evidence indicating a need to invite a representative of an agency for this current year.  | [ ]  A representative of a participating agency was invited to the IEP meeting without parent or child consent as evidenced by notice of conference or similar invitation OR [ ]  It appears that it is necessary to invite a participating agency to the IEP meeting and no agency was invited.  |
| 9. Is (are) there annual IEP goal(s) related to the student’s transition services needs? | Click or tap here to enter text. | [ ]  There is/are annual goal (included in the IEP that specifically support post-secondary goals and transition services. | [ ]  There is at least one annual goal in the IEP that generally supports a post-secondary goal. | [ ]  There are no annual goals that appear to support any post-secondary goals in a specific or broad way OR [ ]  there are NO annual goals in the IEP. |
| 10. The child’s IEP contains a statement that the child has been informed of his or her rights under Part B of the Act, if any, that will transfer to the child on reaching the age of majority. | Click or tap here to enter text. | [ ]  The Transfer of Rights statement was provided to the parent and child as evidenced by the “date notification was given to the child and parent” box being checked and the date is provided. This date falls between the child’s 16th and 17th birthdays. OR [ ]  “N/A for this IEP” box Is checked appropriately for this IEP. |  | [ ]  No date or any indication of the transfer of rights statement being provided is evident.  |

If compliant column has a “**no**” then, the entire transition plan is out of compliance because of that item.

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| Additional Comments: Please use this space for specific notes that help improve the transition plan. |
| Click or tap here to enter text. |