



# IEP

## Rubric for Secondary Transition

September 17, 2014

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## The Overview—

The Connecticut State Department of Education (CSDE) and the State Education Resource Center (SERC) have developed an Individualized Education Program (IEP) Rubric that measures the quality of secondary transition services & planning provided for students with disabilities by looking at best practices on a continuum of transition services.

- The IEP Rubric defines seven components needed for quality Secondary Transition IEP development. The rubric is constructed on the premise that all students are entitled to general education curriculum within the least restrictive environment and therefore the design of an IEP is focused on student outcomes based in the general education curriculum and/or community-based supports and operates on a continuum specifically targeted to meet the unique needs of the student. The purpose of the rubric is to provide educators and families a means to assess the quality of an IEP and the services provided by shifting the IEP from an emphasis on legal or Non-Compliance tasks to an instructional tool that can be used to guide teams of people in how to best support a student in achieving the same general education and occupational standards as his/her peers without disabilities.

Secondary Transition is the primary focus of IEP development for students beginning not later than the first IEP to be in effect when the student turns 16, or younger if deemed appropriate. The student's IEP must be updated annually and must include the following components (**34 CFR Section 300.320(b)**):

- Appropriate measurable postsecondary goals based upon **age-appropriate transition assessments**
- Related to **postsecondary education/ training, employment**, and if appropriate, independent living skills. (OSEP, 2007)
- **Transition services** (including courses of study) needed to assist student in reaching postsecondary goals (Post-School Outcome Goal Statements in CT)

## The Quality Levels

The IEP rubric has four levels of measure: **Promising Practice**, **Progressing**, **Emerging**, and **Unacceptable/Non-Compliance**. **Promising Practice** is the measure of quality which promotes genuine access, participation and progress in general education curriculum and community-based settings, while actively supporting the unique needs of a student. High expectations are set for each student and the IEP actively seeks to promote successful post-school outcomes for the student. Since, secondary transition practices are continuously evolving; promising practice purposefully denotes an endless ceiling of quality. **Progressing** is the measure of quality by which an IEP accounts for the educational benefit of an IEP in supporting a student with access, participation, and progress in general education curriculum and community-based settings. The IEP incorporates the elements of effective instructional practices into the design of how supports are organized and implemented. **Emerging** is the measure of quality by which the IEP meets a minimum threshold of compliance and educational benefit. The IEP is often missing critical elements needed to support its use as an instructional plan. The IEP also focuses on “special education” as a separate support system rather than an embedded support system within the context of general education curriculum. **Unacceptable** is the measure that generally does not meet even the basics of procedural compliance for an IEP or merits any educational benefit. Specifically, for IEPs for students receiving secondary transition services, “**Non-Compliance**” has been added indicating that there are specific Indicator 13 requirements that are not represented in the IEP.

## The Scoring

The IEP rubric uses an analytical rubric scoring method. A range of points are used to score each component: 3) Promising Practice, 2) Progressing, 1) Emerging and 0) Unacceptable/Non-Compliance. Each component is scored and then totaled for a single score.

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## Secondary Transition Planning & Services

### Component 1

Evidence that the student was invited to and participated in his/her Planning and Placement Team (PPT) meeting.

<b>Non-Compliance</b>	<b>Compliance</b>		
<b>Unacceptable</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Promising Practice</b>
<ul style="list-style-type: none"> <li>• A “NO” response to the student being invited to his/her PPT meeting was recorded on page 6, # 2a.</li> </ul> <p style="text-align: center;"><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>• There was <b>no</b> evidence of a written invitation to the student to attend his/her PPT meeting.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• There are no documented student preferences and interests listed on the Transition Planning page of the IEP (page 6, # 2d).</li> </ul>	<ul style="list-style-type: none"> <li>• A “YES” response to the student being invited to his/her PPT meeting was recorded on page 6, # 2a.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• There is evidence of a written invitation to the student to attend the PPT meeting. (Student could be written on parent invitation.)</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• The student may not have attended or participated in the PPT meeting but documented student preferences and interests were listed on the Transition Planning page of the IEP (page 6, # 2d).</li> </ul>	<ul style="list-style-type: none"> <li>• A “YES” response to the student being invited to his/her PPT meeting was recorded on page 6, # 2a.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• There is evidence of a separate written invitation to the student to attend the PPT meeting.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• The student attended and/or participated in his/her PPT meeting.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• The student’s preferences and interests are listed on the Transition Planning page of the IEP (page6, # 2d).</li> </ul>	<ul style="list-style-type: none"> <li>• A “YES” response to the student being invited to his/her PPT meeting was recorded on page 6, # 2a.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• There is evidence of a separate written invitation to the student to attend the PPT meeting.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• The student participated in and/or facilitated his/her PPT meeting as recorded in PPT Meeting Summary (page 2).</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• The student’s preferences and interests are clearly and consistently evident throughout the IEP (other than just page 6, # 2d).</li> </ul>
<input type="checkbox"/> <b>Majority of the elements = 0</b>	<input type="checkbox"/> <b>Majority of the elements = 1</b>	<input type="checkbox"/> <b>Majority of the elements = 2</b>	<input type="checkbox"/> <b>Majority of the elements = 3</b>

## Component 2

Evidence that, if appropriate, a representative of an outside/participating agency was invited to the PPT meeting with prior written consent of the parent, guardian or student who has reached the age of majority.

Non-Compliance	Compliance 		
Unacceptable	Emerging	Progressing	Promising Practice
<ul style="list-style-type: none"> <li>No outside agency was invited as documented on page 6, # 4a as “No, no outside agency was invited.”</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>A representative of an outside/participating agency was invited to the PPT without written consent from parent or majority-age student as evidenced by the meeting notice (or other similar document).</li> </ul>	<ul style="list-style-type: none"> <li>One of the following choices was identified on page 6, # 4a:               <ul style="list-style-type: none"> <li>“<b>YES</b>” a representative from an outside agency was invited to attend the PPT meeting with written consent;</li> <li>“<b>No, not appropriate</b>” to invite a representative from an outside agency;</li> <li>“<b>No, written consent to invite a representative was not provided</b>” - (inviting an outside agency may be appropriate but written consent was not granted).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>If appropriate, a representative from an outside/participating agency, such as adult service agencies (e.g., BRS, DDS, BESB, DHMAS) or other organization, has been invited to the PPT with the parents’ or student’s written consent and documented on page 6, # 4a.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Additional evidence (as documented on PPT Meeting Summary Page 2 of the IEP or ED623 (Notice of PPT Meeting) that inviting a representative from an outside/participating agency was considered and determined not to be appropriate at this time.</li> </ul> <p style="text-align: center;"><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>Evidence that an outside/participating agency was contacted and information that was obtained is documented on page 6, # 4C.</li> </ul>	<ul style="list-style-type: none"> <li>If appropriate, a representative from an outside/participating agency, such as adult service agencies (e.g., BRS, DDS, BESB, DHMAS) or other organization, has been invited to the PPT with the parents’ or student’s written consent and documented on page 6, # 4a.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Evidence that an outside/participating agency was contacted and information obtained is documented on page 6, # 4C and used to inform the development of the current IEP (evidence is found in the goals &amp; objectives and/or transition services implemented).</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Evidence of the role and services of the representative of an outside/participating agency are documented in the IEP.</li> </ul>
<input type="checkbox"/> Majority of the elements = 0	<input type="checkbox"/> Majority of the elements = 1	<input type="checkbox"/> Majority of the elements = 2	<input type="checkbox"/> Majority of the elements = 3

### Component 3

Evidence that the IEP has appropriate measurable Post-School Outcome Goal Statements (PSOGS) that are annually updated and based upon age-appropriate transition assessments.

Non-Compliance	← Compliance →		
Unacceptable	Emerging	Progressing	Promising Practice
<ul style="list-style-type: none"> <li>The IEP includes one PSOGS for Employment and one PSOGS for Postsecondary Education/Training, (and one PSOGS for Independent Living, if applicable), <b>but</b>, one or more is <b>not</b> worded as occurring post high school.</li> </ul> <p style="text-align: center;"><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>PSOGS are not worded in terms that are measurable.</li> </ul> <p style="text-align: center;"><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>One or both of the required PSOGS (Postsecondary Education/Training &amp; Employment) are missing or do not address the stated goal area (e.g., postsecondary education/training PSOGS addresses employment only).</li> </ul>	<ul style="list-style-type: none"> <li>The IEP includes one PSOGS for Employment and one PSOGS for Postsecondary Education/Training and one PSOGS for Independent Living, if applicable, and <b>ALL are</b> worded as occurring post high school and in terms that are measurable as an outcome.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>The IEP includes combination PSOGS that cover the Employment, Postsecondary Education/Training areas and Independent Living, if applicable, and all occur post high school and are measurable.</li> </ul>	<ul style="list-style-type: none"> <li>The IEP includes one PSOGS for Employment, one PSOGS for Postsecondary Education/Training and one PSOGS for Independent Living, if applicable; <b>ALL are</b> worded as occurring post high school and in terms that are measurable as an outcome.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>The IEP includes combination PSOGS that cover the Employment, Postsecondary Education/Training and Independent Living, if applicable, and all occur post high school and are measurable</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>The PSOGS are based on age-appropriate transition assessments as listed on page 6, # 3 and Present Levels of Performance pages 4 or 5.</li> </ul>	<ul style="list-style-type: none"> <li>The IEP includes one PSOGS for employment, one PSOGS for postsecondary education/training and one PSOGS for independent living, if applicable, all of which are occurring post high school and is worded in terms that are measurable as an outcome.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>The IEP includes combination PSOGS that cover the Employment, Postsecondary Education/Training and Independent Living, if applicable, and all occur post high school and are measurable.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>The PSOGS are based on age-appropriate transition assessments as listed on page 6, # 3 and Present Levels of Performance pages 4 or 5.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>There is a clear, specific connection between the written PSOGSs and the strengths and interests recorded on the IEP page 6, # 2 and the assessment results recorded on pages 4 &amp; 5.</li> </ul>
<input type="checkbox"/> Majority of the elements = 0	<input type="checkbox"/> Majority of the elements = 1	<input type="checkbox"/> Majority of the elements = 2	<input type="checkbox"/> Majority of the elements = 3

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## Component 4

### Evidence that the IEP reflects the use of and reports the results of age-appropriate transition assessments

Non-Compliance	Compliance		
	Emerging	Progressing	Promising Practice
<p><b>Unacceptable</b></p> <ul style="list-style-type: none"> <li>There are <b>no</b> transition assessments identified on page 6, # 3 of the IEP.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>The transition assessments are not appropriate for the age/grade of the student.</li> </ul>	<ul style="list-style-type: none"> <li>The transition assessments listed on page 6, # 3 are current and appropriate for the age/grade level of the student.</li> </ul>	<ul style="list-style-type: none"> <li>The transition assessments listed on page 6, # 3 are current and appropriate for the age/grade level of the student.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>The assessment results recorded on pages 4 &amp; 5 of the IEP demonstrate a clear connection to PSOGS and the annual goals and objectives.</li> </ul>	<ul style="list-style-type: none"> <li>The transition assessments listed on page 6, # 3 are current and appropriate for the age/grade level of the student.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>The assessment results recorded on pages 4 &amp; 5 of the IEP, demonstrate a clear connection to the PSOGSs and the annual goals and objectives, present levels of performance, transition services provided, and the program of study.</li> </ul>
<input type="checkbox"/> Majority of the elements = 0	<input type="checkbox"/> Majority of the elements = 1	<input type="checkbox"/> Majority of the elements = 2	<input type="checkbox"/> Majority of the elements = 3

## Component 5

Evidence that the IEP includes the results of the transition assessments including the student's strengths, needs/concerns, and educational impact in the Present Levels of Performance of the IEP, pages 4 & 5.

Non-Compliance			
Unacceptable	Emerging	Progressing	Promising Practice
<ul style="list-style-type: none"> <li>There are <b>no or vague</b> statements of the student's present levels of academic &amp; functional performance as they relate to his/her vocational/transition goals as documented in the IEP on page 5.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>There is no evidence of the results of the transition assessments on pages 4 &amp; 5 of the IEP.</li> </ul>	<ul style="list-style-type: none"> <li>There are <b>general</b> statements of the student's present level of academic &amp; functional performance as it relates to his/her post-school outcomes.</li> <li>There is <b>minimal</b> evidence of the results of the transition assessments on pages 4 &amp; 5 of the IEP.</li> <li>There is <b>minimal</b> evidence of a comparative analysis between the demands of the postsecondary institution and/or occupational standards and the unique needs of the individual student.</li> </ul>	<ul style="list-style-type: none"> <li>There are <b>specific</b> statements of the student's present level of academic &amp; functional performance as it relates to his/her post-school outcomes.</li> <li>There is <b>some</b> evidence of the results of the transition assessments on pages 4 &amp; 5 of the IEP.</li> <li>There is <b>some</b> evidence of a comparative analysis between the demands of the postsecondary institution and/or occupational standards and the unique needs of the individual student.</li> </ul>	<ul style="list-style-type: none"> <li>There are <b>specific</b> statements of the student's present level of academic &amp; functional performance as it relates to his/her post-school outcomes.</li> <li>All focus areas on the Present Levels of Performance are examined through a transition lens and include results of the transition assessments.</li> <li>There is <b>clear, specific</b> evidence of a comparative analysis between the demands of the postsecondary institution and/or occupational standards and the unique needs of the individual student.</li> </ul>
<input type="checkbox"/> Majority of the elements = 0	<input type="checkbox"/> Majority of the elements = 1	<input type="checkbox"/> Majority of the elements = 2	<input type="checkbox"/> Majority of the elements = 3

## Component 6

Evidence that the IEP includes details of transition services \* including a course of study that is based on the student’s needs and will reasonably enable the student to meet post-school goals.

Non-Compliance	Compliance 		
Unacceptable	Emerging	Progressing	Promising Practice
<ul style="list-style-type: none"> <li>The IEP has no transition services listed including no course/ program of study or activities that relate to transition goals in the IEP (page 6, # 6; page 7 objectives; page 2- minutes).</li> </ul>	<ul style="list-style-type: none"> <li>The IEP has transition services listed including course/program of study or activities but they may not be appropriate or related to assisting the student in reaching his/her post-school outcomes (page 6, # 6; page 7 objectives; page 2- minutes).</li> </ul> <p style="text-align: center;"><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>There is evidence that the student has a Student Success Plan but, there is no coordination with the IEP regarding career and academic planning.</li> </ul>	<ul style="list-style-type: none"> <li>There is <b>general</b> evidence that the transition services described throughout the IEP are a coordinated set of activities that reasonably assist the student in reaching his/her post-school outcomes (page 6, # 6; page 7 objectives; page 2- minutes).</li> <li>There is a course/program of study included with the IEP.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>There is <b>general</b> evidence that the Student Success Plan has been used to coordinate the career and/or academic goals with the IEP transition planning.</li> </ul>	<ul style="list-style-type: none"> <li>There is <b>strong</b> evidence that the transition services described throughout the IEP are a coordinated set of activities that reasonably assist the student in reaching his/her post-school outcomes (page 6, # 6; page 7 objectives; page 2- minutes).</li> <li>There is a course/program of study indicated in the IEP that is clearly aligned with the student’s post-school outcomes.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>There is <b>clear</b> evidence that the Student Success Plan has been used to coordinate the career and academic planning found throughout the IEP.</li> </ul>
<input type="checkbox"/> Majority of the elements = 0	<input type="checkbox"/> Majority of the elements = 1	<input type="checkbox"/> Majority of the elements = 2	<input type="checkbox"/> Majority of the elements = 3

\* Transition Services = “A coordinated set of activities designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the student to facilitate his/her movement from school to post-school activities”

## Component 7

Evidence that the IEP includes annual IEP goals and objectives that are related to the Post-School Outcome Goal Statements (PSOGS).

Non-Compliance	 <b>Compliance</b>		
Unacceptable	Emerging	Progressing	Promising Practice
<ul style="list-style-type: none"> <li>There is not an annual goal for each Post-School Outcome Goal Statement written on page 6 of the IEP (# 5, a-c).</li> <li>IEP goals and objectives are <b>not</b> written in observable and measurable language.</li> </ul>	<ul style="list-style-type: none"> <li>There is at least one annual goal &amp; objective for each PSOGS written as indicated by the appropriate box checked at the top of page 7 of the IEP.</li> <li>IEP goals and objectives are written in observable and measurable language.</li> </ul>	<ul style="list-style-type: none"> <li>There is a PSOGS written for Postsecondary Education/Training &amp; one for Employment and one for Independent Living (if appropriate), with separate annual goals &amp; objectives written to support each PSOGS area.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>IEP goals and objectives are written in observable and measurable language that defines what the student will learn and the conditions for the instruction.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>There is a <b>general</b> alignment between the PSOGS and the annual goals &amp; objectives written in the IEP.</li> </ul>	<ul style="list-style-type: none"> <li>There is a PSOGS written for Postsecondary Education/Training, one for Employment and one for Independent Living (if appropriate), with separate annual goals &amp; objectives written to support each PSOGS area.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>IEP goals and objectives are written in observable and measurable language that <b>explicitly</b> defines what the student will learn, the conditions for the instruction and how progress will be documented.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>There is a <b>clear, distinct</b> alignment between the PSOGS and the annual goals written in the IEP.</li> </ul>
<input type="checkbox"/> Majority of the elements = 0	<input type="checkbox"/> Majority of the elements = 1	<input type="checkbox"/> Majority of the elements = 2	<input type="checkbox"/> Majority of the elements = 3

/21 Total Score for Transition Planning & Services

Quality Level	Scores	Interpretation
<b>Promising Practice</b>	15-21	The focus of the IEP is Secondary Transition. The results of a number of transition assessments that serve to continuously monitor student progress over time are detailed on pages 4 & 5 of the IEP. The assessment process explicitly identifies barriers that affect access, participation, and progress in general education curriculum and the post-school settings of the student’s choice. Focus areas on the Present Levels of Performance are examined through a “transition lens.” Post-School Outcome Goal Statements as well as annual goals & objectives are written in specific, measurable, and observable language. The annual goals & objectives are driven by the general education curriculum, age-appropriate transition assessments, CT CORE Transition Skills, and employment standards. The tone of the IEP is the use of authentic learning occurring in the natural environments for that learning. The IEP reflects a comprehensive, flexible transition plan that is driven by the student’s needs and promotes progress in general education curriculum, secondary transition curriculum, as well as attainment of post-school goals.
<b>Progressing</b>	8-14	The focus of the IEP is Secondary Transition. The results of a number of transition assessments that serve to continuously monitor student progress over time are detailed on pages 4 & 5 of the IEP but the recorded information can appear unrelated to the rest of the IEP. The assessment process generally identifies barriers that affect access, participation, and progress in general education curriculum and the post-school settings of the student’s choice. Post-School Outcome Goal Statements as well as annual goals & objectives are written in specific, measurable, and observable language. The annual goals & objectives are driven by the general education curriculum, age-appropriate transition assessments, CT CORE Transition Skills, and employment standards. The tone of the IEP is the use of authentic learning occurring in the natural environments for that learning. The IEP reflects a transition plan that is driven by the student’s needs and promotes progress in general education curriculum, secondary transition curriculum, as well as attainment of post-school goals.
<b>Emerging</b>	4-7	The IEP has a general focus on Secondary Transition but not all of the pieces are aligned. The assessment process identifies transition assessments used but does not adequately describe the current levels of functional strengths and needs as they relate to the students desired post-school outcomes. The goals and objectives are written in measurable and observable language. There are vague details on how the student will demonstrate his/her learning. There are measures that could track growth. These measures use methods and tools that can note growth at least quarterly. The goals and objectives are loosely aligned with the general education curriculum, age-appropriate transition assessments, CT CORE Transition Skills, and/or employment standards. The IEP generally reflects a transition plan that is driven by the student’s needs and promotes progress in general education curriculum, secondary transition curriculum, as well as attainment of post-school goals but it appears disjointed in areas.
<b>Unacceptable</b>	0-3	There is no clear distinction that the focus of the IEP is on Secondary Transition as there are areas found to be non-compliant with Indicator 13 requirements. There is one or more of the following concerns with the assessment process: the process does not use age-appropriate transition assessments; there are very little or no technically reliable assessments used; and/or the assessment process is very narrow in scope and does not meet the standards for comprehensive assessment. The assessment process is disability driven with little to no reference to general education curriculum or secondary transition needs. Information recorded is superficial, very vague, and may be comparative to peers There is one or more of the following concerns with the PSOGS and the annual goals and objectives: the PSOGS are not written using the correct terminology, they are not written in measurable and observable language; they are vague; and/or there are no real measures that could track growth. The annual goals and objectives are not aligned with the general education curriculum and/or Post-School Outcome Goal Statements written. The IEP does not reflect a transition plan that is driven by the student’s needs and promotes progress in general education curriculum, secondary transition curriculum, as well as attainment of post-school goals.