



Please return to _____ (Title) _____ (Room #)
 by _____, ____/____/____.

SECONDARY TEACHER REPORT for Upcoming IEP

This report will assist the Special Education Case Carrier in writing the student's DRAFT IEP including the Present Levels of Academic Achievement and Functional Performance, goals and objectives, as well as accommodations, modifications and behavior plans for his/her upcoming IEP meeting.

To be completed by the Special Education Case Carrier:

 (Teacher to Complete this Report) (Class/Course/Subject) (Time/Period)

You are invited to attend the IEP for:

Student Name: _____ Birthdate: ____/____/____ School: _____

Scheduled for _____, _____ at _____ in _____.

(Day) (Date) (Time) (Location/Room)

The areas marked below are to be completed by the

- General Education Teacher Special Education Teacher Other _____

Please complete the marked sections only.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Circle a rubric score for each area marked. IEP goals will be developed for any areas marked a 1 or a 2. Please comment in the "Evidence" column for all questions marked a 1 or 2.

- 1- Does Not Meet Standards 3- Meets Standard
 2- Sometimes Meets Standards 4- Exceeds Standard

I. ELA-Reading (Standard 1.0) /Reading Comprehension (Standard 2.0)

Can the student:	Rubric:	Evidence:
- decode one syllable words?	1 2 3 4	
- decode multi-syllabic words?	1 2 3 4	
- read with fluency?	1 2 3 4	
- analyze literature and make judgments based on textual evidence?	1 2 3 4	
- summarize texts to include main idea, critical details and underlying meaning?	1 2 3 4	
-read text to learn content?	1 2 3 4	

Additional Comments for Reading: _____

II. ELA-Writing Strategies(Standard 1.0)/Writing Applications (Standard 2.0)

Can the student:	Rubric:	Evidence:
- use encoding rules to spell?	1 2 3 4	
- use appropriate grammar and sentence structure?	1 2 3 4	
- write complete sentences?	1 2 3 4	
- write complete paragraphs that are unified and coherent?	1 2 3 4	
- use the writing process when appropriate?	1 2 3 4	
- use conventions appropriate to grade level?	1 2 3 4	
- use genre elements appropriate to the writing task?	1 2 3 4	
- respond to a writing prompt independently?	1 2 3 4	

Additional Comments for Writing: _____

III. **ELA-Receptive/Expressive Language** **CELDT test: Date _____ LEP level _____**

Can the student:

Rubric: *Evidence:*

- respond to/ask questions to an adult/peer?	1	2	3	4
- look at his/her audience when responding or speaking?	1	2	3	4
- speak clearly?	1	2	3	4
- contribute to classroom discussion	1	2	3	4

Additional Comments for Receptive/Expressive: _____

IV. **Mathematics**

Can the student:

Rubric: *Evidence:*

- perform basic operations w/ integers and rational numbers?	1	2	3	4
- simplify expressions?	1	2	3	4
- solve equations and inequalities?	1	2	3	4
- solve multi-step problems (i.e. word problems)	1	2	3	4
-perform basic operations on monomials and polynomials?	1	2	3	4
- apply basic factoring techniques	1	2	3	4
- graph linear equations?	1	2	3	4

Additional Comments for Math: _____

Please use the following rubric for the next two areas:

1- Never/Rarely

2- Sometimes

3- Usually

4- Always

V. **Pre-Vocational/Vocational**

Can the student:

Rubric: *Evidence:*

- complete classwork?	1	2	3	4
- complete homework?	1	2	3	4
- stay on task?	1	2	3	4
- begin tasks in a timely fashion?	1	2	3	4
- complete tasks in a timely fashion?	1	2	3	4
- maintain a notebook?	1	2	3	4
- fill out a planner?	1	2	3	4
- exhibit motivation?	1	2	3	4
- exhibit dependence?	1	2	3	4

Additional Comments: _____

VI. **Social Adaptive Behavior**

Does the student:

Rubric:

Evidence:

- have friends, socialize with peers?	1	2	3	4
- accept responsibility?	1	2	3	4
- exhibit respect towards adults/peers?	1	2	3	4
- use appropriate language?	1	2	3	4
- follow rules?	1	2	3	4
- exhibit excessive talking?	1	2	3	4
-exhibit frequent absenteeism/tardiness?	1	2	3	4

Additional Comments: _____

VII. **Accommodations and Modifications** (use additional paper if needed)

Please indicate any accommodations (those that do not alter the standards) that have been helpful for the student _____

Please indicate any modifications (those that significantly alter the standards) that have been helpful for the student _____