

**Rhode Island  
Indicator 13 Rubric  
Scoring Sheet**  
*(Please attach a copy of the IEP)*

**Student Name:**  
**Date:**

**SASID:**

**District/School:**

**Total Indicator Quality** \_\_\_\_\_

**Scoring Rubric**

<b>25-27</b>	<b>Exemplary</b>
<b>18-24</b>	<b>Accomplished</b>
<b>9-17</b>	<b>Developing</b>
<b>0-8</b>	<b>Non-compliant</b>

<b>Indicator 13 language</b>	<b>Verification of Census</b>		<b>Exemplary Highest Level of Performance 3</b>	<b>Accomplished Achievement of Mastery Level 2</b>	<b>Developing Beginning Level of Performance 1</b>	<b>Non-Compliant 0</b>	<b>S</b>
	<b>Yes</b>	<b>No</b>					
<b>1.</b> Evidence that the student was invited to the IEP Team Meeting			<input type="checkbox"/> Evidence of Student written invitation  <p style="text-align: center;"><b>and</b></p> <input type="checkbox"/> Student participated in the IEP meeting.  <p style="text-align: center;"><b>and</b></p> <input type="checkbox"/> Student preferences and interests are evident in IEP	<input type="checkbox"/> Evidence of Student written invitation.  <p style="text-align: center;"><b>and</b></p> <input type="checkbox"/> Student participated the IEP meeting.	<input type="checkbox"/> Evidence of Student written invitation.  <p style="text-align: center;"><b>and</b></p> <input type="checkbox"/> Student did not participate in the IEP meeting but documented student preferences, and interests were obtained.	<input type="checkbox"/> No evidence of a written invitation  <p style="text-align: center;"><b>or</b></p> <input type="checkbox"/> No documentation of preferences and interests.  <p style="text-align: center;"><b>or</b></p> <input type="checkbox"/> A “no” response from the verification of the census	

Indicator 13 language	Verification of Census		Exemplary Highest Level of Performance 3	Accomplished Achievement of Mastery Level 2	Developing Beginning Level of Performance 1	Non-Compliant 0	S
	Yes	No					
2.							
Evidence that, if appropriate, a representative of any (Secondary Transition) participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority			<input type="checkbox"/> A representative of a participating agency was invited to the IEP with the parent or students consent as evidenced by meeting notice (or similar document)  <b>and</b> <input type="checkbox"/> Evidence of their role or services appeared in the IEP.	<input type="checkbox"/> A representative of a participating agency was invited to the IEP with the parent or students consent as evidenced by meeting notice (or similar document)  <b>or</b> <input type="checkbox"/> a representative of an appropriate agency was not required.		<input type="checkbox"/> A representative of a participating agency was invited to the IEP without parent or students consent as evidenced by meeting notice (or similar document).	
3.							
Includes appropriate measurable post school goals.			<input type="checkbox"/> The IEP includes a post school goal for employment, post secondary education /training and independent living when applicable and is worded in terms that are measurable as an outcome.  <b>and</b> <input type="checkbox"/> is based on age appropriate transition assessment	<input type="checkbox"/> The IEP includes a post school goal for employment, post secondary education /training and independent living when applicable and is worded in terms that are measurable as an outcome.		<input type="checkbox"/> The IEP includes a post school goal for employment, post secondary education /training and independent living, if applicable, but is not worded in terms that are measurable as an outcome.  <b>or</b> <input type="checkbox"/> A “no” response from the verification of the census  <b>or</b> <input type="checkbox"/> There are no post school goals in the IEP.	

Indicator 13 language	Verification of Census		Exemplary Highest Level of Performance 3	Accomplished Achievement of Mastery Level 2	Developing Beginning Level of Performance 1	Non-Compliant 0	S
4.	Yes	No					
Based upon an age appropriate transition assessment			<input type="checkbox"/> There are 2 or more transition assessments used that are appropriate for the age/grade level of the student <b>and</b> <input type="checkbox"/> All assessments are available for review (either in the record or at the school) <b>and</b> <input type="checkbox"/> The assessment results demonstrate a clear connection to the <ul style="list-style-type: none"> <li>○post school goals</li> <li>○present levels</li> <li>○transition services</li> <li>○program of study</li> <li>○annual goal</li> </ul>	<input type="checkbox"/> There is at least one Transition Assessment used and it is appropriate for the age/grade level of the student <b>and</b> <input type="checkbox"/> The assessment are available for review (either in the record or at the school)	<input type="checkbox"/> There is at least one Transition Assessment used which does not appear to be appropriate for the age/grade level of the student <b>or</b> <input type="checkbox"/> The assessment results do not demonstrate a clear connection to the post school goals. <b>and</b> <input type="checkbox"/> The assessment is available for review (either in the record or at the school)	<input type="checkbox"/> The Transition Assessments are not appropriate for the age/grade level of the student <b>or</b> <input type="checkbox"/> A “no” response from the verification of the census <b>or</b> <input type="checkbox"/> IEP lists no transition assessments <b>or</b> <input type="checkbox"/> The actual assessments cannot be verified (either in the record or at the school).	

Indicator 13 language	Verification of Census		Exemplary Highest Level of Performance 3	Accomplished Achievement of Mastery Level 2	Developing Beginning Level of Performance 1	Non-Compliant 0	S
	Yes	No					
5. Present level of Academic and Functional Performance (PLOP) references post school goals, skills and Transition Assessment			<input type="checkbox"/> The PLoP describes specific quantitative baseline data related to current level of academic and functional skills as they relate to the students desired post-school goals. <b>and</b> <input type="checkbox"/> The PLoP references Transition Assessments. <b>and</b> <input type="checkbox"/> The transition assessment results demonstrate a clear connection to the students post-secondary goals	<input type="checkbox"/> The PLoP describes specific quantitative baseline data related to current level of academic and functional skills as they relate to the students desired post-school goals. <b>and</b> <input type="checkbox"/> The PLoP references Transition Assessments.	<input type="checkbox"/> The PLoP references Transition Assessments <b>or</b> <input type="checkbox"/> The PLoP does not reference Transition Assessments <b>and</b> <input type="checkbox"/> The PLoP does not adequately describe current level of academic and functional strengths and needs as they relate to the students desired post-school goals.	<input type="checkbox"/> The Present Level of Performance is missing from either or both the functional and academic performance summaries.	

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<b>6.</b>			<input type="checkbox"/> The transition services described in the IEP appear to be a coordinated set of activities that reasonably assist the student in reaching their post school goals. <b>and</b> <input type="checkbox"/> There are several statements of transition service included in the IEP for each post-school goal.	<input type="checkbox"/> The transition services described in the IEP appear to be a coordinated set of activities that reasonably assist the student in reaching their post school goals. <b>and</b> <input type="checkbox"/> There is at least one statement of transition service included in the IEP for each post-school goal.	<input type="checkbox"/> There is one transition service listed but may not be appropriate or related to assisting the student in reaching their post school goals.	<input type="checkbox"/> A “no” response from the verification of the census  <b>or</b> <input type="checkbox"/> IEP has no transition services listed	
<b>7.</b>			<input type="checkbox"/> There is a course or program of study indicated in the IEP that is clearly aligned with the student’s post school goals.	<input type="checkbox"/> A Program of Study is included in the IEP.		<input type="checkbox"/> The IEP has no course of study listed.	
<b>8.</b>			<input type="checkbox"/> Student indicated assurance that they are in agreement with the post school goals and was provided information on the transition requirements				

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<b>9.</b>							
Annual IEP goals related to the student's post school goals			<input type="checkbox"/> All annual goals are supported and are related to the student's post school goals.	<input type="checkbox"/> At least one annual goal supports and relates to the student's post school goals.	<input type="checkbox"/> There is at least one annual goal but does not relate to the student's post school goals.	<input type="checkbox"/> There are no annual goals in the IEP.	
						<b>TOTAL INDICATOR QUALITY SCORE</b>	

\* If an item is either "no" for verification of district data and/or "compliance", the record is found out of compliance for that item.