Math Proficiency Self-Assessment Student Form



SSID Number:				Student: Teacher:			Eligibility:		
Ethnicity: _			School:	leacher:			Monitor:		
Primary home language indicated by the parent:				Language in which the student is most proficient:					
Evaluat	ion/Reeva	aluation							
PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description		
	II.A.1		Current evaluation 60-Day				Team determined the student needs special education and related services 60-Day		
	II.A.4		Eligibility considerations Student assessed in all areas related to the suspected disability (including academic, behavior, current vision and hearing status) and for preschool, a CDA (indicate areas that have not been assessed) 60-Day Vision Social/behavioral Hearing Communications Academics Assistive tech. Cognitive Motor skills Adaptive			Assessments and other evaluation materials are administered in a language and form most likely to yield accurate information 60-Day			
						П	SPED72 matches eligibility		
							A—documents a developmental disability that significantly affects verbal and nonverbal		
							communication and social interaction DD—documents at least 1.5 SD and no more than 3 SD below the mean in two or more areas for a child who is at least 3 years of age but under 10 years of age		
			Performance in educational setting and progress in				ED—verification by a qualified professional 60-Day		
			general curriculum Educational needs to access the general curriculum,				HI—verification by a qualified professional 60-Day		
		П	including assistive technology For reevaluations, if any additions or modifications to				HI—documents the language proficiency of the student		
			the special education services are needed for the student to progress in the general curriculum				MIID—documents performance on standard measures between 2 and 3 SD below the mean		
			The impact of any educational disadvantage				MOID—documents performance on standard measures between 3 and 4 SD below the mean		
			The impact of English language learning on progress in the general curriculum	· 🗆			MD—documents a learning and developmental		
			Team determined the student has a specific category of disability 60-Day	′ 🗆			problem resulting from multiple disabilities 60-Day MDSSI—documents multiple disabilities that include at least one of the following: VI or HI 60-Day		
							OHI—verification by a qualified professional 60-Day		
							Ol—verification by a qualified professional 60-Day		
Commen	ts:								

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PEA ✓	Line Item	I-O-U	Description	PEA ✓	Line Item	I-O-U	Description
			PSD—documents more than 3 SD below the mean in one or more areas		III.A.3		General required components of IEP are included
			SLI—documents a communication disorder				IEP has PLAAFP (refer to Guide Steps)
			SLD—documents a significant discrepancy between achievement and ability in one of the identified areas or failure to respond to intervention (RTI)		IN/OUT Goal 1: □ Goal 2: □		Measurable annual goals related to PLAAFP
			SLD—certifies that each team member agrees or disagrees		Goal 3: □ Goal 4: □		
			SLD—documents determination of effects of environmental, cultural, or economic disadvantage		Goal 5: □ Goal 6: □		
			SID—documents performance at least 4 SD below the mean		Goal 7: □ Goal 8: □ Goal 9: □		
			TBI—verification by a qualified professional 60-Day		Goal 10:		Description of climbility for observed accommon
			VI—verification by a qualified professional 60-Day				Documentation of eligibility for alternate assessment, if appropriate 60-Day
			VI—documents the results of an individualized Braille assessment for a student who is considered				For students eligible for alternate assessments only, short-term instructional objectives or benchmarks
_			blind For initial evaluation, the student was evaluated within 60 calendar days				Current progress report includes progress toward goals (If "out," indicate the missing requirement)
	II.A.5		# of days over: Reason:				☐ No description of timeline
			60-Day				☐ Goals not measurable☐ Not done in accordance with timeline
Individ	ualized Ed	ducation	n Program				\square Not reflective of measurement criteria in goal
PEA ✓	Line Item	I-O-U	Description		III.A.4		Individualized services to be provided
	III.A.1		Current IEP (date:) 60-Day				Special education services to be provided (If "out," indicate the missing requirement)
	III.A.2		IEP review/revision and participants				□ Not specially designed instruction (SDI)□ No documentation of why SDI is provided by other
			IEP reviewed/revised annually (previous date:)				personnel ☐ No documentation of certified special education
			IEP team meeting included required participants (if "no," indicate missing members)				personnel in planning, progress monitoring, or delivery of SDI
		☐ ☐ Parent ☐ PEA Representative☐ Gen Ed Teacher ☐ Test Results☐ Special Ed Teacher ☐ Interpreter	□ Parent□ PEA Representative□ Gen Ed Teacher□ Test Results				 □ Special education teacher not certified □ Other provider not certified (district only)
			☐ Special Ed Teacher Interpreter				Consideration of related services
Commen	ts:						

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PEA ✓	Line Item	I-O-U	Description	Secondary Transition Line Items (III.A.6 & III.A.7)				
			Consideration of supplementary aids, services, and program modifications	PEA ✓	Line Item	I-O-U	Description	
			Consideration of supports for school personnel		III. A. C		For students 16 years of age or older,	
			Location, frequency, and duration of services and modifications (If "out," indicate the missing requirement) □ Location □ Frequency □ Duration		III.A.6		documentation of required postsecondary components 60-Day Measurable postsecondary goals □ No evidence of goals □ Goal content not postsecondary □ Not measurable □ Required goal areas not addressed	
			Consideration of the need for extended school year				Measurable postsecondary goals updated annually	
			Extent to which student will not participate with nondisabled peers				Documentation that the postsecondary goals were derived from age-appropriate assessment(s)	
	III.A.5		SPED72 matches LRE Other considerations				Documentation of one or more transition services/activities that support the postsecondary	
			Consideration of strategies/supports to address behavior that impedes student's learning or that of				goal(s) The student's course of study supports the identified postsecondary goal(s)	
			others Consideration of individual accommodations in testing, if appropriate				Documentation of annual IEP goal(s) that will reasonably enable the student to meet the postsecondary goal(s)	
			Consideration of communication needs of the student				Documentation that the student was invited to the meeting	
			Consideration of assistive technology devices and service needs For students who are ELL, consideration of language needs related to the IEP				Evidence that a representative of another agency that is likely to provide and/or pay for transition services has been invited to the meeting when parent consent has been obtained	
			For students with HI, consideration of the child's language and communication needs		III.A.7		Documentation of additional postsecondary transition components	
							Progress reporting for services/activities	
							By age 17, a statement of rights to transfer at age 1	
					III.A.8		IEP reflects student educational needs 60-Day	
Commen	ts:							