

IEP Check-Up



- The student's area of need is clearly identified
- The skill/behavior to be addressed is defined in observable and measurable terms
- The skills to be attained by the student in the area of need are described.
- The skills to be attained next are described.
- The student's strengths in the area of need are identified.
- Sources of information determining the strengths and areas of needs are identified and current.
- Objective baseline data on defined skill or behavior is included.
- Measurement tool or methodology can be repeated frequently for progress monitoring.
- Description of how the disability will impact the student's involvement and progress in the general curriculum is included.

- **The skill/behavior is described in relationship to expectations within the general education setting (norms are included).**
- **Description of how the disability will impact the student's involvement and progress in the general curriculum is included.**
- **The skill/behavior is described in relationship to expectations within the general education setting (norms are included).**
- **The student's interest, preferences and goals are identified.**
- **Effective curricular/instructional strategies for this student are identified**
- **Information is instructionally relevant.**
- **The teacher will know where to begin instruction based on provided information.**
- **Language is free of jargon.**



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