

# IEP MONITORING CHECKLIST

## Present Level of Academic Achievement & Functional Performance

1. Is there sufficient information on what the child is doing now?  
 strengths  
 needs related to the child's disability  
 parent concerns
2. How does the child's disability affect progress in the general curriculum?
3. Does the PLAAFP establish a **baseline** of information about the child?  
 measurable - means observable (you can see it, hear it, count it)  
 functional - means useful in the child's daily environment  
 identifies any special factors  
 describes both academic and non-academic areas  
 includes results of most recent evaluation or re-evaluation (e.g. formal and informal educational performance data, state and/or district assessments)

## Annual Goal

1. What can the child accomplish in 12 months?  
 related to the disability  
 related to the Kansas standards & general curriculum  
 functional  
 measurable
2. Is the goal stated in the following terms:  
**The child - will do what - to what level/degree?**
3. Does the goal apply to a variety of situations and activities?
4. Can you **describe** the behavior the child will be doing when the goal is reached?

## Short Term Objectives/Benchmarks

1. What will the child need to do to achieve each annual goal?  
 at least 2 per each goal  
 a precursor step or building block skill  
 measurable
2. Do the short-term objectives define the intermediate steps to a goal?  
**The child - will do what - to what level/degree- under what conditions?**
3. Do the benchmarks identify major milestones in achieving a goal?  
**The child - will do what - to what level/degree - by when?**