Transition Planning Rubric

Name:

Date:

ORi

The intent of this rubric is to serve as a self-check guide for educators who are creating transition plans in preparation for IEP meetings, and as a coaching and feedback tool for special education leaders who are supporting teams with oversight of meaningful and legally compliant IEP's.

Assessment Rubric

Category	0	1	2	3
Establish and Record Baseline Data	PLAAFP does not reflect data or assessment based baseline.	PLAAFP reflects minimal data. Utilization of weak assessment tool to gather baseline.	PLAAFP reflects minimal data. Utilization of reasonable assessment tool to gather baseline.	PLAAFP reflects sufficient data. Utilization of reasonable assessment tool to gather baseline.
Create Reasonably Ambitious, Measurable Goals	Goals are not tied to baseline or assessment data. Goal does not contain specific measures to track growth.	Goals are loosely tied to baseline or assessment data. Goal does contain some measures to track growth.	Goals are reasonably tied to baseline or assessment data. Goal is measurable but may lack all components needs to track growth.	Goals are tightly tied to baseline or assessment data. Goal is measurable to track growth.
Provide Specially Designed Instruction	No specific evidenced based curriculum, strategies or interventions are identified in the plan. No delivery method identified.	Some evidenced based curriculum, strategies or interventions are identified in the plan. Minimal delivery plan identified.	Evidenced based curriculum, strategies or interventions are identified in the plan. Adequate delivery plan identified.	Specific evidenced based curriculum, strategies or interventions are identified in the plan. Focused delivery plan is documented.
Monitor Progress Regularly	Progress monitoring plan is unclear (who, when, where, what).	Some evidence of monitoring plan is documented. Data collection specifics are minimal (who, when, where, what).	Appropriate monitoring plan is documented. Some specific data collection methods identified.	Appropriate monitoring plan is documented. Specific data collection methods identified.
Implementation and Time to Meet	Lack of dedicated transition instruction time and/or structured support delivery is occurring weekly.	Minimal dedicated transition instruction time and/or structured support delivery is occurring weekly.	Reasonable dedicated transition instruction time and/or structured support delivery is occurring weekly.	Significant dedicated transition instruction time and/or structured support delivery is occurring weekly.

Scoring & Feedback

Place a check mark in the box that corresponds with your Transition Plan evauation.

	0	1	2	3
Establish and Record Baseline Data				
Create Reasonably Ambitious, Measurable Goals				
Provide Specially Designed Instruction				
Monitor Progress Regularly				
Implementation and Time to Meet				

Total Score:

Overall Score	0-6 Plan Requires Improvement	7-12 Acceptable Plan	13+ Strong Plan

Feedback: Here's what went well & how you can improve for next time: