

## Student-Led Individualized Education Program (IEP) Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

The following rubric is to be completed with the student to determine his/her level of participation in the student-led IEP process. The increased involvement of the student can be measured using this rubric over time to set participation goals for student-led IEPs.

<b>IEP Awareness</b>	I understand my and can explain my IEP and its purpose to others.	I know the meaning of IEP and the purpose of an IEP meeting.	I know the meaning of IEP.	I do not know what an IEP is.
<b>IEP Participation</b>	I have discussed my IEP with my TBVI and have contributed information about myself for the development of my IEP. I communicate and take ownership of this information at my IEP meeting.	I have discussed my IEP with my TBVI and have contributed information about myself for the development of my IEP.	I have discussed my IEP with my TBVI, but I do not participate in the meeting.	I do not participate or attend my IEP meeting.
<b>Knowledge of IEP Content</b>	I can name the accommodations and goals in my IEP addressing vision impairment. I have assisted in their development and am able to explain them.	I can name the accommodations and goals in my IEP regarding my vision impairment, but I do not have a voice in the development.	I know that I have accommodations and goals regarding my vision impairment, but I do not know what they are.	I do not know what is in my IEP.
<b>Abilities and Disabilities</b>	I am able to explain my strengths and challenges of my vision impairment and its impact to members of my IEP team and to others.	I am able to describe my strengths and challenges of my vision impairment and explain its impact to members of my IEP team	I have an understanding of my strengths and challenges of my vision impairment and how it impacts me.	I can recognize some strengths and challenges of my vision impairment and am unsure of how it impacts me.