

Present Level Checklist

The Present Levels of Academic Achievement and Functional Performance:	NA	Yes	No
Provides a clear picture of how the student is functioning at home , in school , in the community , and in all relevant environments			
Includes information from a variety of sources			
Addresses recommendations of the student's parents and Concerns of the student's parents			
Is understandable to professionals and parents			
Addresses the student's strengths and Addresses the student's needs			
Includes the student's involvement in the general education curriculum and the student's progress in the general education curriculum			
Provides a description of special considerations that may impact the student's learning			

Annual Goals Checklist

The Annual Goals:	NA	Yes	No
Flow from the needs addressed in the Present Levels of Academic Achievement and Functional Performance (Present Level)			
Are selected with an awareness of the student's unique skills, interests, and strengths			
Describe what the student can reasonably accomplish within a 12-month period			
Describe how the student will be involved in the general education curriculum and Describe how the student will make progress in the general education curriculum			
Include the following components: 1) Intent or purpose for accomplishment 2) Identification of the behavior or skill being addressed 3) Desired ending level of achievement 4) Characteristics of services for goals not requiring short-term objectives			

Short-Term Objectives Checklist

The Short-Term Objectives:	NA	Yes	No
Are included in the IEP for students taking the ND Alternate Assessment			
Include intermediate steps that describe how progress toward meeting annual goals will be measured			
Include intermediate steps that are typically sequenced developmentally, incrementally, or by level of proficiency			
Describe what a student can attain within a year, with most target dates within a short time span			
Provide general milestones for determining progress toward meeting the annual goals and are not curriculum or daily lesson plans			
Includes the following components: 1) Conditions or circumstances under which the behavior is to be performed 2) Performance of specific behaviors 3) Criteria for attainment or level of performance statements 4) Evaluation procedures for determining if the short-term objectives are being met 5) Schedule for determining whether objectives have been met 6) Characteristics of services			