

Secondary Transition IEP Review Rubric

Purpose: Below is a description of points to consider when completing each section of the Secondary Transition IEP Review Form. This information is also provided through hover prompts within the Secondary IEP Transition Components Application in the Education Data System (EDS) as well as in the Secondary IEP Transition Component Application User Guide. This rubric is intended to be an optional companion tool to the Secondary Transition IEP Review Form. These materials will all be found on the [Special Education Data Reporting and Collections](#) webpage (scroll down to Secondary Transition IEP Report).

1. Transition Assessment

Question 1: Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessments related to education/training, employment, and, where appropriate, independent living skills?

- The transition assessment should address the student's strengths, needs, preferences, and interests.
- Sources of transition assessment information may be from formal measures (such as interest or aptitude tests, etc.) or informal measures (such as student or family interviews, observations of the student, etc.).
- This information may also be sourced in other places, such as the student's current evaluation report, other sections of the IEP (such as the present levels), or the student's High School and Beyond Plan (HSBP).
- The assessment does not need to be specifically labeled "education/training", "employment", or "independent living" in order to be compliant.

Common reasons for a "no" response include:

- There is no evidence of any transition assessment results in the student's IEP, student file, current evaluation report, or HSBP.
- The transition assessment information does not address the student's preferences and interests.

2. Postsecondary Goal for Education/Training

Question 2: Enter the postsecondary goal that addresses education/training as written in the IEP (required for all students).

Question 2a: Is the postsecondary education/training goal measurable?

- Postsecondary goals must occur AFTER the student leaves the public school system. They are considered "measurable" if they can be clearly identified as "met" or "not met" (i.e., they are not required to contain a baseline, target, and unit of measure like an annual IEP goal).
- If the "postsecondary goal" section of the IEP does not identify a measurable postsecondary goal for education/training, check other sections of the IEP (such as the transition assessment or transition services section) to see if the postsecondary education/training goal is identified.

Common reasons for a "no" response include:

- The IEP does not contain a postsecondary goal for education/training.
- The goal can be completed prior to the student leaving high school, so it is not a POST-secondary goal. Examples: "student will participate in the LEA's 18-21 transition program", "student will research community college entrance requirements", or "student will visit the local college campus".

3. Postsecondary Goal for Employment

Question 3: Enter the postsecondary goal that addresses employment as written in the IEP (required for all students).

Question 3a: Is the postsecondary employment goal measurable?

- Postsecondary goals must occur AFTER the student leaves the public school system. They are considered “measurable” if they can be clearly identified as “met” or “not met” (i.e., they are not required to contain a baseline, target, and unit of measure like an annual IEP goal).
- If the “postsecondary goal” section of the IEP does not identify a measurable postsecondary goal for employment, check other sections of the IEP (such as the transition assessment or transition services section) to see if the postsecondary employment goal is identified.

Common reasons for a “no” response may include:

- The IEP does not contain a postsecondary goal for employment.
- The goal can be completed prior to the student leaving high school, so it is not a POST-secondary goal. Examples: “student will research the requirements of jobs in the field of computer science” or “student will have a job shadow experience in the area of automotive.”

4. Postsecondary Goal for Independent Living Skills

Question 4: Enter the postsecondary goal that addresses independent living skills as written in the IEP (if determined necessary by the IEP team).

Question 4a: Is the postsecondary independent living skills goal measurable (if determined necessary by the IEP team)?

- A postsecondary goal for independent living skills (ILS) is typically needed if the student has delays and receives special education services in the areas of adaptive, self-help, and/or independent living.
- The ILS goal should be for a skill(s) that will enable the student to live as independently as possible – it should not be a goal for a placement (e.g., “the student will live at home”).
- All postsecondary goals must occur AFTER the student leaves the public school system. They are considered “measurable” if they can be clearly identified as “met” or “not met” (i.e., they are not required to contain a baseline, target, and unit of measure like an annual IEP goal).
- If the “postsecondary goal” section of the IEP indicates an independent living skills goal is needed but does not include a measurable postsecondary goal for independent living skills, check other sections of the IEP (such as the transition assessment or transition services section) to see if the independent living skills are identified.

Common reasons for a “no” response include:

- The ILS goal is for a placement rather than a skill (such as “the student will live at home”, or “the student will live in a supported living environment”).
- The IEP identifies student needs and services in the area of independent living skills but does not contain a postsecondary goal for ILS and does not identify why the team determined an ILS goal was not needed.

5. Transition Services

Question 5: Does the IEP contain transition services that focus on improving academic and functional achievement of the student to reasonably enable the student to meet the identified postsecondary goals?

- If no, why was it noncompliant?

- Transition services include a variety of activities, including instruction (both general education and special education (SDI)), related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills, and provision of a functional vocational evaluation.
- Post-secondary readiness and exploration activities that are part of a student's High School and Beyond Plan (HSBP), and any IEP-determined differentiation needed for those activities, may also be a source of information for the transition services found in a student's IEP.

A possible reason for a "no" response* includes:

- The student has turned 16 as of the date of the IEP, but the IEP team has not yet addressed secondary transition in the IEP (i.e., the IEP does not contain any transition components).

**NOTE: A "no" response is uncommon for this area, since the definition of transition services is very broad and includes: instruction (both general education and special education (SDI)), related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills, and provision of a functional vocational evaluation.*

6. Course of Study

Question 6: Does the IEP contain a course(s) of study that will reasonably enable the student to meet the identified postsecondary goals?

- If yes, briefly describe.
- If no, why was it noncompliant?

- A course of study includes, but is not limited to, vocational education opportunities, participation in specific classes, work-based learning, community experiences, etc.
- The course of study should reflect future coursework and instruction, rather than past courses already taken.
- It could include just the year in which the IEP is in effect or may be for multiple years.
- It could be in the form of a list or a narrative describing the key courses and activities most directly related to the student's postsecondary goals.
- Activities referenced in the course of study can also include planned activities as part of a student's High School and Beyond Plan (HSBP).

Common reasons for a "no" response include:

- The course of study says the student will take the courses required for graduation - which is what ALL high school students are doing and is not specific to the student and their postsecondary goals.
- The IEP does not contain a course of study, or says "see attached", but there is nothing attached.

7. Annual IEP Goals

Question 7: Does the IEP contain annual IEP goals that support the student's transition services needs?

- If no, why was it noncompliant
- The IEP is not required to have separate IEP goals in the area of transition (i.e., goals titled "vocational skills" or "transition"). Academic and functional goals in other areas can support the student in attaining their postsecondary goals.
- Examples of IEP goals that support transition include: academic goals (reading, writing, math, functional academics), goals for writing resumes or letters of application, behavioral goals addressing on-the-job behaviors, adaptive goals in the area of accessing community services (such as public transportation), etc.

A possible reason for a "no" response may include:

- The student has turned 16 as of the date of the IEP, but the IEP team has not yet addressed secondary transition in the IEP (i.e., the IEP does not contain any transition components), therefore making it difficult to identify whether the IEP goals would support the transition services or postsecondary goals.

**NOTE: A "no" response is uncommon for this area, since most IEP goals are related to enabling the student to make progress in the skills needed after high school.*

8. Student Invitation

Question 8: Is there evidence that the student was invited to participate in the IEP meeting?

- If no, why was it noncompliant?
- Evidence that the student was invited to the IEP meeting could include any one of the following:
 - Student signed the IEP.
 - IEP meeting invitation was addressed to the student.
 - IEP meeting invitation listed the student as an invited participant (in the list of those attending).
 - The transition section of the IEP states (e.g., narrative or checkbox) that the student was invited or participated in the IEP meeting.

This area would only be marked with a "no" response if ALL the following were true:

- No student signature on the IEP,
- Student name not identified on the IEP invitation form, AND
- IEP transition section does not state that the student was invited/participated.

**NOTE: This is not a common area for a "no" response.*

9. Agency Invitation

Question 9: Will other agencies be providing or paying for IEP transition services during the current IEP?

Question 9a: Did the parent or adult student provide consent to invite a representative of the transition agency(ies) to the IEP meeting?

Question 9b: Is there evidence that a representative of the agency(ies) were invited to participate in the IEP meeting?

Question 9:

- This question is specifically related to IEP transition services that may be provided or paid for by an outside agency (i.e., an agency other than the school district).
- Representatives of other agencies are required to be invited to the IEP meeting, with parent/adult student consent, if one of the IEP transition services (see question 5 above) is being provided or paid for by an outside agency.
- This question is not referring to activities such as providing information to families about the services outside agencies provide and/or how to enroll for services (sometimes referred to in IEPs as “agency linkages”).

Question 9a:

- If the other agency is paying or providing for IEP transition services, the LEA must obtain parent/adult student consent and invite representatives of the other agency to the IEP meeting.
- If there is evidence that parent/adult student consent was obtained, enter “Yes” for this question.
- If parent/adult student consent was attempted, but not obtained, enter “No” for this question.

Question 9b:

- If consent was provided and representative(s) were invited, but did not attend the IEP meeting, enter “Yes”.
- This area would only be marked “No” if there is no evidence that representatives of that agency were invited to participate in the IEP meeting.

**NOTE: This is not a common area for non-compliance since it is limited to just those transition services in the IEP that are being provided/paid for by an entity other than the LEA and does NOT include agency “linkages” (i.e., getting the student/family connected with an outside agency).*



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