

Rating Scale for Assessment and Evaluation of Action Plans

1 = lowest

4 = highest

A. Content

- | | | |
|---|------------------------|---------------------------|
| 1) Statement of goal | _____
1 2 3 4 | degree of clarity |
| 2) Match of action plan to achieve goal | _____
1 2 3 4 | degree of appropriateness |
| 3) Time frame appropriate in duration and frequency | _____
1 2 3 4 | degree of appropriateness |
| 4) Checkpoints appropriate in frequency, in involvement of other person(s), and purpose | _____
1 2 3 4 | degree of appropriateness |
| 5) Support system identified | _____
1 2 3 4 | degree of appropriateness |
| 6) Justification reasonable for choice of support system and/or person(s) identified | _____
1 2 3 4 | degree of appropriateness |
| 7) Written record/journal | _____
1 2 3 4 | degree of detail |

B. Process

- | | | |
|--|------------------------|--|
| 1) Evidence of multiple sources of information accessed | _____
1 2 3 4 | degree of variety
(print, non-print, human) |
| 2) Evidence of multiple sources of information being evaluated for accuracy, representation of a variety of views/perspectives, up-to-dateness | _____
1 2 3 4 | degree of effort |
| 3) Information has been analyzed for applicability | _____
1 2 3 4 | degree of appropriateness |
| 4) Plan has been formulated in written form in triplicate (teacher/support person/student) | _____
1 2 3 4 | degree of completeness |
| 5) Evidence of observation that the plan has been carried out | _____
1 2 3 4 | degree of involvement |
| 6) Realistic judgment made | _____
1 2 3 4 | degree of appropriateness |
| 7) Evidence of collaborative effort between student, support person, and teacher | _____
1 2 3 4 | degree of effort |
| 8) Evidence that goal has been or is being achieved | _____
1 2 3 4 | degree of application |