



# Teacher Report for Quarterly Progress

Office of Special Education  
MONTGOMERY COUNTY PUBLIC SCHOOLS  
Rockville, Maryland 20850

**MCPS Form 272-5**  
**October 2018**  
**Page 1 of 2**

**Directions:** Please complete all sections for **each** Individualized Education Program (IEP) goal listed which pertains to your subject/content. Your input is required to ascertain student progress towards IEP goals. For your convenience, guidelines for determining progress towards IEP goals are summarized with each category. A minimum of three work samples with rubrics/scoring guides are to be provided for each goal. The case manager should provide a separate form for each goal and each applicable objective for the current marking period.

## STUDENT INFORMATION

Student Name: \_\_\_\_\_ MCPS Student ID: \_\_\_\_\_

School: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Class Period: \_\_\_\_\_

Case Manager Name: \_\_\_\_\_ Date Completed: \_\_\_\_/\_\_\_\_/\_\_\_\_

## PROGRESS TOWARDS GOAL

Please indicate the progress towards the following goal as evidenced in your class. (Case manager will prefill)

Goal:

- Goal achieved:** This means the student has effectively demonstrated the goal over the course of the applicable marking period or within the year of the IEP.
- Making sufficient progress to meet the goal:** This means if the progress over baseline were to continue incrementally, the student would master the goal as written.
- Newly introduced skill, progress not measurable at this time:** This means either the IEP (or goal for a periodic review) was just developed within the marking period or the skill was just introduced in the marking period.
- Not making sufficient progress to meet the goal:** This means the student has made no progress or if the progress over baseline continued incrementally, the student would not be able to master the goal as written.
- Not yet introduced:** This means there was no opportunity for the student to learn this concept in the marking period.
- Not applicable to my content/subject area.**

Check the level of independence as the student progressed towards IEP goal mastery.

- Fully independent
- Making satisfactory progress towards independence
- Highly dependent upon adult support, accommodations, and supplementary aids and services
- Not applicable to my content/subject area

## PROGRESS TOWARDS OBJECTIVES

Please indicate the progress towards the following IEP objective as evidenced in your class. (Case Manager will pre-fill)

Objective:

- Met
- Not met
- Not yet introduced
- Not applicable to my content/subject area

Comments:

**COMMENTS**

This section is **REQUIRED** to be completed for each goal. Please be specific to student strengths and needs as they apply to the stated goal above. Additionally, please comment on student's work study habits and participation.

**DATA TO SUPPORT PROGRESS**

**To complete this form, the following data must be provided:**

Please upload or provide hard copies of a minimum of three work samples/assignments with rubrics/scoring guides for each goal.

**DISTRIBUTION:** COPY 1/Student's Confidential Folder