



Essential Features of a Defensible Autism Program

Module 3: Assessment and IEP Development

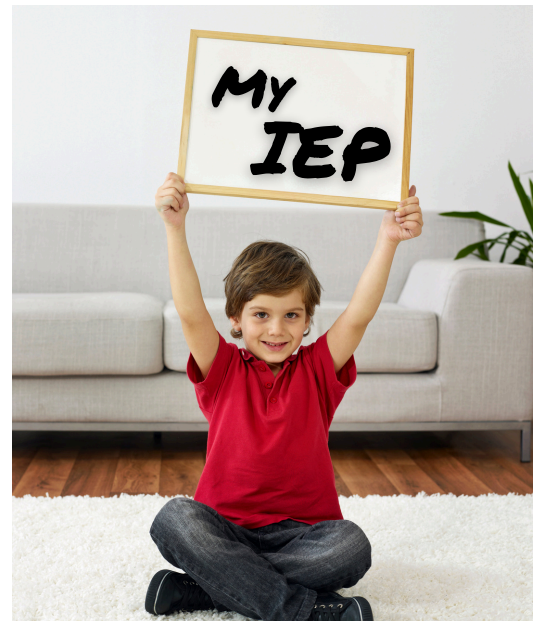
OVERVIEW

The APERS assessment's IEP goals and assessment section evaluates several critical areas. It examines how student progress is assessed, ensuring that effective methods are in place to track individual development. The assessment process itself is reviewed for its thoroughness and appropriateness. IEP goals are evaluated to ensure they are clear, measurable, and tailored to each student's needs. Additionally, the section assesses program transition planning, looking at how well the transition plans prepare students for changes in their educational environment or post-school life.

THE PURPOSE

Creating clear, measurable IEP goals and utilizing effective assessment methods are vital for learners with autism. These components ensure educational strategies are tailored to each student's unique needs and progress is accurately monitored. Well-defined IEP goals provide a structured path for development, promoting consistency and focus in learning. Good assessment practices enable educators to identify strengths and areas for improvement, allowing for timely adjustments in instruction.

This targeted approach fosters academic, social, and emotional growth, ensuring students with autism receive the support they need to thrive in their educational journey.



SUBDOMAINS

- Assessing Student Progress
- Assessment Process
- IEP Goals
- Transition Planning

WHAT TO LOOK FOR

ASSESSING STUDENT PROGRESS: Data on all IEP goals should be collected in multiple formats and across different activities. Teachers must use this data to guide instruction and planning. Data tools should be useful and aligned with accepted standards for analyzing student progress.

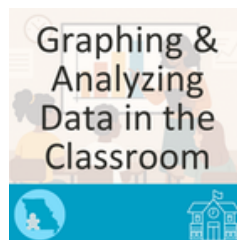
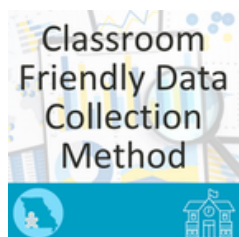
ASSESSMENT PROCESS: Parents should be involved in all parts of the assessment process, sharing information and reviewing results. Assessments must also be culturally and linguistically appropriate for the student and family.

IEP GOALS: Parents and students (when appropriate) should take part in developing IEP goals. Goals must reflect assessment data, be measurable and functional, and align with family values. The IEP should address autism-related core areas, co-occurring mental health needs, and skills for independence. It must also show how the student will progress in the general curriculum, with all team members having access to goals and assessment information.

TRANSITION PLANNING: IEP goals should support smooth transitions to the next program. Assessment results must be shared, and staff from the next setting should be included in planning.



ADDITIONAL RESOURCES



- [IEP Goals Tip Sheets](#)
- [Measuring Progress Tip Sheet](#)



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