

Three ways to log evidence as it happens, a visual progress tracker and quarterly roll-up, evidence cards, an 'I can' statement bank, a student reflection page, a general education contribution page, a family conversation guide, a binder cover and divider tabs, and a filled example. Fillable PDF.

EXAMPLE Example, Filled In

Micah is invented, and so is every number. Notice that the 'I can' statement on page 13 and the roll-up sentence on page 11 both came from the same two numbers.

My Goals, in Plain Language (page 6) — Micah, 4th grade (invented)

GOAL 1

PART	IN PLAIN WORDS
The goal as written (Exam types I)	Micah will independently submit completed homework assignments in 9 of 10 opportunities across three consecutive weeks.
In plain, everyday language (Exam writes it)	Turning in my homework on my own, without a grown-up reminding me, most days
Evidence to watch for (a few words, so we know what to log)	How many days a week homework gets turned in without a reminder, from the classroom log.

Evidence Log — Quick Weekly Check (page 7)

WEEK OF	GOAL	ONE THING I SAW	TREND	INT
Oct 6	Homework turn-in	Turned in 4 of 9 days without a reminder	Getting closer	JT
Oct 13	Homework turn-in	Turned in 3 of 9 days, needed one reminder Wednesday	About the same	JT

Visual Progress Tracker (page 10) — 2 of 10 days (20%) to 7 of 10 days (70%); target 9 of 10 days (90%)

GOAL (SHORT NAME)	BASILINE	NOW	TARGET
	0	70	90

Quarterly Roll-Up Summary (page 11)

GOAL	BASILINE	CURRENT	TARGET	CHANGES SO FAR	ONE SENTENCE
Homework	2 of 10 (20%)	7 of 10 (70%)	9 of 10 (90%)	+5 days (+50%)	Micah now turns in homework independently most days each week. The goal is 2 more days a week by the end of the quarter.

Three steps, then a page for whatever situation you are in. Nothing on the student's pages is written by this file — every plain-language sentence is written in by your team, from data you already have.

IF THIS IS YOUR SITUATION	USE THIS PAGE	PAGE
I have five minutes and one thing to note	Quick Weekly Check	7
I want to document one skill in depth, over time	Detailed Skill Entry	8
I'm checking in on every goal at once	Multi-Goal Snapshot	9
It's report or meeting time	Visual Tracker, then Roll-Up Summary	10, 11
The student is ready to talk about their own progress	Reflection, then 'I Can' Cards	14, 13
A general education teacher wants to add what they're seeing	Teacher Contribution Page	15
Time to update the family	Family Conversation Guide	16
Setting up a binder for this student	Binder Cover, then Divider Tabs	17, 18
It's the start of a new quarter or term	Planning Sheet, then Goals in Plain Language	5, 6

Three steps to start

- 1 Fill in the planning sheet (page 5) and write each goal in plain language (page 6) with your team.
- 2 Log evidence as it happens, using whichever log fits the moment (pages 7 to 9).
- 3 Every quarter, roll it up (pages 10 to 11), pull 'I can' statements (page 13), and let the student reflect (page 14).

What this file is not

Not a rule about who is told what, when, or how your school talks with a student or family about any label or category — that is your team's and your district's own decision, and this file never touches it. Not a scoring instrument or an automated writer: every plain-language sentence and every 'I can' statement is written in by your team, from data you already have, never generated by this file.

Why this file stays separate from meeting prep

The Student-Led IEP Meeting Toolkit gets a student ready for one day. This file is the ordinary, between-meetings paper trail — evidence already logged, a tracker already shaded, 'I can' statements already written — instead of a blank page the week before the meeting.

STUDENT

LOGGED BY (INITIALS)

Writing the note

When to switch pages

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Filled in by an adult from data already collected. Shade the bar by hand up to today's number; the tick marks are evenly spaced, not a calculation.

STUDENT

DATA THROUGH (DATE)

COMPLETED BY

How to shade the bar

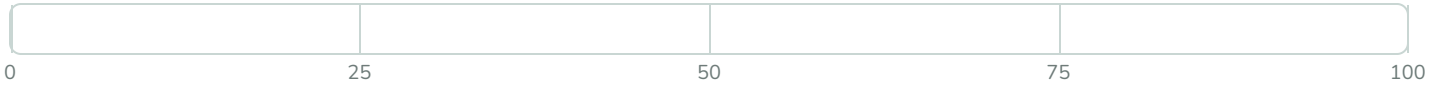
Write the baseline, current and target numbers from pages 7 to 9, then shade or color the bar by hand up to today's number. The tick marks are evenly spaced from 0 to 100 and are not a calculation — use whatever scale fits the goal (percent, count, days out of a week, whatever the data already uses).

GOAL 1 (SHORT NAME)

BASELINE

NOW

TARGET



GOAL 2 (SHORT NAME)

BASELINE

NOW

TARGET

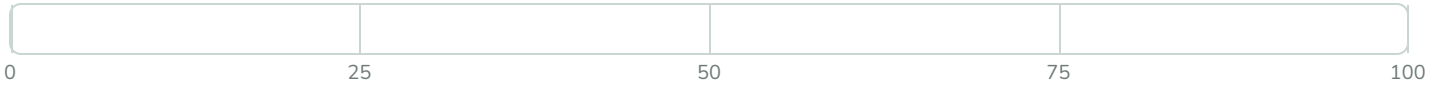


GOAL 3 (SHORT NAME)

BASELINE

NOW

TARGET



GOAL 4 (SHORT NAME)

BASELINE

NOW

TARGET



Reading the markers

A thin gray line marks where the student started; a thin clay line marks the target. Shading the bar between them, over a few quarters side by side, is often the clearest way to see growth — clearer than the number alone. Print a fresh copy of this page each quarter and keep the old ones together to see the trend across the year.

More than four goals?

Print this page again for the rest; the roll-up on page 11 has room for every goal on one table regardless of how many tracker pages that takes.

Quarterly Roll-Up Summary

The page that turns pages 7 to 10 into something to report: baseline, current, target, and one written sentence for the meeting.

STUDENT

QUARTER / TERM

COMPLETED BY

GOAL (SHORT NAME)	BASELINE	CURRENT	TARGET	CHANGE SO FAR	ONE SENTENCE FOR THE MEETING

Writing the one sentence

- ☐ Start with the number: “_____ went from _____ to _____.”
- ☐ Name what changed in plain words, not a score category.
- ☐ More starters like these are on page 13.

Before the meeting, check

- ☐ Every number here matches the tracker on page 10.
- ☐ Every goal listed here also has a row on page 6.
- ☐ The sentence is something the student would recognize, not just the team.

Evidence count this quarter (optional, but useful in the room)

GOAL	QUICK CHECKS LOGGED (PAGE 7)	DETAILED ENTRIES (PAGE 8)	SNAPSHOTS INCLUDED (PAGE 9)

'I Can' Statement Bank and Cards

Sentence starters, then blank cards. Every finished statement is built from real evidence already logged, in the team's or the student's own words.

STUDENT

WRITTEN WITH

Sentence starters

- ☐ I can ____ when ____.
- ☐ I used to find ____ hard, and now I ____.
- ☐ I can ask for ____ when I need it.
- ☐ My evidence for this is ____ (page ____).
- ☐ I still find ____ hard, and I'm working on ____.
- ☐ One thing I want my team to know is ____.
- ☐ I noticed I got better at ____ because ____.
- ☐ The thing that helps me most with ____ is ____.

Never invented by this file

Every statement below is built from evidence already logged on pages 7 to 9 and shown on the tracker (page 10). No statement here names a label or a category. A card left blank is better than one filled with a guess.

'I can' card 1

.....
.....

BASED ON (PAGE / DATE)

.....

'I can' card 2

.....
.....

BASED ON (PAGE / DATE)

.....

'I can' card 3

.....
.....

BASED ON (PAGE / DATE)

.....

'I can' card 4

.....
.....

BASED ON (PAGE / DATE)

.....

'I can' card 5

.....
.....

BASED ON (PAGE / DATE)

.....

'I can' card 6

.....
.....

BASED ON (PAGE / DATE)

.....

Where these get used

Finished cards can go straight into the family conversation (page 16), the meeting-day script in the Student-Led IEP Meeting Toolkit, or simply stay here as a record the student can reread whenever they want a reminder of their own progress.

What to share at home this quarter, and a few ways to talk about it that keep the conversation on the student's own progress.

STUDENT

QUARTER / TERM

WRITTEN WITH

What we're celebrating this quarter

.....

.....

.....

.....

What we're working on next

.....

.....

.....

.....

How you can help at home, in plain language

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.....

A few ways to talk about it

- ☐ Ask what they're proud of before asking what was hard.
- ☐ Read their 'I can' cards together (page 13) instead of summarizing for them.
- ☐ Keep the conversation on their own progress, in their own words.
- ☐ If you're not sure how to answer a question they ask, it's fine to say you'll find out and follow up.

Words your child might use (from page 13)

.....

.....

.....

BEST WAY TO REACH ME

BEST TIME TO TALK

A QUESTION I HAVE FOR THE TEAM

CASE MANAGER

DATE SHARED WITH FAMILY

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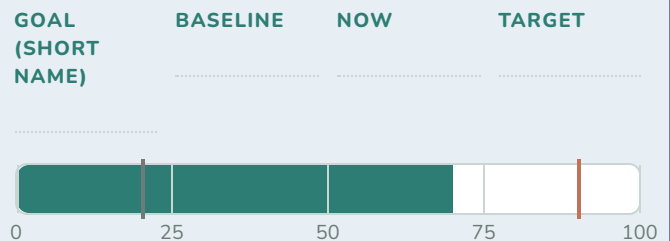
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'I Can' Card (page 13)

"I can turn in my homework by myself most days now. My evidence is the tracker on page 10 — I went from 2 days a week to 7."

Based on: pages 7, 10

General Education Teacher Contribution (page 15)

Mr. Alvarez, math: "Turned in yesterday's worksheet without being asked — first time this month." Sent to case manager: yes.

Why it holds up

Every number traces back to the same weekly count: 2 of 10 days baseline, 7 of 10 now, 9 of 10 target — a gain of 5 days (50 percentage points) with 2 days still to go. The 'I can' statement, the roll-up sentence and the tracker bar all say the same 2-to-7. No label or category is named anywhere on this page.