

ALP Audit Checklist

Student Profile Content [12.02(2)(f)]

	Audit Question...	Y/N	Think About...
1	Does the ALP include SASID, DOB and grade level?		SASID = State Student Number 10 digits assigned by CDE
2	Does the ALP indicate whether or not the student has additional learning plans for special populations?		SPED, 504, ELL/ELD, READ. Do not leave blanks. Indicate yes or no for each one.
3	Does the ALP describe the body of evidence used for identification that meets state identification criteria?		Are there three qualifying data points (except for General Intellectual Ability) that lead to the area of ID?
4	Does the ALP indicate the area(s) of gifted identification in accordance with ECEA Rule?		Does the area of giftedness align to the body of evidence?
5	Does the ALP contain updated information about interests and areas of giftedness and strengths?		Initial ALP: This is included in the original body of evidence. Annual ALP: Current levels of achievement and interests are indicated in a section separate from the original body of evidence.

Current Year Goals & Programming Content [12.02(2)(f)]

	Audit Question...	Y/N	Think About...
7	Does the achievement goal describe the skills/knowledge that the student will obtain?		What will the student learn and be able to do? Use language from the Colorado Academic Standard.
8	Is the standard addressed by the achievement goal explicitly stated?		List the Standard Used.
9	Is the achievement goal measurable (includes a target that can be monitored for progress)?		Try to avoid using grades, instead think about growth on test scores or growth on a rubric.
10	Does the ALP include a description of supplemental curriculum, activities, specific programs or coursework, specific strategies and/or extended or expanded learning opportunities that support the achievement goal?		What are the staff actions that will be implemented to adapt content, process, environment or product to meet student needs?
11	Does the ALP include an affective goal(s) that reflect personal, social, communication, leadership and/or cultural competency or career/college readiness?		Is the goal in one of these areas?
12	Does the affective goal describe the skills/knowledge that the student will obtain?		What are the skills/knowledge that the student will be able to demonstrate by end of year?
13	Is the standard addressed by the affective goal explicitly stated?		Use NAGC Standards , CAS Health Standards , Colorado

14	Is the affective goal measurable (includes target that can be monitored for progress)?	Think about ways you can measure growth – pre/post test, rubric pre/post, checklists, journaling, etc.
15	Does the ALP include a description of supplemental curriculum, activities, specific programs or coursework, specific strategies and/or extended or expanded learning opportunities that support the affective goal?	What are the staff actions that will be implemented to adapt content, process, environment or product to meet student needs?
16	Does the ALP contain progress reporting summaries?	

ALP Procedures & Responsibilities [12.02(2)(g)]

Audit Question...	Y/N	Think About...
17	Does the ALP include the initial referral date for identification?	This should be in your body of evidence section.
18	Does the ALP include the date that a determination letter was sent to the parent?	The date of determination should be no more than 30 school days after initial referral date.
19	Does the ALP include a notification date and provide evidence that the student, parent and teacher were invited to participate in ALP development?	This is the date you invited the team to participate in developing the ALP – current year.
20	Does the ALP include an ALP development date and provide evidence that parents, classroom teachers and support staff as appropriate were actively involved in the development of the ALP?	This is the date that the ALP was finalized this year. Evidence of active involvement can be in narrative form (strongest evidence), documented phone call, email, or survey, or signatures.
21	Do classroom teachers providing instruction in the student’s identified strength area write ALP achievement goals or are familiar with the student’s goal?	Evidence would be that the programming includes the teacher(s) responsible for implementing instructional strategies and/or evidence of active involvement in ALP developed described above.
22	Does the ALP include dates and evidence that there is progress reporting or conferencing more than once a year?	Include planned monitoring date(s) at least one mid-year and the annual review date.

Early Access [12.08]

Audit Question...	Y/N	Think About...
23	Is the date of development of the early access ALP on or before September 30?	EA ALPs with date of development after Sept 30 will not receive appropriate funding.
24	Does the first page of the ALP state “early access” or “grade acceleration”?	This could be a statement or check box.
25	Is progress monitoring at least every 5 weeks during the first year of early access evident and recorded in the ALP?	Set actual 5 week dates somewhere on the ALP.