

# **Planning for Students with IEPs According to Academic Anchors and Standards**



## **PSSA-M**

Modified Academic Achievement Standards

Technical Assistance on State Data Collection –

IDEA General Supervision Enhancement Grant

(CFDA 84.373X)

## **Planning for Students with IEPs According to Academic Anchors and Standards**

### **Objectives**

1. Demonstrate the direct relationship between IEP development, implementation and progress monitoring to the general education curriculum via academic standards and anchors.
2. Demonstrate the direct relationship between assessment-present educational levels and the IEP goals and specially designed instruction, as measured by progress monitoring data.
3. Demonstrate present educational levels in a more detailed narrative form, ensuring the inclusion of progress monitoring data in a standards aligned curricula benchmark-based information described that represent the student's learning.
4. Demonstrate the impact of specially designed instruction that is directly related to assessment information and includes items that the student needs across all settings, and how it is to be implemented by all teachers who teach the student, and is not specific to a subject, but related to a student's skills deficits.
5. Demonstrate that specially designed instruction must be more descriptive so that it can be implemented correctly and measured.
6. Demonstrate that the IEP is not a lesson plan or curriculum; it provides a detailed outline of what the student needs to be successful in the general education curriculum.

# Planning for Students with IEP's According to Academic Anchors and Standards

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**David: Upper Elementary/Middle School Student  
Needing Learning Support**

**II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (Include Student's Present Levels in the Area of Post-Secondary Transition if Appropriate)**

**STUDENT'S PRESENT LEVELS OF ACADEMIC ACHIEVEMENT:**

David currently functions in each subject at or near grade level when academic supports are used. He has a particular strength in mathematics and in literal reading in the classroom. Decoding and fluency are normal. The difficulties in reading occur when he has to make inferences, analyze text for meaning, and interpret text for comprehension. The difficulties are more apparent with literal interpretations, such as in English and Social Studies, than they are with direct and explicit texts, such as in Science and Health. In each of these texts he is able to read and answer factual questions at or near the 6th grade level. There is a need to improve reading for meaning and interpreting text in all subjects. Achievement testing data using the KTEA shows that his overall reading skills place him in the 65<sup>th</sup> percentile.

Writing skills are normal for syntax and grammar, as well as for structure and for factual details to support position or opinion. Writing skills are impaired when writing involves introductory, transitional and concluding sentences and paragraphs. Presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics and reasons is also a problem. There is a need to improve organizational skills for writing, as well as skills for writing for meaning that extend beyond literal details.

David exhibits a strength in mathematics. Achievement testing and curriculum based skills are at the grade level for computational skills and for direct problems in measurement, geometry, algebra and probability. Word problems and open-ended math items present difficulty, due to his inability to synthesize information and link it to prior experiences. There is a need to improve synthesis of mathematical information in order to successfully solve open-ended math problems.

Social skills present a concern in the area of social interactions. David's behaviors do not interfere with his participation in the regular classroom and he presents no behavioral problems in classrooms that warrant discipline. Difficulties center around verbal interactions with teachers and students, a result of his disability, that renders him unable to determine the difference between literal and inferred meanings. His social interactions are also lacking appropriate inflections, which causes verbal responses to be at an excessively exuberant level or at a monotone level, with little differentiation according to the situation. There is a need to improve his self regulation skills for verbal and social interactions.

**STUDENT'S PRESENT LEVELS OF FUNCTIONAL PERFORMANCE:**

**HOW THE STUDENT'S DISABILITY AFFECTS INVOLVEMENT AND PROGRESS IN GENERAL EDUCATION CURRICULUM**

Strengths:

David has a particular strength in learning factual material and concepts that are directly associated with linear relationships. His reading skills for decoding and for finding facts in material are strong. He learns mathematics concepts at the grade level and computes problems accurately. He responds well to direct questions concerning the factual material in all subjects.

Academic, Developmental, Functional Needs Related To Child's Disability:

There is a need to improve reading for meaning and interpreting text in all subjects.

There is a need to improve synthesis of mathematical information and open-ended math problems.

There is a need to improve organizational skills for writing, and writing for meaning that extends beyond literal details.

David's needs are directly related to his disability. His social interaction skills that impede the ability to determine inference and literal meanings.

There is a need to improve his self regulation skills for verbal and social interactions.

Effect on Involvement and Progress In General Education Curriculum:

David's disability in the above mentioned areas affects involvement in the general education curriculum because it involves a continuous determination by teachers to figure out if his responses are the result of not understanding information, or whether his responses are considered to be part of the interpretative and inferential difficulties associated with the Asperger's syndrome.

**David's IEP**  
**Upper Elementary/Middle School Student Needing Learning Support**

**V. GOALS AND OBJECTIVES including academic and functional goals:** (Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective and/or listed in Section VI.).

<b>MEASURABLE ANNUAL GOAL</b>	<b>Describe HOW the child's progress toward meeting this goal will be measured and WHEN periodic reports on progress will be provided to parents</b>	<b>Report of Progress</b>
<ol style="list-style-type: none"> <li>1. David will write using well-developed content appropriate for the topic by gathering the data and determine validity and reliability and organizing, as evidenced by increasing the number of paragraphs written to 4 and the correct word sequences per three minute samples above 70. Criteria for progress monitoring include sustaining a logical order within sentences and between paragraphs using meaningful transitions.</li> <li>2. David will demonstrate after reading an understanding and interpretation of both fiction and nonfiction text by developing assertions about texts with supporting evidence, as demonstrated 90% the accuracy with re-tells, paraphrasing, inferencing and cause-effect sequences.</li> <li>3. David will differentiate fact from opinion, as well as distinguish between essential and nonessential information across texts, including figurative language, as evidenced by increasing accuracy to 90% with specific assignments in each subject.</li> </ol>	<p>Progress in writing will be measured using specific criteria in words spelled correct during three minute samples, correct word sequences during the period and total number of words during the period, working from baseline measurements to the 90% accuracy level on a weekly basis.</p> <p>Progress in writing will be measured using specific skills for logical order sequencing and for meaningful transition between paragraphs on a weekly basis.</p>	<p>Progress will be reported quarterly by providing copies of summary sheets or visual layouts for each skill and outcome measured mentioned in the IEP.</p>

**David's IEP**  
**Upper Elementary/Middle School Student Needing Learning Support**

<b>MEASURABLE ANNUAL GOAL</b>	<b>Describe HOW the child's progress toward meeting this goal will be measured and WHEN periodic reports on progress will be provided to parents</b>	<b>Report of Progress</b>
<p>4. David will verify and interpret results using precise mathematical language, notation and representations, including numerical tables and equations, simple algebraic equations and formulas, charts, graphs and diagrams, as evidenced by increasing to 90% accuracy using probes every two weeks.</p> <p>5. David will discover, describe and generalize patterns, including linear, exponential and simple quadratic relationships, by increasing to 90% accuracy using probes every two weeks.</p> <p>6. David will create and interpret expressions, equations or inequalities that model problem situations, as evidenced by 90% accuracy using weekly probes.</p> <p>7. David will improve academic planning skills by organizing, analyzing and classifying relevant features of objects and events, comparing for similarities or differences, integrating into organized descriptions and higher-level reasoning in each subject, as evidenced by probes every week using specific skill checklists.</p> <p>8. David will improve academic planning skills in the following areas: asking for help with conversation, negotiating and sharing, and dealing with contradictory messages as evidenced by probes every week using specific skill checklists.</p> <p>9. David will improve academic planning skills in areas such as: causation, gathering information, arranging work, making decisions and concentrating on a task as evidenced by probes every week using specific skill checklists.</p>	<p>Progress in reading will be measured using specific skills record keeping for correct responses in differentiating fact from opinion, essential and non essential information, and figurative language in different subject texts from the baseline levels to the 90% accuracy on weekly probes.</p> <p>Progress in math will be measured using curriculum based measures related to specific skills, formulas and equations probes from the baseline level to the 90% accuracy level in weekly probes.</p> <p>Progress in planning and organizational skills will be measured by specific skills probes in analyzing and classifying relevant features of objects, similarities and descriptions using visual organizer completion and weekly probes from the baseline level to 90% accuracy.</p> <p>Progress in academic planning skills will be measured by using specific skills checklists in causation, gathering information, arranging work, making decisions and concentrating on a task, as well as completion of the student planner provided to students, with specific directions from teachers.</p>	<p>Progress will be reported quarterly by providing copies of summary sheets or visual layouts for each skill and outcome measured mentioned in the IEP.</p>

**David's IEP**  
**Upper Elementary/Middle School Student Needing Learning Support**

**A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION** - (*Specially designed instruction may be listed with each goal.*)

<i>Modifications and SDI</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>
1. Reciprocal teaching implementation whereby student indicates understanding of subject content by placing content into his own words orally and then in writing.	All academic classes	Daily or every class meeting	9/1/07	6/30/08
2. Predicting, questioning, clarifying and summarizing information from text materials in each subject	All academic classes	Daily or every class meeting	9/1/07	6/30/08
3. Specific word study, analysis, spelling, pronunciation and use of words central to content understanding.	All academic classes	Daily or every class meeting	9/1/07	6/30/08
4. Questioning techniques to have student ask for assistance and to verify predictions	All academic classes	Daily or every class meeting	9/1/07	6/30/08
5. Specific analysis of antecedent, intervening and follow up events to determine appropriate academic and social interactions	All academic classes	Daily or every class meeting	9/1/07	6/30/08

**David's IEP**  
**Upper Elementary/Middle School Student Needing Learning Support**

**B. RELATED SERVICES** - List the services that the student needs in order to benefit from or access his/her special education program

<i>Service</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>
None needed at this time				

**C. SUPPORTS FOR SCHOOL PERSONNEL PROVIDED FOR THE CHILD**

<i>Support</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>
Specific training will be provided by special education teachers to regular subject area teacher in each goal area and in each specially designed instruction area at least three times during the school year.	Scheduled meetings and classroom demonstrations	At least three scheduled times during the school year	9/5/07	9/4/08

## **Camille: Secondary Learning Support-Transition Age**

### **II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (Include Student's Present Levels in the Area of Post-Secondary Transition if Appropriate)**

#### **STUDENT'S PRESENT LEVELS OF ACADEMIC ACHIEVEMENT:**

Camille is an 11th grade student with mild mental developmental delays who has made steady progress in academic areas, based on her desired secondary goals. She is interested in attending a community college program to become a child care assistant after graduation. At this time Camille participates in a regular education English class, receiving support from the LS teacher. She also receives an additional instructional period in reading each day in the LS environment. With the accommodations she maintains a 76% average in the regular English class. Camille reads 8<sup>th</sup> grade material at 81 words correct per minute, with 97% accuracy. Given passages at this level, she is able to locate facts when questioned, retell basic facts and answer literal comprehension questions with 70% accuracy. Accuracy on these skills drops to 60% when using grade level material from her general education grade level materials. When asked to make inferences, predictions, or draw conclusions from informational texts in her classes, accuracy averages 60% at 8<sup>th</sup> grade level and 40% in the general curriculum, grade level materials. Camille's accuracy on differentiating fact from opinion is about 60% at 7<sup>th</sup> grade level. With support from the LS teacher, including visual organizers, preteaching, and reteaching, she masters vocabulary from her classes with average of 84% accuracy. Camille needs to build fluency and to be able to read and interpret informational text (from a variety of media) in order to meet with academic success in all of her classes, and to prepare for her career choices. There is a mismatch between what she understands conceptually and what she can read with accuracy. Understanding of concepts at her chronological grade level indicates that she comprehends and can use information when it is received visually, auditorily and with modified reading selections, as well as with selected vocabulary from the general education books.

Mathematics progress monitoring data indicates that during the last few months, with additional practice time and peer tutoring, she has progressed from 8<sup>th</sup> to 9<sup>th</sup> grade math skills, and is in the general mathematics class in the high school. With the outlined program modifications, she maintains a 74% grade in regular education math class. Her assessment scores range from 62% to 96% and classwork and homework scores average an 85%. She now scores 30 digits correct per minute on the 8<sup>th</sup> grade computation probes and is scoring about 15 points correct in 8<sup>th</sup> grade concepts and applications probes from the curriculum based materials. Camille can use a calculator to correctly compute problems in multiplication and division but is only 80% accurate without a calculator. Error analysis of her work shows errors of concepts, facts and procedures (in multiplication, errors of fact, place value, regrouping, adding, and alignment; in division, errors of fact, place value, subtraction, and alignment.) Further analysis shows scores of 92% accuracy on addition and subtraction fact drills, and averages of 75% accuracy on multiplication and division fact drills. She completes work 35%

**Camille's IEP**  
**Secondary Learning Support-Transition Age (14 yrs and older)**

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slower than peers on average, as measured by time sampling performed on several occasions by the regular education Camille needs to improve skill deficits and increase fluency in multiplication and division facts, and increase fluency in addition and subtraction in order to increase math achievement. She also needs to perform computation in problem-solving situations where he can apply her skills. Problems with solving written problems are associated with her reading difficulties, as she has a conceptual understanding of word problems, but is unable to compute the answers.

Writing skills are at approximately the 7<sup>th</sup>-8<sup>th</sup> grade level as indicated by curriculum based measures comparing her writing to secondary students at different grade levels for syntax, grammar, structure and the use factual details supporting a position or opinion. Writing skills are impaired when writing involves introductory, transitional and concluding sentences and paragraphs. Presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics and reasons is also a problem. Organizing for writing is also a problem. There is a need to improve organizational skills for writing, and writing for meaning that extends beyond literal details.

**STUDENT'S PRESENT LEVELS OF FUNCTIONAL PERFORMANCE:**

Camille's present level of academic performance makes her a marginal candidate to achieve the desired post-school outcome of community college either, in a diploma or certification program. Based on assessment data, Camille is interested in the local community college child care program. She completed a career education course in 10<sup>th</sup> grade. Her functional needs for this school year include a service learning/volunteering project in the local elementary school, self-advocacy skill training, and travel training. Camille demonstrates that she uses activities of daily living, basic consumer skills and appropriate social skills, commensurate for her developmental age. Courses in the general curriculum should continue for the first half of the school year with amid-year evaluation of academic performance to determine the appropriateness of her Post-Secondary Goals.

**HOW THE STUDENT'S DISABILITY AFFECTS INVOLVEMENT AND PROGRESS IN GENERAL EDUCATION CURRICULUM**

Strengths:

Comprehension of concepts at chronological grade level  
Comprehension and expression of concepts, details and inferences from secondary material when materials are modified  
Progress in reading and writing at the instructional level

**Camille's IEP**  
**Secondary Learning Support-Transition Age (14 yrs and older)**

Academic, Developmental, Functional Needs Related To Child's Disability:

Camille needs to be supported in her efforts to learn as much of the general education curriculum, standards, anchors and benchmarks in each subject, with particular emphasis in all subjects on her disability in reading and mathematics. She needs to continue to receive the support within the general education curriculum, tied to the PA standards, with particular emphasis on reading skills.

Effect of Involvement and Progress In General Education Curriculum:

Camille progresses in the general education curriculum as evidenced by her mastery of specific grade level content in particular subjects, with provided accommodations. Her progress is impaired, however, by significant skill deficits manifested by her below-average general learning ability, as she masters objectives more slowly and needs a greater amount of support to master content.

**IV. STUDENT'S TRANSITION SERVICES**

**DESIRED POST-SCHOOL OUTCOMES:** Define and project the desired post-secondary outcomes as identified by the student, parent and IEP team in the following areas. State how each transition activity/service needed to assist the student in reaching goals will be provided. Indicate whether an IEP goal will be written.

**Postsecondary Education and Training Outcomes:** The IEP team supports an educational program that will prepare Camille for a community college placement. She will need support services at the community college. The student is interested in studying the Childcare field.

Activity/Service (Including Courses of Study)	Location	Frequency	Projected Beginning Date	Anticipated Duration	Agency Responsible	IEP Goal (Y/N)
Health	High School	3 times/week	9-1-07	Quarterly and Mid Year Reviews	LEA	
Reading-Refer to IEP goals	High School	5 times/week	9-1-07		LEA	Yes
English 11	High School	5 times/week	9-1-07		LEA	Yes
Math 11	LS Classroom	5 times/week	9-1-07		LEA	No
Science 11	High School	5 times/week	9-1-07		LEA	No
Social Studies 11	High School	5 times/week	9-1-07		LEA	Yes
Resource Room-Academic support	High School	10 times/week	9-1-07		LEA	Yes
	High School				LEA	No
	LS Classroom					

**Camille's IEP**  
**Secondary Learning Support-Transition Age (14 yrs and older)**

<b>Postsecondary Education and Training Outcomes: (Continued)</b>						
<b>Activity/Service (Including Courses of Study)</b>	<b>Location</b>	<b>Frequency</b>	<b>Projected Beginning Date</b>	<b>Anticipated Duration</b>	<b>Agency Responsible</b>	<b>IEP Goal (Y/N)</b>
<b>Other Activities Needed to Support the Outcome:</b> 1. Scholastic Aptitude Test (SAT) with Accommodations 2. Visitation to Local Community College Disabled Student Services Office. 3. Participation in a service learning project in a local elementary school	High School Community College High School	2 times/year Minimum 9 weeks	Fall & Spring Spring Spring	Twice And 4 <sup>th</sup> marking period	LEA & Parents Parents LEA	No No

<b>Employment Outcome:</b> The IEP team supports a Postsecondary Education and Training Outcome.						
<b>Activity/Service (Including Courses of Study)</b>	<b>Location</b>	<b>Frequency</b>	<b>Project ed Beginning Date</b>	<b>Anticipated Duration</b>	<b>Agency Responsible</b>	<b>IEP Goal (Y/N)</b>
Not needed at this time						

<b>Independent Living Outcome, if appropriate:</b> The IEP team supports an educational program that will prepare Camille for in Self-Advocacy Skill Training and Travel Training.						
<b>Activity/Service (Including Courses of Study)</b>	<b>Location</b>	<b>Frequency</b>	<b>Project ed Beginning Date</b>	<b>Anticipated Duration</b>	<b>Agency Responsible</b>	<b>IEP Goal (Y/N)</b>
Self-Determination/Self-Advocacy Skill Training-Refer to IEP Goal	High School	2 times/week	9-1-07	6/1/08	LEA	Yes
Travel Training-Refer to IEP goal	Community	2 times/week	10-1-07 And 4 <sup>th</sup> marking period	9-1-08	LEA	Yes

**Camille's IEP**  
**Secondary Learning Support-Transition Age (14 yrs and older)**

**V. GOALS AND OBJECTIVES including academic and functional goals:** *(Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective and/or listed in Section VI.)*

<b>MEASURABLE ANNUAL GOAL: Self-Advocacy</b>	<b>Describe HOW the child's progress toward meeting this goal will be measured and WHEN periodic reports on progress will be provided to parents</b>	<b>Report of Progress</b>
<p>Given the accommodations/SDI section of the IEP, Camille will, along with her special education teacher, meet with each content area teacher and Camille will request the required accommodations listed on the IEP. She will complete this task with 100% accuracy. However, she will not be denied any accommodation when she needs it.</p>	<p>Utilizing a checklist with the accommodations listed, the special education teacher will check off each accommodation asked for by the student. By the third marking period, Camille will independently use the check-off sheet to self-monitor use of the accommodation..</p>	<p>Four times per year</p>

**V. GOALS AND OBJECTIVES including academic and functional goals:** *(Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective and/or listed in Section VI.)*

<b>MEASURABLE ANNUAL GOAL: Travel Training</b>	<b>Describe HOW the child's progress toward meeting this goal will be measured and WHEN periodic reports on progress will be provided to parents</b>	<b>Report of Progress</b>
<p>Given the local municipal bus schedule, Camille, with the district transition coordinator, will successfully arrive from the high school to the eight destinations with 100% accuracy, when given eight destinations over a four week period.</p>	<p>Using a rubric based on a Likert 1-5 scale and utilizing the percentage of accuracy in completing her tasks</p>	<p>Four times per year</p>

**Camille's IEP**  
**Secondary Learning Support-Transition Age (14 yrs and older)**

**V. GOALS AND OBJECTIVES including academic and functional goals:** *(Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective and/or listed in Section VI.)*

<b>MEASURABLE ANNUAL GOAL</b>	<b>Describe HOW the child's progress toward meeting this goal will be measured and WHEN periodic reports on progress will be provided to parents</b>	<b>Report of Progress</b>
<ol style="list-style-type: none"> <li>1. Given expository text (e.g., textbooks, articles, and electronic format), Camille will state main idea and at least two relevant supporting details, or paraphrase the major points, on 3 out of 4 consecutive weekly probes.</li> <li>2. Given expository text (e.g., textbooks, articles, and electronic format), Camille will identify through highlighting or stating, a factual statement that supports an assertion, or an opinion, on 3 out of 4 consecutive weekly probes.</li> <li>3. Verify and interpret results using precise mathematical language, notation and representations, including numerical tables and equations, simple algebraic equations and formulas, charts, graphs and diagrams, as evidenced by increasing to 90% accuracy using probes every two weeks.</li> <li>4. Improve reading fluency levels with both narrative and information text at both the instructional and grade level, by increasing the number of words read correctly per minute by two per week during weekly probes.</li> <li>5. Improve writing skills by increasing the number of words written during three minute samples by two words per week.</li> <li>6. Improve spelling skills for writing by increasing the number of words written correctly during three minute samples by two words per minute.</li> <li>7. Increase writing skills to the five paragraph essay level for informational content.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mixed fact drills in addition/subtraction, then multiplication/division administered weekly until criterion is reached. Instructional changes based on data analysis</li> <li>2. Computation and Concepts and Applications probes</li> <li>3. Visual charting of weekly probes in both computation and in problem solving.</li> <li>4. Weekly probes of fluency with both information and narrative text.</li> <li>5. Benchmark assessment in reading and math each quarter.</li> <li>6. Writing probes weekly for fluency and correct word sequences.</li> </ol>	<p>Reporting at regular quarterly increments.</p>

**Camille's IEP**  
**Secondary Learning Support-Transition Age (14 yrs and older)**

**VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS:**

**A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION -** *(Specially designed instruction may be listed with each goal.)*

<i>Modifications and SDI</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>
1. Small group reading instruction with supplementary comprehension materials	LS Classroom	45 min./day, 5 days weekly	9/1/07	6/30/08
2. Assistance with/checking for use of highlighters to identify main idea and supporting details in text.	Reading , Science, Social Studies, Health,	When using text or handout material	9/1/07	6/30/08
3. Pre-teaching and re-teaching of content vocabulary; concept mapping or graphic organizers to guide both reading, \writing and math	LS Classroom; daily Content classes: reinforce and use same language	Daily	9/1/07	6/30/08
4. Assistance with/checking for use of graphic organizers for facts prediction and understanding to guide both reading and writing	Reading , Science, Social Studies, Health,	Daily	9/1/07	6/30/08
5. 5. Oral or written comprehension checks of content reading for key vocabulary	Science, Social Studies, Health,	Daily	9/1/07	6/30/08
6. Tests administered orally when student has difficulty reading tests	Science, Social Studies, Health, Reading	As tests are given	9/1/07	6/30/08
7. Guided notes for lectures. Student to produce notes prior and provide notes after teacher assessment of student's notes	Science, Social Studies, Health	For all lectures	9/1/07	6/30/08
8. Specific note taking teaching using key words, prediction, paraphrasing and verifying comprehension in a table format	Science, Social Studies, Health	All classes-daily	9/1/07	6/30/08
9. Modified content and assessments	Math	Daily	9/1/07	6/30/08
10. Accommodated Assessments-Student reads what she can and then supports provided	All classes	Daily	9/1/07	6/30/08
11. Additional time for completing in class math assignments	Math	Daily	9/1/07	6/30/08

**C. SUPPORTS FOR SCHOOL PERSONNEL RELATED TO STUDENT'S NEEDS:**

<i>Support</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>
Review of comprehension strategies employed: graphic organizers, highlighters, comprehension checks	HS	1 hour at beginning of school year; Monthly updates with all reg. teachers	Same as IEP	Duration of IEP

## **Bryan: Upper Elementary Student Needing Learning Support**

### **II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (Include Student's Present Levels in the Area of Post-Secondary Transition if Appropriate)**

#### **STUDENT'S PRESENT LEVELS OF ACADEMIC ACHIEVEMENT:**

Bryan is a 5<sup>th</sup> grade student. Progress monitoring data indicates that during the last few months, with additional practice time including peer tutoring, he has progressed from 3<sup>rd</sup> to 4<sup>th</sup> grade math skills, and is transitioning from LS to general setting math class. Bryan now scores 10 digits correct per minute on the 4<sup>th</sup> grade computation probes and is scoring about 8 points correct in 4<sup>th</sup> grade concepts and applications probes. Bryan can use a calculator to correctly compute two-digit problems in multiplication and division but is only 60% accurate without a calculator. Error analysis of his work shows errors of both fact and procedure (in multiplication, errors of fact, place value, regrouping, adding, and alignment; in division, errors of fact, place value, subtraction, and alignment.) Further analysis shows that Bryan scores 92% accuracy on addition and subtraction fact drills, but averages 75% accuracy on multiplication and division fact drills. He completes work 35% slower than peers on average, as measured by time sampling performed in on several occasions by the regular education teacher. Bryan needs to improve skill deficits and increase fluency in multiplication and division facts, and increase fluency in addition and subtraction in order to increase math achievement. He also needs to perform computation in problem-solving situations where application of skills can occur.

Reading skills are currently at the third grade level overall, with fluctuation into the 5<sup>th</sup> grade level, particularly with reading fluency. When presented with reading material at the 5<sup>th</sup> grade level, he is slow to decode, but once decoding occurs the words, he comprehends the information. Current fluency with 5<sup>th</sup> grade material from narrative text is 110 words correct per minute, and 90 words correct per minute with informational text. Fluency rates with 4<sup>th</sup> grade material are 120 words correct per minute with narrative text, and 105 words correct per minute with informational text. Bryan has particular difficulty with multisyllable words. Bryan provides the main idea and details accurately, but has difficulty making inferences and predictions and distinguishing between different types of text. He also has difficulty with citing information from the text to support his answers.

Writing skills are affected by his spelling deficit and sentence construction abilities, although sentence construction in oral language is adequate. Writing skill levels indicate that Bryan writes approximately 40 words in a three minute sample. According to local writing levels, he is below the average, and also well below the expectation of a five paragraph essay for the 5<sup>th</sup> grade. The writing samples indicate that the number of words spelled correctly and correct word sequences during the three minute samples average 30. Translating his verbal output to written language is a problem.

**STUDENT'S PRESENT LEVELS OF FUNCTIONAL PERFORMANCE:**

**HOW THE STUDENT'S DISABILITY AFFECTS INVOLVEMENT AND PROGRESS IN GENERAL EDUCATION CURRICULUM**

Strengths:

Comprehension of concepts at chronological grade level  
Comprehension and expression of concepts, details and inferences when modified

Academic, Developmental, Functional Needs Related to Child's Disability:

Bryan needs to be supported in the general education curriculum, standards, anchors and benchmarks in each subject, with particular emphasis in mathematics, reading and writing, his areas of skills disabilities.

Bryan needs to improve skill deficits and increase fluency in multiplication and division facts, and increase fluency in addition and subtraction. He also needs to perform computation in problem-solving situations when he can apply learned skills.

Bryan has particular difficulty with multi-syllable words. Bryan provides the main idea and details accurately, but has difficulty making inferences, predictions and distinguishing between different types of text. He also has difficulty with citing information from the text to support his answers.

The writing samples indicate that the number of words spelled correctly and the correct word sequences probed during the three minute samples average 30. Translating his verbal output to written language is a problem. There is a need to increase the match between verbal expression and written expression as well as a need to increase correctly spelled words and fluency.

Effect on Involvement and Progress In General Education Curriculum:

Bryan's progress in the general education curriculum is evidenced by his mastery of specific grade level content in particular subjects. His progress is impaired by learning difficulties in mathematics, reading and writing as he masters objectives more slowly and needs a greater amount of support to master content. His learning difficulties do not prevent progress in the general education curriculum. He demonstrates learning when given the outlined interventions and a clear involvement in the materials, concepts and experiences at or near the grade level.

**Bryan's IEP**  
**Upper Elementary Student Needing Learning Support**

**V. GOALS AND OBJECTIVES including academic and functional goals:** *(Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective and/or listed in Section VI.)*

<b>MEASURABLE ANNUAL GOAL</b>	<b>Describe HOW the child's progress toward meeting this goal will be measured and WHEN periodic reports on progress will be provided to parents</b>	<b>Report of Progress</b>
<ol style="list-style-type: none"> <li>1. When given timed computation probes, Bryan will use addition, subtraction, multiplication, and division to compute accurately without a calculator, scoring at least 20 digits correct per minute for three out of four consecutive weekly probes.</li> <li>2. When given 5<sup>th</sup> grade level problems requiring the application of the four operations with whole numbers (with multipliers up to 2 digits, divisors of one digit, or decimals to hundredths), Bryan will correctly solve at least 12 of 23 problems during a seven minute time frame, for 3 out of 4 consecutive weekly probes.</li> <li>3. Bryan will improve reading fluency levels with both narrative and information text at both the instructional and grade level, by increasing the number of words read correctly per minute by two per week during weekly probes.</li> <li>4. Bryan will improve reading comprehension skills using both narrative and informational text by increasing accuracy with making inferences, determining cause and effect and in citing evidence for answers in text documents.</li> <li>5. Bryan will improve writing skills by increasing the number of words written during three minute samples by two words per week.</li> <li>6. Bryan will improve spelling skills for writing by increasing the number of words written correctly during three minute samples by two words per minute.</li> <li>7. Bryan will increase writing skills to the three paragraph essay level for informational content.</li> </ol>	<ol style="list-style-type: none"> <li>7. Mixed fact drills in addition/subtraction, then multiplication/division administered weekly until criterion is reached. Instructional changes based on data analysis</li> <li>8. Computation and Concepts and Applications probes</li> <li>9. Visual charting of weekly probes in both computation and in problem solving.</li> <li>10. Weekly probes of fluency with both information and narrative text.</li> <li>11. Benchmark assessment in reading and math each quarter.</li> <li>12. Writing probes weekly for fluency and correct word sequences.</li> </ol>	<p>Quarterly, on a schedule consistent with report cards</p>

**VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS:**

**C. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION -** *(Specially designed instruction may be listed with each goal.)*

<i>Modifications and SDI</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>
<ol style="list-style-type: none"> <li>1. Biweekly probes in Computation (Concepts and Applications is also monitored biweekly)</li> <li>2. Mixed fact drills in addition/subtraction, then multiplication/division administered weekly until criterion is reached. Instructional changes based on data analysis.</li> <li>3. Student to describe math facts and concepts processes by speaking and in writing</li> <li>4. Student and teacher to assess student's work together and identify errors</li> <li>5. Reading materials at both instructional and grade level</li> <li>6. Reading materials to reflect general education content according to reading standards-anchors</li> <li>7. Graphic organizers to assist reading comprehension and writing</li> <li>8. Paraphrasing strategy to improve comprehension</li> <li>9. Preview text before reading</li> <li>10. Questioning techniques to assist comprehension and reading organization</li> <li>11. Outlining to assist writing</li> <li>12. Stop and verify comprehension at least two times a period</li> </ol>	Resource room and general education classroom	<p>Bi weekly</p> <p>Each math lesson</p> <p>Each math lesson</p> <p>Each math lesson</p> <p>Each reading lesson</p> <p>Each reading lesson and all other subjects</p> <p>Each reading lesson and all other subjects</p> <p>Each writing lesson and all other subjects</p> <p>Each lesson in all subjects</p> <p>Each lesson in all subjects</p> <p>Each lesson in all subjects</p> <p>Each lesson in all subjects</p>	9/1/07	Duration of IEP

## Specially Designed Instruction Bank of Possible Items for Students Needing Learning Support

### D. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION - *(Specially designed instruction may be listed with each goal.)*

<i>Modifications and SDI</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>
13. Summarize information in speaking and in writing in student notebook-teacher led 14. Writing prompts in sentence format 15. Analysis of spelling errors through word study 16. Specific study of multi syllable words		Each class in all subjects  Each class in all subjects Each class in all subjects  Each class in all subjects		

**Specially Designed Instruction Bank of Possible Items for Students Needing Learning Support**

**Specially Designed Instruction Bank of Possible Items  
for Students Needing Learning Support**

**As demonstrated in this Standards-Based IEP Module, a focus on developing IEP goals from the standards and anchors allows the teacher to develop better specially designed instruction items. In addition to the specially designed instruction items in the previous IEPs, the following items are also possibilities, depending on the needs of a particular student. All items are not intended to be in any one IEP.**

<b>Modifications and Specially Designed Instruction</b>	<b>Location</b>	<b>Projected Beginning Date</b>	<b>Frequency</b>	<b>Anticipated Duration</b>
<i>(All SDI will be provided as written, by special education teacher, general education teacher or instructional assistant.)</i>				
Change question level to one item per question	All classes	9/1/07	Daily	6/30/08
Change response format	All classes	9/1/07	Daily	6/30/08
Chunking of assignment into manageable (4-6) units	All classes	9/1/07	Daily	6/30/08
Directions rephrased, frequent as needed verbal repetition of material,	All classes	9/1/07	Daily	6/30/08
Extended time	All classes	9/1/07	Daily	6/30/08
Oral testing when student is unable to read a specific test item	All classes	9/1/07	Daily	6/30/08
Provide calculator	All classes	9/1/07	Daily	6/30/08
Provide critical vocabulary list for subject area content	All classes	9/1/07	Daily	6/30/08
Provide frequent review	All classes	9/1/07	Daily	6/30/08
Provide transition directions during class	All classes	9/1/07	Daily	6/30/08
Provide verbal cues	All classes	9/1/07	Daily	6/30/08
Provide visual cues	All classes	9/1/07	Daily	6/30/08
Re-teach/re-test, based on test results	All classes	9/1/07	Daily	6/30/08
Reduce number of items on a task	All classes	9/1/07	Daily	6/30/08
Small-group and/or individual instruction	All classes	9/1/07	Daily	6/30/08
Use graph paper for place value	Math	9/1/07	Daily	6/30/08

## Specially Designed Instruction Bank of Possible Items for Students Needing Learning Support

Modifications and Specially Designed Instruction	Location	Projected Beginning Date	Frequency	Anticipated Duration
Use of computers	all classes	9/1/07	daily	6/30/08
Least to most prompting hierarchy	all classes	9/1/07	daily	6/30/08
Software for graphic organizers for writing	all classes	9/1/07	daily	6/30/08
Reader software speech output	all classes	9/1/07	daily	6/30/08
Copy of teacher notes	all classes	9/1/07	daily	6/30/08
Use of talking word processor	all classes	9/1/07	daily	6/30/08
Talking dictionary/thesaurus	all classes	9/1/07	daily	6/30/08
Standard line paper	all classes	9/1/07	daily	6/30/08
Use of timer to help complete work	all classes	9/1/07	Daily	6/30/08
Laptop computer with adapted keyboard	all classes	9/1/07	Daily	6/30/08
Adapt homework, classwork, and test based on 6 <sup>th</sup> grade reading curriculum	reading class	9/1/07	Daily	6/30/08
Adapt homework, classwork, and test based on 6 <sup>th</sup> grade language arts curriculum	language arts classes	9/1/07	Daily	6/30/08
Adapt homework, classwork, and test based on 6 <sup>th</sup> grade social studies curriculum	social studies	9/1/07	Daily	6/30/08
Adapt homework, classwork, and tests based on grade level health curriculum	health class	9/1/07	Daily	6/30/08
Adapt homework, class work, and tests based on grade level science curriculum	science class	9/1/07	Daily	6/30/08
Repeated readings	all classes	9/1/07	Daily	6/30/08
Communication notebook between and school	all classes	9/1/07	Use for specific behavioral incidents	6/30/08
Breaks for physical activity (length to be determined with 6 <sup>th</sup> grade school schedule)	all classes	9/1/07	Daily	6/30/08
Behavior plan –goal statements (positive reinforcements)	all classes	9/1/07	Daily	6/30/08

## Specially Designed Instruction Bank of Possible Items for Students Needing Learning Support

<b>Modifications and Specially Designed Instruction</b>	<b>Location</b>	<b>Projected Beginning Date</b>	<b>Frequency</b>	<b>Anticipated Duration</b>
Matching graphic organizer topics to written paragraph topics to specific written topical sentences.	All classes	9/1/07	Daily for written assignments	6/30/08
Use of visual schedule	All classes	9/1/07	Daily	6/30/08
Use test format similar to PSSA for multiple choice and short essay	All classes	9/1/07	Daily	6/30/08
Extra set of subject area books at home	Home	9/1/07	Daily	6/30/08
Contact with case manager	Classes	9/1/07	Daily	6/30/08
Linking Assessments to Instruction in the General Education Curriculum	All classes	9/1/07	Daily	6/30/08
Behavior plan-goal statements	All classes	9/1/07	Daily	6/30/08