Standards-Based IEP Guide

A Resource for Local Educational Agencies

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Office of the State Superintendent of Education

Division of Specialized Education

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What are Standards?

Standards are generalized statements of what students are expected to know or be able to do in each content area (such as reading and math) and at each grade-level. Used as a framework for teaching, standards tell teachers *what* to teach, not *how* to teach—this distinction allows for differentiated instruction for all students.

What is a Standards-Based IEP?

A standards-based Individualized Education Program (IEP) is directly linked to and framed by the state content standards for the grade in which the student is enrolled. Standards-based IEPs directly reference student performance within the general education curriculum and are based upon the student's present levels of academic achievement and functional performance (PLAAFP) statements. Standards-based IEP annual goals also describe how the student will access the general education curriculum.

Standards-based IEP goals are **not simply restatements of the standards**; rather, standards-based annual goals outline the essential skills and knowledge a student needs to acquire in order to master grade-level content standards. When properly implemented, standards-based IEPs provide students with the opportunity to receive specifically designed instruction that is linked to the general educational curriculum along with appropriate accommodations to support achievement of grade-level expectations.

What are DC's Standards?

The District of Columbia, along with 45 other states, has adopted the Common Core State Standards (CCSS). The CCSS provide statements of outcomes all learners should achieve and provide a consistent, clear understanding of what students are expected to learn. The standards:

- Are evidence-based and aligned with college and work expectations;
- Include rigorous content and application of knowledge through high-order skills; and,
- Are informed by other top performing countries, so students are prepared to succeed in our global economy and society.

Standards-based IEPs should reflect the CCSS to ensure that students develop college and career readiness skills, and are prepared to achieve proficiency on state standardized testing. For more information on the CCSS, visit www.corestandards.org and www.learndc.org.

A Paradigm Shift—Connecting Academic Standards and IEPs

Prior to the current emphasis on accountability, IEP teams often focused on identifying a student's current skills and the next developmental skills the student needed to achieve. Unfortunately, this discussion was often unrelated to the academic learning expectations for students at the same grade-level. This approach resulted in goals that may not have been directly related to grade-level learning expectations for students. The lack of a direct relationship between grade-level content or curriculum and IEPs leads to lowered expectations and increasingly lower academic achievement for students over successive years in school.

The Individuals with Disabilities Education Act (IDEA) guarantees every student with a disability access to a free appropriate public education (FAPE).

IEPs must contain:

- A statement on the student's present levels of **academic achievement and functional performance**, including how the student's disability affects the student's involvement and progress in the **general education curriculum**;
- A statement of **measurable annual goals**, including academic and functional goals, designed to meet the student's needs and enable the student to be **involved in and make progress in the general education curriculum**; and,
- A statement of the **special education and related services and supplementary aids and services** that will be provided to enable the student to advance appropriately toward attaining annual goals and **making progress in the general education curriculum**.

No Child Left Behind (NCLB) and the IDEA also require each state to ensure that all students with disabilities are included in all general state and district-wide assessments with appropriate accommodations, as indicated in their IEPs.

Tips to differentiate instruction:

- Use a variety of instructional delivery methods and universal design for learning (UDL) techniques
- Break assignments into smaller, more manageable parts
- Create activities that vary in level of complexity and degree of abstract thinking required
- Use a variety of assessment strategies, including performance-based and open-ended assessment
- Balance teacher-assigned and student-selected projects

Aligning IEPs with the Common Core State Standards

What is the difference between a traditional IEP and a standards-based IEP?

Traditionally, IEPs have focused on helping students develop basic academic and functional skills with little connection to a specific academic area or grade-level expectations. In contrast, standards-based IEPs are directly tied to content standards; both the student's present level of performance and annual academic IEP goals are aligned with and based on the CCSS, creating a program that will assist the student in reaching greater academic proficiency.

Determining goal and standard areas of focus

An important part of the IEP decision making process requires teams to prioritize the skills and knowledge a student needs to access grade-level content. The number of goals for all students should be based on individual need. Some general guidelines to keep in mind are:

- Be logical—select early developing behaviors and skills first;
- Be sensible—select behaviors and skills, including number of behaviors and skills that the student has a reasonable chance of learning in a year; and,
- Be wise—select behaviors and skills that will make a significant and meaningful difference in the student's life to achieve college and career readiness.

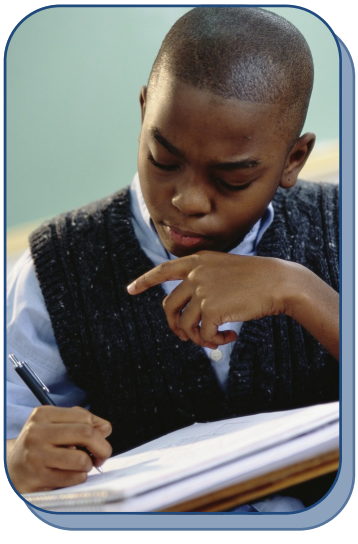
Developing standards-based IEPs for students who are not on grade-level

When choosing goals, the starting point should always be the child's grade-level curriculum when developing a standards-based IEP. Even though the student may not be on grade-level in a specific content area, the student should be working toward meeting grade-level expectations and receiving grade-level content instruction. Teachers can scaffold instruction and use prerequisite skills to work toward grade-level standards. For more information on scaffolding see http://www.sjsu.edu/faculty/chang/research_practice/documents/nabe_Nov2002_chang.pdf.

The IEP should address the accommodations and supports the student will need to access the grade-level standards. For example, a student who cannot read 6th grade materials may work toward a grade-level standard that calls for analyzing written materials. The cognitive processes associated with that higher level reading skill can still be taught using Universal Design for Learning (UDL) principles while the student accesses the grade-level materials in a different way.

Tips for Educators

- Be familiar with the CCSS for the grade-level you are teaching.
- Carefully consider the entire standard and decide priority skills the student needs to master.
- Analyze data to determine the student's present level of performance relative to the standards for his enrolled grade.
- Define the student's strengths and needs in terms that translate directly into instructional intervention.



Tips for Educators

- Develop a deep understanding of general education subject matter content, and understand how the curriculum is organized so students can access the curriculum throughout the year.
- Assess the student in relationship to the grade-level content demands. Think about the key units of instruction coming up and how you will need to differentiate instruction and provide modifications and accommodations so a student can access the curriculum.

Aligning IEPs with the CCSS, Continued

Incorporating CCSS for pre-Kindergarten students

The District's Early Learning Standards crosswalk to the Common Core can be found at http://osse.dc.gov/publication/district-columbia-common-core-aligned-early-learning-standards. When developing pre-Kindergarten standards, use this document to ensure that IEP goals incorporate the aligned standards.

Creating a grade-level standards-based IEP for students that are ungraded or over 18 years old

For students that are over 18 and receiving a **high school diploma**, the student's grade-level is determined according to the number of Carnegie Units he or she has completed. Refer to the District of Columbia graduation requirements to make promotion determinations.

For students that are receiving a **certificate of completion**, the student's IEP contains non-academic, functional, and transition goals that are not required to identify align with CCSS grade-level standards.

Creating a standards-based IEP for students who participate in DC CAS-Alt Testing

The current standards for students with significant cognitive disabilities are the DC-CAS Alternate Achievement Standards. The standards are arranged by grade-level and located at http://www.osse-dccasalt.pearson.com/index.cfm?a=cat&cid=2081.

When writing IEP goals for a student that participates in the DC CAS-Alt, SEDS links directly to these standards. Once "Alternate Assessment" is selected, manually enter the appropriate standard into the open textbox.

Assessment and Common Core State Standards

The Partnership for Assessment of Readiness for College and Careers (PARCC) is tasked with developing a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers.

The National Center and State Collaborative (NCSC) is tasked with developing an alternate assessment for students with significant cognitive disabilities.

These will assess the full range of the Common Core State Standards, including standards that are difficult to measure.

Aligning IEPs with the CCSS, Continued

Using data to drive standards-based IEP goals

To determine the child's educational needs, the IEP Team should gather evidence based upon a variety of assessment tools and strategies. Current assessment data can incorporate both formal and informal assessments including: state assessments, classroom assessments, eligibility data, student work samples, previous IEPs, grades, observations, and other data. An analysis of the data will reveal the specific challenges a student encounters in his or her grade-level setting, and lead teams to identify the skills required for success. A thorough data analysis will help the IEP team tie student needs to priorities and goals while developing the IEP.

Addressing IEP goals that aren't ELA or Math

All academic IEP goals should be aligned with state standards. In addition to adopting the Common Core State Standards, the District of Columbia has adopted challenging learning standards in other content areas. Currently, the SEDS system does not incorporate these standards in the same manner as it does with the CCSS.

These standards can be found at osse.dc.gov/service/dc-educational-standards. Please note that there are no state standards for adaptive, functional, behavior, social-emotional, or speech goals.

Tips for Educators

- Document all data sources used to develop the student's present level of academic achievement and functional performance.
- Use ongoing assessments to determine what needs to be continued or changed in order to allow the student to access the content.
- Focus on the specific impact of the student's disability on achievement of the standards.
- Make IEP goals standards-based, rather than deficit-based.

Remember:

IEP goals should not simply restate the state standards. Academic content standards state what all students should know and be able to do. Standards-based IEP goals are measured by specific content standards that the student will focus on, ensuring that the student will receive instruction at grade-level.

Seven Steps to Creating a Standards-based IEP

The following process aids IEP teams in developing IEPs that are aligned with grade-level content standards. Consider the guiding questions for each step in making data-based decisions.

Step 1: Consider the grade-level content standards for the grade in which the student is enrolled or would be enrolled based on age.

- What is the intent of the content standard?
- What is the content standard saying that the student must know and be able to do?

Step 2: Examine classroom and student data to determine where the student is functioning in relation to the grade-level standards.

- Has the student been taught content aligned with grade-level standards?
- Has the student been provided appropriate instructional scaffolding to attain grade-level expectations?
- Were the lessons and teaching materials used to teach the student aligned with state grade-level standards?
- Was the instruction evidence-based?
- Do we have enough information, or are there gaps in what we know about this student?

Step 3: Develop the present level of academic achievement and functional performance statement.

Describe the individual strengths and needs of the student in relation to accessing and mastering the general curriculum.

- What is the student's response to academic instruction (e.g., what does the progress monitoring data show)?
- What programs, accommodations (classroom and testing) and/or interventions have been successful with the student?
- What have we learned from previous IEPs and student data that can inform decision making?
- Are there assessment data (state, district and/or classroom) that can provide useful information for making decisions about the student's strengths and needs (e.g., patterns in the data)?
- Do we have enough information, or are there gaps in what we know about this student?

Consider the factors related to the student's disability and how they affect how the student learns and demonstrates what he or she knows.

- How does the student's disability affect participation and progress in the general curriculum?
- What supports does the student need to learn the knowledge and attain the skills to progress in the general curriculum?
- Is the student on track to achieve grade-level proficiency within the year?
- Do we have enough information, or are there gaps in what we know about this student?

Seven Steps to Creating a Standards-based IEP, Continued

Step 4: Develop measurable annual goals aligned with grade-level academic content standards.

- What are the student's needs as identified in the present level of performance?
- Does the goal have a specific timeframe?
- What can the student reasonably be expected to accomplish in one school year?
- Are the conditions for meeting the goal addressed?
- How will progress toward, and the outcome of the goal be measured?

Step 5: Identify specially designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum.

- What accommodations are needed to enable the student to access the knowledge in the general education curriculum?
- What accommodations have been used with the student and were they effective?
- Has the complexity of the material been changed in such a way that the content has been modified?

Step 6: Determine the most appropriate assessment option.

- What types of assessments are offered in my state and what types of responses do they require?
- What are the administrative conditions of the assessment? (i.e., setting, delivery of instructions, time allotted, etc.)
- What accommodations are allowed on the assessment(s) and in the classroom?
- Has the student received standards-based, grade-level instruction?
- What is the student's instructional level?
- How different is the student's instructional level from the level of typical peers?
- Can the student make progress toward grade-level standards in the same timeframe as typical peers? (If no, consider modified academic achievement standards)
- What can be learned from the student's previous state assessment results?
- Can the student demonstrate what he/she knows on the assessment option under consideration?

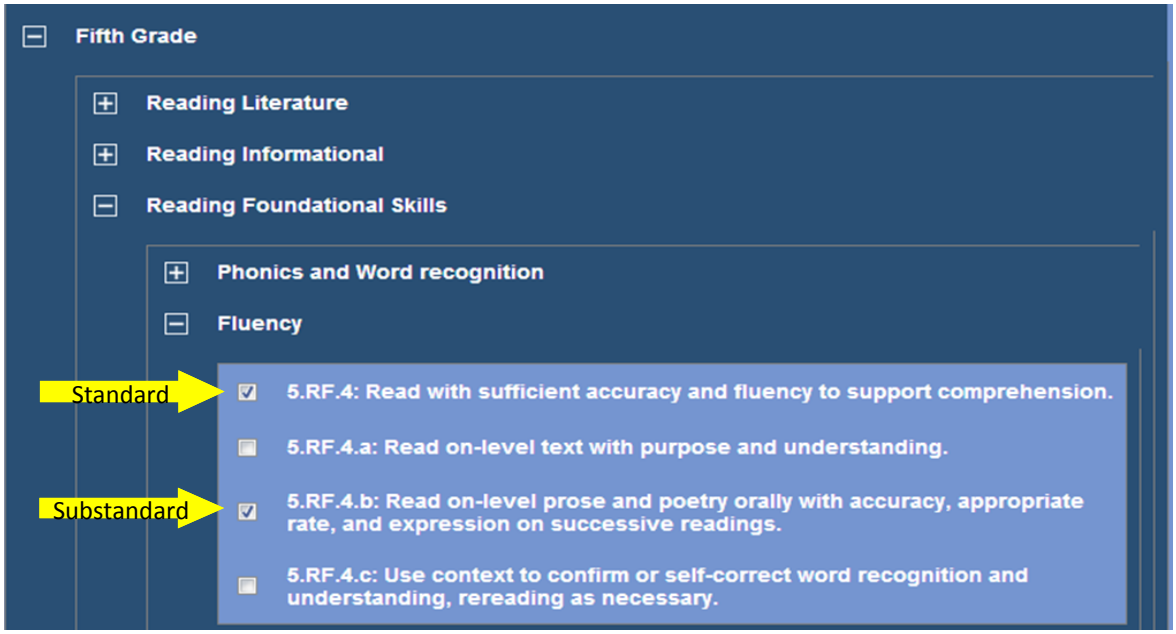
Step 7: Assess and report the student's progress throughout the year.

- How does the student demonstrate what he/she knows on classroom, district and state assessments?
- Are a variety of assessments used to measure progress?
- How will progress be reported to parents?

Aligning IEP Goals to Common Core State Standards in SEDS

While drafting a student's IEP within SEDS, the IEP team must now select specific CCSS that align with the student's academic IEP goals.

Within SEDS, the CCSS are organized by subject area and grade-level. When writing an academic goal, the IEP team should select standards that are based upon the student's grade-level and that align with the IEP goal. IEP goals should not be the CCSS; rather, goals should assist students in building skills that help them work toward mastery of the CCSS.



Please note that if a certain standard has substandards, SEDS requires selection of the standard in addition to selecting one of the substandards listed.

What Are the Benefits of a Standards-Based IEP Approach?

Aligning a student's special education program with the learning expectations for all students helps ensure that students with disabilities will benefit from school accountability and improvement activities as all other students.

Students will:

- Receive specially designed instruction linked to general education curriculum for their enrolled grade;
- Receive appropriate accommodations designed to support their achievement at grade-level; and,
- Be better prepared to earn a regular high school diploma and enjoy success beyond secondary school.

Parents will:

- Have a better understanding of what is expected of all students in their child's grade;
- Find IEP goal language more understandable and less clinical; and,
- Be able to support their child's learning at home.

General and Special Education teachers will:

- Have higher expectations for students with disabilities;
- Have a better understanding of what students with disabilities need to achieve grade-level proficiency; and,
- Eliminate the use of separate curriculum for students with disabilities.

Schools will:

- View students with disabilities as capable of achieving grade-level proficiency; and,
- Prioritize time for general education and special education teachers to collaborate and support student learning.

Additional Resources

- Learn DC website: www.learndc.org
  - Sponsored by OSSE, Learn DC offers resources, information, and opportunities for engagement to help parents, students, teachers, and school leaders learn about the standards and put new ideas into action.
- Student Achievement Partners' (SAP) Professional Development Modules: www.achievethecore.org
  - SAP has created seven professional development modules designed to support district and school leadership in their transition to the Common Core.
- Common Core Lessons for Teachers: www.teachingchannel.org
  - The Teaching Channel features over 100 free videos related to Common Core instruction. These independently-developed videos provide an overview of the ELA/literacy and mathematics standards, specific lesson ideas, and demonstrations of teaching practices.
- *Parents' Guide to Student Success*: www.pta.org/parents
  - National PTA created the guides for grades K-8 and an ELA and math guide for grades 9-12. The guide includes key items that children should be learning and activities that parents can do at home to support their child's learning.
- *Universal Design for Learning*: http://www.cast.org/udl/
  - Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals opportunities to learn through flexible approaches to instruction that can be customized and adjusted for individual needs.

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Appendix: Case Studies

The following pages illustrate creating standards-based IEPs for sample students. These case studies are meant to be used as a guide to aid in developing IEP goals aligned to the Common Core State Standards. They are a snapshot of a student and are not meant to be a comprehensive IEP for a particular student. We have developed case studies for the following sample students:

- Pre-Kindergarten
- 4th Grade Math—Alternate Assessment
- 5th Grade Writing
- 6th Grade Math
- 10th Grade Reading

The case study highlights the student's demographic data, present levels of academic achievement and functional performance, the Common Core State Standard to which the IEP goal is aligned, and an annual IEP goal with quarterly short-term objectives/benchmarks that will aid the student in achieving his or her annual goal.

Case Study: Pre-Kindergarten

Demographic Data

Name: Shelby

Age: 4 yr. 3 mo.

Grade: Pre-Kindergarten

Disability: Autism (AUT)

State Assessment: N/A

General Information, including PLAAFP Excerpts

According to her mother, Shelby "plays" with her older sister, but social interaction with peers is limited to parallel play in various areas of the classroom. She displays occasional verbal and physical outbursts to demonstrate frustration over shared materials or when she cannot move about the classroom as she chooses. She follows a visual schedule (color line drawings) for her daily routine and can independently manipulate the schedule pieces as she progresses through the day. She has learned to look at the next picture on her schedule and will verbally state what comes next, i.e. "Outside", "Work Time".

Shelby uses one- and two-word phrases to express wants and needs, primarily with adults. Shelby uses the toilet when taken by an adult but has not begun initiating the toileting process. Her family reports that she will use the restroom when taken at home, but she refuses to use any other bathrooms (especially public restrooms). Shelby can point to all 26 letters of the alphabet and verbally state their names. She can also verbally identify the numerals 1-20. She can rote count to 20. She can identify her printed name and says, "Shelby" when she sees it. She can also verbally identify the printed names of all of her classmates. Shelby can retell a story that has been read to her several times but cannot answer any questions about the story which require generalization or application of knowledge.

Enrolled Grade Level Standard

District of Columbia Early Learning Standards

Social and Emotional Development Standard 6.

Demonstrates an awareness of self in relationship to others in care, family, community, and cultural groups.

Social and Emotional Development Standard 2.3

Children engage in positive interactions with others.

Annual Goal(s)

In 36 instructional weeks, during free choice center time Shelby will independently approach a peer and invite them to play using either pictures or a verbal request to communicate, "I want to play" as evidenced in 4 of 5 anecdotal notes collected.

Short-Term Objectives/Benchmarks

By the end of the first recording period, during "free choice" center time and when provided a physical prompt, such as guiding Shelby to the play room, Shelby will approach a peer and invite him/her to play using either pictures or a verbal request to communicate, "I want to play," in 4 of 5 anecdotal notes collected.

By the end of the second recording period, during "free choice" center time and when provided a gestural prompt, such as pointing Shelby to the play room, Shelby will approach a peer and invite him/her to play using either pictures or a verbal request to communicate, "I want to play," in 4 of 5 anecdotal notes collected.

By the end of the third recording period, during "free choice" center time and when provided a verbal prompt, such as "play time," Shelby will approach a peer and invite him/her to play using either pictures or a verbal request to communicate, "I want to play," in 4 of 5 anecdotal notes collected.

Case Study: 4th Grade Math Alt

Demographic Data

Name: Jayden

Age: 9

Grade: 4th

Disability: Intellectual Disability (ID)

State Assessment: DC CAS-Alt

General Information, including PLAAFP Excerpts

Jayden has good attendance and enjoys participating in group activities. He maintains good eye contact and follows two step directions with two verbal prompts with 85% accuracy. Jayden recognizes and reproduces simple patterns of concrete objects such as beads (red, blue, red, blue) with an overall accuracy of 85%. He can sort pennies, nickels, dimes, and quarters with 80% accuracy.

However, Jayden struggles when asked a question such as, "How many books do we need for our reading group?" When asked these types of questions, Jayden will guess without using tools, objects, or pictures. He needs two to three prompts to use a tool before he stops guessing.

Jayden follows two step directions with two verbal prompts with 85% accuracy. Jayden requires specialized academic help throughout the day, including assistance with one-to-one correspondence. He uses picture symbols and icons in his daily schedule and requires specialized instruction and techniques to ensure that he acquires, maintains, and generalizes skills, including verbal instructions broken into parts or chunks. Jayden proficiently uses communication aids and voice recognition software to document most of his answers. He demonstrates skills using real life applications, and has a great deal of difficulty showing these skills in more abstract situations.

Enrolled Grade Level Standard

Mathematics: Number Sense and Operations

DC CAS-Alt 4.NSO-C25

Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.

Less Complex Entry Point:

Use objects to represent a simple addition, subtraction, multiplication, or division problem.

Annual Goal(s)

In 36 instructional weeks, given a calculator and the opportunity to purchase items from the school store, Jayden will add and subtract to determine what he can purchase from the school store and how much change he will receive with 80% accuracy in 3 out of 4 trials.

Short-Term Objectives/Benchmarks

By the end of the first grading period, given a calculator and the opportunity to earn pennies, nickels, dimes, and quarters as part of a token economy, Jayden, with two verbal prompts, will add up his coins to see what he can afford with 80% accuracy on 3 out of 4 trials.

By the end of the second grading period, given a calculator and the opportunity to earn dollar bills and coins, Jayden, with one verbal prompt, will add up his bills and coins to see what he can purchase from the school store with 80% accuracy on 3 out of 4 trials.

By the end of the third grading period, given a calculator and the opportunity to purchase items from the school store, Jayden will add and subtract to determine what he can purchase from the school store and how much change he will receive with 80% accuracy in 3 out of 4 trials.

Case Study: 5th Grade Writing

Demographic Data

Name: Matthew

Age: 10

Grade: 5th

Disability: Specific Learning Disability (SLD) in Written Expression

State Assessment: DC CAS

General Information, including PLAAFP Excerpts

Matthew enjoys using the computer in the classroom and hands-on activities in math and science. He applies the content he learns on the computer and in the hands-on activities to the teacher made and district assessments. His current grade in math is 85%. In science he does well on multiple choice or fill in the blank assessments scoring an average of 88% on these assessments.

However, if the assessment has a short answer question or a written report due, his average grade is 55% - 60%. Although Matthew does well in written expression with spelling and grammar, he has a difficult time organizing his ideas in writing to communicate clearly. This makes it difficult for Matthew to complete short answer questions and written reports due in class. His overall average on written assignments is a 57%. When given written assignments Matthew tends to become frustrated before he begins.

He always has access to a blank graphic organizer as an accommodation in class and on the state assessment. When frustrated, Matthew can stay calm and on task if a teacher or peer can sit with him and assist him to organize his thoughts in 7 out of 10 situations.

Enrolled Grade Level Standard

CCSS: Writing

5.W.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

5.W.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Annual Goal(s)

In 36 instructional weeks, given 5th grade written assignment and a graphic organizer, Matthew will independently generate ideas, organize them, and blend paragraphs to clearly communicate his written answers with 80% accuracy in 4 out of 5 trials.

Short-Term Objectives/Benchmarks

By the end of the first grading period, given a 5th grade written assignment and a graphic organizer, Matthew, with assistance from the teacher, will generate ideas, organize them, and blend paragraphs to clearly communicate his written answer with 80% accuracy.

By the end of the second grading period, given a 5th grade written assignment and a graphic organizer, Matthew, will independently generate ideas, organize them, and blend paragraphs to clearly communicate his written answer with 80% accuracy.

By the end of the third grading period, given a 5th grade written assignment and a graphic organizer, Matthew will independently, generate ideas, organize them, and blend paragraphs to clearly communicate his written answer with 80% accuracy in 3 out of 4 trials.

Case Study: 6th Grade Math

Demographic Data

Name: Hannah

Age: 11

Grade: 6th

Disability: Specific Learning Disability (SLD) in Reading Comprehension and Mathematics Problem Solving

State Assessment: DC CAS

General Information, including PLAAFP Excerpts

Hannah enjoys working on the computer, has good attendance, and follows all school rules. She also enjoys being a peer tutor for all areas of math except problem solving.

Hannah currently reads on a 3rd grade level. She shows strengths in her ability to accurately add whole numbers with regrouping. Hannah needs support in the application of skills. She has difficulty with transferring learned skills to new situations. She requires oral administration of classroom assignments and tests, district benchmarks, and state assessments due to her reading disability. Her overall math score is currently 65% but the low percent is due to her low scores in problem solving. Hannah's math scores in problem solving are currently at 55%. Hannah chooses to guess at a word in a story problem rather than make a plan in 5 out of 10 times.

Enrolled Grade Level Standard

Mathematics: Ratios and Proportional Relationships

Common Core State Standards 6.RP.3.

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables or equivalent ratios, tape diagrams, double number line diagrams, or equations.

Annual Goal(s)

In 36 instructional weeks, given oral administration and 6th grade mathematics problem-solving items, Hannah will select or develop a problem solving strategy including drawing a picture, looking for a pattern, or making a table to solve problems with 85% accuracy in 3 out of 4 trials.

Short-Term Objectives/Benchmarks

By the end of the first grading period, given oral administration and 6th grade mathematics problem solving items, Hannah will use pictures, models, diagrams, and symbols to show main mathematical concepts in the problem with 80% accuracy in 3 out of 4 trials.

By the end of the second grading period, given oral administration and 6th grade mathematics problem solving items, Hannah will use pictures, models, diagrams, and symbols to show main mathematical concepts in the problem with 80% accuracy in 3 out of 4 trials.

By the end of the third grading period, given oral administration and 6th grade mathematics problem solving items, Hannah will select or develop a problem-solving strategy including drawing a picture, looking for a pattern, or making a table to solve problem with 80% accuracy in 3 out of 4 trials.

Case Study: 10th Grade Reading

Demographic Data

Name: Jodi

Age: 16

Grade: 10th

Disability: Intellectual Disability (ID)

State Assessment: DC CAS

General Information, including PLAAFP Excerpts

Jodi has a mild to moderate cognitive disability. She likes to look at magazines, store advertisements, and newspapers. She is able to read the newspaper and retell isolated events from the newspaper article. However, she is only able to determine the main event in the story 20% of the time in 10 trials. Jodi is able to read and comprehend passages at a 4th grade level.

When she uses adapted texts such as high interest/low readability materials or leveled readers, her success rate for identifying main idea increases to 50%.

Due to her cognitive disability, multiple assessments and observations have indicated that Jodi performs best when the task is not paper and pencil oriented. She is more successful when the task requires manipulative or verbally-based responses. Without direct, intensive one-to-one instruction, she is unable to generalize skills.

Enrolled Grade Level Standard

CCSS: Reading Standards for Literature

9-10.RL.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Annual Goal(s)

In 36 instructional weeks, given an adapted 10th grade expository text, Jodi will determine the main idea using supporting details with 80% accuracy in 4 out of 5 trials.

Short-Term Objectives/Benchmarks

By the end of the first grading period, given an adapted text with a supporting picture for an enrolled grade level expository text, Jodi will determine the main idea and provide one supporting detail of a selected paragraph in 80% accuracy in 4 out of 5 trials.

By the end of the second grading period, given an adapted text without a supporting picture for an enrolled grade level expository text, Jodi will determine the main idea and provide one supporting detail of a selected paragraph 80% accuracy in 4 out of 5 trials.

By the end of the third grading period, given a multiple paragraph adapted text without a supporting picture for an enrolled grade level expository text, Jodi will determine the main idea of each paragraph 80% accuracy in 4 out of 5 trials.