

Standards-Based IEPs

As Easy as

“A, B, C”

Supplemental Handouts
Prepared for

Charter School Round Table
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by
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Standards-Based IEPs

Present Level of Academic Achievement And Functional Performance (PLAAFP) Examples

Directions: With a partner, review each PLAAFP example. Determine where the three elements of each PLAAFP are included. Designate each component with the following markings:

- Can Do – underline 
- Can't Do – circle 
- Needs to Do – box 

Sara - Math

Based on a curriculum-based assessment (CBA), Sara is able to answer basic multiplication facts (0-9) with zero errors. When presented with 2-digit x 1-digit renaming, 2d x 2d renaming, and 3d x 3d renaming problems on CBA, she left the problems blank. Sara needs to *“use place value understanding and properties of operations to perform multi-digit arithmetic”* to progress in the general curriculum.

Sam - Reading

Based on curriculum-based assessment, Sam orally reads second-grade level material at 70-74 words per minute (wpm) with 2-3 errors, and answered oral comprehension questions with 85% accuracy. When presented with third-grade level material, he read at 55-60 wpm and answers 40-50% of the comprehension questions presented orally. He struggles to read with greater fluency and answer oral comprehension questions at mastery level (80% or better). Sam needs to read more difficult material with *“sufficient accuracy and fluency to support comprehension”* to progress in the general curriculum.

Justin - Writing

Based on CBA & three separate writing samples and associated rubrics, Justin can write complete sentences that include subject, predicate, adverbs and adjectives as well as correct punctuation and capitalization. When presented with a prompt and asked to write an expository paragraph, Justin had difficulty organizing the information clearly and creating a paragraph that included a topic sentence, supporting reasons/details/facts and a conclusion. He also struggled with addressing the purpose of the writing. Justin needs to **“produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience”** to progress in the general curriculum.

Tyler - Behavior

Based on observations in the classroom setting, Tyler can follow teacher directions when the teacher is standing close to him and at least two prompts are given. Tyler has difficulty following directions consistently, often ignoring whole-class directives and requiring multiple prompts. Data from three 20-minute observations reflect Tyler following directions 2/6, 3/7, and 2/6 opportunities. Tyler needs to follow teacher directions consistently in order to progress in the general curriculum.

Standards-Based IEPs

Case Study # 1 - Reading

Student: Tina

Grade: 3rd

Area of Focus: Reading

3rd Grade CCSS in Reading:

- Read with sufficient accuracy to support comprehension
- Ask and answer questions to demonstrate understanding of text
- Read and comprehend informational texts independently and proficiently

Baseline data: 1st grade-level reading passage – 57 wpm, 1 error
Literal comprehension 100% (4/4)
2nd grade-level reading passage – 76 wpm, 4 errors
Literal comprehension 80% (4/5)
Inferential comprehension 60% (3/5)
3rd grade-level reading passage – 62 wpm, 7 errors
Literal comprehension 40% (2/5)
Inferential comprehension 20% (1/5)

Fluency Norms: (Spring, 50thtile)

1st – 56 WRC (words read correct)

2nd – 97 WRC

3rd – 115 WRC

The above comprehension data is based on questions presented in writing after Tina has read the passage independently. Tina can answer comprehension questions from more difficult text if the text is read aloud and she responds to questions presented orally.

Standards-Based IEPs

Tina's PLAAFP

Tina's MAG

Audience	Behavior	Condition	Degree of Mastery	Evaluation

IEP Goal Writing Template

1. Gather current assessment data in area(s) of identified disability (i.e. behavior, reading, math, writing).
2. Identify core standards associated with area(s) to be addressed on IEP.
3. Develop PLAAFP statements using assessment data and core standards. Include all necessary components.
4. Develop IEP goals based on PLAAFP statements. Include all necessary components. Tie it to the core.
5. Identify/develop data collection tool for use when measuring progress toward IEP goals.

Present Level of Academic and Functional Performance

(Includes Can do, Can't do, Needs to do, is based on current assessment data & is directly linked to core standards)

IEP Goals

Audience	Behavior	Condition	Degree of Mastery	Evaluation
Ex: Student will	read	5 th -grade level text	at 120 wpm with no more than 2 errors	over three consecutive trials.

IEP Goal Writing Template

1. Gather current assessment data in area(s) of identified disability (i.e. behavior, reading, math, writing).
2. Identify core standards associated with area(s) to be addressed on IEP.
3. Develop PLAAFP statements using assessment data and core standards. Include all necessary components.
4. Develop IEP goals based on PLAAFP statements. Include all necessary components. Tie to the core.
5. Identify/develop data collection tool for use when measuring progress toward IEP goals.

Present Level of Academic and Functional Performance

(Includes Can do, Can't do, Needs to do, is based on current assessment data & is directly linked to core standards)

IEP Goals

Audience	Behavior	Condition	Degree of Mastery	Evaluation
Ex: Student will	compute	10-15 multi-digit problems, with regrouping, using + and -	with 85% accuracy	over three consecutive trials.

IEP Goal Writing Template

1. Gather current assessment data in area(s) of identified disability (i.e. behavior, reading, math, writing).
2. Identify core standards associated with area(s) to be addressed on IEP.
3. Develop PLAAFP statements using assessment data and core standards. Include all necessary components.
4. Develop IEP goals based on PLAAFP statements. Tie to the core. Include all necessary components.
5. Identify/develop data collection tool for use when measuring progress toward IEP goals.

Present Level of Academic and Functional Performance

(Includes Can do, Can't do, Needs to do, is based on current assessment data & is directly linked to core standards)






IEP Goals

Audience	Behavior	Condition	Degree of Mastery	Evaluation
Ex: Student will	follow teacher directions	with no more than two prompts (using "please" & "need")	4 out of 5 opportunities	during three 20-30 minute observation periods

IEP Goal – Early Childhood Focus

<u>Audience</u>	<u>Behavior</u>	<u>Condition</u>	<u>Degree of Mastery</u>	<u>Evaluation</u>
Student will	follow a simple play command (push the car, feed the dog)	following a verbal prompt and visual model	4 out of 5 opportunities	over three (15 minute) observation periods
Student will	rote count	to 10, following a verbal prompt	4 out of 5 opportunities	over three data collection periods
Student will	comply	with a routine-related task (throw garbage away, come inside, wash hands) with no more than two verbal prompts	4 out of 5 opportunities	over three data collection periods
Student will	participate in the activity	by making a song choice (or...answering a question, stating his/her name when asked, matching a picture in the story), during a large group activity and with a verbal prompt	4 out of 5 opportunities	over three (15 minute) observation periods

IEPs...As Easy as A, B, C (D, E)

Audience	Behavior	Condition(s)	Degree of Mastery	Evaluation
				

Sam will read 3rd-grade level text at 100-110 wpm with no more than 2 errors over three consecutive trials.

Sam will read 3rd-grade level text and answer comprehension question presented orally, with 85% accuracy over three consecutive trials.

Sam will read 3rd-grade level text at 100-110 wpm with no more than 2 errors, and answer comprehension question presented orally, with 85% accuracy over three consecutive trials.

Tyler will follow teacher directions with no more than two prompts (“please” and “need”) in 4 out of 5 opportunities during three 15-20 minute observation periods.

Sara's PLAAF

Based on curriculum-based assessment (CBA), Sara is able to answer basic multiplication facts (0-9) with zero errors. When presented with 2-digit x 1-digit renaming, 2d x 2d renaming, and 3d x 3d renaming problems on CBA, she left the problems blank. Sara needs to “ *use place value understanding and properties of operations to perform multi-digit arithmetic*” to progress in the general curriculum.

Sara's MAG

Audience	Behavior	Condition	Degree of Mastery	Evaluation

What to do with

Curriculum

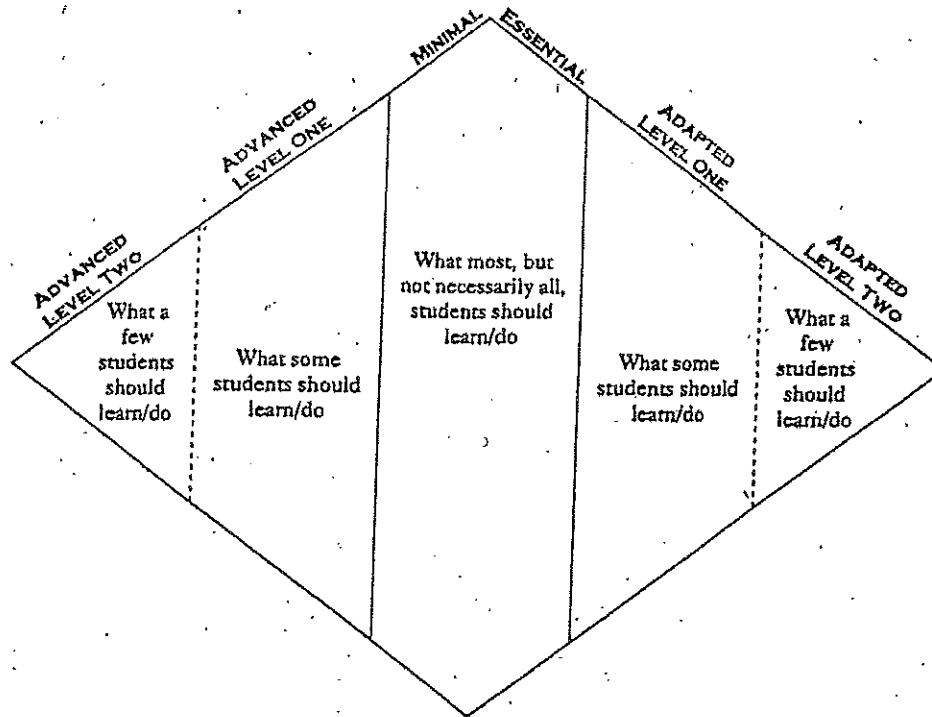
A method to avoid madness

	Can _____ (the student)	Subject: Assignment:
1	Do the same as the peers for this subject or assignment? Great—do it!	
2	If not, can the student do the same as the peers for this subject or assignment with extra tools? (calculator, tape recorder, computer)	
3	If not, can the student do the same as the peers for this subject or assignment with a partner?	
4	If not, can the student do the same as the peers for this subject or assignment with adapted expectation? (Cut back assignment or focus on key topics)	
5	If not, can the student do the same as the peers for this subject or assignment by transferring the answers from another source? (Another part of the paper, another paper, chalkboard)	
6	If not, can the student do the same as the peers for this subject or assignment by tracing the answers or copying the questions? (Tracing highlighted writing or copying highlighted words)	

	Can _____ (the student)	Subject: Assignment:
7	If not, can the student do the same subject with a similar assignment? (adapted materials—class is studying birds so am I <u>your list, my way</u> or similar assignment: <i>my way-match, show, name, match</i> —items that are the same, <i>show</i> me the word _____, <i>name</i> this? or what word is this?)	
8	If not, can the student do something within the same subject area with a similar activity for this subject? <u>my list - your way</u> – appropriate spelling words, math problems, vocabulary – doing them the way everyone else does.	
9	If not, can the student do something within the same subject area with a similar activity and adapted materials? <u>my list - my way</u> – appropriate spelling words, math problems, vocabulary – doing them my way – <i>match, show, name</i> .	
10	If not, can the student do something within the same subject area with a parallel activity? <u>my activity-my way-in my seat-in my room</u>	
11	If not, can the student do something within the same subject area with a parallel activity in another section of the room? <u>my activity-my way-in my room</u>	
12	If not, can the student do something within the same subject area with (try something here that we haven't thought of...try it please - before you go on to #13)	
13	If not, can the student do the skill or activity in another part of the building? <u>my activity-my way-somewhere else</u>	

Accommodating All Students...using the Curriculum Diamond

from "Working Together: Tools for Collaborative Teaching"

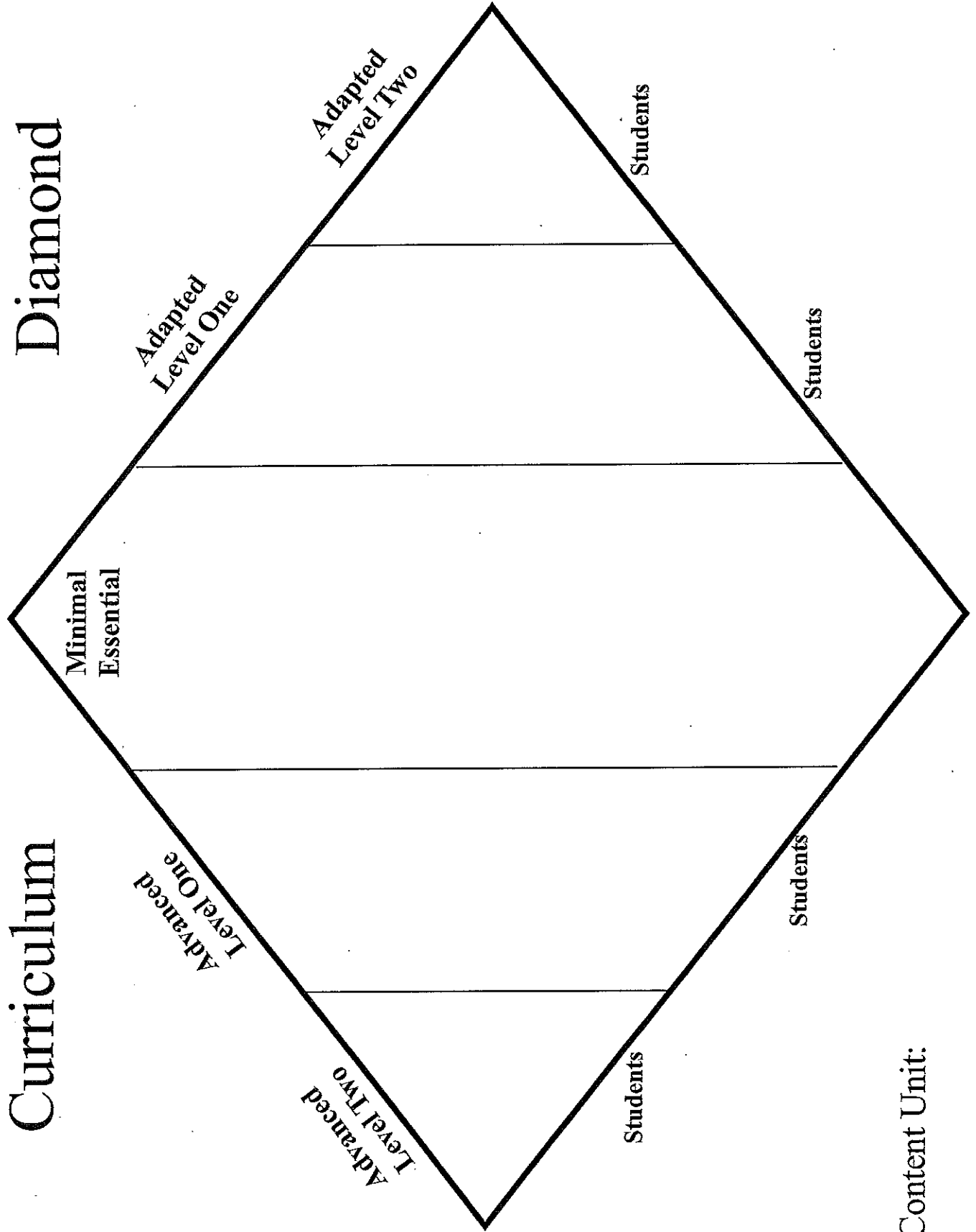


As the diversity of students with unique needs increases, the most frequently asked question by teachers is, "How do we/I accommodate for all students in a lesson?" The Curriculum Diamond provides one way to think about designing outcomes for all students.

1. Design what you want most, but not necessarily all, students to learn/do—the most essential competencies.
2. Design the advanced competencies for some students who can go beyond the minimal competencies.
3. Design adapted outcomes for a few students who are unable, as yet, to manage the minimal competencies.
4. It may be appropriate in some classes to design two levels of advanced and two levels of adapted. These second levels are for few students, possibly only one.
5. Keep in mind that students may perform at different levels in different lessons.
6. Use the Cognitive Processing Chart (Bloom's taxonomy) to help generate a range of outcomes.

Curriculum

Diamond



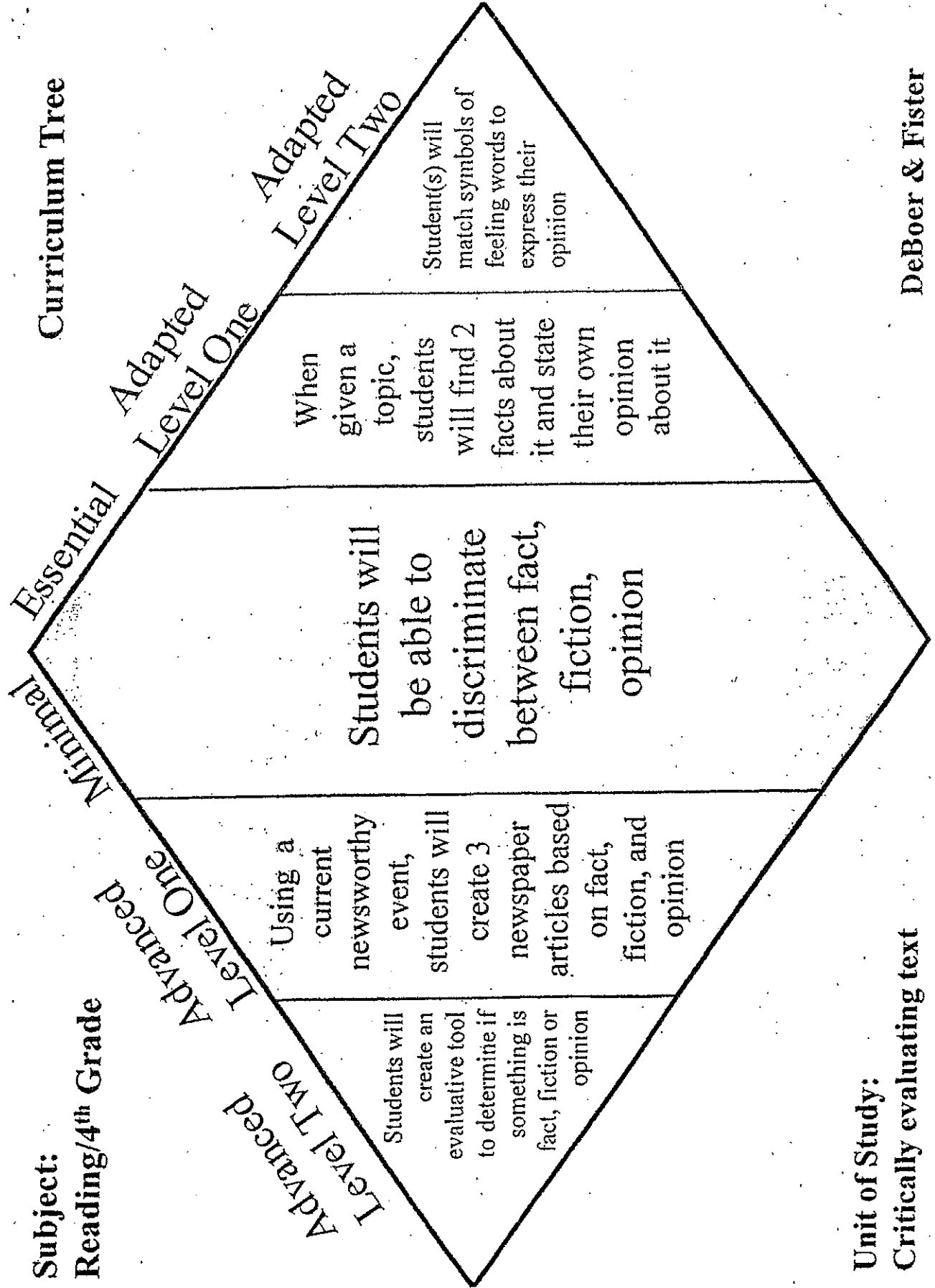
Content Unit:

CONNECTING BLOOM'S TAXONOMY TO THE CURRICULUM DIAMOND

Adapted from TEEF. But What Will I Do on Monday by Susan Fierer and Karen Kemp

complex.....	Synthesis	Analysis	Application	Comprehension	Knowledgesimple
Evaluation	integrate	analyze	apply	associate	count
appraise	organize	arrange	calculate	classify	define
access	plan	combine	classify	compare	draw
critique	prepare	construct	complete	compute	identify
determine	prescribe	create	demonstrate	contrast	indicate
evaluate	produce	design	employ	describe	list
grade	purpose	detect	examine	differentiate	match
judge	specify	develop	illustrate	discuss	name
measure		explain	practice	distinguish	point
rank		formulate	relate	estimate	quote
rate		generalize	solve	extrapolate	read
recommend		group	use	interpret	recall
select		infer	utilize	interpolate	recite
test		order		predict	recognize
		separate		translate	record
		summarize			repeat
		transform			say
					state
					tabulate
					trace
					write

Curriculum Tree



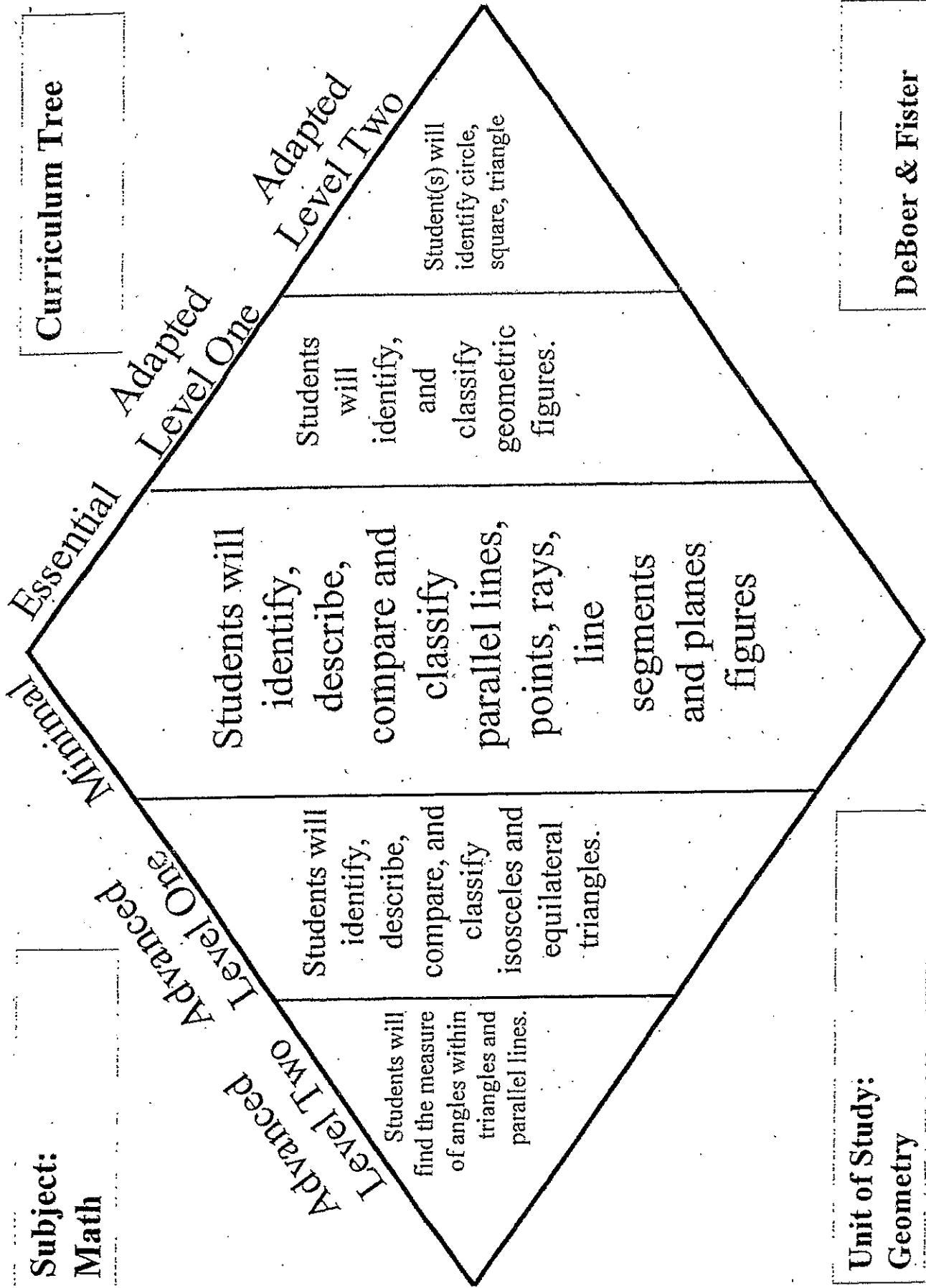
Subject:
Reading/4th Grade

Unit of Study:
Critically evaluating text

DeBoer & Fister

**Subject:
Math**

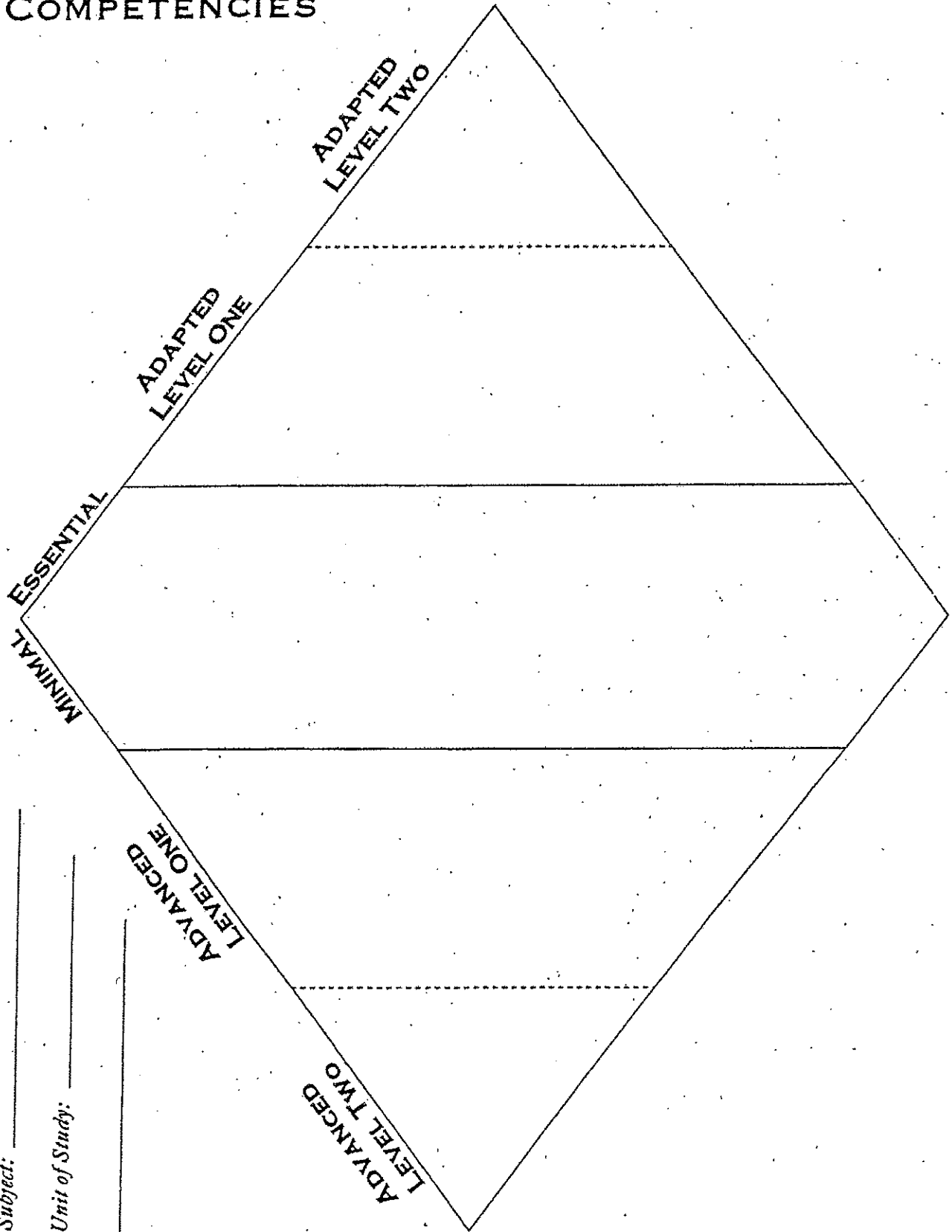
Curriculum Tree



**Unit of Study:
Geometry**

DeBoer & Fister

MINIMAL, ADVANCED, AND ADAPTED COMPETENCIES



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Working Together: Tools for Collaborative Teaching

Planning Guide – Math Extended Core Standards Grade 7 and Pre-algebra

Standard	Extended Core	Students
Math Grade 7		
I. Students will expand number sense to understand, perform operations, and solve problems with rational numbers.	Ia. Model addition of fractions (e.g., use pictures or objects to show $\frac{1}{2} + \frac{1}{2} = 1$; $\frac{1}{4} + \frac{1}{4} = \frac{2}{4}$ or $\frac{1}{2}$).	
	Ib. Add and subtract whole numbers and decimals to the hundredths place (e.g., \$.25 plus \$.25 = \$.50).	
	Ic. Represent numbers in multiple ways using fractions, decimals, and percents (e.g., match a picture where the object has been cut in half to the symbol for $\frac{1}{2}$ or .5, or 50%; match \$.50 to 50¢).	
II. Students will use proportional reasoning to solve problems.	IIa. Recognize the symbols (+), (-), (x), (÷), and (=); Compute basic multiplication and division facts using manipulatives or a calculator.	
	IIb. Use the scale on a simple map to compare or describe relative distances (e.g. the school is farther away from home than the store).	
	IIc. Recognize the conversion of one unit of measurement to another unit of in the same system (e.g., 12 inches = 1 foot; 7 days = 1 week, 60 minutes = 1 hour).	
III. Students will develop fluency with the language and operations of algebra to analyze and represent relationships.	IIIa. Analyze a pattern to determine what is missing (e.g., 2, 3, 4, __, 6; input-output table with 5, 10, __ 20).	
	IIIb. Find locations in a grid system. (e.g., find your seat in the theater).	
	IIIc. Construct and solve equations that have variables (e.g., $x+7 = 10$; what is $x+7$ when $x=2$, when $x=4$, etc.)	
IV. Students will use algebraic, spatial, and logical reasoning to solve geometry and measurement problems.	IVa. Construct basic geometric shapes and describe their attributes (e.g., a square has four equal sides).	
	IVb. Measure and record (dictated or paper/pencil) capacity/volume, length, weight, and temperature, using appropriate tools.	
	IVc. Estimate and compare measures in the same system of capacity / volume, length, weight, and temperature (e.g., estimate whether this will be heavier than that).	

Standards-Based IEPs

Tina's PLAAFP

Tina's MAG

Audience	Behavior	Condition	Degree of Mastery	Evaluation

