

# Developing Quality T/IEPs

## Part 2: Writing Quality Present Level Statements, Annual Goals, and Short-Term Objectives/Benchmarks

2012 - 2013

# You Will Learn to...

- u Use the problem-solving process.

How will the T/IEP team develop

ä **quality** present level of academic achievement and functional performance statements?

ä **quality** annual goals, short-term objectives, and benchmarks?

# T/IEP Components

Present Levels of Academic Achievement and Functional Performance

```
graph TD; A[Present Levels of Academic Achievement and Functional Performance] --> B[Annual Goals<br/>Short-Term Objectives or Benchmarks (if applicable)]; B --> C[Special Education Services and Supports];
```

Annual Goals  
Short-Term Objectives or Benchmarks (if applicable)

Special Education Services and Supports

**In a quality T/IEP, all components are clearly aligned.**

# Present Level of Academic Achievement and Functional Performance



*Present level statements contain comprehensive and understandable information about the student's needs related to the disability that is based on data from a variety of sources across applicable domains/transition service areas.*

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# Present Level of Academic Achievement and Functional Performance

- u Based on statement
- u The student's strengths and what the student currently can do (current skills)
- u How the disability affects the student's involvement and progress in the general curriculum or participation in appropriate activities
- u The student's priority educational needs

# Using the Problem-Solving Process

## Present Level Statement

### Step 1: Problem Identification (What's the problem?)

- What is the student's current level of performance and rate of progress?
- What is the student expected to do?
- What is the gap between expected/current performance?

### Step 2: Problem Analysis (Why is it taking place?)

- Why is the expected skill/behavior not occurring?
- What factors are contributing to the gap?
- What is the impact of disability on progress?

# Step 1: What's the Problem?

- u **Determine the gap** between what is expected of a student at a current age or grade level and the current performance of the student.
  - ä Review information about student progress to identify general areas of concern and strengths.
  - ä Then investigate areas of concern to pinpoint specific needs.

# Sources of Information

Use **current**, objective data from a variety of sources

## Academic Achievement

- State assessments (FCAT, FCAT 2.0, FAA)
- End-of-Course (EOC) Assessments
- District achievement assessments
- Report cards and progress reports
- Curriculum-based and progress monitoring assessments (Rtl)
- Diagnostic assessments
- Work samples and observations

## Functional Performance



# Sources of Information

Use **current**, objective data from a variety of sources

## Academic Achievement

- State assessments (FCAT, FCAT 2.0, FAA)
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- Diagnostic assessments
- Work samples and observations

## Functional Performance

- Discipline and attendance records
- Functional behavioral assessments
- Reports of motor and sensory proficiency
- Speech and language evaluations
- Observations/anecdotal records
- Interviews with teachers, parents, and the student

# What resources are available to access the data for my students?

- ◆ STAR
  - FCAT, Running Record, 6 Traits, Progress Monitoring Plan
- ◆ CORE K12
  - Math and Science
- ◆ PMRN
  - Reading
- ◆ Program Folder
  - Psychological, KTEA, Social History, FBA/BIP, Work Evaluations
- ◆ Data
  - OT/PT (other programs), Conference Notes, Referrals, eSembler, Parent/Student/Teacher/Agency Input, Transition Assessments, Attendance Records, Past Report Cards

# How do I access STAR data?

- u Contact your tech specialist for login, password, and access.
- u Website - <https://star.pasco.k12.fl.us>
- u District Contact
  - ä Mike Camphoamor - 42416

# Transition Assessments

- u Transition Assessments are “the **ongoing process** of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, personal, and social environments.” Assessment data serve as the common thread in the transition process and **form the basis for defining goals and services** to be included in the “Individual Education Program.” *(Sitlington, Neubert, & Leconte, Career Development for Exceptional Individuals, 1997, p. 70-71)*

# Transition Assessments

- u Transition Assessments provide practical information to assist in all facets of transition planning, T/IEP development, and Present Level Statements.
- u Transition Assessments enable the T/IEP team to provide **State Board Rule (6A-6.03028)** required activities to prepare students to develop attainable measurable postsecondary goals by age 16.
- u Transition Assessments need to be age appropriate.

# Examples of Transition Assessments

- u College entrance tests
- u Brigance
- u Work evaluations
- u Choices Explorer (MS)/Choices Planner (HS)
- u Questionnaires
- u Interviews
- u Self-determination worksheets, etc.
- u Career Cruiser
- u FCAT
- u Alternate Assessment

# Work Evaluation Summary Sheet

- u After work evaluations are completed, the work evaluator provides the results as well as a summary sheet for case managers to use as Transition Assessments that help guide T/IEP development.
- u The summary includes recommendations for:
  - ä Measurable postsecondary goals
  - ä Present Level Statement
  - ä Annual Goals

# Where can I get information for students that are not from our school, county, or state?

- u Guidance Secretary

- ä Call ESE Chairperson/teachers from previous school

- u Data Entry/Registrar for records

- ä Receive records sent/faxed



# Based on Statement

- Must include sources that were reviewed to create T/IEP (e.g., parent, student, basic education teacher, agency, and/or Job Placement Transition Specialist input) *A minimum of 3 sources are required.*
- Should include references to statewide, district and/or alternate assessments, Transition Assessments
- Should identify all areas for which the student is not meeting expected levels of achievement (PMP)

# Based on Statement Example

- u Elementary:

- ä Based on statewide assessments, formal and informal reading assessments, other informal assessments, student work samples, and teacher/parent input

# Based on Statement Examples

- u Middle School:

- ä Based on recent FCAT scores, informal observations, Career Cruiser and C.I.T.E interest inventory, and parent/teacher/student input

- u High School:

- ä Based on a recent work evaluation, FCAT scores, informal observations, CHOICES interest inventory, and parent/teacher/student input

# Related Strengths/Current Skills

- u Areas of curriculum where student is performing on or above grade level
- u Student's abilities or behaviors in home, school, and community work setting
- u Preferences or interests

## *Examples:*

- ä *Is performing on grade level in mathematics*
- ä *When information is presented in an audible format, is able to recall main ideas and details*
- ä *Is interested in environmental issues*

# Self-Determination

- u Instruction or the provision of information in the area of self-determination needs to be addressed for students who will be 14 or older to assist the student to be able to actively and effectively participate in a T/IEP meeting and to self-advocate.
- u Self-determination should be reflected in the PLS, annual goals, and ESE services (Instruction in Self-Determination).

# How do we prepare students for self-determination?

- u Review T/IEPs with students
- u Involve students in T/IEP development in areas of:
  - ä PLS
  - ä Courses of Study
  - ä Goals
  - ä ESE Services (*get input on effectiveness*)
  - ä Accommodations (*get input from student on effectiveness*)
  - ä Self-Evaluation of Goals (PlanMaker)

# Self-Determination Linkage to T/IEP

- u Self-determination activities help prepare students to develop measurable postsecondary goals by age 16.
  - ä Students begin the process of identifying strengths, needs, abilities, and preferences.
  - ä Students begin to understand and participate in the T/IEP process.
  - ä Students develop goals and self-evaluate progress toward goals based on data.

# Strengths and Current Skills

- u Include ELL statement if the Special Consideration for ELL was chosen:
  - ä \_\_\_\_'s language proficiency level is \_\_\_\_  
(Obtain from ESOL Resource Teacher or Chair).  
ESOL services are being provided by means of \_\_\_\_ (e.g., ELL bilingual instructional assistant's support, Developmental Language Arts through ESOL class, classroom teacher, ESOL modifications).



# PMP Students

- u \_\_\_\_\_ is not meeting district standards in the area(s) of subject(s).
- u This includes Math, Reading, Writing, and Science.

# For Speech (F) Only PMP Students:

## u For Speech only:

ä \_\_\_\_\_ is not meeting district standards in the area(s) of subject(s). Strategic interventions are being implemented in the classroom and (student' s) progress is being monitored.

# Attendance

u If:

  ä 5 unexcused absences in a month

  ä 10 unexcused absences in a 90 day period

u Then:

  ä Need to address attendance in PLS and have a goal

## Step 2: Why Is It Taking Place?

- u For each area of concern, analyze factors that may be affecting student performance
  - ä Curriculum and instruction (standards, instructional methods and materials)
  - ä Environment (barriers and supports)

## Step 2: Why Is It Taking Place?

- u For each area of concern, analyze factors that may be affecting student performance
  - ä Curriculum and instruction (standards, instructional methods and materials)
  - ä Environment (barriers and supports)
  - ä What is the effect of the student's disability?

## Step 2: Why Is It Taking Place?

Determine the **effects of the disability** and identify **educational needs** resulting from the disability.

Effect of Disability	Educational Need
Unable to hear and use conversational speech	Needs to learn how to effectively communicate with peers and adults using total communication
Takes 50% more time than peers to complete written assignments with word prediction software	Needs extended time (50% more than peers) to complete assignments and assessments

# Give Me an Example

**Student Name:** Tia

**Grade:** 2

**Age:** 7 years, 6 months

**Exceptionality:**

Specific Learning Disability

**Annual IEP review date:** March 7, 2012

**Domain:** Curriculum and Learning Environment





# What's the Problem?

- u **General Area of Concern:** Reading
- u **Specific Problem:**
  - ä Difficulty blending sounds quickly to read new words containing three or more phonemes (c-ar-t) or two syllables (ex-it)
  - ä Decoding problem impacts reading fluency
    - Reading fluency below grade level



# What is the Gap?

## u **Decoding:**

- ä **Current/Baseline:** Can decode new reading words with two phonemes/one syllable
- ä **Expected:** Decode new reading words with three or more phonemes/two syllables

## u **Fluency:**

- ä **Current/Baseline:** 34 words correct/minute (first-grade reading passages)
- ä **Expected:** 90 words correct/minute (second-grade reading passages)

# What's Causing the Problem?

## Effect of Disability/Needs

### u Effect of disability:

- ä Difficulty identifying, manipulating, and blending individual sounds
- ä Attempts to sound out letters in isolation w/o blending
- ä Impacts fluency and reading comprehension

### u Educational needs:

- ä Use word-blending skills and knowledge of spelling patterns to decode second-grade words with fluency
- ä Increase fluency rate/reading passages orally

# Impact of Disability

- u This statement indicates how the student's disability impacts performance in the classroom.
- u This is the statement that tells why the student can't be successful in a basic classroom without support.

# Educational Priority Needs (Secondary)

- Includes all areas for which current skills level is below expectation.
- This may be noted in the Strengths/Current Skills paragraph and/or the Impact of Disability Statement.
- Annual goals should be based on the identified educational priority needs.
- Academics, behavior, self-determination, attendance (if needed), and employment should be addressed.
- After age 16, these goals should relate to the students Measurable Postsecondary Goals (MPGs).



## Strengths: Tia

- ä Listening comprehension is on grade level
- ä Enjoys listening to books read aloud on computer
- ä Performing on grade level with accommodations in other academic areas

# What is the Format?

- u Based on Statement

- ä Overall statement

- u Strengths/Current Student Performance (based on data)

- ä Related to the area of concern and domain

- ä Followed by supporting statements with specific information and sources

- ä Name the assessments and dates

- (No acronyms, spell out FAIR/FCAT)

- u Description of the effect of disability/needs

- ä How disability affects learning and behavior

- ä Need for special education services and supports



## You Try It: Review Tia's Present Level Statement

1. Read Tia's Present Level Statement (Handout P-4).
2. Use Handout P-5: Present Level Statement Review to see if all parts are addressed completely.
3. Be prepared to discuss your findings with others.

# Checking for Quality

## Present Level of Academic Achievement and Functional Performance

- u Specific Data and Sources
- u Effects of Disability
- u Educational Needs
- u Do and Don't

IEP Quick  
Check

Handout  
P-6



## You Try It:

# Review Devon's Student Data Form

1. In pairs, review and analyze the information in Handout P-7: Devon's Student Data Form.
2. Mark the bulleted items as
  - ä **S** = Strengths
  - ä **C** = Current performance
  - ä **E** = Effect of disability and educational needs





## You Try It: Review Devon's Student Data Form

Discuss these questions with your table group:

1. What are Devon's strengths related to the domain and area of concern?
2. What do we know about his current performance regarding completing assignments/outbursts?
3. What is the expected performance?
4. Are curriculum and instruction factors impacting his performance?
5. What environmental factors are impacting his performance?
6. What are the effects of Devon's disability and his educational needs?

## You Try It:

# Write Devon's Present Level Statement

1. In pairs, write a present level statement using Handout P-7: Devon's Student Data Form.
2. Record your writing
3. Use your notes and the T/IEP Quick Check (Handout P-6) to help you work.
4. Share your work with other pairs at your table and help each other improve the statements.



## Feedback on Present Level Statement: Devon

- u Compare with a partner: Sample Present Level Statement for Devon to the one you wrote.
  - ä How are they the same, different?
- u How did using the T/IEP Quick Check help?
- u What did you find to be challenging?
- u What questions do you have?

Based on documented observations and reports from teachers and the behavior specialist, discipline referrals, first semester report card grades, and a student interview, Devon's emotional outbursts are negatively impacting his academic performance in the general curriculum. Current teacher reports indicated that Devon continues to have weekly outbursts (Making noises, wadding up his paper, loudly refusing to complete the assignments) when presented with independent assignments (essays and reports) he perceives as difficult. This year in sixth grade, students are expected to complete assignments more independently.

School discipline referral records for the first nine weeks of sixth grade indicate that Devon has been sent to the office an average of one time per week due to emotional outbursts over work assignments. He has been referred from Language Arts (four times), Social Studies (four times), and Science (two times).

Devon has made improvements in his behavior during the past year. The behavior specialist's report (October 2012) indicates that Devon has now met four out of five of the objectives of his Behavioral Intervention Plan (implemented October 2011): improvements in time on task, in-seat behavior, social interactions with peers, and reduced disruptive behavior across all school environments. Devon enjoys working with other students in small group activities, and he can now work cooperatively to complete tasks.

Devon scored a 4 out of 6 on the Grade 5 district writing assessment indicating that he is proficient in grade level skills. His scores on the Grade 5 Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) in Reading, Mathematics, and science were all level 3, indicating that Devon is proficient on grade level skills in those areas as well. However, Devon made Ds in Language Arts, Social Studies, and Science on his report card due to zeros on assignments he refused to complete and loss of instructional time when sent to the office. His grades in other subjects (Mathematics, Physical Education, and Chorus), were C or above.

Devon successfully completes structured independent assignments (such as answering questions about what was read). Discipline referrals and teacher reports indicate that Devon's outbursts occurred mainly when he was asked to complete an open-minded assignment, such as a report or an essay. Devon states that these types of assignments are hard of him, and he sometimes he can't control his feelings. He doesn't want the teachers constantly prompting him because he doesn't want to look different from other sixth graders.

As a result of his disability, Devon has difficulty controlling his feelings of frustration and fear when completing assignments he thinks he cannot do. He uses the outbursts to avoid having to complete the assignments.

Devon's educational need is to learn a self-regulation strategy that would help him identify his feelings and take an appropriate action when completing independent work he finds difficult. Being able to complete his independent work without constant teacher prompting is important to Devon.

# PLS Reminders

- ◆ The PLS should not address services that the student currently receives or will receive.
- ◆ For every priority need written, you must then write a goal to meet that student's need.

# Using the Problem-Solving Process to Develop Measurable Annual Goals

Step 1: Problem Identification

(What's the problem?)

Step 2: Problem Analysis

(Why is it taking place?)

Present Level of Academic  
Achievement and Functional  
Performance

**Step 3:** Intervention Planning and  
Implementation (What are we going to  
do about it?)

- Measurable Annual Goals
- Special Education Services and Supports

# Quality Indicator: Annual Goals



*Measurable annual goals describe the behaviors and skills that will enable the student to achieve in the general education curriculum or participate in age-appropriate activities, based on the student's need(s) reflected in the present level statement.*

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## Step 3: Measurable Annual Goals

- u What specific knowledge, skill, or behavior does the student need to learn to be involved and make progress in the general curriculum?
- u What does the student need to learn to meet other educational needs that result from the disability?
- u How will student progress be monitored to determine the effectiveness of the intervention and support?

# Make It Measurable

- u **Specific**

- ä The action, behavior, or skill to be measured
- ä Tells what to measure and how to measure it

- u **Objective**

- ä Yields same result no matter who measures it

- u **Quantifiable**

- ä Numerical or descriptive information to compare to baseline

- u **Clear**

- ä Understandable by all involved

Bateman & Herr, 2003

# Measurable Annual Goals: Three Parts

1. **Observable behavior:** An explicit, observable statement of what the student will do
2. **Conditions:** The specific situation, tools, or assistance to be provided (optional)
3. **Mastery criteria:** Acceptable performance (how well the student must perform)

# Observable Behaviors

- u An observable behavior should be stated using verbs and phrases that describe actions that can be observed. Examples:

- ä Mark will describe...

- ä Mary will create...

- ä Melissa will compare...

# Observable Behaviors

Non-examples:

1. **know** the multiplication tables
2. **improve** peer relations
3. **learn** the scientific method
4. **understand** the consequences of bad behavior

*Let's practice replacing the non-examples with action verb choices.*

# Observable/Measurable Behavior?

Is it observable and measurable... or not?

✓ Read aloud

~~Know~~

✓ Write an essay

~~Improve~~

~~Learn~~

✓ Point to

✓ Count objects

~~Understand~~

✓ Illustrate

~~Remember~~

Will you know it when you see it?

# Conditions

- u **Describe conditions**, such as tools, assistance, situation, etc., under which the skill or behavior will be performed or used
  - ä *Given a (visual timer, large-print book, etc.)*
  - ä *Using a (communication device, checklist, etc.)*
  - ä *Without prompting*
  - ä *In three academic classes/when eating in the cafeteria*

# Conditions

## Examples:

- u **Context**- in the lunchroom, at a grocery store
- u **Format**- in a role play scenario, working in a small group
- u **Time**- during a twenty minute period, four times for five minutes
- u **Tools**- a story starter, using pictures of plants

## Non-examples:

- u **Context**- during interaction with others (too broad)
- u **Format**- any school situation (too vague)
- u **Time**- during the school day (too vague)
- u **Tools**- using a pencil to write with (obvious)



# Mastery Criteria

- U Accuracy

- ä *90% accuracy; 9 out of 10 items correct*

- U Duration (time)

- ä *Stays on task for 10 consecutive minutes*

- U Speed/Rate

- ä *With fluency of 85 words correct per minute*

- ä *Within two minutes*

# Other Mastery Criteria

- u Timeframe (period of time)

- ä *Over five consecutive assignments*

- ä *Over three consecutive weekly probes*

- u Distance

- ä *Travels independently for 50 yards*

- u Set of required characteristics

- ä *Complete all steps in a 10-step process on the job*

# Cautions for Using Percent or Number of Items

## U Does it make sense?

- ä Cross the street safely four out of five times
- ä *Cross the street safely five out of five times*

## U Is it reasonable?

- ä Exhibit appropriate behavior 90% of the time
- ä *During a 30 minute observation period, Johnny will exhibit appropriate behavior (keeping hands to self) 90% of the time.*

# Measurable Annual Goals: Examples

Given 10 two-step addition word problems,  
Leroy will solve 9 out of 10 problems correctly.

**Behavior:** Solve the problems

**Conditions:** Given 10 two-step addition word  
problems

**Criteria:** 9 out of 10 correctly

# Measurable Annual Goals: Examples

Given a five-paragraph reading passage, Sam will correctly state the main idea and three supporting details over five consecutive trials.

**Behavior:** State the main idea and three supporting details

**Conditions:** Given a five-paragraph reading passage

**Criteria:** Correctly, over five consecutive trials

# Measurable Annual Goals: Examples

## Non-example

Keisha will visualize the key elements of a passage with 90% accuracy.

## Good example

Keisha will accurately describe at least four of five key elements of a grade-level passage using a visualizing strategy.

# Sample Attendance Goals

- u --- will have fewer than \_\_\_\_ unexcused absences each month or provide written documentation from a guardian or physician (based on district accepted reasons for the absence).
- u --- will attend all assigned classes 100% of the time or provide written documentation from a guardian or physician (based on district accepted reasons for the absence).

# Checking for Quality

## Measurable Annual Goals

- u Behavior relates to needs described in present level statement
- u Criteria relates to data described in present level
- u Do and Don't

IEP Quick  
Check

Handout  
P-6





## Annual Goal: Tia

### **First Draft:**

Given a reading passage, Tia will read the passage with fluency.

### **Annual Goal:**

Given a reading passage, Tia will read the passage aloud with 90 words correct per minute in four out of five probes.



## Annual Goal: Tia

**First Draft:** Given a representative list of words, Tia will decode the words.

**Annual Goal:**

Given a representative list of 50 regularly spelled words with three phonemes or two syllables from the core reading series, Tia will decode the words with 90% accuracy in three consecutive trials.

# Annual Goals: Things to Remember

- u State the **specific skill or behavior** the student is expected to master as a result of specially designed instruction
  - ✓ *Write an expository essay with five paragraphs*
  - ✗ *Express ideas in writing*
- u Avoid including multiple skills in one goal
- u Avoid restating the curriculum or standards
- u Avoid naming commercial materials or programs
- u Not written in isolation. Written based on priority needs.
- u Based on an analysis of information about the student's performance and aligned with Sunshine State Standards.

# Quality Annual Goals

Use the T/IEP Quick Check to make decisions.

1. In triads, read each card.
2. Decide if the card contains an example or non-example of a quality annual goal.
3. Separate the good and bad examples into two stacks.
4. Decide what could be done to correct the bad examples.



## You Try It: Write an Annual Goal for Devon

Devon's T/IEP team is writing a goal for Devon to learn to use a self-regulation strategy to complete open-ended assignments.

1. Write a measurable annual goal based on the information Present Level Statement you wrote for Devon.
2. Record your goal on the Measurable Annual Goal Form (Handout P-11).
3. Use your notes and the IEP Quick Check (Handout P-6) to help you work.



## Annual Goal: Devon

**First Draft:** Given instruction in a self-regulation strategy, Devon will complete his assignments with no outbursts.

**Conditions:** “Given instruction in a self-regulation strategy” (This is an instructional strategy.)

**Behavior:** Complete assignments

**Criteria:** With no outbursts



## Better Annual Goal: Devon

**Annual Goal:** Using a self-regulation strategy (stop and think, calm yourself, ask for help), Devon will complete open-ended tasks, such as writing an essay or report, with no outbursts during Language Arts, Science, and Social Studies classes for nine consecutive weeks.



## Better Annual Goal: Devon

**Conditions:** Using a self-regulation strategy (stop and think, calm yourself, ask for help); during Language Arts, Science, and Social Studies classes

**Behavior:** Complete open-ended tasks, such as writing an essay or report

**Criteria:** With no outbursts; over nine consecutive weeks



# Short-Term Objectives & Benchmarks

- u Short-term objectives and/or benchmarks are **required for students with disabilities who take alternate assessments**
- u They may be written for other students with a disability

# Short-Term Objectives & Benchmarks

- u Short-term objectives

- ä Intermediate steps or subskills

- u Benchmarks

- ä Major milestones that describe the expected student performance level during specific time periods in the year

# What's the Difference?

- u Short-term objectives

- ä Same format as an annual goal

- u Benchmarks

- ä Behavior and condition

- ä Criteria (if less than 100%)

- ä Date for mastery

# Can You See the Difference?

- u **Short-term objective**

Given 10 sets of one to five objects, Michael will count the sets with 90% accuracy.

- u **Benchmark**

Given 10 sets of one to five objects, Michael will count the sets with 90% accuracy by the end of the first nine weeks.

# Objectives and Benchmarks

- u At least two per annual goal
- u Provide a path student will take to attain the goal
- u Link present level statement (baseline) and annual goal
- u Align with the annual goal (not repeat)
- u Guide instructional strategies

# Jenny's Annual Goal

**Present Level (Baseline):** Follows one-step directions presented orally

**Annual Goal:** Given three-step directions, presented orally in classroom activities, Jenny will complete the steps in order in four out of five opportunities over three consecutive weekly trials.

# Short-Term Objectives

1. Given **two-step directions** presented orally in classroom activities, Jenny will complete the steps in order in four out of five opportunities over three consecutive trials.
2. Given **three-step directions** presented orally in classroom activities, Jenny will complete the steps in order **with one reminder** in four out of five opportunities over three consecutive trials.

# Ralph's Annual Goal

**Present Level (Baseline):** Currently responds to his name and simple commands; does not initiate conversation with adults and peers

**Annual Goal:** Ralph will **express needs by initiating conversation** with adults and peers **in school settings**, two times in three consecutive daily 30-minute observation periods.



# Short-Term Objectives

1. When prompted verbally, Ralph will ask adults and peers for desired objects or activities in the classroom...
2. Ralph will ask adults and peers for desired objects or activities in the classroom, without prompts...
3. Ralph will ask adults and peers for desired objects or activities in the cafeteria and art class...

# Checking for Quality

## Short-Term Objectives and Benchmarks

- u Behavior relates to needs described in present level statement
- u Criteria relates to data described in present level
- u Do and Don't

IEP Quick  
Check

Handout  
P-6

# Objectives/Benchmarks Carousel

1. Read the goal, objectives, and/or benchmarks.
2. Decide if the objectives or benchmarks are examples or non-examples. (Handout P-6)
3. On a sticky note, indicate “YES” for examples, “NO” for non-examples.
4. Move to the next poster at the sound of the chime.

# Measuring and Reporting Progress

- U **Assessment Procedures (used to measure progress):**
  - ä Teacher Developed Checklist or Chart
  - ä Test(s): Teacher and/or Standardized
  - ä Student Work Product
  - ä Interview
  - ä Graded Work Sample
  - ä Curriculum-Based Assessments
  - ä Documented Observation
  - ä Other:

# Quarterly Reports

- u Quarterly reports are used to report student progress towards goals.
- u Basic education teacher(s) needs to provide input.
- u Comments need to be concise and to the point (if information does not fit in the space, then have a conference with the parent).

# Assessment Procedures: Tia

- u **Annual Goal:** Given a reading passage, Tia will read the passage aloud with 90 words correct per minute in four out of five probes.
- u Assessment Procedures:
  - ä *Standardized oral reading fluency tests (weekly)*
- u Reporting Progress:
  - ä *Progress reported every 9 weeks with report card and T/IEP quarterly report*



# You Try It

## Assessment Procedures: Devon

### U Assessment Procedures:

- ä Teacher Developed Checklist or Chart
- ä Test(s): Teacher and/or Standardized
- ä Student Work Product
- ä Interview
- ä Graded Work Sample
- ä Curriculum-Based Assessments
- ä Documented Observation
- ä Other:

## Part 2: What You've Learned

You can now

- u Develop a quality present level statement
- u Develop quality annual goals and short-term objectives or benchmarks.