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| **6 Steps for Developing IEPs Aligned with Common Core State Standards**  **Samples**  (Please note this sample only represents one goal and supporting information from a student’s entire IEP) | | |
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| **Title – ELA: Reading** | | |
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| **Grade Level – Grade 10, Barbara**  **Background:**  Barbara who will be starting 10th grade, has dreams of enrolling in a local technical training college or community college to work towards an associate’s degree in computer science, graphics, multimedia and web design. Art is her best subject. She likes to work with computers and has expressed some interest in programming, web designing and computer art activities. Barbara can achieve at grade level in mathematics, but has difficulties in organization and study skills. Her lack of organization in math often results in her homework being incomplete and/or produced with numerous careless errors that result in low math grades. Barbara has reading and writing difficulties. She has a Personal Literacy Plan, which focuses on attending to meaning. Although the content of Barbara’s writing shows promise, her difficulties in organization and attention to detail impact the intelligibility of what she has written. Her writing is below standard (score of 2 out of 4) on the district’s argumentation/opinion writing rubric. However, her writing does demonstrate a command of standard English conventions and her errors do not interfere with understanding.  At this time Barbara plans to live at home and to participate in some leisure activities in the community but she is not sure which ones. She would like to be better at managing her own money. Barbara has completed driver’s education classes at the local high school. Barbara currently has his permit. Once she has her license, Barbara would like to get a part time job in the computer field. | | |
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| **Common Core Alignment Before IEP Development** | **Step 1** | **What are the Common Core State Standards (CCSS) for the grade in which student is enrolled?** |
| Consider all the ELA CCSSs at grade 10. [www.corestandards.org](http://www.corestandards.org) |
| **Step 2** | **Assess Student to Determine Where Student is Functioning in all areas including** (a) Transition Goals (b) Quality of Life Outcomes (c) Social Emotional and Behavioral Areas **(d) Grade Level Standards** (e) Technology Skills |
| **Performance on Grade Level Standards:** On the district’s grade 9 response to text rubric Barbara scores 10 out of 20. Expectation is that students will score at least 17 out of 20. Barbara’s responses indicated she had difficulty selecting evidence from the text to support her understanding of the text, the organization of her ideas lacked structure and she used repetitive and common words (tier 1 vocabulary).  **Priority CCSSs and their essential elements:**  Reading Standards for Informational Text 6-12, Grades 9-10, Range of Reading and Level of Text Complexity: 10. By the end of grade 10, read and **comprehend literary nonfiction** at the high end of the grades 9-10 text complexity band **independently and proficiently**.  <http://www.corestandards.org/ELA-Literacy/RI/9-10/10/>  Reading Standards for Informational Text 6-12. Grades 9-10, Key Ideas and Details: 1. **Cite** strong and thorough **textual evidence to support analysis** of what the text says explicitly as well as inferences drawn from the text.  <http://www.corestandards.org/ELA-Literacy/RI/9-10/1/>  Reading Standards for Informational Text 6-12. Grades 9-10, Craft and Structure: 4. Determine the **meaning of words and phrases** **as they are used in the text**, including figurative and connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.  <http://www.corestandards.org/ELA-Literacy/RI/9-10/4/> |
|  | **Step 3** | **Use Data to Establish Present Levels of Functional Performance and Academic Achievement in all areas including (a)** Transition Goals (b) Quality of Life Outcomes (c) Social Emotional and Behavioral Areas (**d) Grade Level Standards** (e) Technology Skills |
| **IEP Development** | **Present Level of Academic Achievement:**  On classroom assessments Barbara has demonstrated difficulty in reading more complex text and does not attend to supporting detail and context. This often results in Barbara missing the meaning of a text and not being able to support her analysis of the text. On the district’s 9th grade Response to Text Rubric Barbara scores a 10 out of 20 whereas expectation is a 17 out of 20. Barbara currently has a Personal Literacy Plan, which focuses on citing evidence to support meaning, and using context cues to clarify the meaning of general academic, content and technical words and phrases. The special educator provides the services for her PLP, which focuses on teaching these skills through the texts used in her English class and in vocational texts, such as graphic design texts. When reading a grade level complex text Barbara is given the choice of a) reading the text herself b) having the text read to her; c) listening to it through a text to speech technology device; d) having a peer read it to her. She rarely chooses having an adult or peer read it to her. She prefers either reading it herself or listening to it through a speech to text technology device. She continues to need explicit instruction in analyzing the text and identifying main ideas, supporting details and vocabulary meaning through the use of graphic organizers. |
| **Step 4** | **Prioritize and Use Present Levels of Performance to Develop:** (a) Transition Services, (b) Measurable Functional Goals**, (c) Measurable Academic Goals Aligned with Grade Level Common Core State Standards, (d)** Measurable Goals for Developing Technology Skills |
| **Measurable Annual Goals Aligned with Grade-Level Academic Standards.**  **Baseline**: 10 out of 20 on 9th grade district Response to Text Rubric (Expectation 17 out of 20)  **Goal**: By the end of 10th grade Barbara will increase her understanding of informational text (expository and practical) by identifying supporting detail to support analysis of a text and using varied tier 2 (general academic) and tier 3 (content specific) vocabulary achieving a 17 out of 20 on 10th grade district Response to Text rubric.  **Short term objectives:** STO 1: After reading given selections of high school and career informational and technical passages, Barbara will cite the textual evidence to support her analysis of the passage as measured by district grade 10 informational text rubrics at a proficient level.  STO 2: After reading given selections of high school and career informational and technical passages, Barbara will identify the meaning of unfamiliar tier 2 (general academic) and tier 3 (content specific) words in 4 out of 5 examples at level 2 (proficient) on the district’s vocabulary rubric.  STO 3: After given selections of high school and career informational and technical passages, Barbara will use tier 2 (general academic) and tier 3 (content specific) words at level 3 out of 4 on the style section of the district grade 10 Response to Text rubric. |
| **Step 5** | **Establish Type of Data to be Collected, How Often, and Progress Monitoring Report Progress Monitoring Data to Families** |
| **Progress Measurement (Type and How Often):** Biweekly monitoring on the 10th grade district developed response to text rubric.  **Report Progress Monitoring Data to Parents:** Progress will be reported to parents quarterly. |
| **Step 6** | **Identify Specifically Designed Instruction and Include Related Services Identify the instruction and classroom assessment Accommodations and Program Modifications to Provide Access and Progress in the General Curriculum Identify Assistive Technology devices and services need for instructions or assessment Determine Accommodations for State and Local Assessment** |
| **Specially designed instruction:** Supplemental systematic intensive small, group instruction using evidence based reading strategies for informational text and vocabulary. 1.5 hours per day/5 days per week/4 weeks per month  **Accommodations and/or program modifications:** Barbara will have the choice of a) reading text herself; b) listening to it through a text to speech technology device; or c) having an adult or peer read the text to her;  Barbara will be provided research based graphic organizers to assist her in analyzing features of text and vocabulary. |