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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: Writing** |
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| **Grade Level – Grade 7, Nick****Background:** Nick’s transition assessment information was used to help Nick identify his post school goals. At this time he would like to receive training as an auto mechanic, work in an auto repair shop, and live in his own apartment. Nick is working on the communication, social and academic skills he will need to complete high school and to acquire and maintain a job. Nick receives 3 hours a day of in class support from the special educator in reading, writing and math. He also receives in class support from the speech and language therapist for 30 minutes a day, twice a week on strategies to use in adjusting to changes in routine and in following verbal directions to complete tasks. His difficulty in comprehension of oral language impacts his understanding of written language. He receives individual and small group social skills training from the social worker. [[1]](#footnote-1) |
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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 7[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:** Nick consistently scores between a 1 (novice) and a 2 (approaching mastery) on the district writing rubrics. 3 is considered proficient. **Priority CCSSs and their essential elements: CCSS ELA: Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12. Grade 6-8 students: Text Types and Purposes:**1. Write arguments focused on discipline- specific content.
2. **Introduce claim**(s) about a topic or issue, **acknowledge and distinguish** the claim(s) from alternate or opposing claims, and **organize the reasons** and evidence logically.
3. **Support claim(s) with logical reasoning** and relevant, accurate data and **evidence** that demonstrate an understanding of the topic or text, using **credible sources**.
4. **Use words, phrases, and clauses to create cohesion** and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
5. Establish and maintain a **formal style**.

e. **Provide a concluding statement** or section that follows from and supports the argument presented. |
|  | **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: (Two Ways of Describing Nick’s Present Level)****OPTION A** On the district writing rubric for argumentative/opinion essays (which includes the following areas: introducing a claim, organizational structure, elaboration/supporting evidence, citation, conclusion, style and conventions) Nick performs between a **novice** level (1) in 3 of the 7 categories (organizational structure, citation, and conclusion) and an **approaching mastery** level (2) on 4 of the 7 categories (introduction, elaboration/supporting evidence, style and conventions). Mastery is 3. He is able to **introduce a claim** as long as the prompt is clear and to the point and he receives much verbal prompting, but his introduction is missing a stance. He is strongest when he is allowed to brainstorm aloud prior to writing and when he uses **graphic organizers** and checklists. He is able to write 3 -4 loosely connected reasons **supporting the claim** in a list like manner. However he needs assistance in **citing relevant evidence**. He needs guidance to complete the **conclusion**. On **style and conventions** he attempts a formal style but his essay often sounds unpolished, as if he is talking to a friend rather than developing an essay. He uses a self check to review conventions, but his essays still contain some errors, which may impact readability. His overall score is 11 out of 28, whereas mastery is 21 out of 28.**OPTION B** On the district writing rubric for argumentative/opinion essays (which includes the following areas: introducing a claim, organizational structure, elaboration/supporting evidence, citation, conclusion, style and conventions) Nick performs between a **novice** level (1) in 3 of the 7 categories (organizational structure, citation, and conclusion) and an **approaching mastery** level (2) on 4 of the 7 categories (introduction, elaboration/supporting evidence, style and conventions). Mastery is 3.

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| Categories | Mastery is 3Nick’s scores |  Nick’s Performance |
| Introduction | 2 Approaching Mastery | Nick can introduce a claim as long as the prompt is clear and to the point, and he receives much verbal prompting but his claim is missing his stance. |
| Organizational Structure | 1 Novice | Nick is strongest when he is allowed to brainstorm aloud prior to writing and when he uses graphic organizers and checklists. |
| Elaboration/Supporting evidence | 2 Approaching Mastery | He is able to write 3-4 loosely connected reasons supporting the claim in a list like manner. |
| Citations | 1 Novice  | Nick needs assistance in citing relevant evidence |
| Conclusion | 1 Novice | He needs guidance to complete the conclusion. |
| Style  | 2 Approaching Mastery | He attempts a formal style, but his essay often sounds unpolished as if he is talking to a friend rather than developing an essay. |
| Conventions | 2 Approaching Mastery | He uses a self check to review conventions, but his essays often contain errors which impact readability. |
| Total | Mastery is 21Nick’s total score 11 Between Novice and Approaching Mastery |  |

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| **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**: novice level (1) in 3 of the 7 categories and an approaching mastery level (2) in 4 of the 7 categories on district writing argumentative/opinion rubric; overall score 11 (expectation of mastery is 21 – 3 in all 7 categories)**Goal**: Nick will achieve at an approaching mastery level (2) to a mastery level (3) scoring an 18 or greater on the district argumentative/opinion writing rubric (mastery is 21)**Short term objectives:** Nick will achieve a (2) approaching mastery on the organizational structure, citation and conclusion categories on the district argumentative/opinion writing rubric.Nick will achieve a (3) mastery on the introduction, elaboration/supporting evidence, style and convention categories of the district argumentative/opinion writing rubric. |
| **Step 5** | **Establish Type of Data to be Collected, How Often, and Progress MonitoringReport Progress Monitoring Data to Families** |
| **Progress Measurement (Type and How Often):** Monthly monitoring using district writing argumentative/opinion rubric applied to an argumentative opinion writing selection**Report Progress Monitoring Data to Parents:** Progress will be reported to parents quarterly. |
| **Step 6** | **Identify Specifically Designed Instruction and Include Related ServicesIdentify the instruction and classroom assessment Accommodations and Program Modifications to Provide Access and Progress in the General CurriculumIdentify Assistive Technology devices and services need for instructions or assessmentDetermine Accommodations for State and Local Assessment** |
| **Specially designed instruction:** Intensive small, group instruction using evidence based writing strategies 1 hour per day/5 days per week/4 weeks per month**Accommodations and/or program modifications:** graphic organizers, word processor, spellchecks, prewriting brainstorming, checklists for editing and proofreading,  |

1. Please keep in mind that Nick’s entire IEP would include his course of study and the transition services needed to meet his post secondary goals. [↑](#footnote-ref-1)