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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, Brad****Background:**  Brad, 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 his best subject, he likes to work with computers and has expressed some interest in programming, web designing and computer art activities. Brad can achieve at grade level in mathematics, but has difficulties in organization and study skills. His lack of organization in math often results in his homework being incomplete and/or produced with numerous careless errors that result in low math grades. Brad has reading and writing difficulties. He has a Personal Literacy Plan which focuses on attending to meaning. Although the content of Brad’s writing shows promise, his difficulties in organization and attention to detail impact the intelligibility of what he has written. His writing is below standard (score of 2 out of 4) on the district’s argumentation/opinion writing rubric. However, his writing does demonstrate a command of standard English conventions and his errors do not interfere with understanding.  At this time Brad plans to live at home and to participate in some leisure activities in the community but he is not sure which ones. He would like to be better at managing his own money. Brad has completed driver’s education classes at the local high school. Brad currently has his permit. Once he has his license, Brad would like to get a part time job in construction.  |
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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 STAR Reading Benchmark Assessment Brad scores between the 10th and 20th percentile achieving a Scaled Score of 675 in the fall of 10th grade. To be at least at the 40th percentile students need to achieve a scaled score of 952.  Based on his performance on Star it is recommended that he work on:* Make predictions based on analysis of the relationship between ideas, events, or individuals in an informational text and locate evidence in the text.
* Analyze in detail how similarities and differences between key individuals, events, or ideas are introduced and developed in an informational text.
* Identify and analyze an author’s use of supporting details in an informational text.
* Draw conclusions based on an analysis of an informational text.
* Use knowledge of Latin and Greek affixes and roots in familiar words to predict the meanings of unfamiliar words.
* Use knowledge of word relationships to clarify the meanings of words in text.
* Determine or clarify parts of speech, correct pronunciations, and identify or verify the precise meaning of key academic or content related words and phrases encountered in grade level text by consulting various general or specialized reference materials in print or online.

**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 his most recent STAR Reading Benchmark Assessment (fall 10th grade) Brad scored between the 10th and 20th percentile achieving a Scaled Score of 675. To be at least at the 40th percentile in the fall of 10th grade students need to achieve a scaled score of 952. The results on his Star suggests Brad needs to work on the introduction and development of key events or ideas in a text, and on using word parts and relationships among words to determine vocabulary meaning. On classroom assessments Brad has demonstrated difficulty in reading more complex text and does not attend to supporting detail and context. This often results in Brad missing the meaning of a text and not being able to support his analysis of the text. Brad 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 his PLP, which focuses on teaching these skills through the texts used in his English class and in vocational texts, such as graphic design texts. When reading a grade level complex text Brad is given the choice of a) reading the text himself; b) listening to it through a text to speech technology device; or c) having an adult or peer read it to him. He rarely chooses having an adult or peer read it to him. He prefers either reading it himself or listening to it through a speech to text technology device. He continues to need explicit instruction in analyzing the text and identifying main ideas and supporting details 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**: Scaled Score 675 (between 10th and 20th percentile) on fall 10th grade STAR Reading Benchmark Assessment.**Goal**: By the end of 10th grade Brad will achieve a scaled score of 848 (25th percentile) as measured by the spring 10th grade STAR Reading Benchmark Assessment.**Short term objectives:** STO 1: After reading given selections of high school and career level informational and technical texts, Brad will cite the textual evidence to support his analysis of the text as measured by district grade level informational text rubrics at a proficient level.STO 2: After reading given selections of high school and career informational and technical texts, Brad will identify the meaning of unfamiliar tier 2 words (general academic ) and tier 3 words (content specific) in 8 out of 10 examples at level 2 (proficient) on the district’s vocabulary 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):** Biweekly monitoring on the STAR progress monitoring assessment for 10th grade reading**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:** 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:** Brad will have the choice of a) reading text himself; b) read grade level text read to him; c) listening to it through a text to speech technology device; d) having a peer read it to him; Brad will be provided research based graphic organizers to assist him in analyzing features of text and vocabulary. |