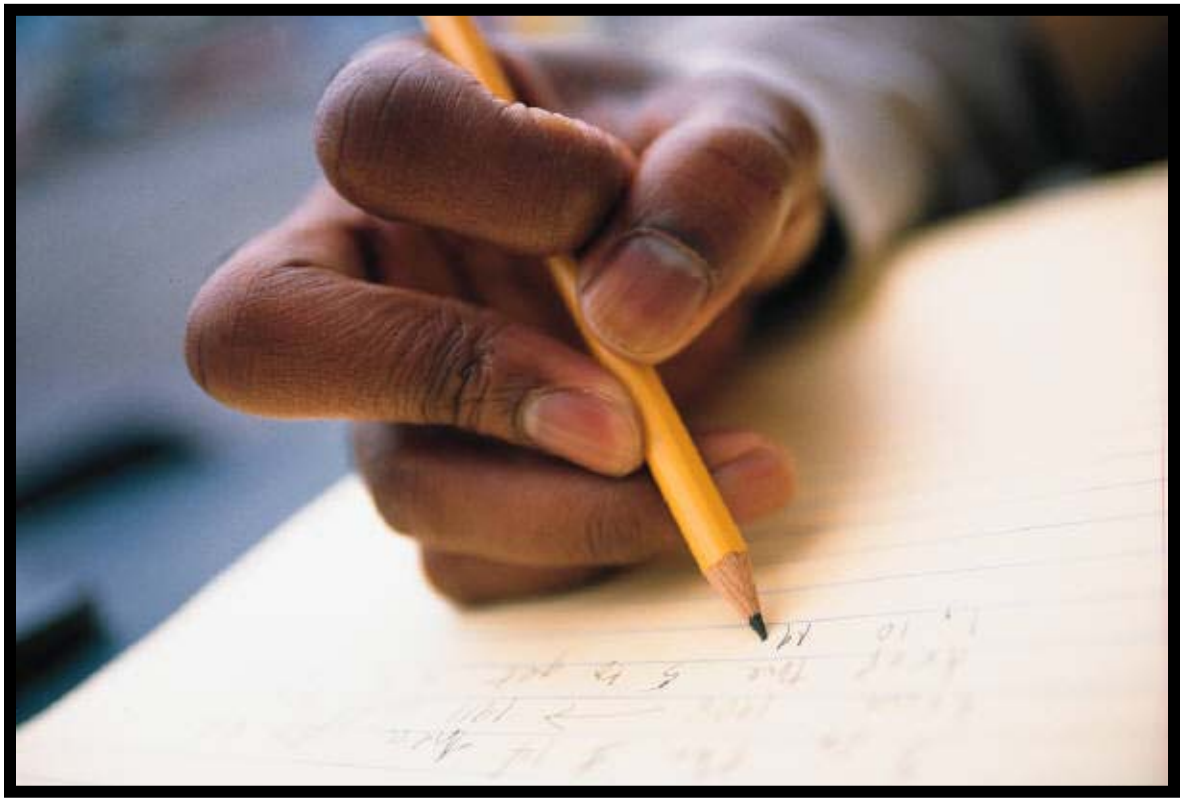
The Standards-based IEP Process: *What You Need to Know*



What is a Standards-based IEP?

A Standards-based IEP describes a process in which the IEP team has incorporated state content standards in its development

What is the difference between the traditional and Standards-based IEP?

Traditional IEP

- *Focused on acquiring basic academic, access, and/or functional skills*
- *Little relationship to a specific academic area or grade-level expectations*

Standards-based IEP

- *Directly tied to the state's content standards*
- *Both the student's present level of academic achievement and functional performance (PLoP) and the annual IEP goals are aligned with and based on the state's grade-level standards*

What are the components of a Standards-based IEP?

The components are the same as the traditional IEP

Are all special education students required to have a Standards-based IEP?

Best practice would suggest that a Standards-based IEP would be beneficial for all students. However, only students being considered for or meets the criteria to participate in one or more Virginia Modified Achievement Standards Test (VMAST) require a Standards-based IEP.

Does a standard based IEP imply that the student is on grade-level in that content area?

No, the student may not be on grade-level in that content area. However, they are working toward meeting grade-level expectations and are receiving grade-level content instruction.

How do you develop a grade-level Standards-based IEP when a student is not on grade-level?

The National Association of State Directors of Special Education (NASDSE) has produced a document that illustrates a recommended seven-step process, with accompanying guiding questions, to assist special education teachers and other professionals in developing a standards-based IEP.

Standards-based Individualized Education Program (IEP):

Developing the Present Level of Academic Achievement and Functional Performance (PLOP)

A. Consider the grade-level content standards for the grade in which the student is enrolled

Ask:

- ✓ *What is the intent of the content standard?*
- ✓ *What is the content standard saying that the student must know and be able to do?*

Resources:

- Standards of Learning
- Curriculum Framework
- SOL Test Blueprint

B. Examine Classroom and Student Data

Analyze the classroom and student data to determine where the student is functioning in relation to the grade-level standards.

Ask:

- ✓ What does the data tell the IEP team about the student's performance regarding the knowledge and skills the student has demonstrated in relation to the grade-level content standards?
- ✓ Are there assessment data (i.e.., state, benchmark, and/or classroom) that can provide useful information for making decisions about the student's strengths and needs ?
- ✓ Where are the gaps in knowledge and skills?
- ✓ What did we learn about the way the student responded to accommodations?

B. Examine Classroom and Student Data, continued

Ask:

- ✓ Were the previous interventions successful?
- ✓ Are there skills that the student missed learning over time that are necessary to support the grade-level standard? Which are most likely to support progress?
- ✓ Are there authentic performance tasks that provide evidence of student learning?
- ✓ Is there data to include student reflection and self-assessment?
- ✓ Are there multiple measures being used? By whom?

C. *Writing the Present Level of Performance, continued*

Ask:

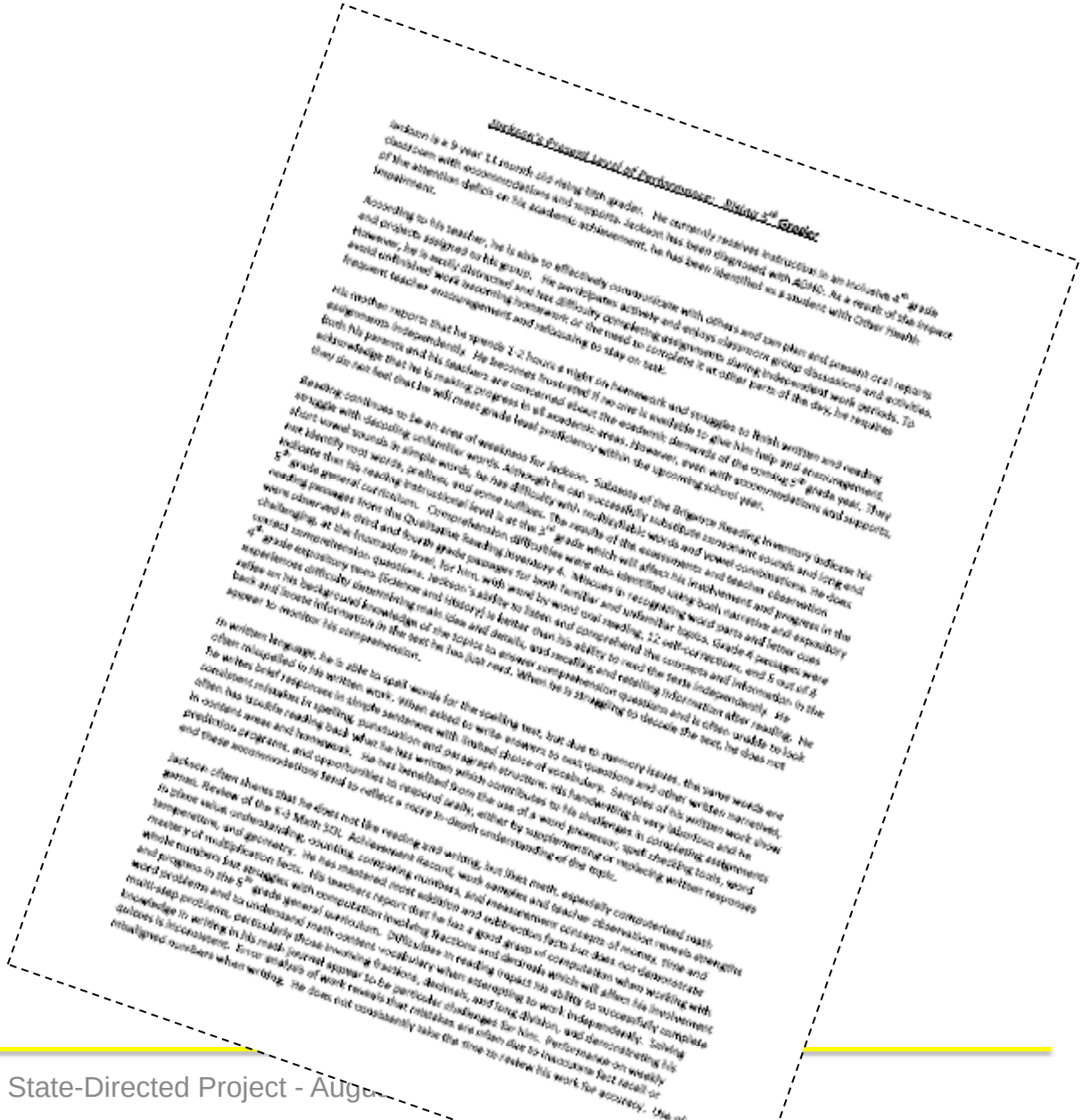
- ✓ What skills/behaviors (academic/functional) is the student able/unable to perform?
- ✓ What other needs, such as functional, organizational, and social skills impact the student involvement and progress in the general curriculum?
- ✓ What strategies, accommodations and/or interventions have been successful in helping the student make progress in the general curriculum?
- ✓ How does the identified disability affect involvement and progress in the general curriculum?

C. *Writing the Present Level of Performance, continued*

Ask:

- ✓ What are the parent concerns?
- ✓ What are the student's interests, preferences, and goals? Include post-secondary aspirations, based on age appropriate transition assessments. (Refer to VDOE's assessment transition packet at http://www.vcu.edu/ttac/transition/assessment.shtml
- ✓ *Is the student on track to achieve grade-level proficiency within the year?*

Jackson's Present Level of Performance: Rising 5th grader



Standards-based Individualized Education Program (IEP):

Developing Standards-based Measurable Annual Goals

Develop measurable annual goals aligned with grade-level academic content standards.

Ask:

- ✓ What are the student's needs as identified in the present level of performance?
- ✓ What skills does the student require to master the content of the curriculum?
- ✓ What can the student reasonably be expected to accomplish in one school year?

Standards Based Skills Checklist for Grade 5 Mathematics

Student: _____ **Date:** _____

Completed by (name) _____ Position _____

School Division: _____

1. Review SOL strand for **Number and Number Sense** **(SOL 5.1, 5.2a-b, & 5.3a-b)**	2. Review data on stu… sources anal…

up to 12.
re than five numbers written

…ion, mathematical reasoning, connections, and

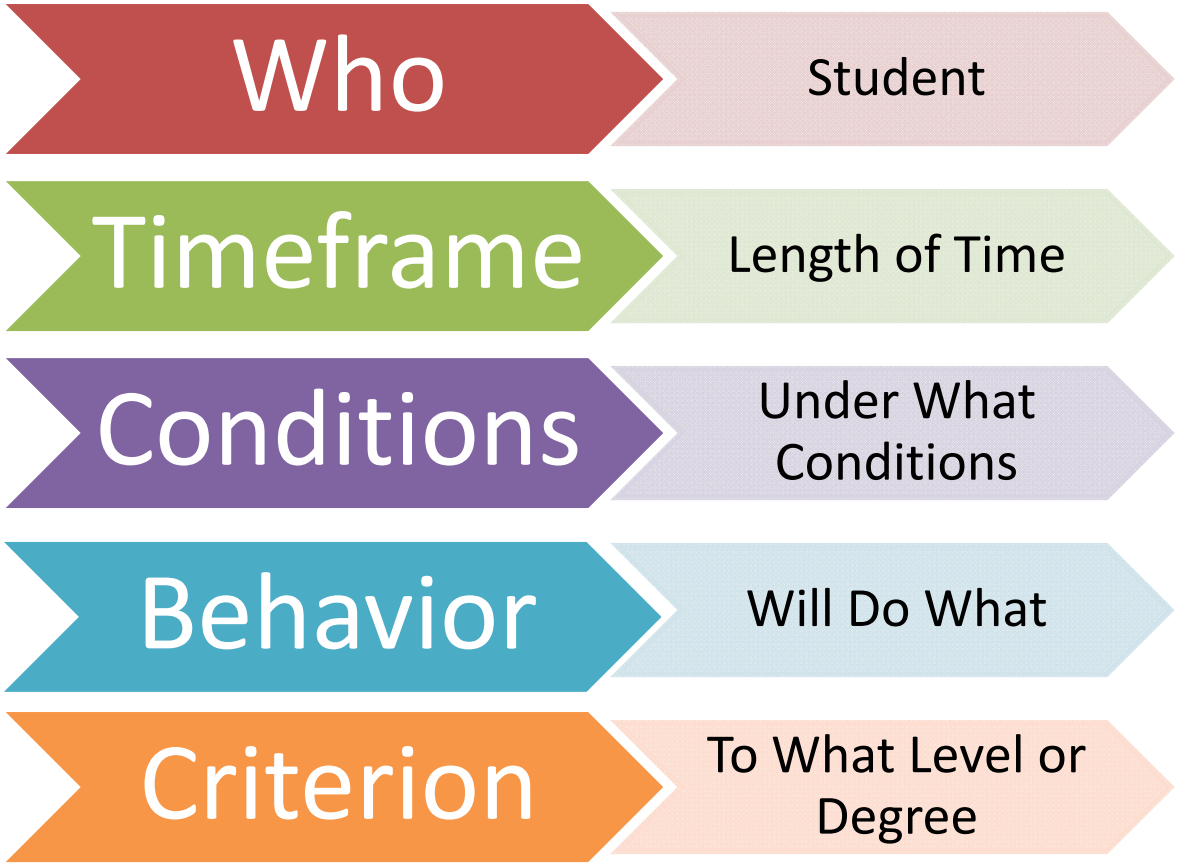
…al to 100.
…s than or equal to 100.
…iting why a number is prime or composite.
…numbers are even or odd.
…plain and demonstrate with manipulatives, pictorial representations, oral language, or written language why a number is even or odd.

4. Is/Are standard-based goal(s) needed?	☐ **NO Check one or more justifications:**
☐ **YES** Address areas of weakness in PLOP	☐ Accommodations Available (specify): ☐ Area of Strength in PLOP ☐ New Content ☐ Other (Specify):

5. Notes Supporting Data Analysis

The information contained herein is provided only as a resource that educators may find helpful and should be used in guiding their special education standards-based IEP development process.

A. Writing Annual Goal Components



When given a grade level activity, the student will be able to compare and order a set of 3 to 5 numbers including decimals, fractions and mixed numbers with denominators less than 12 with 80% accuracy on class work by the end of the third nine weeks. (3)	**5.2 T** a) rec vi b) co le	**6.2 The student will** **(98)** a) investigate and describe fractions, decimals, and percen ratios; b) identify a given fraction, decimal, or percent; c) demonstrate equivalent relationships among fractions, decimals, and percents; and d) Compare & order fractions, decimals, & percents
Using the order of operations, the student will be able to accurately simplify 2 out 3 numerical expressions on quizzes and tests by the end of the school term. (5)	**5.7 T** using subtra	**6.8 The student will** evaluate whole number numerical expressions, using the order of operations. **(96)**
Using the 5th grade mathematics formula sheet, the students will solve problems involving area, perimeter, and volume with 80% accuracy on class work by the end of the school term. (1)	**5.8 T** a) fin b) dif wh vo d) est Cu	**6.10 The student will** a) define pi (π) as the ratio of the circumference of a circle diameter; b) solve practical problems involving circumference and ar a circle, given the diameter or radius; a c) solve practical problems involving area and perimeter. (
Given a grade level activity, the student will create and solve one-step linear equations with 75% accuracy on tests by the end of the school term. (4)	**5.18** a) inv c) mo ar d) cre a	**6.18 The student will** solve one-step linear equations in on variable involving whole number coefficients and posi rational solutions. **(97)**
By the end of the school term, when given a graph, including line, picture and bar, the student will read, analyze and interpret the represented information with 80% accuracy on work samples by the end of the school term. (2)	**5.15** and in line gr	**6.14 The student, given a problem situation, will** a) construct circle graphs; c) draw conclusions and make predictions, using circle gr and d) compare and contrast graphs that present information the same data set. **(99)**

Standards-based IEP Resources

http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/index.shtml

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VIRGINIA DEPARTMENT OF EDUCATION