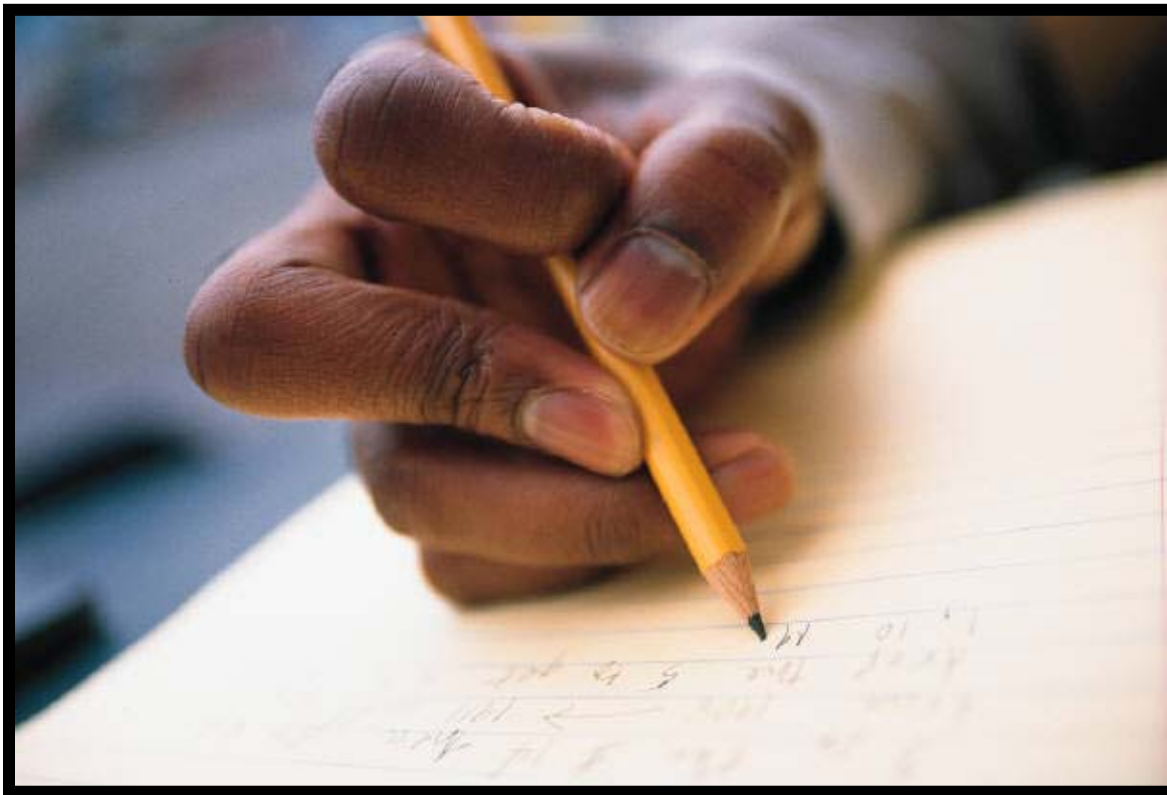


The Standards-based IEP Process: *What You Need to Know*





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

Jackson's Current Level of Performance: Rising 5th Grader

Jackson is a 9-year-old rising 5th grader. He currently receives instruction in an inclusive 4th grade classroom with accommodations and supports. Jackson has been diagnosed with ADHD. As a result of the impact of the attention deficit on his academic achievement, he has been identified as a student with Other Health Impairment.

According to his teacher, he is able to effectively communicate with others and complete and present oral reports and projects assigned to his group. He participates actively and enjoys classroom group discussions and activities. However, he is easily distracted and has difficulty completing assignments during independent work periods. To avoid unfinished work becoming homework or the need to complete it at other parts of the day, he requires frequent teacher encouragement and reminding to stay on task.

His mother reports that he spends 1-2 hours a night on homework and struggles to finish written and reading assignments independently. He becomes frustrated if he ever is unable to give him help and encouragement. Both his parents and his teachers are concerned about the academic demands of the coming 5th grade year. They acknowledge that he is making progress in all academic areas. However, even with accommodations and supports, they do not feel that he will meet grade level proficiency within the upcoming school year.

Results of the Brigance Reading Inventory indicate his reading continues to be an area of weakness for Jackson. Subtests of the Brigance Reading Inventory indicate his struggle with decoding unfamiliar words. Although he can successfully substitute consonant sounds and long and short vowel sounds in simple words, he has difficulty with multisyllabic words and vowel combinations. He does not identify root words, prefixes, and suffixes. The results of the assessments and teacher observation indicate that his reading instructional level is at the 2nd grade which will affect his instruction and progress in the 5th grade general curriculum. Comprehension difficulties were also identified using both narrative and expository reading passages from the Qualitative Reading Inventory 4. Although he recognizes word parts and letter cues were observed at the frustration level, and fourth grade passages for both familiar and unfamiliar topics. Grade 4 passages were challenging at the frustration level, and he struggles to read the texts independently. He cannot answer comprehension questions for him, with word by word oral reading, 12 self-corrections and 5 out of 8 expository texts (Science and History) is faster than his ability to read the texts independently. He experiences difficulty identifying main idea and detail, and recalling and retelling information after reading. He relies on his background knowledge of the topic to answer comprehension questions and is often unable to look back and locate information in the text he has just read. When he is struggling to decode the text, he does not appear to monitor his comprehension.

In written language, he is able to spell words for the spelling test, but due to memory issues, the same words are often misspelled in his written work. When asked to write answers to test questions and other written narratives, he writes brief responses in simple sentences with limited choice of vocabulary. Samples of his written work show consistent mistakes in spelling, punctuation and paragraph structure. His handwriting is cursive and he often has trouble reading back what he has written which contributes to his challenges in completing assignments in content areas and homework. He has benefited from the use of a word processor, spell-checking tools, word prediction programs, and opportunities to record audio, either by dictating or repeating written responses and these accommodations tend to reflect a more in-depth understanding of the topic.

Jackson often shows that he does not like reading and writing, but likes math, especially computation tasks. Review of the K-3 Math SOL Achievement Record, work samples and teacher observation reveals strengths in place value understanding, counting, comparing numbers, and measurement concepts of money, time and temperature, and geometry. He has mastered most addition and subtraction facts but does not demonstrate mastery of multiplication facts. His teachers report that he has a good grasp of computation when working with whole numbers but struggles with computation involving fractions and decimals which will affect his involvement and progress in the 5th grade general curriculum. Difficulties in reading impact his ability to successfully complete word problems and to understand math content vocabulary when attempting to work independently. Solving multi-step problems, particularly those involving fractions, decimals, and long division, and demonstrating his knowledge in writing in his math journal appear to be particular challenges for him. Performance on weekly quizzes is inconsistent. Error analysis of work reveals that mistakes are often due to inaccurate fact recall or misaligned numbers when writing. He does not consistently take the time to review his work for accuracy. The



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 student
sources 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.

... up to 12.
... more than five numbers written
...
... mathematical reasoning, connections, and
... equal to 100.
... than or equal to 100.
... writing why a number is prime or composite.
... numbers are even or odd.
... 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?

YES Address areas of weakness in PLOP

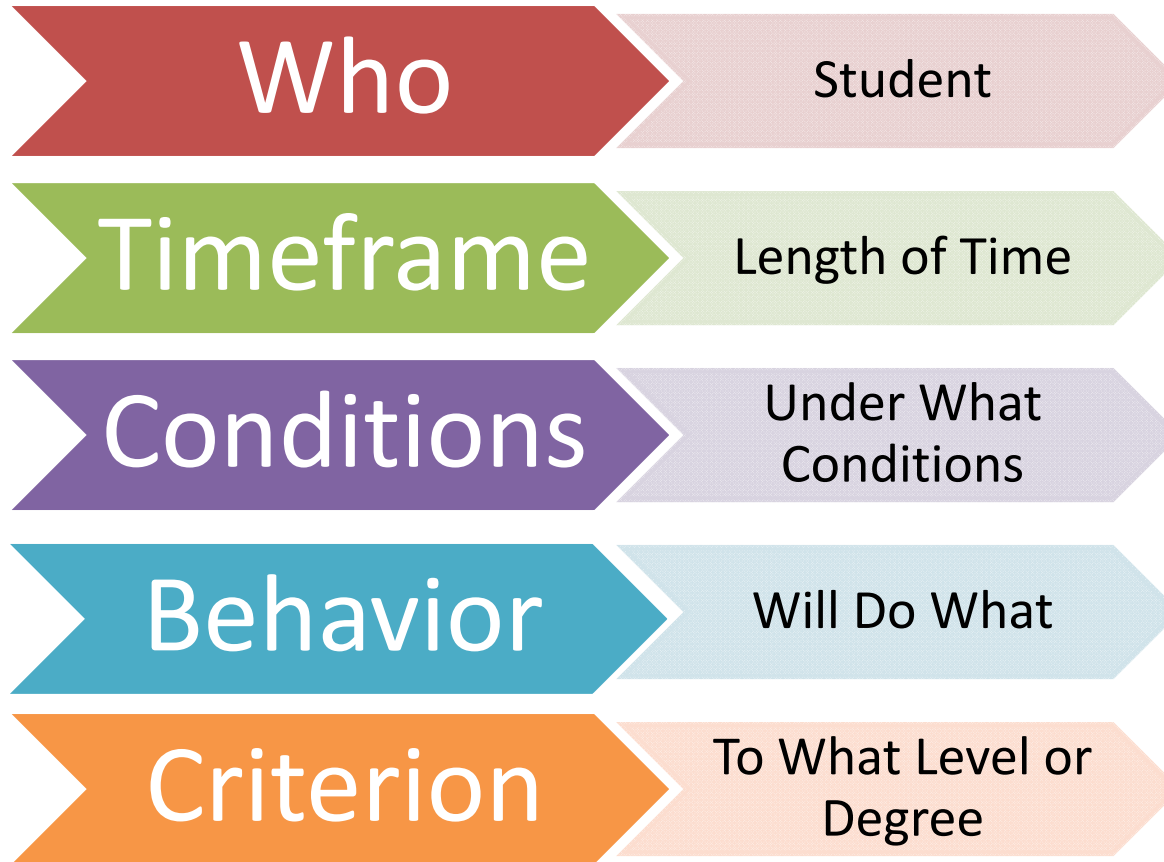
NO Check one or more justifications:

- Accommodations Available (specify):
- Area of Strength in PLOP
- New Content
- Other (Specify):

5. Notes Supporting Data Analysis



A. Writing Annual Goal Components



<p>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)</p>	<p>5.2 T a) rec vi b) co le</p>	<p>6.2 The student will (98) a) investigate and describe fractions, decimals, and percents 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</p>
<p>Using the order of operations, the student will be able to accurately simplify 2 out of 3 numerical expressions on quizzes and tests by the end of the school term. (5)</p>	<p>5.7 T using subtra</p>	<p>6.8 The student will evaluate whole number numerical expressions, using the order of operations. (96)</p>
<p>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)</p>	<p>5.8 T a) fin b) dif w vo d) es Cu</p>	<p>6.10 The student will a) define pi (π) as the ratio of the circumference of a circle to its diameter; b) solve practical problems involving circumference and area of a circle, given the diameter or radius; and c) solve practical problems involving area and perimeter. (98)</p>
<p>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)</p>	<p>5.18 a) inv c) mo an d) cre a s</p>	<p>6.18 The student will solve one-step linear equations in one variable involving whole number coefficients and positive rational solutions. (97)</p>
<p>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)</p>	<p>5.15 and in line gr</p>	<p>6.14 The student, given a problem situation, will a) construct circle graphs; c) draw conclusions and make predictions, using circle graphs and d) compare and contrast graphs that present information about the same data set. (99)</p>

Standards-based IEP Resources

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

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