

7 “OREGON”IZED STEPS TO DEVELOP STANDARDS-BASED IEPS

CCSS Aligned Goals • Comprehensive PLEP • Common Language

GATHERING DATA

Step 1: Consider the student’s grade-level content standards

- Ask:**
- What is the content standard saying that the student must know and be able to do?
 - What are the prerequisites the student may be lacking in order to meet the standard?

Step 2: Examine student data to determine functioning in relation to grade-level standards

- Ask:**
- Has the student been taught content aligned with grade-level standards?
 - Has the student received appropriate instruction and supports to attain grade-level standards?
 - Was the instruction evidence-based?
 - Has attendance/behavior affected the student’s progress?

Step 3: Developing the PLEP

CONSIDERATIONS

Required Considerations	Guidelines
Student Profile/Highlights	<ul style="list-style-type: none"> • Grade level, eligibility, areas of SDI, beneficial accommodations. • Highlight strengths and success in academics, social, extra-curricular. • What can be done to support the student in his/her strengths?
Present level of academic performance <ul style="list-style-type: none"> - Reading - Writing - Math - State, district, ELPA and KG assessment participation/results. 	<ul style="list-style-type: none"> • Address areas of success and areas needing further development. • What is the student’s instructional academic/functional level and what are the grade-level expectations? • How does the student respond to instruction? • What programs, accommodations and/or interventions have been successful with the student? • What have we learned from previous IEP’s and student data that can inform decision making?
Present level of developmental and functional performance <ul style="list-style-type: none"> - Speech & Language - Behavior - Fine/Gross Motor - Independent Skills - Evaluation Data 	<ul style="list-style-type: none"> • What can be learned from the student’s assessment results? • When considering standard vs. extended assessment; provide an explanation regarding the decision. • Consider including the standards the student is working on. • <i>In areas of continuing need, develop corresponding goals. If there is not, include a statement stating no need is demonstrated.</i>
Parent concerns (include other relevant team member input)	<ul style="list-style-type: none"> • What are the student’s needs or areas of concern (as reported by the parent, teacher, counselor, student, etc.)?
How does the student’s disability affect involvement and progress in general education	<ul style="list-style-type: none"> • Identify how the student’s disability most impacts the student’s learning and functioning. • What supports does the student need to learn the content and attain the skills to progress in the general curriculum? • Is the student on track to achieve grade-level standards in the year?
Transition <ul style="list-style-type: none"> - Preferences - Interests - Needs - Strengths 	<ul style="list-style-type: none"> • What are the student’s preferences? (learning style, accommodations) • What are the student’s interests? (extra-curricular, academic, post-secondary education/employment/living) • What are the student’s needs? (in school, after graduation) • What are the student’s strengths? (school, job, personality, everyday life skills. Examples may include: punctuality, dependability, honesty, friendliness, independence, self-advocacy, etc.)

ASSESSMENTS**Step 4: Statewide/Districtwide assessments**

- Ask**
- What state assessments will the student participate in?
 - What types of responses do different state assessments require?
 - What are the administrative conditions of the assessment? (i.e. setting, delivery of instruction, time allotted, etc.)
 - What accommodations are allowed on the assessment(s)?

ANNUAL GOALS/PROGRESS**Step 5: Develop IEP Goals aligned with CCSS**

- Ask**
- What are the student's needs as identified in the present level of performance? Prioritize by area of highest need in order to avoid excessive number of goals.
 - Write IEP goals aligned to CCSS at the student's instructional level.
 - What is the specific time frame for the goal?
 - What can the student reasonably be expected to accomplish in one school year?
 - Are the conditions for meeting the goal addressed?
 - How will the outcome of the goal be measured?

Step 6: Assess and report student progress

- Ask**
- How does the student demonstrate what he/she knows on classroom, district & state assessments?
 - Are a variety of assessments used to measure progress?
 - How will the data be collected?
 - How will progress be reported to parents?

SERVICES**Step 7: Identify specially designed instruction**

- Ask**
- Does the student have a goal in this area? If so, include in SDI
 - What accommodations are needed to enable to student to access the knowledge in the general education curriculum? *(Remember an **accommodation** can be a device, practice, intervention, or procedure provided to a student with a disability that affords equal access to instruction or assessment. Its purpose is to reduce or eliminate the impact of the student's disability so that he or she can achieve the standard. A **modification** may also be a device, practice, intervention or procedure. However, in this case a teacher is changing the core content standard or the performance expectation. **CAUTION:** A **high school** student who receives modifications to grading/assessments is **ONLY** eligible to receive at the highest, a **modified** diploma.)*
 - What accommodations have been used with the student and were they effective?
 - Has the complexity of the material been changed in such a way that the content has been modified?