A set of handouts is attached to each module; however, it is the same set of handouts for all modules. If you have downloaded handouts from previous modules...you may want to discard them.

BEST PRACTICES IN DEVELOPING COMPLIANT IEPS...

EVERYTHING YOU ALWAYS WANTED TO KNOW...

ABOUT IEPS...

BUT HAD NO IDEA YOU WERE SUPPOSED TO ASK!
IEP WEBINAR
MATERIALS

IEP Webinar PPT

IEP Webinar Handouts:

1. Cover Sheet
2. Participant Objectives
3. Reading: Test Results, Strengths, Needs, Measurable Goals...Examples
4. Math: Test Results, Strengths, Needs, Measurable Goals...Examples
5. *CCGPS to CBM to Specific Deficit to Measurable Goal Reading
6. *CCGPS to CBM to Specific Deficit to Measurable Goal Math
7. Curriculum Based Measurement (CBM): Reading and Math
   a. Character Traits
   b. Prefixes and Suffixes
   c. Prefixes and Suffixes
   d. Math Calculation
8. Reading Measurable Goals...Examples
9. Math Measurable Goals...Examples
10. Considerations for Accommodations
11. Accommodations Selected...Example
12. LRE Continuum of Alternative Placements

*CCGPS = Common Core Georgia Performance Standards
IEP TRAINING PARTICIPANT OBJECTIVES

1. PARTICIPANTS WILL INCLUDE ALL SIX REQUIRED COMPONENTS WHEN COMPLETING THE EVALUATION SECTION OF THE IEP...
   a. TEST NAME
   b. TEST DATE
   c. DOMAINS
   d. DOMAIN SCORES, RANGES, AND/OR DEFICIT AREAS
   e. SCORE EXPLANATION
   f. WITHIN TWO YEARS

2. PARTICIPANTS WILL GENERATE STRENGTHS THAT INCLUDE...
   a. ACADEMIC, DEVELOPMENTAL, AND/OR FUNCTIONAL SKILLS
   b. DO NOT CONTRADICT THE NEEDS/DEFICIT SECTION
   c. DATA BASED STRENGTHS

3. PARTICIPANTS WILL GENERATE NEED/DEFICIT STATEMENTS THAT DESCRIBE WHAT SKILLS HE STUDENT NEEDS TO LEARN...
   a. IDENTIFY THE DEFICIT INFORMATION NEEDED
   b. USE A FIVE STEP PROCESS TO IDENTIFY DEFICIT SKILLS
   c. GENERATE RATIONALE FOR DEFICITS THAT DON’T INCLUDE GOALS

4. PARTICIPANTS WILL GENERATE PARENTAL CONCERNS THAT INCLUDE ISSUES RELATED TO...
   a. ACADEMICS CONCERNS
   b. BEHAVIOR CONCERNS
   c. MEETING IEP GOALS
   d. FUTURE PLANS

5. PARTICIPANTS WILL INCLUDE THE FOLLOWING IN THE IMPACT OF THE DISABILITY SECTION...
   a. CHARACTERISTICS OF THE DISABILITY
   b. IMPACT ON CLASSROOM PERFORMANCE

6. PARTICIPANTS WILL GENERATE MEASURABLE GOALS TO INCLUDE...
   a. CONDITIONS UNDER WHICH THE BEHAVIOR WILL OCCUR
   b. TARGET/OBSERVABLE BEHAVIOR
   c. CRITERIA FOR PERFORMANCE
      1.) AT A...SPECIFIC LEVEL
      2.) FOR A...SPECIFIC LENGTH OF TIME

7. PARTICIPANTS WILL EXPLAIN THE DIFFERENCE BETWEEN MONITORING PROGRESS AND PROGRESS MONITORING...
   a. USING DATA TO DRIVE INSTRUCTION
   b. USING DATA TO EVALUATE MASTERY
IEP TRAINING PARTICIPANT OBJECTIVES

8. PARTICIPANTS WILL SELECT AND ALIGN ACCOMMODATIONS...
   a. WITH INFORMATION IN THE NEEDS/DEFICITS SECTION OF THE PLAAPH
   b. SO THAT THE SAME ACCOMMODATIONS ARE REFLECTED IN
      1) CLASSROOM INSTRUCTION
      2) CLASSROOM TESTING
      3) STATEWIDE TESTING
   c. IDENTIFY WHICH ACCOMMODATIONS INCREASE OR DECREASE
      STUDENT PERFORMANCE

9. PARTICIPANTS WILL INCLUDE ALL CRITERIA WHEN CONSIDERING ESY SERVICES...
   a. AGE OF THE STUDENT
   b. SEVERITY OF THE DISABILITY
   c. PROGRESS TOWARD GOAL/S
   d. IMPORTANCE OF THE GOAL/S
   e. RATE OF PROGRESS
   f. TRANSITION PLAN...IF APPROPRIATE
   g. RELATED SERVICES NEEDED FOR PROGRESS TOWARD GOAL/S
   h. DELAYS/INTERRUPTIONS IN INSTRUCTION AND/OR SERVICES DURING THE SCHOOL YEAR
   i. EMERGING SKILLS
   j. REGRESSION...HOWEVER, THIS IS NOT THE SOLE CRITERIA

10. PARTICIPANTS WILL INCLUDE ALL APPROPRIATE CRITERIA IN THE SPECIAL CONSIDERATIONS SECTION...
    a. SELECT AND USE CHECKLISTS FOR EACH AREA OF CONSIDERATION
    b. ENSURE THE INFORMATION IN THIS SECTION IS ALIGNED WITH PLAAPH,
       GOALS AND ACCOMMODATIONS

11. PARTICIPANTS WILL INCLUDE ALL CRITERIA WHEN CONSIDERING
    THE EXTENT TO WHICH THE STUDENT WILL NOT PARTICIPATE WITH NONDISABLED PEERS...
    a. DECISION IS NOT BASED ON LACK OF PERSONNEL OR SPACE
    b. ALIGNED WITH THE NEEDS/DEFICIT AND IMPACT STATEMENT IN THE PLAAPH
    c. ALIGNED WITH SERVICES OUTSIDE THE GENERAL EDUCATION PROGRAM
READING TEST RESULTS, STRENGTHS, NEEDS, MEASURABLE GOALS: EXAMPLES

NOTE...SEVERAL DIFFERENT EXAMPLES OF STRENGTHS AND WEAKNESSES IN EACH AREA ARE PROVIDED AS EXAMPLES ONLY. THE IEP TEAM DECIDES HOW MANY STRENGTHS AND NEEDS TO INCLUDE.

<table>
<thead>
<tr>
<th>Grade 2 (Instructional Level: Grade 1): Deficits in all reading areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results of initial or most recent evaluation and results of state and district assessments:</td>
</tr>
<tr>
<td>GKIDS</td>
</tr>
</tbody>
</table>

Description of academic, developmental and/or functional strengths:

When math problems are read to J., he demonstrates grade level math skills as measured by classroom tests and quizzes.

When tests and quizzes are read aloud, J. answers literal questions regarding beginning, middle, and end; setting, characters, and events with 90% accuracy as measured by classroom tests and quizzes.

Written Expression: J's written language samples indicate that he can print all upper and lower case letters; as well as 2-3 letter words.

Description of academic, developmental and/or functional needs:

**Phonological Awareness**: J. cannot blend 4 phonemes into words or nonsense words; nor substitute target sounds; nor segment four letter words into individual sounds...based on progress monitoring data.

**Phonics/Decoding**: Based on current progress monitoring data, J cannot decode and blend 4 letter single, or multi-syllable, words; cannot say the sounds for long vowels, r-controlled vowels, consonant blends, or digraphs.

**Fluency**: As would be expected, J's fluency for 4 letter single or multi-syllable words is below grade level at 6 words correct per minute (wcpm) on a measure of reading fluency.

**Vocabulary**: Even when material is read aloud, J cannot consistently identify words with multiple meanings; antonyms (opposites) or synonyms (same) on classroom tests or quizzes.

**Comprehension**: Even when material is read aloud, J struggles with identifying the main idea and giving more than one detail; as well as retelling that includes setting, characters, problems, events, and resolution based on classroom tests and quizzes.

**Written Expression**: Based on an analysis of writing samples, J's writing is limited to what he can spell...so he dictates writing activities...J struggles with identifying a topic and providing more than one detail as well as using chronological order or a sequence of steps.

<table>
<thead>
<tr>
<th>AREA</th>
<th>CONDITIONS</th>
<th>TARGET/OBSERVABLE BEHAVIOR</th>
<th>CRITERIA FOR PERFORMANCE</th>
</tr>
</thead>
</table>
| Phonological Awareness | Given words and non-words with four phonemes (sounds) presented orally sound-by-sound (t/a/b/e). | J will say the complete word (table) at a rate of 12 correct per minute:  
  - words  
  - non-words. | 95% of the time  
  95% of the time | Over 5 consecutive sessions  
  Over 5 consecutive sessions |
| Phonics/Decoding | Given single syllable words with the following phonemes (sounds) [consonant blends, digraphs, long vowels, and r-controlled vowels] | J will say the complete word at a rate of _____ correct per minute. | 50% of the time  
  75% of the time  
  85% of the time  
  95% of the time | Over 5 consecutive sessions  
  Over 5 consecutive sessions  
  Over 5 consecutive sessions  
  Over 5 consecutive sessions |
| Phonological Awareness | Given words and non-words with four phonemes (sounds) presented orally, | J will accurately segment the words into four individual sounds at a rate of _____ correct per minute:  
  - words  
  - non-words | 50% of the time  
  75% of the time  
  85% of the time  
  95% of the time | Over 5 consecutive sessions  
  Over 5 consecutive sessions  
  Over 5 consecutive sessions  
  Over 5 consecutive sessions |
| Phonological Awareness | Given words and non-words with four phonemes (sounds), | J will substitute initial and final sounds (home/tome; curt/curve) at a rate of _____ correct per minute | 95% of the time | Over 5 consecutive sessions |
| Phonological Awareness | Given a list of the 100 most important Grade 1 words, | J will say the complete word accurately at a rate of _____ per minute | 50% of the time  
  75% of the time  
  85% of the time  
  95% of the time | Over 5 consecutive sessions  
  Over 5 consecutive sessions  
  Over 5 consecutive sessions  
  Over 5 consecutive sessions |
| Phonological Awareness | Given four letter single syllable words, | J will decode them accurately at a rate of _____ per minute | 50% of the time  
  75% of the time  
  85% of the time  
  95% of the time | Over 5 consecutive sessions  
  Over 5 consecutive sessions  
  Over 5 consecutive sessions  
  Over 5 consecutive sessions |
| Fluency          | Given 2-4 syllable words, J. will accurately decode them at a rate of ___ per minute:  
|                 |   2 Syllable  
|                 |   3 Syllable  
|                 |   4 Syllable  
|                 | 50% of the time  
|                 | 75% of the time  
|                 | 85% of the time  
|                 | 95% of the time  
|                 | Over 5 consecutive sessions  
|                 | Given three paragraphs of expository material I at Grade 1, J. will read it aloud at ____ words correct per minute  
|                 | Given unfamiliar material at Grade 2 Level, J. will read it aloud at ____ words correct per minute  
| Vocabulary      | Given vocabulary words taught in the content areas, J. will use 95% of those words correctly in a sentence  
|                 | Given the definition of the words taught in the content areas, J. will supply the correct word 95% of the time.  
| Comprehension   | After hearing a Grade 1 story read aloud/using a text reader, J. will correctly state the main idea and 3-5 supporting details  
|                 | After hearing a Grade 1 story read aloud/using a text reader, J. will retell the story including: setting, character/s, problem/s, event/s, and resolution  
|                 | After hearing a Grade 2 story read aloud/using a text reader, J. will correctly state the main idea and 3-5 supporting details  
|                 | After hearing a Grade 2 story read aloud/using a text reader, J. will retell the story including: setting, character/s, problem/s, event/s, and resolution 75% of the time  
|                 | 85% of the time  
|                 | Over 5 consecutive sessions  
| Written Expression | Given a topic of interest, J will use AT to write a three paragraph essay:  
|                   |   with no more than 2 errors, to include for each paragraph:  
|                   |   o Topic sentence and three supporting details  
|                   |   o Transition sentence  
|                   |   o Concluding Sentence for final paragraph  
|                   |   With no more than 2 errors in grammar:  
|                   |   o Simple- Compound Sentences  
|                   |   o Subject/Verb Agreement  
|                   |   o Beginning and ending punctuation  
|                   |   o Past Tense  
|                   | 95% of the time  
|                   | Over 5 consecutive sessions  

<table>
<thead>
<tr>
<th>AREA</th>
<th>CONDITIONS</th>
<th>TARGET/OBSERVABLE BEHAVIOR</th>
<th>CRITERIA FOR PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>AT A... SPECIFIC LEVEL OF PERFORMANCE</td>
<td>FOR A... SPECIFIC LENGTH OF TIME</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50% of the time</td>
<td>Over 5 consecutive sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>75% of the time</td>
<td>Over 5 consecutive sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>85% of the time</td>
<td>Over 5 consecutive sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>95% of the time</td>
<td>Over 5 consecutive sessions</td>
</tr>
<tr>
<td>Phonics/Decoding</td>
<td>Given multi-syllable words with the following phonemes (sounds) [long and short vowels consonant blends, digraphs, and r-controlled vowels]</td>
<td>M. will read the words at a rate of _____ correct per minute.</td>
<td>Over 5 consecutive sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50% of the time</td>
<td>Over 5 consecutive sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>75% of the time</td>
<td>Over 5 consecutive sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>85% of the time</td>
<td>Over 5 consecutive sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>95% of the time</td>
<td>Over 5 consecutive sessions</td>
</tr>
<tr>
<td></td>
<td>Given a list of the 100 most important Grade 4 words,</td>
<td>M. will read the words accurately at a rate of _____ per minute.</td>
<td>Over 5 consecutive sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50% of the time</td>
<td>Over 5 consecutive sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>75% of the time</td>
<td>Over 5 consecutive sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>85% of the time</td>
<td>Over 5 consecutive sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>95% of the time</td>
<td>Over 5 consecutive sessions</td>
</tr>
<tr>
<td>Fluency</td>
<td>Given unfamiliar material at Grade 4</td>
<td>M. will read it aloud at a rate of _____ words correct per minute.</td>
<td>Over 5 consecutive sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50% of the time</td>
<td>Over 5 consecutive sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>75% of the time</td>
<td>Over 5 consecutive sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>85% of the time</td>
<td>Over 5 consecutive sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>95% of the time</td>
<td>Over 5 consecutive sessions</td>
</tr>
</tbody>
</table>
### Grade 7 (Instructional Level Grade 4 and Below: Vocabulary and Comprehension Deficits)

#### Description of academic, developmental and/or functional strengths:

D.’s calculation and fluency skills are grade level as measured by progress monitoring probes.

D. is able to answer concrete questions such as [who, what, when, where] as measured by classroom tests and quizzes.

#### Description of academic, developmental and/or functional needs:

**Vocabulary:** D. struggles with multiple meanings for grade level text as well as homonyms and synonyms as measured by classroom tests and quizzes.

**Comprehension:** D. cannot consistently answer inferential questions such as [why or how]. He is unable to identify the main idea or supporting details; nor summarize text or a story as measured by end of story tests.

**Written Expression:** D. struggles to write a three paragraph essay. He has difficulty including appropriate an sequence of events: beginning, middle, and end. He uses introductory sentences, but struggles to add more than one supporting detail as well as transitional and closing sentences as measured by analysis of written language samples.

---

<table>
<thead>
<tr>
<th>AREA</th>
<th>CONDITIONS</th>
<th>TARGET/OBSERVABLE BEHAVIOR</th>
<th>CRITERIA FOR PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>AT A... SPECIFIC LEVEL OF PERFORMANCE</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Given words at Grade 7 with multiple meanings, homonyms, and synonyms,</td>
<td>M. will use 95% of those words correctly in a sentence.</td>
<td>95% of the time</td>
</tr>
<tr>
<td></td>
<td>Given words at Grade 6 with multiple meanings, homonyms, and synonyms,</td>
<td>M. will use 95% of those words correctly in a sentence.</td>
<td>95% of the time</td>
</tr>
<tr>
<td></td>
<td>Given vocabulary words taught in the content areas,</td>
<td>M. will use 95% of those words correctly in a sentence.</td>
<td>95% of the time</td>
</tr>
<tr>
<td></td>
<td>Given the definition of the words taught in the content areas,</td>
<td>M. will supply the correct word 95% of the time.</td>
<td>95% of the time</td>
</tr>
<tr>
<td>Comprehension</td>
<td>After reading unfamiliar Grade 6 material,</td>
<td>M will answer [why and how] questions</td>
<td>95% of the time</td>
</tr>
<tr>
<td></td>
<td>After reading unfamiliar Grade 7 material,</td>
<td>M will answer [why and how] questions</td>
<td>95% of the time</td>
</tr>
<tr>
<td>Written Expression</td>
<td>Given a topic of interest,</td>
<td>M. will write a three paragraph essay:</td>
<td>95% of the time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o with no more than 2 errors, for each paragraph:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Topic sentence &amp; 3 support. details</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Transition sentence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Concluding Sentence for final paragraph</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o With no more than 2 errors in grammar:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Simple-Compound Sentences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Subject/Verb Agreement</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Beginning and ending punctuation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Past Tense</td>
<td></td>
</tr>
</tbody>
</table>
## Grade 10 (Vocabulary and Comprehension Deficits)

### Results of initial or most recent evaluation and results of state and district assessments:

CRCT Spring 2012 Passing Score is 800: ELA 735  Math 800

---

### Description of academic, developmental and/or functional strengths:

**Decoding and Fluency:** T.'s fluency skills are at grade level as measured by grade level fluency tests.

**Vocabulary:** T. is able to identify antonyms with only minimal cues as measured by classroom tests with scores in the 70’s.

**Comprehension:** T. is able to answer concrete questions such as [who, what, when, where] as measured by grade level tests with scores in the 70’s.

**Written Expression:** In a three paragraph essay, T. uses simple and compound sentences with correct subject/verb agreement, capitalization, and punctuation; presents information in a logical sequence; uses transition words, included a beginning, middle, and end as measured by written language samples.

---

### Description of academic, developmental and/or functional needs:

**Vocabulary:** T. struggles with multiple meanings for grade level text as well as homonyms and synonyms.

**Comprehension:** D. cannot consistently answer inferential questions such as [why or how]. He is unable to identify the main idea or supporting details; nor summarize text or a story.

**Written Expression:** T.‘s organizational skills break down for assignments requiring more than 3 paragraphs. He has difficulty including an appropriate sequence of events. He uses introductory paragraphs and sentences, but struggles to add more than one supporting detail as well as transitional and closing sentences and paragraphs as measured by written language samples.

---

### AREA | CONDITIONS | TARGET/OBSERVABLE BEHAVIOR | CRITERIA FOR PERFORMANCE
--- | --- | --- | ---
**Vocabulary** | Given 10 words with multiple meanings, homonyms, and synonyms, | T. will provide at least two meanings for words with multiple meanings; write sentences that include homonyms spelled correctly and used correctly in the sentence; write sentences that include synonyms used correctly; provide examples and non-examples for words with multiple meanings, homonyms, and synonyms | 95% of the time 5 consecutive sessions

**Comprehension** | Given ___ pages of expository ___ grade level text in a content area, | T. will answer inferential comprehension questions, highlight the topic sentence or main idea in each paragraph with no more than one error per 5 paragraphs, paraphrase each main idea to include: o Who was there o What happened o What the outcome was | 95% of the time 5 consecutive sessions

| Given ___ pages of narrative ___ grade level text, | T. will answer ___ inferential comprehension questions, summarize every two paragraphs to include: main idea and 3 supporting details, identify characters, setting, and plot | 95% of the time 5 consecutive sessions

**Written Expression** | Given a topic of interest, | T. will write a ___ word paragraph/essay to include: o Introduction: main idea so that teacher can paraphrase it correctly o Body: each paragraph will include: o Topic Sentence o Three supporting details o Transition Words o Conclusion: Summary o With no more than 5 errors in grammar: o Simple-Compound-Complex Sentences o Subject/Verb Agreement o Appropriate Tense | 95% of the time 85% of the time 75% of the time 5 consecutive sessions 5 consecutive sessions 5 consecutive sessions
MATH TEST RESULTS, STRENGTHS, NEEDS, MEASURABLE GOALS: EXAMPLES

NOTE...SEVERAL DIFFERENT EXAMPLES OF STRENGTHS AND WEAKNESSES IN EACH AREA ARE PROVIDED AS EXAMPLES ONLY. THE IEP TEAM DECIDES HOW MANY STRENGTHS AND NEEDS TO INCLUDE.

<table>
<thead>
<tr>
<th>AREA</th>
<th>CONDITIONS</th>
<th>TARGET/OBSERVABLE BEHAVIOR</th>
<th>CRITERIA FOR PERFORMANCE</th>
<th>AT A... SPECIFIC LEVEL OF PERFORMANCE</th>
<th>FOR A... SPECIFIC LENGTH OF TIME</th>
</tr>
</thead>
</table>
| Numbers and Operations | Given two step math word problems at Grade 3, | J. will identify:  
  - the information needed  
  - the correct operation [+ - x ÷]  
  - set up the math problem  
  - solve the problem correctly | 95% of the time  
  95% of the time | Over 5 consecutive sessions  
  Over 5 consecutive sessions |
| Measurement     | Given simple geometric shapes,                 | J. will accurately calculate the perimeter.                                                | 95% of the time  
  95% of the time | Over 5 consecutive sessions  
  Over 5 consecutive sessions |
| Geometry        | Given simple geometric shapes,                 | J. will accurately:  
  - compare angles  
  - identify the radius and diameter | 95% of the time | Over 5 consecutive sessions |
| Algebra         | Given simple geometric shapes,                 | J. will accurately use a square or triangle to find the value of an unknown                | 50% of the time  
  75% of the time  
  85% of the time  
  95% of the time | Over 5 consecutive sessions  
  Over 5 consecutive sessions  
  Over 5 consecutive sessions  
  Over 5 consecutive sessions |
<table>
<thead>
<tr>
<th>Data Analysis and Probability</th>
<th>Given simple charts, tables, and graphs,</th>
<th>J. will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Identify the steps needed to solve the problem</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• solve problems accurately using:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o charts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o tables</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o graphs</td>
</tr>
</tbody>
</table>
Grade 7 Deficits: Math Fluency and Data Analysis

Results of initial or most recent evaluation and results of state and district assessments:

CRCT Spring 2010 Passing Score is 800: ELA 810  Math 785

Description of academic, developmental and/or functional strengths:
J. passed the CRCT in ELA. He typically scores 80-90 on grade level classroom tests and quizzes.
R. is fluent with single digit addition and subtraction as measured by progress monitoring probes.
R.s measurement and geometry skills are at grade level as measured by classroom tests and quizzes.

Description of academic, developmental and/or functional needs:
Numbers and Operations: Based on progress monitoring data, R. continues to struggle with math fluency involving multi-digit addition, subtraction, multiplication, and division.
R. has difficulty organizing data in order to draw conclusions based on classroom tests and quizzes.

<table>
<thead>
<tr>
<th>AREA</th>
<th>CONDITIONS</th>
<th>TARGET/OBSERVABLE BEHAVIOR</th>
<th>CRITERIA FOR PERFORMANCE AT A...</th>
<th>CRITERIA FOR PERFORMANCE FOR A...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers and Operations</td>
<td>Given 3 and 4 digit addition, subtraction, multiplication and division problems,</td>
<td>R. will: ● accurately complete the problems ● accurately complete the problems at a rate of ___ problems per ___ with no more than 2 errors</td>
<td>95% of the time</td>
<td>Over 5 consecutive sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Given a basic calculator,</td>
<td>R. will use the calculator to accurately complete multi-digit calculations for all operations at a rate of ___ problems per ___ with a minimum of 2 errors.</td>
<td>95% of the time</td>
<td>Over 5 consecutive sessions</td>
</tr>
<tr>
<td>Data Analysis and Probability</td>
<td>Given Grade 7 Data to analyze,</td>
<td>R. will: ● identify a series of steps to organize data in order to draw accurate conclusions ● Apply those steps in order to draw accurate conclusions about the data</td>
<td>95% of the time</td>
<td>Over 5 consecutive sessions</td>
</tr>
</tbody>
</table>
### Description of academic, developmental and/or functional strengths:

- J. passed the CRCT in ELA. He typically scores 80-90 on grade level classroom tests and quizzes.
- **Numbers and Operations:** B.’s numbers and operations skills are at grade level based on progress monitoring data.
- **Measurement:** J. can measure time and length accurately based on classroom test and quiz scores of 80 and above.

### Description of academic, developmental and/or functional needs:

- **Algebra:** B. has difficulty organizing the information and steps necessary for problem solving based on unit tests.
- **Data and Probability:** B. has difficulty organizing and remembering the steps necessary for problem solving based on chapter tests.

---

<table>
<thead>
<tr>
<th>AREA</th>
<th>CONDITIONS</th>
<th>TARGET/OBSERVABLE BEHAVIOR</th>
<th>CRITERIA FOR PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra and Data and Probability</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Given the opportunity,      | B. will describe each part  | **AT A...**
|                             | of the STAR strategy:       | **SPECIFIC LEVEL OF PERFORMANCE**                                                            | **FOR A...**
|                             | • Search the word problem   | 95% of the time                                                                           | **SPECIFIC LENGTH OF TIME**                    |
|                             | • Translate the problem into|                                                                                           |                                                |
|                             | an equation                 |                                                                                           |                                                |
|                             | • Answer the word problem   |                                                                                           |                                                |
|                             | • Review the solution       |                                                                                           |                                                |
|                             |                             | **OVER 5 CONSECUTIVE SESSIONS**                                                             |                                                |
| Given algebra and probability problems, | B. will apply the STAR strategy to solve problems | **95% of the time**                                                                         | **OVER 5 CONSECUTIVE SESSIONS**                |
|                             |                             | **85% of the time**                                                                         |                                                |
|                             |                             | **75% of the time**                                                                         |                                                |
|                             |                             | **65% of the time**                                                                         |                                                |
### THE PATH... FROM CCGPS TO CBM TO SPECIFIC NEEDS/DEFICIT TO MEASURABLE GOAL

#### READING: CCGPS LANGUAGE STANDARD

<table>
<thead>
<tr>
<th>CCGPS GRADE 3 LANGUAGE STANDARDS</th>
<th>CBM PROBE</th>
<th>SPECIFIC NEEDS/DEFICIT STATEMENT</th>
<th>MEASURABLE GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</td>
<td>CBM Probe: 4/10 CORRECT</td>
<td>S. has difficulty identifying the meaning of new words in third grade level text when affixes (prefixes and suffixes) are added to a root word.</td>
<td>Given 10 known third grade level root words and the following affixes: [pre, dis, able, less, re], S. will add the affixes to a word and use the word correctly in a sentence 80% of the time in 2 out of 3 opportunities.</td>
</tr>
<tr>
<td>a. Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### READING STANDARDS FOR LITERATURE GRADE 3

| ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers | | | |
| ELACC3RL2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | | | |
| ELACC3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | CBM Probe: 4/9 CORRECT | S. has difficulty describing characters in a story, i.e. physical, intellectual, emotional, social, & philosophical traits. | Given 3rd grade literacy text, S. will describe the following character traits for each character: physical, intellectual, emotional, social, & philosophical with a score of 3 or better on a five point rubric in 4 out of 5 opportunities. |
# THE PATH...FROM CCGPS TO CBM TO SPECIFIC NEEDS/DEFICIT TO MEASURABLE GOAL

## MATH: CCGPS

### OPERATIONS AND ALGEBRAIC UNDERSTANDING

#### Multiply and Divide within 100

<table>
<thead>
<tr>
<th>CCGPS</th>
<th>CBM Probe</th>
<th>Specific Needs/Deficit Statement</th>
<th>Measurable Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCC3.OA.7</td>
<td>CBM Probe: 5/10 CORRECT</td>
<td>S. has difficulty multiplying and Dividing numbers 1-100.</td>
<td>Given 10 multiplication and division problems for numbers 1-100, S. will complete the problems with 80% accuracy. On 2 out of 3 probes.</td>
</tr>
<tr>
<td>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations.</td>
<td>CBM Probe: 4/10 CORRECT</td>
<td>S. has not mastered the multiplication tables for numbers 7-9.</td>
<td>Given 20 multiplication problems for tables 7-9, S. will solve the problems accurately at a rate of 10 per minute on 3/4 probes.</td>
</tr>
<tr>
<td>By the end of Grade 3, know from memory, all products of two, one digit numbers.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Solve problems involving the four operations, and identify and explain patterns in arithmetic.

<table>
<thead>
<tr>
<th>CCGPS</th>
<th>CBM Probe</th>
<th>Specific Needs/Deficit Statement</th>
<th>Measurable Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCC3.OA.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CCGPS</th>
<th>CBM Probe</th>
<th>Specific Needs/Deficit Statement</th>
<th>Measurable Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCC3.OA.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### MEASUREMENT AND DATA

#### Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

<table>
<thead>
<tr>
<th>CCGPS</th>
<th>CBM Probe</th>
<th>Specific Needs/Deficit Statement</th>
<th>Measurable Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCC3.MD.1</td>
<td>CBM Probe: 4/10 CORRECT</td>
<td>S. has difficulty solving one step word problems with addition and subtraction of time intervals in minutes.</td>
<td>Given 5 one step word problems with addition and subtraction of time intervals in minutes, S. will represent each problem on a number line diagram with 80% accuracy in 3 out of 4 opportunities.</td>
</tr>
<tr>
<td>Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CCGPS</th>
<th>CBM Probe</th>
<th>Specific Needs/Deficit Statement</th>
<th>Measurable Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCC3.MD.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).17 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PROVING CHARACTER TRAITS

Directions:
1. Write the name of the main character in the center box.
2. Think of four traits for that character. Write one in each box.
3. Look through your story and find a sentence where the character shows

Trait: ________________ 1 PT - TRAIT 1 PT - EVIDENCE

Trait: ________________ 1 PT - TRAIT 1 PT - EVIDENCE

Name

Trait: ________________ 1 PT - TRAIT 1 PT - EVIDENCE

Trait: ________________ 1 PT - TRAIT 1 PT - EVIDENCE

TOTAL: 9 PTS
Instructions: Answer the following questions.

Question 1
Fill in the blank with a CORRECT use of suffix.

The supervisor _______ about the situation in the factory.
A. Inquiry  B. Inquiring  C. Inquire  D. Inquired

Question 2
Fill in the blank with a CORRECT use of suffix.

Frank was very _________ to my family for giving him shelter.
A. Gratefulness  B. Grateful  C. Gratefully

Question 3
Which of the following is a suffix?
A. pre  B. ly  C. un  D. bi

Question 4
Fill in the blank with a CORRECT use of suffix.

Madeline is _______ about her next week's performance.
A. Doubting  B. Doubtfully  C. Doubtfulness  D. Doubtful

Question 5
Which of the following is NOT a suffix?
A. est  B. less  C. ment  D. anti

Question 6
Replace the underlines word with the CORRECT use of prefix.

Mrs. Hollin's comments were not helpful to Sophia.
A. Unhelpful  B. Imhelful  C. Anhelpful  D. Illhelpful

Question 7
Which of the following is a prefix?
A. ful  B. ed  C. ex  D. fully

Question 8
Fill in the blank with a CORRECT use of prefix.

Three of his answers were _________.
A. Ilcorrect  B. Incorrect  C. Uncorrect  D. Discorrect

Question 9
Fill in the blank with a CORRECT use of prefix.

Don't forget to _______ the oven before baking the cake.
A. Preheat  B. Unheat  C. Autoheat  D. Exheat

Question 10
Which of the following means "select again"?
A. Inselect  B. Reselect  C. Nonselect  D. Diselect
Prefixes and suffixes quiz

Level A

1. What is the meaning of the word prefix?
   A) a word within a word
   B) a group of letters put before a root word which changes its meaning
   C) a group of letters put at the end of a root word which changes its meaning

2. What does the word unhurt mean?
   A) hurt badly
   B) hurt
   C) not hurt

3. If you take away the prefix from disagree, the root word is agree.
   A) True
   B) False

4. If you add the prefix ‘un’ to the word wrap, what is the correct spelling of the new word?
   A) unwrapp
   B) unrap
   C) unwrap

5. What do you do if you reread a book?
   A) don't read it
   B) read it again
   C) read it for the first time

6. A suffix is a group of letters that you add to the start of a root word
   A) True
   B) False

7. Which of the following is a suffix?
   A) pre
   B) un
   C) ed
Prefixes and suffixes quiz

8. Which of the following is not a suffix?
   A) ful
   B) ing
   C) re

9. Which suffix can you add to the end of cook to make a new word?
   A) ing
   B) ful
   C) est

10. Which suffix can you add to the word peace to make a new word?
    A) ing
    B) ful
    C) est
Curriculum-Based Assessment Mathematics
Single-Skill Computation Probe: Student Copy

Student: __________________________ Date: _______________________

7 \times 2 | 5 \times 7 | 8 \times 6 | 8 \times 7 |

5 \times 6 | 6 \times 1 | 2 \times 8 | 1 \times 5 |

5 \times 7 | 4 \times 4 | 6 \times 3 | 6 \times 8 |

2 \times 1 | 7 \times 1 | 2 \times 3 | 5 \times 2 |

1 \times 3 | 8 \times 4 | 7 \times 6 | 4 \times 2 |

www.interventioncentral.com

http://lefthandlogic.mmaweb.net/servlet/mathProbe

8/16/2012
### MULTIPLICATION: Multiplication facts: 0 to 9

<table>
<thead>
<tr>
<th>Item</th>
<th>2 CD/2 CD Total</th>
<th>2 CD/4 CD Total</th>
<th>2 CD/6 CD Total</th>
<th>2 CD/8 CD Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7 x 2 14</td>
<td>5 x 7 35</td>
<td>8 x 6 48</td>
<td>8 x 7 56</td>
</tr>
<tr>
<td>5</td>
<td>6 x 6 30</td>
<td>1 x 1 6</td>
<td>2 x 8 16</td>
<td>1 x 5 5</td>
</tr>
<tr>
<td>4</td>
<td>7 x 35</td>
<td>4 x 4 16</td>
<td>6 x 3 18</td>
<td>6 x 8 48</td>
</tr>
<tr>
<td>7</td>
<td>1 x 7 7</td>
<td>1 x 1 7</td>
<td>2 x 3 6</td>
<td>5 x 2 10</td>
</tr>
<tr>
<td>8</td>
<td>1 x 8 8</td>
<td>2 x 2 4</td>
<td>5 x 3 15</td>
<td>2 x 2 4</td>
</tr>
</tbody>
</table>

http://lethandlogic.mmaweb.net/servlet/mathProbe 8/16/2012
<table>
<thead>
<tr>
<th>1 CD/28 CD Total</th>
<th>2 CD/30 CD Total</th>
<th>2 CB/32 CB Total</th>
<th>1 CB/33 CD Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>x 3</td>
<td>x 4</td>
<td>x 6</td>
<td>x 2</td>
</tr>
<tr>
<td>3</td>
<td>32</td>
<td>42</td>
<td>8</td>
</tr>
</tbody>
</table>

www.interventioncentral.com

http://lefthandlogic.mmaweb.net/servlet/mathProbe
<table>
<thead>
<tr>
<th>AREA</th>
<th>CONDITIONS</th>
<th>TARGET/OBSERVABLE BEHAVIOR</th>
<th>AT A... SPECIFIC LEVEL OF PERFORMANCE</th>
<th>FOR A... SPECIFIC LENGTH OF TIME</th>
</tr>
</thead>
</table>
| **Phonological Awareness** | Given ___words and non-words with four phonemes (sounds) presented orally sound-by-sound (t/a/b/le). | J. will say the complete word (table) at a rate of 12 correct per minute:  
- words  
- non-words. | 95% accuracy  
95% accuracy | Over 5 consecutive sessions  
Over 5 consecutive sessions |
| **Phonics/Decoding**       | Given ___words and non-words with four phonemes (sounds) presented orally, | J. will accurately segment the words into four individual sounds at a rate of _____ correct per minute:  
- words  
- non-words | 95% accuracy  
85% accuracy  
75% accuracy  
50% accuracy | Over 5 consecutive sessions  
Over 5 consecutive sessions  
Over 5 consecutive sessions  
Over 5 consecutive sessions |
|                            | Given ___words and non-words with four phonemes (sounds), | J. will substitute initial and final sounds (home/tome; curt/curve) at a rate of ______ correct per minute | 95% accuracy | Over 5 consecutive sessions |
|                            | Given single syllable words with the following phonemes (sounds) [consonant blends, digraphs, long vowels, and r-controlled vowels] | J. will read the words at a rate of ____ words correct per minute | 95% accuracy  
85% accuracy  
75% accuracy  
65% accuracy | Over 5 consecutive sessions  
Over 5 consecutive sessions  
Over 5 consecutive sessions  
Over 5 consecutive sessions |
|                            | Given ___ four letter single syllable words, | J. will decode them at a rate of ____ per minute | 95% accuracy  
85% accuracy  
75% accuracy  
60% accuracy | Over 5 consecutive sessions  
Over 5 consecutive sessions  
Over 5 consecutive sessions  
Over 5 consecutive sessions |
|                            | Given 2-4 syllable words, | J. will accurately decode them at a rate of ____ per minute:  
- 2 Syllable  
- 3 Syllable  
- 4 Syllable | 95% accuracy  
85% accuracy  
75% accuracy  
55% accuracy | Over 5 consecutive sessions  
Over 5 consecutive sessions  
Over 5 consecutive sessions  
Over 5 consecutive sessions |
| **Fluency**                | Given ___ paragraphs of expository material at Grade ___. | J. will read it aloud at ____ words correct per minute | 95% accuracy | In 3 out of 5 opportunities |
| **Vocabulary**             | Given ___ vocabulary words taught in the content areas, | J. will use those words correctly in a sentence with | 95% accuracy | In 3 out of 5 opportunities |
|                            | Given the definition of ___ words taught in the content areas, | J. will supply the correct word | 95% of the time | In 4 out of 5 opportunities |
|                            | Given ___ words at Grade ___ with multiple meanings, homonyms, and synonyms, | M. will use those words correctly in a sentence. | 95% of the time | Over 5 consecutive sessions |
|                            | Given ___ words at Grade ___ with multiple meanings, homonyms, and synonyms, | M. will use those words correctly in a sentence. | 95% of the time | Over 5 consecutive sessions |
| **Comprehension**          | After hearing a Grade ___ story read aloud/using a text reader, | J. will correctly state the main idea and 3-5 supporting details with a score of 3 or better on a 5 point rubric. | 95% accuracy | In 4 out of 5 opportunities |
|                            | After hearing a Grade ___ story read aloud/using a text reader, | J. will retell the story including: setting, character/s, problem/s, event/s, and resolution with a score of 3, or better, on a 5 point rubric | 95% accuracy | In 4 out of 5 opportunities |
|                            | After hearing a Grade ___ story read aloud/using a text reader, | J. will correctly state the main idea and 3-5 supporting details with a score of 3, or better, on a 5 point rubric | 95% accuracy | In 4 out of 5 opportunities |
|                            | Given unfamiliar material at Grade ___. | J. will read it aloud at ____ words correct per minute. | 80% of the time | In 2 out of 4 opportunities |
|                            | After hearing a Grade ___ story read aloud/using a text reader, | J. will retell the story including: setting, character/s, problem/s, event/s, and resolution with a score of 3, or better, on a 5 point rubric | 85% of the time  
75% of the time | Over 5 consecutive sessions  
Over 5 consecutive sessions |
<table>
<thead>
<tr>
<th><strong>Written Expression</strong></th>
<th><strong>Given a topic of interest,</strong></th>
<th><strong>J will use write/use AT to write a three paragraph essay:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Given a topic of interest,</strong></td>
<td><strong>J will use write/use AT to write a three paragraph essay:</strong></td>
<td><strong>95% of the time</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Over 3 consecutive sessions</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>After reading unfamiliar Grade ___ material,</strong></th>
<th><strong>M will answer [why and how] questions</strong></th>
<th><strong>95% of the time</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>85% of the time</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>75% of the time</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Over 5 consecutive sessions</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Given ____ pages of expository ____ grade level text in a content area,</strong></th>
<th><strong>T. will</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Given ____ pages of narrative ____ grade level text,</strong></th>
<th><strong>T will</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Examples of Math Measurable Goals...Must Be Correlated With Specific Needs/Deficits For Each Student

<table>
<thead>
<tr>
<th>AREA</th>
<th>CONDITIONS</th>
<th>TARGET/OBSERVABLE BEHAVIOR</th>
<th>CRITERIA FOR PERFORMANCE</th>
</tr>
</thead>
</table>
| **Numbers and Operations**  | Given ___ two step math word problems at Grade 3 ,                            | J. will:                                                                                                                                                                                                                                                                                                                                                                                                                      | 95% of the time  
85% of the time  
75% of the time  
50% of the time  
In 3 out of 5 opportunities  
In 3 out of 5 opportunities  
In 3 out of 5 opportunities  
In 3 out of 5 opportunities |
|                             |                                                                             |  - Identify the information needed  
- Identify the correct operation [ + - x ÷]  
- set up the math problem  
- solve the problem correctly  |                                                                                                                                                                                                                                                                                                                                                                                                                               |  
|                             |                                                                             | 95% of the time  
85% of the time  
75% of the time  
50% of the time  
In 3 out of 5 opportunities  
In 3 out of 5 opportunities  
In 3 out of 5 opportunities  
In 3 out of 5 opportunities |
|                             | Given ___3 and 4 digit addition, subtraction, multiplication and division problems, | R. will:                                                                                                                                                                                                                                                                                                                                                                                                                      | 95% of the time  
In 4 out of 5 opportunities |
|                             |                                                                             |  - accurately complete the problems  
- accurately complete the problems at a rate of ___ problems per ______ with no more then 2 errors  |                                                                                                                                                                                                                                                                                                                                                                                                                               |  
|                             | Given a basic calculator,                                                   | R. will use the calculator to accurately complete multi-digit calculations for all operations at a rate of ___ problems per ____ with a minimum of 2 errors.                                                                                                                                                                                                                                                                                                                                 | 95% of the time  
Over 5 consecutive sessions |
| **Measurement**             | Given ___ simple geometric shapes,                                         | J. will accurately calculate the perimeter.                                                                                                                                                                                                                                                                                                                                                                                                                                              | 95% of the time  
In 2 out of 3 opportunities |
| **Geometry**               | Given ___ simple geometric shapes,                                         | J. will accurately:                                                                                                                                                                                                                                                                                                                                                                                                          | 95% of the time  
Over 5 consecutive sessions |
|                             |                                                                             |  - compare angles  
- identify the radius and diameter  |                                                                                                                                                                                                                                                                                                                                                                                                                               | 
| **Algebra**                | Given ___ simple geometric shapes,                                         | J. will accurately use a square or triangle to find the value of an unknown                                                                                                                                                                                                                                                                                                                                                     | 95% of the time  
85% of the time  
75% of the time  
50% of the time  
Over 5 consecutive sessions  
Over 5 consecutive sessions  
Over 5 consecutive sessions  
Over 5 consecutive sessions  
Over 5 consecutive sessions |
| **Data Analysis and Probability** | Given ___ simple charts, tables, and graphs,                                   | J. will:                                                                                                                                                                                                                                                                                                                                                                                                                      | 95% of the time  
85% of the time  
75% of the time  
50% of the time  
In 3 out of 5 opportunities  
In 3 out of 5 opportunities  
In 3 out of 5 opportunities  
In 3 out of 5 opportunities |
|                             |                                                                             |  - Identify the steps needed to solve the problem  
- solve problems accurately using:  
  - charts  
  - tables  
  - graphs  |                                                                                                                                                                                                                                                                                                                                                                                                                               |  
| **Data Analysis and Probability** | Given Grade ___ Data problems to analyze,                                        | R. will solve the problems using the following criteria:                                                                                                                                                                                                                                                                                                                                                                 | A score of 3, or higher, on a 5 point rubric  
A score of 2, or higher, on a 5 point rubric  
A score of 1, or higher, on a 5 point rubric  
In 2 out of 3 opportunities  
In 2 out of 3 opportunities  
In 2 out of 3 opportunities |
|                             |                                                                             |  - Identify a series of steps to organize data.  
- Apply those steps in order to draw accurate conclusions about the data  |                                                                                                                                                                                                                                                                                                                                                                                                                               |  
| **Data Analysis and Probability** | Given Grade ___ Data problems to analyze,                                        | R. will solve the problems using the following criteria:                                                                                                                                                                                                                                                                                                                                                                 | A score of 3, or higher, on a 5 point rubric  
A score of 2, or higher, on a 5 point rubric  
A score of 1, or higher, on a 5 point rubric  
In 2 out of 3 opportunities  
In 2 out of 3 opportunities  
In 2 out of 3 opportunities |
<table>
<thead>
<tr>
<th>Given ___ algebra and probability problems,</th>
<th>B. will solve math problems accurately using the STAR strategy</th>
<th>95% of the time</th>
<th>In 5 out of 5 opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. will label, describe, and provide an explanation each part of the STAR strategy:</td>
<td>Search the word problem</td>
<td>A score of 4, or higher, on a 5 point rubric</td>
<td>In 3 out of 4 opportunities</td>
</tr>
<tr>
<td></td>
<td>Translate the problem into an equation</td>
<td></td>
<td>In 3 out of 4 opportunities</td>
</tr>
<tr>
<td></td>
<td>Answer the word problem</td>
<td></td>
<td>In 3 out of 4 opportunities</td>
</tr>
<tr>
<td></td>
<td>Review the solution</td>
<td></td>
<td>In 3 out of 4 opportunities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Given 5 data sets at fourth grade level,</th>
<th>S. will compare different graphical representations:</th>
<th>For each representation, a score of 3, or higher, on a 5 point rubric</th>
<th>In 1 out of 1 opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Venn Diagram</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chart</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Table</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bar Graph</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CONSIDERATIONS FOR ACCOMMODATIONS

ACCOMMODATIONS MUST REFLECT THE FOLLOWING:

1. THE “NEEDS” SECTION OF THE PLAAFP MUST INCLUDE SPECIFIC DEFICITS THAT ARE ALIGNED WITH THE ACCOMMODATION/S SELECTED.
2. GENERALLY, ACCOMMODATIONS FOR STATE AND DISTRICT TESTING MUST ALSO BE USED FOR CLASSROOM INSTRUCTIONAL AND/OR TESTING PURPOSES...

NOTE: THIS IS NOT AN EXHAUSTIVE LIST. THESE ARE EXAMPLES ONLY...THERE ARE OTHER NEEDS STATEMENTS AND ACCOMMODATIONS THAT CAN BE INCLUDED.

<table>
<thead>
<tr>
<th>NEEDS STATEMENT IN THE PLAAFP TO SUPPORT ACCOMMODATIONS EXAMPLES</th>
<th>ACCOMMODATION CONSIDERATIONS</th>
<th>ACCOMMODATIONS SELECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>CLSRM INSTRUCTION</td>
</tr>
<tr>
<td>DISTRACTABILITY/ATTENTION ISSUES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Has difficulty remaining on task for longer than ___ minutes</td>
<td>• Separate setting with limited distractions</td>
<td></td>
</tr>
<tr>
<td>• Has difficulty completing assignments/tests within typical</td>
<td>• Study carrel</td>
<td></td>
</tr>
<tr>
<td>time frames</td>
<td>• On-tasks focusing prompts</td>
<td></td>
</tr>
<tr>
<td>• Is distracted by other students</td>
<td>• Break during instruction/tests</td>
<td></td>
</tr>
<tr>
<td>• Distracts other students</td>
<td>• Extended Time For Tests:</td>
<td></td>
</tr>
<tr>
<td>• Has difficulty understanding/following directions and/or</td>
<td>• Time and a Half</td>
<td></td>
</tr>
<tr>
<td>instructions</td>
<td>• Double Time</td>
<td></td>
</tr>
<tr>
<td>• Has difficulty staying focused in order to “bubble in” answers</td>
<td>• Directions read more than the standard number of times</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Directions provided for each page of questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Directions simplified</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Small Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Write answers in test book/sheet of paper</td>
<td></td>
</tr>
<tr>
<td>READING ISSUES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fluency rate is ____wcpm...below/far below grade level</td>
<td>• Use of text to speech technology/Read Aloud</td>
<td></td>
</tr>
<tr>
<td>• Takes longer to read text than is typical.</td>
<td>• Use of speech to text technology/Scribe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reading pen</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Separate location for technology and/or Read Aloud</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Extended Time For Tests:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Time and a Half</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Double Time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Small Group</td>
<td></td>
</tr>
</tbody>
</table>
### Math Issues

**Student:**
- Has difficulty understanding math concepts
- Calculation skills are limited to ________ (one–two digit numbers, etc.)
- Is unable to memorize basic math facts
- Has difficulty aligning numbers for math calculation

**Supports:**
- Use of a calculator
- Use of a chart for math facts
- Graph paper to align numbers for calculation
- Extended Time For Tests:
  - Time and a Half
  - Double Time
  - Small Group

### Fine Motor Coordination Issues

**Student:**
- Has difficulty producing legible handwriting
- Has difficulty “bubbling in” answer sheets
- Completes writing tasks at a rate slower than the typical rate.
- Has difficulty completing calculation problems using paper and pencil

**Supports:**
- Word Processor/Speech to text technology
- Record answers in test booklet
- Extended Time For Tests:
  - Time and a Half
  - Double Time
  - Calculator
  - Graph paper to align numbers for calculation
  - Small Group
  - Write in test booklet

### Emotional Issues

**Student:**
- Becomes anxious during testing. Hands sweat and/or tremble; engages in nervous habits; etc.
- Displays inappropriate behavior such as talking loudly; moving around the room; distracting other students, etc.
- Takes medication that affects physical stamina so that instruction and/or testing needs to be broken into segments.

**Supports:**
- Test administered during times when the student is most alert
- Separate setting with limited distractions
- Study carrel
- Break during instruction/tests
- Extended Time For Tests:
  - Time and a Half
  - Double Time
  - Directions read more than the standard number of times
  - Directions provided for each page of questions
  - Directions simplified
  - Small Group

### Health Issues

**Student:**
- Unable to sit for extended periods of time; needs to change position frequently
- Fatigues easily and is unable to complete the test with the typical time frame.

**Supports:**
- Adaptive furniture/equipment
- Extended Time For Tests:
  - Time and a Half
  - Double Time
  - Frequent breaks
  - Separate setting
- Becomes increasingly fatigued as the duration of test taking increases

- Testing over multiple days
- When fatigue affects reading and writing:
  - Test read/Use of text to speech technology
  - Scribe/Use of speech to text technology
  - Small Group

**VISUAL IMPAIRMENT**

Student:
- Has no sight or very limited sight
- Has limited vision
- Has difficulty viewing and reading standard print even with glasses or contacts
- Has difficulty with detailed visual tasks such as printed material, graphs, charts, diagrams, etc.

- Braille
- Magnifier
- Enlarged type
- Text to speech to read print and describe graphs, charts, etc.
- Increased space between test items
- Fewer test items per page
- Extended Time For Tests:
  - Time and a Half
  - Double Time
- Special lighting
- Small Group

**HEARING IMPAIRMENT**

Student:
- Has difficulty understanding and using speech for instructional and communication purposes

- Amplification devices
- Sign Language Interpreter for oral directions and listening passages
- Preferential seating in front of the Interpreter
- Listening passages signed more than once
- Written directions provided
- Separate setting
- Extended Time For Tests:
  - Time and a Half
  - Double Time
  - Small Group
ACCOMMODATION/S SELECTED...EXAMPLE

ACCOMMODATIONS MUST REFLECT THE FOLLOWING:

1. THE “NEEDS” SECTION OF THE PLAAFP MUST INCLUDE SPECIFIC DEFICITS THAT ARE ALIGNED WITH THE ACCOMMODATION/S SELECTED.
2. ACCOMMODATIONS FOR STATE AND DISTRICT TESTING MUST ALSO BE USED FOR CLASSROOM INSTRUCTIONAL AND/OR TESTING PURPOSES.

<table>
<thead>
<tr>
<th>NEEDS STATEMENT IN THE PLAAFP TO SUPPORT THE ACCOMMODATIONS SELECTED</th>
<th>ACCOMMODATIONS</th>
<th>ACCOMMODATIONS SELECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary has fine motor coordination problems that make any writing assignment difficult and time consuming. It takes her two to three times as long to complete an assignment.</td>
<td>WORD PROCESSOR</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>JOHN HAS ADD/ADHD. He loses focus easily and has to be redirected. It takes him longer to complete assignments and tests and he make careless mistakes. He will have extended time on tests...time and a half.</td>
<td>EXTENDED TIME FOR TESTS:</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>TIME AND A HALF</td>
<td>✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>DOUBLE TIME</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRIPLE TIME (USED RARELY)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CALCULATOR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRAPH PAPER TO ALIGN NUMBERS FOR CALCULATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SMALL GROUP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRITE IN TEST BOOKLET</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement Type</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td><strong>GENERAL EDUCATION</strong></td>
<td>Student with disability is served in the general education class with no personnel support.</td>
<td></td>
</tr>
<tr>
<td><strong>CONSULTATION</strong></td>
<td>Student with disability receives at least 1 segment per month of direct service from the special education teacher in the general or special education classroom.</td>
<td></td>
</tr>
<tr>
<td><strong>SUPPORTIVE INSTRUCTION</strong></td>
<td>Student with disability receives service from personnel other than a certified teacher in the general education classroom. (i.e. para, interpreter, or job coach)</td>
<td></td>
</tr>
<tr>
<td><strong>COLLABORATION (LESS THAN A FULL SEGMENT DAILY)</strong></td>
<td>A special education teacher provides service to students with disabilities and shares teaching responsibilities with two general education teachers within an instructional segment in the general education classroom.</td>
<td></td>
</tr>
<tr>
<td><strong>CO-TEACHING (A FULL SEGMENT DAILY)</strong></td>
<td>The special education teacher and the general education teacher provide service to students with disabilities and share equal teaching responsibilities for all students in the general education classroom.</td>
<td></td>
</tr>
<tr>
<td><strong>SPECIAL EDUCATION</strong></td>
<td>The special education teacher provides service to the students with disabilities in a special education classroom.</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:**
These placements are **not** necessarily exclusive of one another. There can be a combination of placements for any student. For example, a student with a...

- **Reading disability** that impacts decoding and fluency may have an [ELA Co-Taught Class](#) in order to access grade level standards and a Part Day Pullout for twenty minutes four times per week in order to improve decoding and fluency skills.
- **Math disability** that impacts math reasoning may be in a [Co-Taught Math class](#) for access to grade level math standards and a Part Day Pullout for thirty minutes two times per week in order to build math strategies for math reasoning issues.