

A Guide to Connecting Academic Standards and IEPs

To supplement: *A Guide to Writing IEPs, 2009*



Thank you to the following individuals who assisted in developing these materials:

Nissan Bar-Lev, CESA #7
Barbara Van Haren, CESA #1
Kathy Laffin, Independent Consultant
Arlene Wright, Independent Consultant
Mary Derginer, Independent Consultant
Trish Graves, CESA #11 Education Consultant
Eva Kubinski, Wisconsin Department of Public Instruction, Special Education Consultant
Sandra Berndt, Wisconsin Department of Public Instruction, Special Education Consultant

Additional input was provided by

Ad Hoc Work Group

Emily Amundson, Wisconsin Department of Public Instruction, Content and Learning Consultant
Patricia Bober, Wisconsin Department of Public Instruction, Special Education Consultant
Jill Gonzalez, Wisconsin Family Assistance Center for Education, Training and Support (FACETS), Parent Training and Advocacy Specialist
Jeff Horn, Chilton School District, Teacher
Brian Johnson, Wisconsin Department of Public Instruction, Special Education Consultant
Diana Kasbaum, Wisconsin Department of Public Instruction, Content and Learning Consultant
Mary Peters, Wisconsin Department of Public Instruction, Special Education Consultant
Kurt Schneider, Stoughton Area School District, Director of Special Education
Melissa Sosa, Chilton School District, Teacher
Mary Skadah, WI Statewide Parent-Educator Initiative (WSPEI), State Project Coordinator
Paula Volpiansky, Wisconsin Department of Public Instruction, Special Education Consultant

DPI Compliance Workgroup

Janice Duff, Wisconsin Department of Public Instruction, Special Education Consultant
Teresa Goodier, Wisconsin Department of Public Instruction, Special Education Consultant
Courtney Reed Jenkins, Wisconsin Department of Public Instruction, Special Education Consultant
Marge Resan, Wisconsin Department of Public Instruction, Special Education Consultant
Paul Sherman, Wisconsin Department of Public Instruction, Special Education Consultant
Christina Spector, Wisconsin Department of Public Instruction, Special Education Consultant
Paula Volpiansky, Wisconsin Department of Public Instruction, Special Education Consultant
Patricia Williams, Wisconsin Department of Public Instruction, Special Education Consultant

DPI in conjunction with Great Lakes West Comprehensive Center and Learning Point Associates

This work was originally produced in whole or in part by the Great Lakes West Comprehensive Assistance Center with funds from the U.S. Department of Education under cooperative agreement number S283B060001. The content does not necessarily reflect the position or policy of the Department of Education, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement by the federal government.

Great Lakes West is one of the 16 regional comprehensive assistance centers funded by the U.S. Department of Education and its work is administered by Learning Point Associates.

COMMENTS AND FEEDBACK

We are interested in improving this guide and welcome your suggestions. Please email comments to Eva Kubinski eva.kubinski@dpi.wi.gov.

A Guide to Connecting the Academic Standards and IEPs

Introduction

An Individualized Education Program (IEP) connected to academic standards is one in which the IEP team utilizes grade level or developmental expectations in its design. This guide introduces a process to assist educators, parents, and others who develop IEPs for students with disabilities to understand academic standards and their relationship to IEPs. A meaningful IEP reflects the Wisconsin Model Academic Standards, Wisconsin Model Early Learning Standards, Wisconsin Assessment Frameworks, Wisconsin Extended Grade Band Standards, and local district benchmarks, to help meet the student's unique academic learning needs.

This document includes a set of guiding questions, descriptions and several exemplars (e.g. examples of IEPs related to academic standards). The exemplars are developed for the academic areas of reading and mathematics and include only a portion of the present levels of academic achievement and functional performance, and measurable annual goals. There are no examples of present levels of academic achievement and functional performance, and measurable goals for disability related needs other than those related to reading and mathematics. This guide also does not address any other procedural requirements of the IEP process.

The Individuals with Disabilities Education Act (IDEA) 2004 includes legislation ensuring access to education for students with disabilities in public schools at no cost to parents and ensuring their access to the general education academic curriculum to the maximum extent possible as afforded nondisabled peers. Beginning in 1997 and continuing in 2004, the reauthorization of IDEA brought an emphasis on access to the general curriculum by including the requirement to state in the IEP *“how the child’s disability affects the child’s involvement and progress in the general education curriculum; or for preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities”* (34 CFR 300.320(a)(1)(i-ii). The Individualized Education Program (IEP) helps ensure a student with disabilities receives a Free Appropriate Public Education (FAPE) with access to the general curriculum to the maximum extent possible in the Least Restrictive Environment (LRE).

A Paradigm Shift – Connecting Academic Standards and IEPs

Prior to the current emphasis on accountability, IEP teams concentrated on identifying the child's current skills and the next developmental skills the student needs to achieve. Often, the IEP team discussion was unrelated to the academic learning expectations for other students at the same grade level. The result was the child's goals may not have been directly related to learning expectations for students at his/her grade or developmental level. This lack of a direct relationship often resulted in lowered expectations and increasingly lower academic achievement for the student over successive years in school.

Measurable IEP goals related to academic learning needs are the means for connecting where the student is and where the student needs to be in relation to the state academic standards. By linking academic standards to the IEP team's discussion of the present level of academic

achievement and functional performance and annual goals, a platform is provided for general and special educators to communicate and speak a common language. By knowing and understanding the academic standards and expectations for all students at a specific grade or developmental level in relationship to the student's needs, the IEP team will be better able to construct a goal that is reasonable, relevant, achievable, individualized and designed to ensure "progress and involvement in the general education curriculum" with his/her peers. The paradigm shift is to set IEP goals for academic content areas based on the student's disability related needs in reference to the academic standards, local curriculum and expectations for peers instead of focusing only on the student's individual skills and identifying the next skill to be mastered.

Why develop IEPs connected with the academic standards?

The intent of IDEA is to ensure improved outcomes for students with disabilities. The federal regulations state: "The purposes of this part are—(a) To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living." 34 CFR 300.1(a). By implementing effective IEPs, students with disabilities can achieve measurable, improved student learning and functioning.

Access to the general curriculum provides students with disabilities the opportunity to learn the same academic content as non-disabled peers, based on the same academic standards, district benchmarks and the assessment frameworks. The academic standards provide the basis for the content of the general curriculum, which is assessed annually within the Wisconsin State Assessment System (WSAS) which includes the Wisconsin Knowledge and Concepts Examination (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). The law requires all students participate in the WSAS in a meaningful way.

Wisconsin is required to report on twenty indicators to the US Department of Education's Office of Special Education Programs (OSEP) through Wisconsin's State Performance Plan (SPP). Indicator 3 of the SPP requires gathering the following data about participation and performance of children with disabilities on statewide assessments:

- The percent of districts meeting the state's Adequate Yearly Progress objectives for progress for disability subgroup.
- The participation rate for children with IEPs in a regular assessment (WKCE) with no accommodations; regular assessment (WKCE) with accommodations; alternate assessment against alternate achievement standards (WAA-SwD).
- The proficiency rate for children with IEPs against grade level academic standards (as described by the Assessment Frameworks) and alternate achievement standards (Extended Grade Band Standards).

Students must have the “opportunity to learn” the general education curriculum based on academic standards in order to participate meaningfully in statewide assessment. The premise of an IEP connected with the standards is to ensure that each student’s IEP team meeting includes a discussion of:

- what ALL students at a specific grade or age level should know and be able to do in academic areas of concern discussed at the IEP team meeting, and
- what ALL students at a specific grade or age level should be able to demonstrate on the statewide assessment.

When an IEP is developed using academic standards, all teachers involved in the student’s instruction utilize the tools needed to address a student’s exceptional learning needs as defined in the IEP. Because the IEP reflects the expectation that the student will be taught the general education curriculum aligned with academic standards, the teachers will align their instruction for the student with the general education curriculum.

Researchers (Hock, 2000 and Ahearn, 2006) noted a number of reported benefits when implementing IEPs connected with the academic standards:

- Special education teachers who teach to the general education academic standards have eliminated the use of separate curriculums. As a result, students with disabilities are achieving in academic areas at higher levels than previously anticipated.
- Parents expressed enthusiasm for IEPs connected with academic standards because the IEP goals’ language “...is more recognizable and less clinical...”
- General education teachers welcomed the change to IEPs connected with academic standards since. . . “general education teachers see a correlation between what they do and what is needed for students with disabilities and there is greater ownership because everyone is talking the same language.” (Ahearn, 2006) “When everyone speaks the same language the chance of confusion is reduced and, in turn, the chance that various team members will work at cross purposes on conflicting or incompatible goals is virtually eliminated. Consistency is the end result of common language.” (Hock, 2000)
- Developing IEPs connected to academic standards is viewed by many professionals and family members as the best way to create high expectations for students with disabilities (Holbrook, 2007).

What are Wisconsin’s Academic Standards for all children birth to age 21?

I. Wisconsin Model Early Learning Standards (WMELS; Birth to 1st Grade)

The Wisconsin Model Early Learning Standards specify developmental expectations for children from birth through entrance to first grade. The standards reflect attention to the five developmental domains that are discrete areas of the child's learning and development. The developmental domains include: Health and Physical Development, Social and Emotional Development, Language Development & Communication, Approaches to Learning, and Cognition and General Knowledge. Each developmental domain has sub-domains, which include developmental expectations, program standards, performance standards and a developmental continuum. Samples of children's behavior and adult strategies are also provided for each of the performance standards.

A complete copy of the Wisconsin Model Early Learning Standards is available at: <http://dpi.wi.gov/fscp/pdf/ec-wmels-bk.pdf>.

II. Wisconsin Model Academic Standards (WMAS; Grades 4, 8, and 12)

Academic standards specify what students should know and be able to do, what they might be asked to do to give evidence of academic standards, and how well they must perform. They include content, performance, and proficiency standards.

- Content standards refer to what students should know and be able to do.
- Performance standards tell how students will show that they are meeting a standard.
- Proficiency standards indicate how well students must perform.

The Wisconsin Model Academic Standards (WMAS) are written for 4th, 8th, and 12th grade and include academic standards in the four core areas of English/Language Arts, Mathematics, Science and Social Studies which are assessed through the Wisconsin Knowledge and Concepts Examination (WKCE). Wisconsin school districts can elect to develop grade level benchmarks. Yearly statewide assessments at grades 3, 4, 5, 6, 7, 8, and 10 are based on content from WMAS.

The DPI website: <http://dpi.wi.gov/standards/> contains additional information about the Wisconsin Model Academic Standards (WMAS).

1. Wisconsin Assessment Framework (Grades 3-8, and 10)

To assist school districts in focusing on the grade level-specific knowledge and skills to be assessed on the Wisconsin Knowledge and Concepts Examination (WKCE), the state has developed assessment frameworks in math, reading and science that are based on the Wisconsin Model Academic Standards (WMAS). The grade level specific framework for the academic standards in reading and mathematics includes an Objective (a group of cognitively related skills), a sub-skill (a group of related knowledge and skills that may include but is not limited to the descriptors that follow), and a Descriptor (an example of a specific knowledge or skill that may be assessed).

The grade level specific framework of objectives, sub-skills, and descriptors allows IEP teams to identify specific skills and performance expectations by grade level. The objectives, sub-skills, and descriptors also provide a common language for special education and general education teachers to collaborate in providing common learning outcomes for all students at a specific grade level.

2. Wisconsin Extended Grade Band Standards (Grades 3-8, and 10)

The State of Wisconsin has established Extended Grade Band Standards in Reading, Mathematics, and Science to guide instruction and curriculum planning for students with significant cognitive disabilities. These extended standards indicate what students with significant cognitive disabilities are expected to know and be able to do academically. These extended standards are used as the basis for the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD), and are available at: <http://www.dpi.wi.gov/sped/assmt-extstd.html>.

3. WMAS and Grade Level Expectations - District Benchmarks

Since Wisconsin does not identify academic standards at every grade level, many school districts use the WMAS as the foundation for defining district benchmarks. Curriculum, instruction and assessment are based on the grade level benchmarks. For more information about your district's benchmarks, contact your district curriculum coordinator or building principal.

What is the difference between Academic Standards and Curriculum?

Academic standards are statements about what students should know and be able to do (content standards), and how they will show that they have met the standard (performance standards). In other words, academic standards specify what is to be learned at certain points in time, and from a broad perspective, what performances will be expected as evidence that the learning has occurred. School districts may also develop benchmarks, which represent learning related to a standard that is mastered within a given grade, developmental level or timeframe.

Classroom curriculum is devised by districts to prepare students to meet academic standards and benchmarks using activities, lessons, and educational materials as well as instructional techniques at each grade level. Curriculum specifies the details for the plan of instruction to reach these academic standards. Curriculum links what is being taught (academic standards) to how it is measured (assessment).

Note: In the remainder of this document, the term academic standards will be used to include the Wisconsin Model Early Learning Standards, the Wisconsin Model Academic Standards, the Wisconsin Assessment Frameworks, and/or the Wisconsin Extended Grade Band Standards unless otherwise noted.

Wisconsin DPI is currently in the process of revising the existing Model Academic Standards in English language arts and mathematics <http://www.dpi.wi.gov/cal/standards-revisions.html>. As part of that process, the DPI worked with Achieve, Inc., to align Wisconsin's standards with the benchmarks of the American Diploma Project (ADP). In addition, individuals, groups, and organizations across Wisconsin have been invited to provide feedback and comment. Based on all input and feedback received, the writing teams will finalize the revisions to the standards in English language arts and mathematics, making them available to school districts later in the 2009-2010 school year.

Bringing Theory to Practice - Using academic standards during the IEP Team Meeting

When developing an academic standards-based IEP, the IEP team discusses the academic standards, local benchmarks or district learning expectations for all students to determine what the student with a disability needs to learn and demonstrate in each academic area of concern. The IEP team focuses on the local benchmarks representing the prioritized needs of the student. All teachers then align their instruction for that student to include the benchmark skills. If the district does not have benchmarks, the instruction could be aligned to the objectives, sub-skills, and descriptors found in the Wisconsin Assessment Framework. The IEP should also include any instructional modifications or accommodations the student may need to access the general

curriculum. The IEP team's decisions are put in writing and shared with the parents. For more information, see the Guide to Special Education Forms at <http://www.dpi.wi.gov/sped/doc/forms-guide.doc>.

Preparing for an IEP Team Meeting:

During an IEP team meeting all members bring a piece of the puzzle to the table. In order to be able to contribute, prior to attending a student's IEP Team meeting, participants prepare by:

- Being ready to discuss grade level or developmental learning expectations for all students based on academic standards and/or benchmarks.
- Being ready to discuss the impact of the student's disability on grade level or developmental learning expectations based on academic standards and/or benchmarks by providing data on the student's current level of performance.
- Being ready to discuss the student's strengths and disability related needs.

During the Meeting:

- Parents and students: Parents and students share the student's strengths and concerns related to academic achievement and functional performance.
- General education teachers: The general education teachers share information connected to the academic standards and district benchmarks (what all students know and are able to do at the current grade or developmental level) in the areas of disability related need for the student.
- Special education teachers: The special education teachers share the impact of the student's disability on grade level or developmental expectations and current level of academic achievement and functional performance, based on data.
- LEA Representative: The Local Education Agency (LEA) representatives should be knowledgeable about the general education curriculum, as well as about the resources that are available.

Meeting Agenda:

- Identify strengths related to the student's disability and parent concerns.
 - What are some areas where the student has shown success, including in academic areas?
 - What are some grade-level skills the student has been able to demonstrate?
- Identify and prioritize needs related to the student's disability.
 - How does the student's disability affect participation and progress in the general curriculum?
 - What supports does the student need to learn the knowledge and attain the skills to progress in the general curriculum?
- Discuss what all students know and are able to do in the academic, behavioral and functional areas of concern for the child with a disability.
 - Consider the grade-level academic content standards for the grade in which the student is enrolled. What is the intent of the chosen academic content standard?
 - Then discuss what all students should know and be able to do, based on the academic standards.

- This discussion is documented using measurable baseline data as part of the present level of performance on the IEP form.
- Identify what the student needs to learn to achieve grade level or developmental expectations for all students.
 - What is the student's instructional level?
 - Has the student been taught content aligned with grade-level academic standards?
 - Has the student been provided appropriate instructional scaffolding to attain grade-level expectations?
 - Were the lessons and teaching materials used to teach the student aligned with state grade-level standards?
 - What was the student's response to the academic instruction (e.g. progress monitoring data)?
 - What programs, accommodations (e.g. instructional and assessment), modifications and/or interventions have been used successfully with the student?
 - Is there data and/or results from assessment that can provide further useful information?
 - Consider factors related to the student's disability and how they affect how the student learns and demonstrates what he or she knows.
 - What accommodations are needed to enable the student to access the knowledge in the general curriculum?

Closing the Gap

What annual goals are necessary to close the identified gap between grade level benchmarks and current student performance?

Categorize the student's skills in the area(s) of concern into:

- Reading (phonemic awareness/phonics, vocabulary, decoding, comprehension, fluency)
- Math (computation/mathematical processes and problem solving in algebra, geometry, measurement and probability)
- Written and oral language

Use the present level of academic achievement and functional performance to determine what the student can be expected to accomplish during the term of the IEP.

Identify the following to develop the measurable annual goal statement(s):

- Specific level of attainment for each goal (to what degree)
- Any services, supplemental aids and/or supports needed to achieve the goal

Identify how the student's progress toward meeting the annual goals will be measured and when progress reports will be provided.

Develop measurable annual goals and methods of measuring progress toward meeting the goals (IEP Form I-6).

- What are the student's needs as identified in the present level of academic achievement and functional performance (IEP Form I-4)?
- Does the goal have a specific timeframe?
- 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?
- How will the student demonstrate what he/she knows on classroom, district and state assessments?
- Are a variety of assessments used to measure progress and are they aligned with Wisconsin's State Assessment System?
- What types of assessments are offered in Wisconsin?
- What types of responses do the different Wisconsin assessments require?
- What are the administrative conditions of the assessment (i.e., setting, delivery of instructions, time allotted, etc.).
- What accommodations are allowed on the assessment(s)? <http://www.dpi.wi.gov/oea/pdf/accom09.pdf>.
- Are the accommodations approved for the assessment also used in the classroom?
- How will progress be reported to parents?

Considerations When Writing Goals

- Reflect age and grade appropriate activities.
- State what the student can reasonably accomplish in one year.
- Consider how to enhance the student's ability to function more independently and be successful in the general curriculum.
- Identify the big items the student must learn linked to formative and summative assessment.
- Prioritize the student's needs for a successful, meaningful adult life (what will the student need to know in 10 years).
- Promote integration with peers.

The IEP goal is part of a plan to make the academic standards immediate and specific for the student.

The IEP team addresses all other disability related needs and the required elements of the IEP. See DPI's Guide to Special Education Forms <http://www.dpi.wi.gov/sped/doc/forms-guide.doc> , A Guide to Writing IEPs (2001) <http://dpi.wi.gov/sped/pdf/iepguide.pdf> and IDEA for more information.

Connecting the PLAAFP and Annual Goals to Academic Standards

In the next section, titled exemplars are provided to demonstrate some of the information needed and the discussion IEP teams can have when developing goals and objectives aligned with academic standards. Please note that the information in this section does not represent all the information needed for a required Present Level of Academic Achievement and Functional Performance (PLAAFP).

Exemplar 1: Connecting a Present Level of Academic Achievement and Functional Performance and Annual Goals to Wisconsin Model Early Learning Standards (WMELS)

Step I: Develop the Present Level of Academic Achievement and Functional Performance considering the Wisconsin Model Early Learning Standards. DPI Sample Special Education Form I-4 http://www.dpi.wi.gov/sped/doc/form-i4.doc .	
Key Questions:	Team Discussion
<p>a. What are the student’s strengths? What are the parent concerns?</p>	<p>Annie is a 4.6 year-old child who attends four-year-old kindergarten. Annie enjoys listening to books being read to her and points to pictures asking “What’s that?” She notices and identifies sounds in her environment such as birds, bells and clapping and likes singing simple rhyming songs. She enjoys playing with other children and her favorite stuffed animals. She puts the animals in lines and gives each animal one toy.</p> <p>Annie’s parents are concerned about the fact that she can recite numbers; however she cannot count more than one object. Her parents try to play word games that involve rhyming words and words that start alike. However, she does not seem to be hearing beginning or rhyming sounds.</p>
<p>b. What are the student’s prioritized needs related to the disability?</p>	<p>Annie’s disability impacts her ability to understand number concepts, her ability to recognize and generate rhyming words, and her ability to recognize and identify words that begin with the same sound. These literacy skills are related to the development of phonological awareness, a pre-requisite for reading. Her hearing has been tested and found to be in the normal range.</p> <p><u>Early Literacy/Reading:</u> Annie is not able to rhyme words during class activities involving rhyming games. When playing a class rhyming game, Annie is not able to say a real word or pretend word that rhymes with words such as “bear or hat.” She is also not able to play games with words that start the same such as “pit, pat, put” or say words that start like her name. At this time Annie is not able to independently rhyme simple words that sound alike or identify words that start alike.</p> <p><u>Math:</u> Annie can match one object to another object. When playing, she can put one toy with each animal and one plate at the table in front of each chair. She knows “one” and “more” and uses both words to communicate concepts of numbers. She is not able to</p>

	<p>count two or more pieces of food, toys, stair steps, flowers, etc. When playing with four or more animals and other toys, she is not able to group the toys into sets. If she has four animals, she is not able to put two animals in one group and two in another group and then re-group them into one group of three and one group of one.</p>
<p>c. What do all students need to know and do in prioritized areas of need? (Academic standards/Benchmarks):</p> <p><u>Reading:</u> WI Model Early Learning Standards: Domain: III. Language Development and Communication Sub-Domain: Early Literacy Performance Standard: C. EL. 3a. Develops Phonological Awareness.</p> <p>Note: Wisconsin Model Early Learning Standards are aligned with the Wisconsin Model Academic Standards. When developing local benchmarks for 4K and 5K, both sets of academic standards can be used as guides.</p> <p>WI Model Academic Standard: English/Language Arts DPI Content Standard: Standard A: Reading/Literature DPI Performance Standard: A.4.1 Use effective reading strategies to achieve their purposes in reading.</p>	<p><u>Early Literacy/Reading:</u> In the district, students Annie’s age are expected to be able to demonstrate phonemic awareness and play with words using rhyme and repetition.</p> <p>Annie’s 4K teacher reports that other children Annie’s age enjoy “playing with sounds.” They like to make-up silly words that rhyme and then laugh about the silly words. If asked “What word rhymes with pig?” they can tell several words that rhyme with “pig.” Other children can also identify three or more words that start alike such as “sun, sad, sit.” They enjoy playing games with words that start alike and do not start alike. At this time Annie does not have sound awareness of rhyming words or beginning sounds of words.</p>

District Grade Level Benchmark (when available):

4K Benchmarks (Blue Lake School District)

- Demonstrates phonemic awareness (discriminates between sounds, understands similarities between words, understands that sounds of letters make-up words).
- Plays with words through rhyme and repetition.

Math:

WI Model Early Learning Standards:

Domain: V. Cognition and General Knowledge

Sub-Domain: Mathematical Thinking

Performance Standard:

B. EL. 1 Demonstrates an understanding of numbers and counting.

B. EL. 2 Understands number operations and relationships.

Note: Wisconsin Model Early Learning Standards are aligned with the Wisconsin Model Academic Standards. When developing local benchmarks for 4K and 5K, both sets of academic standards can be used as guides.

WI Model Academic Standard: Mathematics

DPI Content Standard: Number Operations and Relationships

DPI Performance Standard:

B.4.2 Determine the number of things in a set by grouping and counting.

Math:

In the district, students Annie's age are expected to demonstrate an understanding of numbers and counting, and of number relationships.

In the area of numbers and mathematical thinking, Annie knows the concept of "one" and "more." Other children Annie's age can count the number of objects, pictures, animals, toys, etc. using one-to-one correspondence of 10 or more. In addition to counting objects, other children who are in 4K can group and re-group at least 10 or more objects into sets. If a child has 10 objects he/she can make groups of 5 and 5, 6 and 4, 8 and 2, etc. Annie is unable to count objects and group and re-group objects.

<p>District Grade Level Benchmark (when available): 4K Benchmarks (Blue Lake School District)</p> <ul style="list-style-type: none"> • Understands symbolic, concrete, verbal and pictorial representations of numbers (counts using one-to-one correspondence up to 10, provides number of objects requested, counts objects depicted by pictures). • Creates sets of objects up to 10 	
<p>d. What does the child need to learn to achieve grade level or developmental expectations?</p>	<p>Annie is not able to hear and identify the beginning sounds in words and hear and identify words that sound alike (rhyme). Other children Annie’s age can hear and identify rhyming words and beginning sounds which indicate that they have sound awareness (phonemic awareness) of the ways words and syllables can be divided into smaller units. Rhyming and alliteration are significantly related to later reading success.</p> <p>Annie understands that one object can be matched with another object. However, she does not understand the relationship between numbers beyond “one” and the number of objects. Other children Annie’s age understand number concepts related to counting objects up to 10 or more and can group and regroup 10 or more objects into number sets. Knowing the relationship between numbers and counting, grouping and regrouping sets of objects is necessary for Annie to be able to understand number operations and relationships.</p>

Step 2: Based on what the child needs to learn to achieve grade level or developmental expectations as defined by the Wisconsin Early Model Standards, develop measurable annual goals. DPI Sample Special Education Form I-6 <http://www.dpi.wi.gov/sped/doc/form-i6.doc>.

Early Literacy/Reading Goal:

When an adult reads a book to Annie that contains three to five letter words that start alike and words that rhyme, Annie will be able to recognize and tell at least three different sets of words (two or more words in a set) that start alike and three different sets of words (two or more words in a set) that rhyme 90% of opportunities.

Measure of Progress: Weekly charting of words that Annie recognizes as beginning alike and words that rhyme.

Math Goals:

1. When interacting with other children and/or adults during daily activities, Annie will be able to use numbers to count at least 10 movements (steps, jumps, hops), toys, pieces of food, pictures or objects in 4 of 5 opportunities.

Measure of Progress: At least once every two weeks, observation and charting of counting with one-to-one correspondence up to 10.

2. When interacting with other children and/or adults during daily activities, Annie will be able to group and regroup 6 objects into at least three different sets (3 and 3, 4 and 2, 5 and 1, etc.) in 4 of 5 opportunities.

Measure of Progress: At least once every two weeks, observation and charting of grouping and regrouping 10 objects into different sets.

What is DIFFERENT about this discussion of academic achievement and functional performance and goals?

1. IEP team members discuss Annie's strengths and prioritized learning needs in relation to the early learning standards for all children.
2. The conversation focuses on developmentally appropriate learning expectations in early literacy/reading and math and Annie's current skill levels in those areas.
3. The IEP goals developed for Annie are directly related to the skills Annie needs to develop in order to make progress in the early learning standards for all children.

Exemplar 2: Connecting a Present Level of Academic Achievement and Functional Performance and Annual Goal to Wisconsin Model Academic Standards (WMAS)

Step 1: Develop the Present Level of Academic Achievement and Functional Performance considering Wisconsin’s Model Academic Standards DPI Sample Special Education Form I-4 http://www.dpi.wi.gov/sped/doc/form-i4.doc .	
Key Questions:	Team Discussion
<p>a. What are the student’s strengths? What are the parent concerns?</p>	<p>Sam is a fifth grade student who has good school attendance. He is pleasant and willing to try new strategies for learning things that are difficult for him. He likes to listen to books on tape, especially on non-fiction topics such as volcanoes and tennis. He uses audio tools on the computer to learn about things of interest to him. In math, he has a good grasp on computation working with whole numbers.</p> <p>Sam’s parents are concerned that his poor performance in reading and math will put him further and further behind his classmates.</p>
<p>b. Using measurable data, what are the student’s prioritized needs related to the disability?</p>	<p>Sam is a fifth grade student whose disability impacts his ability to perform at grade level in the areas of reading fluency and comprehension and math computation in fractions and decimals.</p> <p><u>Reading:</u> Sam’s general education teacher reports that his listening comprehension, understanding of directions and vocabulary are grade appropriate. Both his special and general education teacher report that Sam finds reading words of 3 or more syllables difficult, and he does not use reading strategies to help identify unknown words in grade level reading materials. His fluency in reading grade level text is 60 words per minute with 6-8 errors.</p> <p><u>Math:</u> Math work samples and error analysis show that Sam can solve three- and four-digit addition and subtraction with regrouping; multiplication of two-digit by one-digit numbers; division with single-digit divisors and two-</p>

	<p>digit dividends and with two-step or mixed operation problems with single-digit numbers. Given a math probe of 20 problems, Sam is unable to complete computation problems involving fractions and decimals. For example, Sam can add and subtract decimals in the context of money with 20% accuracy. Sam is also able to add and subtract fractions with like denominators with 35% accuracy.</p>
<p>c. What do all students need to know and do in the prioritized areas of need? (Academic standards/Benchmarks):</p> <p><u>Reading:</u> WI Model Academic Standard: English/Language Arts DPI Content Standard: Standard A: Reading/Literature DPI Performance Standard: A.8.1 Use effective reading strategies to achieve their purposes in reading. District Benchmark (whenever available): LA-E 8: Decodes words not recognized immediately by using phonetic and structural analysis techniques, the syntactic structure and the semantic context. Assessment Framework at Grade 5:</p> <ul style="list-style-type: none"> ▪ Objective 1: Determine the meaning of words and phrases in context. ▪ Sub-skill 1.2: Use knowledge of word structure to determine the meaning of words and phrases. ▪ Descriptor: Use knowledge of root words to determine the meaning of a word. <p><u>Math:</u> WI Model Academic Standard: Mathematics DPI Content Standard: Number Operations and Relationships DPI Performance Standard: B.4.6 Add and subtract fractions with like denominators. B.4.7 In problem-solving situations involving money, add and subtract decimals.</p>	<p>The principal reports the district expectations for all students in Sam’s grade are to decode unfamiliar words by using a variety of strategies, including phonetic and structural analysis, examining syntactic structure and the semantic context.</p> <p>Sam’s classroom teacher reports that he is very attentive when grade level materials are read to the class in science, social studies and other areas. He can answer comprehension questions as well as the other kids. His teacher states that his main problem is figuring out words he doesn’t know during independent reading of classroom materials. When she listens to his classmates read, she finds that they average 110-139 words correct per minute and are using word structures (root words, context) to identify unfamiliar words. When she listens to Sam read aloud, she notes that he does not have any strategies for attacking words he does not recognize. Sam’s Title I reading teacher noted similar findings.</p> <p>The principal reports that the district expectations for all students in Sam’s grade are to add and subtract fractions with like denominators, as well as add and subtract decimals in problem-solving situations.</p> <p>In math, Sam’s fifth grade teacher indicated that he has a good grasp on computation working with whole numbers, but struggles with computation problems involving fractions and decimals. She is concerned that this will affect Sam in everyday activities such as measuring and working with money. The average class score on computation worksheets involving 20 addition and subtraction problems with fractions and decimals is 82%. Currently Sam is able to add and subtract decimals with 20% accuracy and fractions with</p>

<p>District Benchmark (whenever available): Standard C: Uses basic and advanced procedures while performing the process of computation. M-C7: Adds and subtracts simple fractions M-C10: Adds and subtracts decimals with accuracy Assessment Framework:</p> <ul style="list-style-type: none"> ▪ Objective 1: Number Operations and Relationships ▪ Sub-skill 1.2: Computation ▪ Descriptor: Add/subtract fractions with denominators, and decimals in the context of money. 	<p>like denominators with 35% accuracy.</p>
<p>d. What does the child need to learn to achieve grade level expectations?</p>	<p><u>Reading:</u> The team agrees that in reading Sam’s major need is to develop strategies for using word structure to decode unfamiliar words so that he can improve his overall reading fluency. Currently he is reading 60 WPM with 6-8 errors and his classmates average 110-139 WPM correct and use context, word roots, and understanding of word structure to support their fluency.</p> <p><u>Math:</u> Currently Sam is able to add and subtract decimals with 20% accuracy and fractions with like denominators with 35% accuracy while classmates average 82%. The IEP team agrees that this will impact Sam’s ability to apply math skills to every day activities such as measurement and money.</p>

Step 2: Based on what the child needs to learn to achieve grade level or developmental expectations defined by academic standards, develop measurable annual goals. DPI Sample Special Education Form I-6 <http://www.dpi.wi.gov/sped/doc/form-i6.doc>.

Reading Goal: Using word structure to determine meaning, Sam will orally read 85 words per minute in **grade level text** with no more than 2 errors in 90% of oral reading opportunities.

Measure of Progress: Weekly timed oral readings in grade level material; log of observations of weekly oral reading using classroom materials.

Math Goal: Given a math probe of 20 problems, Sam will increase math computation skills using fractions and decimals to 80% accuracy.

Measure of Progress: Math probes; work samples and error analysis

What is DIFFERENT about this discussion of academic achievement and functional performance and goals?

1. IEP team members discuss Sam's strengths and prioritized learning needs in relation to the academic standards for all children.
2. The conversation focuses on grade level expectations in reading and math and Sam's current skill levels in those areas.
3. Sam's IEP goals are directly related to the skills he needs to develop in order to make progress in the academic standards for reading and math.

Exemplar 3: Connecting a Present Level of Academic Achievement and Functional Performance and Annual Goals to Wisconsin Extended Grade Band Standards (EGBS)

Step 1: Develop the Present Level of Academic Achievement and Functional Performance considering Wisconsin’s Extended Grade Band Standards DPI Sample Special Education Form I-4 http://www.dpi.wi.gov/sped/doc/form-i4.doc.	
Key Questions:	Team Discussion
a. What are the student’s strengths? What are the parent concerns?	<p>Zach is a seventh grade student who likes to come to school. He likes to please his teacher and help others. Zach enjoys playing games and is more willing to work when game type activities are used. He likes short, repetitive picture books or books with simple phrases. In math, he is able to solve simple addition and subtraction problem for numerals 0-5 using objects paired with the numerals. He enjoys number games.</p> <p>Zach’s parents want him to have access to academic content instruction and meaningful participation in the 7th grade classroom with grade peers.</p>
b. Using measurable data, what are the student’s prioritized needs related to the disability?	<p>Zach is a seventh grade student whose cognitive disability impacts his ability to perform at grade level in the reading. Zach uses emergent level text to improve his word attack, vocabulary, fluency, and comprehension skills while his peers use chapter books to develop their reading skills. Zach works with single digit numbers 0-5 while as his peers solve problems involving 2-3 digit numerals, fractions, and decimals.</p> <p><u>Reading:</u> Zach is a solid beginning reader. He can identify the letters of the alphabet and can read his name and approximately 175 high frequency, high interest words. He uses reading in the community by identifying the logos on stores, gas stations, and fast food restaurants. Zach enjoys being read to on a one-on-one basis; however struggles independently reading any book beyond a simple picture book with two or three sentences per page. Zach looks for adult help when he comes to an unfamiliar word but is beginning to use basic letter sound relationship skills to identify new words. He is currently not using context clues to identify words and their meaning.</p>

	<p><u>Math:</u> Math work samples and classroom observations show that Zach can solve simple addition and subtraction problems up to five when numerals are paired with objects. He is beginning to work on simple addition and subtraction problems above 5 using manipulatives.</p>
<p>c. What do all students need to know and do in prioritized areas of need? (Academic standards/Benchmarks):</p> <p><u>Reading:</u> WI Model Academic Standard: English/Language Arts DPI Content Standard: Standard A: Reading/Literature DPI Performance Standard: A.8.1 Use effective reading strategies</p> <p>Assessment Framework at Grade 7: Objective 1: Determine the meaning of words and phrases in context. Sub-skill 1.1: Use context clues to determine the meaning of words and phrases. Descriptor: Use context clues to determine the meaning of unfamiliar words.</p> <p>Extended Grade Band Standard 7-8: Use context clues to understand meanings of words.</p> <p><u>Math:</u> WI Model Academic Standard: Mathematics DPI Content Standard: Number Operations and Relationships DPI Performance Standard: B 8.7: In problem solving situations, select and use appropriate computational procedures with rational numbers.</p>	<p>The principal reports the district expectations for all students in Zach’s grade are to determine the meaning of words and phrases in content. Students at Zach’s grade level who receive instruction aligned with the Extended Grade Band Standards are expected to use context clues to determine word meaning.</p> <p>Related to reading, Zach’s general education classroom teacher reports that the materials for science and social studies need to be broken down into smaller chunks for Zach. A preview of the materials, such as doing a picture walk to build background knowledge, is necessary before whole group instruction. Zach relies on pictures to make meaning of text and struggles with grade level text containing few or no pictures. Currently he is not using any other context clues to make meaning of the text.</p> <p>The principal reports the district expectations for all students in Zach’s grade are to use multiple operations to explore rate of change, reciprocals, ratios, and proportions. Students at Zach’s grade level who receive instruction aligned with the Extended Grade Band Standards are expected to solve single-digit addition and subtraction problems in real life situations.</p> <p>In math, Zach’s classroom teacher reports that he works very hard and is very proud of his successes. While grade-level students are working on solving problems comparing ratios and proportions, Zach continues to focus on whole numbers 0-10. A number line with numerals to ten has been introduced to enable Zach to begin solving simple single digit addition and subtraction problems up to ten without using objects.</p>

<p>Assessment Framework:</p> <ul style="list-style-type: none"> ▪ Objective 1: Number Operations and Relationships ▪ Sub-skill B.b: Computation ▪ Descriptor: Compare, perform and explain operations on real numbers with and without context. <p>Extended Grade Band Standard 7-8: Use four basic operations in everyday situations.</p>	
<p>d. What does the child need to learn to achieve grade level expectations?</p>	<p><u>Reading:</u> The team agrees that in reading Zach’s major need is to develop independent reading strategies. These include using context clues to identify and determine the meaning of words. Zach needs to improve his overall reading level to function independently in his environment and to be involved and progress in the general education classroom.</p> <p><u>Math:</u> The IEP team agrees that Zach needs to learn to solve addition and subtraction problems up to ten in order to apply math skills to every day activities such as measurement, time and money.</p>

Step 2: Based on what the child needs to learn to achieve grade level or developmental expectations as defined by the Wisconsin extended grade band standards, develop measurable annual goals. DPI Sample Special Education Form I-6

<http://www.dpi.wi.gov/sped/doc/form-i6.doc>.

Reading Goal: When independently reading a 5-8 sentence paragraph, Zach will identify an unknown word using context clues in 3 of 5 opportunities.

- a. Zach will independently read a 3-4 sentence paragraph with 90 percent accuracy by the end of the first quarter of the school year.
- b. Zach will identify an unknown word in a two sentence example using context clues 3 out of 5 times by the end of the second quarter.
- c. Zach will independently read a 5-6 sentence paragraph and identify an unknown word using context clues in 3 of 5 opportunities by the end of the third quarter.

Measure of Progress: Observation log, reading samples.

Math Goal: Using a number line, Zach will solve simple single digit addition and subtraction number problems summing up to ten with 80% accuracy.

- a. Using a number line, Zach will solve simple single digit addition problems summing up to 5 with 80% accuracy by the end of the first quarter of the school year.
- b. Using a number line, Zach will solve simple single digit subtract problems summing up to 5 with 80% accuracy by the end of the second quarter of the school year.
- c. Using a number line, Zach will solve addition and subtraction number problems summing up to 8 with 80% accuracy by the end of the third quarter of the school year.

Measure of Progress: Classroom observations; work samples.

What is DIFFERENT about this discussion of present level of academic achievement and functional performance and goals?

1. IEP team members discuss Zach's strengths and prioritized learning needs in relation to the extended grade band standards.
2. The conversation focuses on grade level expectations in reading and math and Zach's current skill levels in those areas.
3. Zach's IEP goals are directly related to the skills Zach needs to develop in order to make progress in the extended grade band standards for reading and math.

REFERENCES

Ahern, E. (May 2006). Standards-Based IEPs: Implementation in Selected States. *Project Forum*. National Association of State Directors of Special Education (NASDSE), 1800 Diagonal Rd., Suite 320, Alexandria, VA 22314.

Holbrook, M. (July 2007). Standards-Based Individualized Education Program Examples. *Project Forum*. National Association of State Directors of Special Education (NASDSE), 1800 Diagonal Rd., Suite 320, Alexandria, VA 22314.

Hock, M. (2000). *Standards, assessments and IEPs: Planning for success in the general education curriculum*. Montpelier, VT: Vermont Department of Education.

McLaughlin, M. (December 1, 2005 CEC Web Seminar) NCLB, Access to the General Education Curriculum, and IEPs: Putting It All Together. Downloaded April 2006 from <http://www.cec.sped.org/pd/webseminar/McLaughlin.html>.