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| **6 Steps for Developing IEPs Aligned with Common Core State Standards**  **Samples** | | |
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| **Title - Math** | | |
| Please note this sample only represents one goal and supporting information from a student’s IEP. | | |
| **Grade Level – 4th** | | |
| **Renaldo, a 4th grade student who receives in class resource support in math.** | | |
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| **Common Core Alignment Before IEP Development** | **Step 1** | **Step 1 (a). What are the Common Core State Standards (CCSS) for the grade in which student is enrolled and will be enrolled in during the IEP? Step 1 (b). Assess Student to Determine Where Student is Functioning in identified area of need** (i.e.(a) Transition Goals (b) Quality of Life Outcomes (c) Social Emotional and BehavioralAreas (d) Grade Level Standards (e) Technology Skills) |
| 1(a). CCSS in math 4th grade.  1(b). Performance on Grade Level Standards: On problem solving tasks, the student scored 3 out of 12 (benchmark 8, see attached district grade level rubric). He scored 50 out of 50 on both multiplication and division assessments (Shoreline Fluency Assessments). On the ADDVantage multiplication/division assessment he is able to multiply 2 by 1 digit problems and divide 1-digit divisors into 2 digit dividends (construct 5 of 6). |
| **Step 2** | **Step 2(a). Prioritize the CCSS(s) and its essential element(s) to be addressed in the IEP. Step 2(b). Expectation(s) of the prioritized standard.** |
| Step 2(a). CCSS 4.0a Operations and Algebraic. **Solve multistep word problems** posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Present these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and extension strategies including rounding.  Step 2(b). Expectations:   * Read and comprehend grade 4 text. * Fluent and accurate when computing addition, subtraction, multiplication, and division facts of whole numbers. * Write an answer statement. * Write an equation (using X for the unknown variable) * Work independently. * Solve multistep word problems using whole numbers. * 4th grade math vocabulary |
|  | **Step 3** | **Step 3. Using Data, identify Present Levels of Functional Performance and/or Academic Achievement related to the prioritized CCSS(s) identified in Step 2.** |
| **IEP Development** | On problem solving tasks, the student scored 3 out of 12 (benchmark 8, see attached district grade level rubric). Renaldo scored 50 out 50 on both multiplication and division assessments (Shoreline Fluency Assessments). On the ADDVantage multiplication/division assessment he is able to multiply 2 by 1 digit problems and divide 1-digit divisors into 2 digit dividends (construct 5 of 6). He is able to solve multi-digit addition/subtraction tasks using the traditional algorithm and is beginning to multiply and divide multi-digit numbers (scored 6 out of 20 on mixed skill teacher created CBM). Language difficulties in vocabulary knowledge impact his comprehension of word problems. He responds best to the pre-teaching of key math vocabulary. He is able to independently use the problem-solving checklist to complete step 1 of a graphic organizer (Step 1: read the problem, underline key information, and accurately solve). |
| **Step 4** | **Step 4. Prioritize and Use Present Levels of Performance to Develop Measurable Annual Goals Aligned with Grade Level Standards:** |
| **Baseline:** On problem solving tasks, Renaldo scored 3 out of 12 (benchmark 8, see attached district grade level rubric).  **Goal:** Using graphic organizers and checklist Renaldo will use the four operations to solve multistep whole number word problems including problems with remainders scoring 8 out of 12 on 4th grade district problem solving rubric.  **Short Term Objectives:**   * When given grade 4 math vocabulary Renaldo will categorize key vocabulary terms according to operation with 100% accuracy using teacher categorization tasks. * Renaldo will be able to solve 2 by 2 digit multiplication equations and 1-digit divisors into 4 digit dividends scoring a construct 6 on the ADDVantage multiplication/division assessment administered quarterly. * Given biweekly mixed skill (addition, subtraction, multiplication and division) teacher made CBMs Renaldo will score 18/20. * Using the graphic organizer and checklist, Renaldo will independently identify and sequence the first two steps of a multistep word problem and solve these steps scoring 6 out of 12 on 4th grade district problem solving rubric. |
| **Step 5** | **Step 5. Establish Type of Data to be Collected, How Often, and Progress Monitoring Report Progress Monitoring Data to Families** |
| **Progress Measurement (Type and How Often):**   * Score problem solving task monthly using district problem solving rubric.   **Report Progress Monitoring Data to Parents:** Quarterly |
| **Step 6** | **Step 6. Identify Specifically Designed Instruction and Include Related Services Identify the instruction and classroom assessment Accommodations and Program Modifications to Provide Access and Progress in the General Curriculum Identify Assistive Technology devices and services need for instructions or assessment Determine Accommodations for State and Local Assessment** |
| **Specially designed instruction:**   * Explicit instruction and providing immediate feedback, models, and visual supports in small groups and 1:1.   **Accommodations and/or program modifications:**   * In math during problem solving use graphic organizers, checklist of steps in solving work problems, color coding of steps in word problems, underlining of key information and provide extended time on math assignments and assessments. * Renaldo will chart his progress by plotting scores from problem solving rubric on a graph. * Use extended time, visual organizers, highlighter and color coding in state and district assessment. |