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| **6 Steps for Developing IEPs Aligned with Common Core State Standards**  **Samples** | | |
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| **Title - English Language Arts**  (Please note this sample only represents one goal and supporting information from a student’s entire IEP) | | |
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| **Grade Level – Grade 1 Student, Sammie**  Sammie, an English speaking 7 year old, is currently at the end of first grade. She went through the district’s multi-tiered systems of support (MTSS), a combined RTI and PBIS problem solving team process. Sammie’s results on the district’s fall benchmark screenings placed her in the “at risk” category. She has a Personal Literacy Plan and was provided supplemental instruction by the classroom teacher that emphasized decoding and sound blending. Her progress was monitored bi-monthly. At the middle of the year (winter benchmark) Sammie continued to score “at risk” and she was placed in a tier two intervention. She received a standard protocol intervention, My Sidewalks, provided by the reading specialist and was progress monitored weekly. At the end of an 8 week intervention Sammie did not reach the expected rate of improvement and the Problem Solving Team put Sammie in a more intensive intervention, Road to the Code, which was provided by the special educator. Her progress was monitored twice per week. By May although Sammie had made gains her rate of improvement was not sufficient to close the gap between her performance level and the expected level of performance for the end of first grade. A referral for a full and individual evaluation was made and using multiple sources of data including all the RTI data that was collected Sammie was deemed eligible for special education and an initial IEP was developed. | | |
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| **Common Core Alignment Before IEP Development** | **Step 1** | **Step 1. Identify CCSS for all students for Grade Level Student is Enrolled and will be Enrolled during the IEP.** |
| Consider all the ELA CCSS at 1st grade www.corestandards.org |
| **Step 2** | **Step2. Assess Student to Determine Where Student is Functioning in all areas including** (a) Transition Goals (b) Quality of Life Outcomes (c) Social Emotional and Behavioral Areas **(d) Grade Level Standards** (e) Technology Skills |
| **Sammie’s Performance on Grade Level Standards**   1. Phonics and word recognition. At the end of first grade the expectation is students can read 120 high frequency words. Sammie can read 50. At the end of first grade it is expected students can correctly identify 50+ correct letter sounds and 13 whole words on a Nonsense Word Fluency Curriculum Based Measure. Sammie can identify 24 correct letter sounds. 2. The expected End of the Year benchmark for oral reading fluency in first grade is 47 correct words per minute as measured by an ORF Curriculum Based Measure. Sammie can read 25 words correct per minute. The expected instructional reading level for the end of first grade as measured by the DRA is 16. Sammie’s instructional reading level is DRA Level 4.   **Priority CCSSs and their essential elements**  **A.** CCSS English Language Arts, Reading Standards: Foundational Skills: Phonics and Word Recognition: Grade 1 students:  3. Know and apply grade-level phonics and word analysis skills in decoding words.  a. Know the spelling sound correspondences for common consonant digraphs  b. Decode regularly spelled one-syllable words.  c. Know final –e and common vowel team conventions for representing long vowel sounds  d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  e. Decode two syllable words following basic patterns by breaking the words into syllables.  f. Read words with inflectional endings.  g. Recognize and read grade-appropriate irregularly spelled words.  <http://www.corestandards.org/ELA-Literacy/RF/1/>  A. CCSS English Language Arts, Reading Standards: Foundational Skills: Fluency: Grade 1 students:  4. Read with sufficient accuracy and fluency to support comprehension.  a. Read on-level text with purpose and understanding.  b. Read on-level text orally and with accuracy, appropriate rate, and expression on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  <http://www.corestandards.org/ELA-Literacy/RF/1/> |
|  | **Step 3** | **Step 3. Use Data to Establish Present Levels of Functional Performance and Academic Achievement in all areas including** (a) Transition Goals (b) Quality of Life Outcomes (c) Social Emotional and Behavioral Areas **(d) Grade Level Standards** (e) Technology Skills |
| **IEP Development** | **Present Level of Academic Achievement**  When grade level text is read to Sammie or she listens to a voice output device/app, she is able to answer questions on key details, and can retell the story using characters, settings and major events. She can identify main topics and key details. Sammie cannot read the text herself because of her difficulty with word recognition.  At the end of first grade Sammie can read 50 high frequency words and the expectation for end of first grade is 120. She can associate consonants with their common spellings and is beginning to blend sounds. She can regularly decode one syllable words in the consonant, vowel, consonant (cvc) pattern with short “a” sound such as cat, or pan.  *Her oral fluency reading level is 25 words per minute and the expected rate is 47 words per minute when measured by an oral reading fluency CBM.* (CCSS: Grade 1 Foundational Skills: Fluency).  On a recently administered DRA 2 (Developmental Reading Assessment 2) Sammie’s scored at a level 4, a beginning first grade level. The expected level for the end of first grade is level 16. Sammie was provided with an intensive intervention by the special educator as part of the district’s MTSS. The intervention was supplemental to her classroom reading program. She met with the special educator for daily intervention blocks of 30 minutes in individual sessions and her progress was monitored using Nonsense Word Fluency Probes (NWF). On the end of the year benchmark assessment of nonsense word fluency which measures a student’s correct letter sounds and sound blending, Sammie scored 24 correct letter sounds where it is expected at end of first grade to be 50+ correct letter sounds and 13 whole words. (CCSS: Grade 1 Foundational Skills: Phonics and Word Recognition). |
| **Step 4** | **Step 4. Prioritize and Use Present Levels of Performance to Develop:** (a) Transition Services, (b) Measurable Functional Goals, **(c) Measurable Academic Goals Aligned with Grade Level Common Core State Standards,** (d) Measurable Goals for Developing Technology Skills |
| **Measurable Annual Goals Aligned with Grade-Level Academic Standards.**  **Baseline**: 25 words correct per minute on first grade Oral Reading Fluency Curriculum Based Measurement.  **Goal**: By the end of second grade Sammie will read aloud a second grade Curriculum Based Measurement of Oral Reading Fluency, at 90[[1]](#footnote-1) words correct per minute with 95% accuracy.  **Short term objectives:**  STO 1: Sammie will read 47 words correct per minute (Nov), 63 words correct per minute (January) and 80 words correct per minute (April) using 2nd Grade Oral Reading Fluency Curriculum Based Measurement at 95 % accuracy.  STO 2: Sammie will read 100 high frequency words (Nov), 125 high frequency words (Jan.) and 150 high frequency words (April) at 95% accuracy.  STO 3: Sammie will decode cvc (Nov), cvce (Jan), cvvc (April) words with a,e,i,o,u vowel patterns at 80% accuracy. |
| **Step 5** | **Step 5. Establish Type of Data to be Collected, How Often, and Progress Monitoring Report Progress Monitoring Data to Families** |
| **Progress Measurement**  Progress monitoring Oral Reading Fluency Curriculum Based Measurement passages at the second grade level will be administered to Sammie once a week.  **Report Progress Monitoring Data to Parents**  Progress will be reported 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:**  Supplemental reading instruction using an evidence based phonetic based multisensory reading program will be provided to Sammie for 45 minutes each day, 5 days a week, 4 weeks per month in groups no larger than 3.  **Accommodations and/or program modifications:**  When directions are written teacher will read directions to Sammie and restate them.  When grade level material is provided for instruction Sammie will be provided the option to have it read aloud by a peer or listen to it on tape or be provided a text to speech technology device (voice output device). |

1. The expected end of the second grade benchmark for ORF in the district is 100 words correct per minute. [↑](#footnote-ref-1)