Aligning the IEP to Enrolled Grade Level Curriculum

§ 300.39
Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—
(1) To address the unique needs of the child that result from the child's disability; and
(2) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.
### Project Forum's Seven Step Process

**Step 1:**
Consider the grade-level content standards for the grade in which the student is enrolled or would be enrolled based on age.

**Step 2:**
Examine classroom and student data to determine where the student is functioning in relation to the grade-level standards.

**Step 3:**
**Develop the present level of academic achievement and functional performance.**

- Develop measurable annual goals aligned with grade-level academic content standards.
- Assess and report the student's progress throughout the year.
- Identify specially designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum.
- Determine the most appropriate assessment option.

### IDEA Requirement

34 CFR §300.320 (a)(1)

[The IEP must include a] statement of the child's present levels of academic achievement and functional performance including –

1) How the child's disability affects the child's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled children); or
2) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.

---

### The PLA AFP is...

- Information on where the student is currently functioning/performing;
- Based on multiple sources of current data that are relevant to the areas being addressed;
- Information regarding how the child's disability impacts his/her progress;
- Individualized based on a student's current levels and how his/her disability is impacting his/her involvement/progress.

### The PLA AFP does have to...

- Include data regarding a student's current functioning/performance levels and critical areas of need; and
- Include information on how the student's disability affects his/her access to/progress in the general curriculum.

### The PLA AFP is not...

- A restatement of grades, IIE information, CRS information, etc.;
- Simply a grade level equivalent;
- Inclusive of every piece of data that exists on the student;
- A restatement of why/how the child qualifies for special education services or
- The same for every student.

### The PLA AFP does not have to...

- Include a detailing/listing of data sources used in development;
- Include the terminology "critical needs";
- Detail or explicitly break out information on every content/subject/functional area;
- Look the same (cover the same areas) for every student;
- Be written using a specific format; or
- Be in a specific "place" on the ARD/IEP document.

---

**Note:** There is no specific "formula" or "format" for a PLA AFP. The PLA AFP must be tailored to the student. Two students with the same disability may have PLA AFPs that include very different information and/or cover different academic/functional areas, based on the impact the individual student's disability has on his/her access/progress in the general curriculum.

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The purpose of the PLA AFP is to detail a student's current performance/functioning, including how the impact the student's disability is having on his/her involvement/progress.

The PLA AFP will be used to determine critical areas of need that will be developed into measurable annual goals in Step 4 of the IEP process.
# Present Levels of Academic Achievement and Functional Performance (PLAAFP)

<table>
<thead>
<tr>
<th>Does the PLAAFP reflect a review of the FIE and incorporation of FIE data?</th>
<th>Is there consistency between what the PLAAFP reports and what is reported in the FIE?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does the PLAAFP identify the same disability condition that is reported in the FIE?</td>
</tr>
<tr>
<td></td>
<td>Does the PLAAFP reflect information from the FIE about how the disability impacts access and progress in the general education curriculum? Does the PLAAFP identify the critical area of need?</td>
</tr>
<tr>
<td>Is there information about the amount of progress over the past year?</td>
<td>Is there a review or summary of the previous year’s IEP?</td>
</tr>
<tr>
<td></td>
<td>Is progress noted through informal, criterion-referenced, curriculum-based, and norm-referenced data?</td>
</tr>
<tr>
<td></td>
<td>Is there evidence of change in performance from last year? If not, is an explanation provided?</td>
</tr>
<tr>
<td>Is student performance with accommodations and/or modifications reported as well as performance without?</td>
<td>Knowing the &quot;with and without&quot; information provides a justification for why a particular accommodation or modification is necessary to include in the IEP.</td>
</tr>
<tr>
<td></td>
<td>This information will be helpful if an Accommodations Request Form (ARF) must be submitted to TEA.</td>
</tr>
<tr>
<td></td>
<td>The accommodations and/or modifications are components of the student’s specially designed instruction.</td>
</tr>
<tr>
<td>Is there information from a variety of sources in a variety of different settings?</td>
<td>A complete and accurate picture is needed.</td>
</tr>
<tr>
<td></td>
<td>How is parent information documented?</td>
</tr>
<tr>
<td></td>
<td>How are student preferences and interests documented?</td>
</tr>
<tr>
<td></td>
<td>If the information varies or is contradictory, provide an explanation.</td>
</tr>
<tr>
<td>Are measurable/observable baseline data included?</td>
<td>The baseline must be identified in order to track progress.</td>
</tr>
<tr>
<td></td>
<td>Observable and measurable = can you see it and count it?</td>
</tr>
<tr>
<td></td>
<td>What is the measurement tool being used to establish the baseline? This is the baseline measure that should be used later in development of annual goals.</td>
</tr>
<tr>
<td>Is it clear how the disability affects involvement and progress in the same curriculum as nondisabled students?</td>
<td>You must know what the enrolled grade-level peers are doing.</td>
</tr>
<tr>
<td></td>
<td>If reporting scores obtained on benchmark tests, grades, etc., is there information on how same-aged peers performed?</td>
</tr>
<tr>
<td></td>
<td>Does the PLAAFP reflect the student’s academic strengths as well as the critical areas of need in learning and/or progressing in the enrolled grade-level curriculum? Does the PLAAFP reflect the student’s functional strengths as well as the critical skills needed to access the enrolled grade-level curriculum?</td>
</tr>
</tbody>
</table>
## Types of Data

<table>
<thead>
<tr>
<th>TYPE</th>
<th>INFORMAL</th>
<th>CRITERION REFERENCED</th>
<th>CURRICULUM BASED</th>
<th>NORM REFERENCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL EXAMPLES</td>
<td>Information from a variety of sources that is generally more qualitative than quantitative in nature</td>
<td>A measure of how the student is performing when compared to a set criterion</td>
<td>A measure of how the student is progressing in the curriculum</td>
<td>Information obtained from standardized achievement, intellectual, or behavioral measures</td>
</tr>
<tr>
<td></td>
<td>• Observations</td>
<td>• State Assessment Results</td>
<td>• Benchmark Tests</td>
<td>• Wechsler Measures (WISC IV, WIAT III)</td>
</tr>
<tr>
<td></td>
<td>• Parent Reports</td>
<td>• TPRI</td>
<td>• Oral Reading Fluency</td>
<td>• Woodcock Johnson III Tests</td>
</tr>
<tr>
<td></td>
<td>• Teacher Reports</td>
<td>• Iowa Test of Basic Skills</td>
<td>• AIMSweb</td>
<td>• BASC 2</td>
</tr>
<tr>
<td></td>
<td>• Grades</td>
<td></td>
<td>• Rubrics</td>
<td>• Adaptive Behavior</td>
</tr>
<tr>
<td></td>
<td>• Anecdotal Records</td>
<td></td>
<td>• Data Sheets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Work Samples</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DISTRICT-SPECIFIC EXAMPLES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAMPUS-SPECIFIC EXAMPLES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROGRAM-SPECIFIC EXAMPLES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student:</td>
<td>Area(s):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Data Sources Utilized for Determining Present Levels</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Input, if appropriate</td>
<td>Parent Input</td>
<td>Formal Assessment(s)</td>
<td>State Assessment Information</td>
<td>Teacher Administered Assessment/Other Informal Assessments</td>
</tr>
<tr>
<td>Strengths (Including conditions)</td>
<td>Critical Needs</td>
<td>Impact of Disability</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

***Adapted with permission from Katy ISD***

© ESC 20 and Texas Education Agency
A Graphic Organizer for Critical Needs

Present Levels of Academic Achievement and Functional Performance

Student’s Name: ____________________________  Grade: _______  Date: ______________

<table>
<thead>
<tr>
<th>Academic/Functional Area</th>
<th>Critical Need</th>
<th>Present Levels Statement (write in Measurable/Observable Terms)</th>
<th>Data Sources</th>
<th>Enrolled Grade-Level Content Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Answer: What can the student do? (Include conditions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

PPCD/Pre-K: How does the student’s disability affect his/her participation in appropriate activities?

K-12: How does the student’s disability affect his/her involvement and progress in the general education curriculum?
<table>
<thead>
<tr>
<th>What are the sources of current data?</th>
<th>Based on [data source(s)]</th>
</tr>
</thead>
</table>

What are the student's strengths including conditions (accommodation(s), modification(s), support(s)), student uses in order to be successful in these areas?

[student] is able to [behavior(s)/skill(s)]

with success rate, using [percentage, count, etc.] [condition(s)]

What are the priority critical educational needs to be addressed in the annual goals written for the student?

It is noted that he/she is experiencing difficulty with [behavior(s)/skill(s)]

as evidenced by [data source(s)]

In this area, he/she is able to

[behavior(s)/skill(s)] with success rate,

[percentage, count, etc.] using [condition(s)]

What are the effects of the disability on the student?

[student]'s disability in

hinders his/her ability to

In the following way(s): 


*** Adapted with permission from ESC-1 ***
## Annual Goals Summary

<table>
<thead>
<tr>
<th>Project Forum’s Seven Step Process</th>
<th>IDEA Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1:</strong> Consider the grade-level content standards for the grade in which the student is enrolled or would be enrolled based on age.</td>
<td>34 CFR §300.320(a)(2)(i)</td>
</tr>
<tr>
<td><strong>Step 2:</strong> Examine classroom and student data to determine where the student is functioning in relation to the grade-level standards.</td>
<td>[The IEP must include a statement of measurable annual goals, including academic and functional goals designed to—]</td>
</tr>
<tr>
<td><strong>Step 3:</strong> Develop the present level of academic achievement and functional performance.</td>
<td>1) Meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general curriculum; and</td>
</tr>
<tr>
<td><strong>Step 4:</strong> Develop measurable annual goals aligned with grade-level academic content standards.</td>
<td>2) Meet each of the child’s other educational needs that result from the child’s disability</td>
</tr>
<tr>
<td><strong>Step 5:</strong> Assess and report the student’s progress throughout the year.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 6:</strong> Identify specially designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 7:</strong> Determine the most appropriate assessment option.</td>
<td></td>
</tr>
</tbody>
</table>

### Annual Goal Facts
- Annual goals are required for every student who receives special education services (at least one annual goal);
- Annual goals must be written in measurable terms (including timeframe, condition(s), behavior, criterion);
- Annual goals must be based on a student’s needs as detailed in his/her PLAAFP; and
- Annual goals detail what the ARD committee determines the student can reasonably achieve within one year.
- When annual goals are academic in nature, they must be standards based. This means the goals must be aligned with the enrolled grade level content standards.

### Busting Annual Goal Myths
- While every student must have at least one measurable annual goal, there is no expectation from TEA that every student have at least one academic and one functional goal.
- Annual goals do not have to be identified as academic or functional in the ARD/IEP.
- Neither type of goal is more important than the other; the goals must meet the child’s needs that result from his/her disability.
- Having an annual goal in a content area does not automatically constitute modified content in that area. Further, having an annual goal that modifies content in a content area/course does not automatically mean a student qualifies to take a modified or alternate state assessment in that content area/course.
- Standards-based annual goals do not have to include the number of or reference to the content standard (TEKS) to which they are aligned.
- Annual goals are not a restatement of the enrolled grade level content standards or a restatement of the general education expectation (such as “mastery of enrolled grade-level TEKS”).
- Annual goals are not taught in place of the enrolled grade level content standards. Hence, mastery of progress toward annual goals does not equate to a course grade.

### Note:
The only difference in requirements for a goal that is academic and a goal that is functional is that academic goals must be aligned with enrolled grade level content standards. Functional goals have no standard with which to align, as Texas has no state-adopted functional standards. Annual goals do not need to be distinguished as academic or functional in the IEP/ARD document.

### Benchmarks/Short-Term Objectives:
- are intermediate steps a student will take to progress from his/her PLAAFP to his/her annual goal;
- are required to be included in all annual goals for students who take STAAR Alternate;
- are optional for students who do not take STAAR Alternate; and
- must be written in measurable terms.

The annual goal(s) must be based on the need(s) in the student’s PLAAFP.

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**Four Elements in IEP Goal Development**

**Timeframe**
- Identifies the amount of time in the goal period and is usually specified in the number of weeks or a certain date for completion.

*Example:* "within 36 instructional weeks" might be the timeframe for an annual goal.

**Conditions**
- Specify the manner in which progress toward the goal occurs. Conditions describe the specific resources that must be present for the students to reach the goal.
- The condition of the goal should relate to the behavior being measured.

*Example:* a graphic organizer could be a condition.

**Behavior**
- Clearly identifies the skill or performance that is being monitored.
- It represents an action that can be directly observed and measured.

*Example:* "points to the yellow object" could be a behavior.

**Criterion**
- Identifies how much, how often, or to what standard the behavior must occur in order to demonstrate that the goal has been achieved.
- The goal criterion specifies the amount of growth that is expected.

*Example:* "in 7 out of 10 trials" might be a criterion.

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<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Condition</th>
<th>Behavior</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>At the present time, With these supports:</td>
<td>The student can:</td>
<td>At the following mastery level:</td>
</tr>
<tr>
<td>Benchmarks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual</td>
<td>- By the next annual ARD Given:</td>
<td>The student will:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Consider a student you currently serve and develop a measurable annual goal by using the four elements. If the goal is academic in nature, link it to the enrolled grade-level content standards.

<table>
<thead>
<tr>
<th>Enrolled Grade-Level Content Standard* (if applicable)</th>
<th>Timeframe</th>
<th>Condition(s)</th>
<th>Behavior</th>
<th>Criterion</th>
</tr>
</thead>
</table>

*Prekindergarten Guidelines/TEKS/Content Standards are not required to be included in an IEP; they are included here for training purposes.
Steps for Developing an Annual Academic Goal

The FIE and PLAAP
- What is the disability?
- What is the critical area of need?
- How will the disability impact access and progress in the enrolled grade-level curriculum?

The TEKS
- Locate the areas in the curriculum that are impacted.
- Is the area a Readiness or Supporting Standard?
- Does the TEK span the entire year?
- Choose a TEK to measure access and progress (behavior).

Data
- Is there baseline data for the chosen TEK and its measurement?
- If yes, include in PLAAP.
- If no, can you get it or is there another option to measure it?

Measurement
- Determine accommodations necessary for the student to make progress on the TEK (condition).
- Determine modifications necessary for the student to make progress on the TEK (condition or behavior).
- Determine how the TEK will be measured (criteria).
- Will the task/target skill be changed?
Step 1 for Johnny

Johnny's disability?
* Learning Disability
* Reading Comprehension

Critical area?
* Vocabulary
* Fluency
* Comprehending text, read independently

How are access and progress impacted?
* Understanding key terms in content areas
* Difficulty reading textbook or other passages

Step 2 for Johnny

Locate areas in the curriculum where Johnny's disability may impact his progress.
* In what courses is he enrolled?
  * As a 5th-grader, he is enrolled in
    * ELA/R
    * Math
    * Science
    * Social Studies
Step 2 for Johnny

Where in the curriculum might he encounter barriers as a result of his disability?

- **ELA/R**
  - 5.2 Reading/Vocabulary Development
  - 5.2-5.13 Reading/Comprehension of Literary and Informational Texts

- **Math**
  - 5.15 (A) Explain and record observations using objects, words, pictures, numbers, and technology
  - 5.15 (B) Relate information language to mathematical language and symbols

Step 2 for Johnny

Where in the curriculum might he encounter barriers as a result of his disability?

- **Science**
  - 5.4 The student knows how to use a variety of tools and methods to conduct science inquiry

- **Social Studies**
  - 5.25(A) The student will use social studies terminology correctly
### Step 3 for Johnny

**What conditions are necessary for Johnny to access the curriculum?**

<table>
<thead>
<tr>
<th></th>
<th>Does it change the nature of the task or target skill?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA/L:</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><em>Pre-teaching vocabulary</em></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><em>Vocabulary supports within the passage</em></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><em>Simplified vocabulary</em></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><em>Oral administration of tests</em></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><em>Use of dictionary</em></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td></td>
<td><strong>No</strong></td>
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<tr>
<td></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td></td>
<td><strong>No</strong></td>
</tr>
</tbody>
</table>

### Step 3 for Johnny

**What conditions are necessary for Johnny to access the curriculum?**

<table>
<thead>
<tr>
<th></th>
<th>Does it change the nature of the task or target skill?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math:</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><em>Oral administration of assignments</em></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><em>Math glossary</em></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><em>Text-to-speech software program</em></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td></td>
<td><strong>No</strong></td>
</tr>
</tbody>
</table>
### Step 3 for Johnny

**What conditions are necessary for Johnny to access the curriculum?**

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Does it change the nature of the task or target skill?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science:</td>
<td></td>
</tr>
<tr>
<td>* Pre-teaching vocabulary</td>
<td>* No</td>
</tr>
<tr>
<td>* Interactive notebook</td>
<td>* No</td>
</tr>
<tr>
<td>Social Studies:</td>
<td></td>
</tr>
<tr>
<td>* Text-to-speech computer program</td>
<td>* No</td>
</tr>
<tr>
<td>* Electronic dictionary</td>
<td>* No</td>
</tr>
<tr>
<td>* Reference notebook</td>
<td>* No</td>
</tr>
</tbody>
</table>

### Step 4 for Johnny

- Is there baseline data for
  - ELA/R
  - Math
  - Science
  - Social Studies

- Would this be a reasonable way to measure progress on an annual goal?
Student Name: Johnny

Grade: 5

Disability Information: Learning disability in reading comprehension

Critical Area: Vocabulary, comprehending text, read independently

How Subjects Impacted: Knowing/understanding key terms in content areas, independent reading tasks

### ELA/R

<table>
<thead>
<tr>
<th>TEK</th>
<th>5.25 Reading/Vocabulary development: Determine meaning of grade-level words, use context to determine or clarify meaning, use dictionary or glossary to determine meaning. 5.3–5.15 Reading/Comprehension of literary and information texts</th>
</tr>
</thead>
</table>

### Math

<table>
<thead>
<tr>
<th>TEK</th>
<th>5.15(A) Explain and record observations using objects, words, pictures, numbers, and technology. 5.15(B) Relate information language to mathematical language and symbols.</th>
</tr>
</thead>
</table>

### Science

<table>
<thead>
<tr>
<th>TEK</th>
<th>5.4 Use a variety of tools and methods to conduct scientific inquiry.</th>
</tr>
</thead>
</table>

### Social Studies

<table>
<thead>
<tr>
<th>TEK</th>
<th>5.25 (A) Use social studies terminology correctly.</th>
</tr>
</thead>
</table>

---

SDI/Acc/Mod

- Pre-teach vocabulary, embedded vocabulary supports, simplified vocabulary, oral administration, dictionary
- Oral administration, text-to-speech software, math glossary

Measurement

- 85% of comprehension Items correct with accommodations on teacher-made tests, 60% without
- 82% correct on daily assignments with use of glossary, 68% correct without

If changing task/target skill, how?

(Include baseline data in PLAAFP.)

(Include baseline data in PLAAFP.)

(Include baseline data in PLAAFP.)

(Include baseline data in PLAAFP.)

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Developing Standards-Based Annual Goals ... Getting Started

Student Name:

Grade:

Information from PLAAFP

<table>
<thead>
<tr>
<th>ELA/R</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEK</td>
<td>TEK</td>
<td>TEK</td>
<td>TEK</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SDI/Acc/Mod</th>
<th>SDI/Acc/Mod</th>
<th>SDI/Acc/Mod</th>
<th>SDI/Acc/Mod</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Measurement</th>
<th>Measurement</th>
<th>Measurement</th>
</tr>
</thead>
</table>

(Include baseline data in PLAAFP.) (Include baseline data in PLAAFP.) (Include baseline data in PLAAFP.) (Include baseline data in PLAAFP.)

If changing task/target skill, how? If changing task/target skill, how? If changing task/target skill, how? If changing task/target skill, how?

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Functional Steps for Developing a Standards-Based Annual Goal

The FIE and PLAAFP
- What is the disability?
- What is the critical area of need?
- How will the disability impact access and progress into the enrolled grade-level curriculum?

Data
- Is there baseline data for the chosen TEK skill and its measurement?
  - If yes, include in PLAAFP.
  - If no, can you get it or is there another option to measure it?

Measurement
- Determine accommodations necessary for the student to make progress on the TEK skill (condition).
- Determine modifications necessary for the student to make progress on the TEK skill (condition or behavior).
- Determine how the TEK skill will be measured (criteria).
- Will the task/target skill be changed?

- How does the functional skill allow the student access to the enrolled grade-level curriculum?

- The TEK
  - Locate the areas in the curriculum that are impacted.
  - Is the area a Regular or Supporting Standard?
  - Does the TEK span the entire year?
  - Choose a TEK to measure access and progress (behavior)

- How is access measured?
  - Frequency, duration, intensity
  - Levels of learning
Age: 8

Grade: 3rd

Disability: Specific Learning Disability (Basic Reading Skill)

Ethan enjoys hands-on activities and excels in all subject areas when given the opportunity to use project-based learning. He enjoys making models, displays, posters, and graphic organizers to assist him in understanding the content. During observations of assessments and classroom work it has been noted that Ethan creates his own graphic organizers or draws pictures to help him recall information.

In addition, Ethan enjoys educational games, songs, and rhymes. He has mastered learning his multiplication facts 0-12’s by using multiplication rap (music). On timed district benchmarks assessing multiplication facts he consistently scores 90% - 100%.

Ethan lacks automatic decoding skills and this prevents him from being able to read accurately, smoothly, and quickly. He has a weakness in phonemic awareness. He does not put together the letter and sounds when reading, which interferes with his fluency rate. Ethan also struggles with sight words. Ethan’s frustration level is noted to increase when he is asked to read independently or aloud. He says that he has a headache, his eyes are tired, or that the words appear to shake or move on the page. Ethan’s parents noted he has the same complaints at home when asked to read, but that he enjoys when they read to him.
Ethan – Individualized Education Program (IEP) Excerpts

ANNUAL GOAL AREA (content, skill and/or service): ELAR

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE including how student's disability affects involvement and progress in the general education curriculum, or, for a preschool child, how student's disability affects participation in appropriate activities:
34 CFR §300.320(a)(1)

Per teacher observations* and informal reading assessments* from beginning of school year without colored overlay:
- Ethan reads 24 words per minute at the 3rd grade level
- Identifies 50% of the sight words from the 1st - 3rd grade Dolch sight word lists

Per district* and classroom assessments*:
- Average reading score is 68%

Results with accommodations:
- With colored overlay, overall data has improved to 34 words per minute at the 3rd grade level, 65% of the Dolch sight words list, and his last teacher made reading assessment* was 72%.

Behavioral Data:
- Classroom teacher reports* that as his frustration level when asked to read has decreased as his fluency rate has increased.
- Prior to use of colored overlays, Ethan became frustrated in 8 out of 10 times when ask to read.
- With colored overlays, Ethan evidences frustration in 4 out of 10 times.
- Parents* note that they have also been using a colored overlay when reading with him at home and he is beginning to shout out familiar words.

MEASURABLE ANNUAL GOAL(S): 34 CFR §300.320(a)(2)(1)

In 36 instructional weeks, using grade-level text and a colored overlay, Ethan will fluently read 80 words per minute with fewer than 5 errors in 4 out of 5 trials.

3rd Grade ELAR TEKS (3)***

Reading/Fluency. Students read grade-level text with fluency and comprehension.

Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

HOW PROGRESS TOWARD MEETING ANNUAL GOAL(S) WILL BE MEASURED: 34 CFR §300.320(a)(3)(ii)

Teacher-made tests, informal reading inventories

BENCHMARKS OR SHORT-TERM OBJECTIVES*** for students with disabilities who take alternate assessments aligned to alternate achievement standards (in addition to the annual goal), a description of benchmarks or short-term objectives: 34 CFR §300.320(a)(2)(ii)

- By the end of the first grading period, using grade-level text and a colored overlay, Ethan will fluently read 44 words per minute with fewer than 5 errors in 4 out of 5 trials.
- By the end of the second grading period, using grade-level text and a colored overlay, Ethan will fluently read 60 words per minute with fewer than 5 errors in 4 out of 5 trials.
- By the end of the third grading period, using grade-level text and a colored overlay, Ethan will fluently read 70 words per minute with fewer than 5 errors in 4 out of 5 trials.

FREQUENCY FOR REPORTING THE STUDENT'S PROGRESS TO PARENTS: 34 CFR §300.320(b)(3)(ii)

Progress will be measured and reported in IEP Progress reports, concurrent with the issuance of report cards.

*Data Sources for the PLAAFP are not required to be included in an IEP; they are included here for training purposes.

**TEKS are not required to be included in an IEP; they are included here for training purposes.

***While benchmarks/short term objectives are not required in this example, an ARD committee may elect to include them.

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Anthony – General Information

AGE: 9
GRADE: 4th

DISABILITY: Specific Learning Disability (Reading Comprehension)

Anthony is included in general education classes with accommodations and supports. He has a learning disability in reading comprehension. Anthony demonstrates a variety of inattentive behaviors that interfere with learning. He has a history of getting out of his desk/chair during class. He is easily distracted by other students, noise, and other activity in and near the classroom. A review of classroom data and incident reports over the last two months indicates that Anthony is learning to ignore some distractions in his environment. Anthony can remain on task for 15 minutes when closely monitored by an adult and reinforced at frequent intervals.

Classroom, district, and state assessments indicate that Anthony is reading at a third-grade-level. A review of brief classroom assessments indicates that Anthony needs to improve reading fluency, which will increase his reading comprehension. He is currently receiving reading instruction in an intervention curriculum and is working to improve reading with fluency and applying comprehension strategies. His low fluency has negatively affected his reading comprehension.
ANNUAL GOAL AREA (content, skill and/or service): Reading/Fluency

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE Including how student's disability affects
Involvement and progress in the general education curriculum, or, for a preschool child, how student's disability affects participation in appropriate activities:
34 CFR §300.320(a)(1)

Reads 80 words per minute of high interest, low level adapted text at the third grade-level with fewer than 5
errors in 4 out of 5 trials (based on informal reading inventories* and timed fluency tests*)

MEASURABLE ANNUAL GOAL(S): 34 CFR §300.320(a)(2)(i)

In 36 instructional weeks, using grade-level text, Anthony will fluently read 80 words per minute with fewer than
5 errors in 4 out of 5 trials.

4th Grade Reading TEKS Knowledge and Skills Statement**: **
TEKS (4)(i) Reading/Fluency.
Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with
fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

HOW PROGRESS TOWARD MEETING ANNUAL GOAL(S) WILL BE MEASURED: 34 CFR §300.320(a)(3)(i)

Teacher made tests, informal reading assessments, teacher observation, timed fluency tests

BENCHMARKS OR SHORT-TERM OBJECTIVES*** for students with disabilities who take alternate assessments aligned to alternate achievement
standards (in addition to the annual goals), a description of benchmarks or short-term objectives: 34 CFR §300.320(a)(2)(ii)

- By the end of the first grading period, Anthony will fluently read 25 Dolch sight words on the third grade-level
  with fewer than 3 errors in 4 out of 5 trials.

- By the end of the second grading period, given high interest, low level adapted text at the third grade-level,
  Anthony will read 100 wpm with fewer than 5 errors in 4 out of 5 trials.

- By the end of the third grading period, when given fourth grade-level text, Anthony will fluently read 60
  words per minute with fewer than 5 errors in 4 out of 5 trials.

FREQUENCY FOR REPORTING THE STUDENT'S PROGRESS TO PARENTS: 34 CFR §300.320(a)(3)(iii)

Progress will be reported every 6 weeks, concurrent with the issuance of report cards.

* Data Sources for the PLAAFP are not required to be included in an IEP; they are included here for training purposes.
**TEKS are not required to be included in an IEP; they are included here for training purposes.
***While benchmarks/short-term objectives are not required in this example, an ARD committee may elect to include them.
Anthony – Individualized Education Program (IEP) Excerpts

ANNUAL GOAL AREA (content, skill and/or service): On Task Behavior

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE including how student's disability affects involvement and progress in the general education curriculum, or, for a preschool child, how student's disability affects participation in appropriate activities: 34 CFR §300.320(a)(1)

Behavior logs and incident reports* indicate the following:
- Out-of-seat behavior is generally precipitated by distractions in the environment, such as another student sharpening a pencil.
- Remains in his seat and on task for 15 minutes with frequent monitoring and support from his teachers.
- Current supports: seating in an area with minimal distractions; reinforcement for ignoring distractions; brief scheduled breaks every 20 minutes during independent classwork and assessments (including state assessments)

MEASURABLE ANNUAL GOAL(S): 34 CFR §300.320(a)(2)(i)

In 36 instructional weeks, Anthony will remain in his seat and on task in a designated area of the classroom for 25 minutes at a time with minimal support in 4 out of 5 trials.

HOW PROGRESS TOWARD MEETING ANNUAL GOAL(S) WILL BE MEASURED: 34 CFR §300.320(a)(3)(i)

- Behavior charts/logs
- Teacher observations

BENCHMARKS OR SHORT-TERM OBJECTIVES for students with disabilities who take alternate assessments aligned to alternate achievement standards (in addition to the annual goals), a description of benchmarks or short-term objectives: 34 CFR §300.320(a)(3)(ii)

- By the end of the first grading period, Anthony will remain in his seat and on task in a designated area of the classroom for 15 minutes with frequent monitoring and support from his teachers in 2 out of 5 trials.
- By the end of the second grading period, Anthony will remain in his seat and on task in a designated area of the classroom for 20 minutes with frequent monitoring and support from his teachers in 3 out of 5 trials.
- By the end of the third grading period, Anthony will remain in his seat and on task in a designated area of the classroom for 20 minutes with minimal monitoring and support from his teachers in 4 out of 5 trials.

FREQUENCY FOR REPORTING THE STUDENT'S PROGRESS TO PARENTS: 34 CFR §300.320(a)(3)(iii)

Progress will be measured and reported every 9 weeks, concurrent with the issuance of report cards.

* Data Sources for the PLAAFP are not required to be included in an IEP; they are included here for training purposes.

**While benchmarks/short-term objectives are not required in this example, an ARD committee may elect to include them.
Age: 4 yr. 4 mo.

Grade: PPCD (Prekindergarten)

Disability: Autism

According to Shelby’s mother, she plays “school” with her older sister, but social interaction with peers is limited to parallel play in various areas of the classroom with occasional verbal and physical outbursts to demonstrate frustration over shared materials or when she cannot move about the classroom as she chooses.

Shelby follows a visual schedule (color line drawings) for her daily routine and can independently manipulate the schedule pieces as she progresses through the day. She has learned to look at the next picture on her schedule and will verbally state what comes next, i.e. “Outside”, “Work Time”. Shelby uses 1- and 2-word phrases to express wants and needs primarily with adults.

Shelby uses the toilet when taken by an adult, but has not begun initiating the toileting process. Her family reports that she will use the restroom when taken at home, but refuses to use any other bathrooms (especially public restrooms).

Shelby can point to all 26 letters of the alphabet and verbally state their names. She can also verbally identify the numerals 1-20. She counts by rote to 20. She can identify her printed name and says, “Shelby” when she sees it. She can also verbally identify the printed names of all of her classmates. Shelby can retell a story that has been read to her several times, but cannot answer any questions about the story which require generalization or application of knowledge.
Shelby – Individualized Education Program (IEP) Excerpts

ANNUAL GOAL AREA (content, skill and/or service): Social/Emotional

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: Including how student's disability affects involvement and progress in the general education curriculum, or, for a preschool child, how student's disability affects participation in appropriate activities: 34 CFR §300.320(a)(1)

- A review of second anecdotal notes* from the Classroom demonstrates that during free-choice work time, Shelby plays next to a peer, but does not initiate a social interaction.
- Anecdotal notes** collected during class state that Shelby uses one and two-word utterances primarily to request a desired item or to protest restriction of activities.*

MEASURABLE ANNUAL GOAL(S): 34 CFR §300.320(a)(2)(i)

In 36 instructional weeks, during free-choice center time Shelby will independently approach a peer and invite them to play using either pictures or a verbal request to communicate, "I want to play" as evidenced in 4 or 5 anecdotal notes collected.

Pre-kindergarten Guidelines:
Social and Emotional Development
Social Competence Skills (i.e.,)
Child shows competence in initiating social interactions.
Examples of Child Behaviors:
* Actively seeks out play partners and appropriately invites them to play

HOW PROGRESS TOWARD MEETING ANNUAL GOAL(S) WILL BE MEASURED: 34 CFR §300.320(a)(3)(i)

Teacher observation; behavior records

BENCHMARKS OR SHORT-TERM OBJECTIVES*** for students with disabilities who take alternate assessments aligned to alternate achievement standards (in addition to the annual goals), a description of benchmarks or short-term objectives: 34 CFR §300.320(i)(2)(i)

- By the end of the first recording period, during free-choice center time and when provided a physical prompt, Shelby will approach a peer and invite them to play using either pictures or a verbal request to communicate, "I want to play," in 4 or 5 anecdotal notes collected.
- By the end of the second recording period, during free-choice center time and when provided a gestural prompt, Shelby will approach a peer and invite them to play using either pictures or a verbal request to communicate, "I want to play," in 4 of 5 anecdotal notes collected.
- By the end of the third recording period, during free-choice center time and when provided a verbal prompt, Shelby will approach a peer and invite them to play using either pictures or a verbal request to communicate, "I want to play," in 4 of 5 anecdotal notes collected.

FREQUENCY FOR REPORTING THE STUDENT'S PROGRESS TO PARENTS: 34 CFR §300.320(a)(3)(i)

Every 9 weeks, concurrent with the issuance of report cards

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**Pre-kindergarten Guidelines/Content Standards are not required to be included in an IEP; they are included here for training purposes.
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Shelby – Individualized Education Program

(IEP) Excerpts

**ANNUAL GOAL AREA** (content, skill and/or service): Science - Personal Safety and Health Skills

**PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE** including how student's disability affects involvement and progress in the general education curriculum, or, for a preschool child, how student's disability affects participation in appropriate activities: 34 CFR §300.320(a)(1)

- A Documentation of baseline data taken from a classroom self-help skills check-list reveals that Shelby will use the toilet when taken by an adult in 90% of the opportunities. She does not indicate the need to use the toilet.

**MEASURABLE ANNUAL GOAL(S):** 34 CFR §300.320(a)(2)(i)

In 36 instructional weeks, when provided free access to the classroom restroom, Shelby will independently initiate and complete the toileting process in 90% of the school days recorded.

*Prekindergarten Guidelines**:
Science
Personal Safety and Health Skills
Child practices good habits of personal health and hygiene. (V.D.7)

**HOW PROGRESS TOWARD MEETING ANNUAL GOAL(S) WILL BE MEASURED**: 34 CFR §300.320(a)(3)(i)

Teacher observation; behavior records

**BENCHMARKS OR SHORT-TERM OBJECTIVES** for students with disabilities who take alternate assessments aligned to alternate achievement standards (in addition to the annual goals), a description of benchmarks or short-term objectives: 34 CFR §300.320(a)(2)(ii)

N/A**

**FREQUENCY FOR REPORTING THE STUDENT’S PROGRESS TO PARENTS**: 34 CFR §300.370(a)(3)(ii)

Every 9 weeks, concurrent with the issuance of report cards

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