Norfolk Public Schools
The cornerstone of a proudly diverse community

THE STANDARDS-BASED IEP

Part Two: Writing Annual Goals

Learning Support – Special Education Services

PURPOSE

- To review the components of Standards-Based annual goals
- To provide an opportunity to work collaboratively to develop PLoP and Standards-Based goals

ANNUAL MEASURABLE GOALS

- Reading

4.5 Student will read and demonstrate comprehension of nonfiction and fiction. He will increase his DRA level from an independent 30 instructional 30 to an independent 34, instructional 38.

- Writing

Given writing prompts and activities, student will write in accordance with the Grade 3 Composition Evaluation rubric.

- Math

Student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to solve problems through computation.

Develop measurable annual goals aligned with grade level academic content standards.

Ask:

✓ What are the student's needs as identified in the present level of performance?

✓ What skills does the student require to master the content of the curriculum?

✓ What can the student reasonably be expected to accomplish in one school year?

GRADE LEVEL EXPECTATIONS AND THE STUDENT'S FUNCTIONING

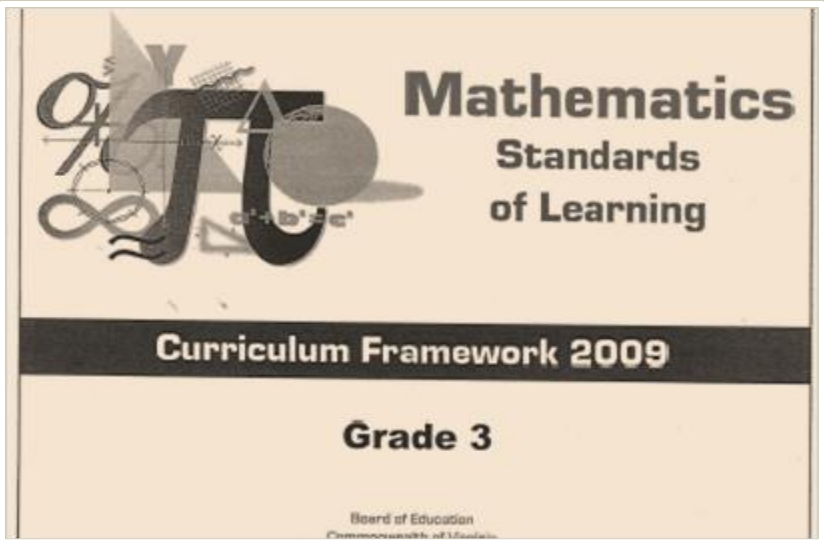
- The grade level standards are required for all students, regardless of special education status (with the exception of students participating in the VAAP)
- Where does a student's disability affect his/her ability to access the grade level standard?
    - **This is where the a Standards-Based goal comes from**

GRADE LEVEL EXPECTATIONS AND THE STUDENT'S FUNCTIONING

It is possible and acceptable to have a Standards-Based goal that is off grade level because the student requires specially designed instruction in a skill that will allow access to the grade level standard (note – the farther away from grade level changes the goal from Standards-Based to functional)

5th Grade Math

- 5.18c: model one-step linear equations using addition/subtraction
- 4.3a) read/write/represent/ID decimals through thousandths; b) round to whole, tenth, hundredth; c) compare/order; d) write decimal and fraction equivalent from a model
- 3.6 represent multiplication/division using area/set/number line models, **create/solve problems involving multiplication of two whole numbers 99 or less and 5 or less**



Mathematics
Standards of Learning

Curriculum Framework 2009

Grade 3

Board of Education

Grade 5 Mathematics
Standards-based Skills Worksheet

1. Review SOL strand for Number and Number Sense (SOL 5.1, 5.2a-b, & 5.3a-b)	2. **Review data on student performance** and indicate all data sources analyzed to assess performance in this strand: ☐ Present Level of Performance (PLOP) ☐ Prior SOL data ☐ Standardized test data ☐ Classroom assessments ☐ Teacher observations

3. Check the areas that will require specially designed instruction critical to meeting the standard.

The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to

- ☐ Round decimal numbers to the nearest whole number, tenth, or hundredth.

The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to

- ☐ Represent fractions (halves, fourths, fifths, eighths, tenths, and twelfths) in their equivalent decimal form and vice versa.
- ☐ Recognize & name equivalent relationships between decimals & fractions with denominators up to 12.
- ☐ Compare and order from least to greatest and greatest to least a given set of no more than five numbers written as decimals, fractions, and mixed numbers with denominators of 12 or less.

The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to

- ☐ Identify prime numbers less than or equal to 100.
- ☐ Identify composite numbers less than or equal to 100.
- ☐ Explain orally and in writing why a number is prime or composite.

2010 *English Standards of Learning* Reading Skills Progression by Grade

Standard *The bodies of literature for grades 10, 11, and 12 (American, British, and World literature) are interchangeable and may be taught in any of these grades.*	Grade(s)											
	K	1	2	3	4	5	6	7	8	9	10	11	12
Make predictions.													
Discuss characters, setting, and important events.													
Relate previous experiences to what is read.													
Ask and answer questions about what is read.													
Identify text features specific to the topic, such as title, heading, and pictures.													
Set a purpose for reading.													
Identify the main idea or theme.													
Use reference materials.													
Identify the problem and solution.													
Summarize stories and events with beginning, middle, and end in the correct sequence.													
Draw conclusions based on text.													
Locate information to answer questions.													
Demonstrate comprehension of information in reference material.													
Differentiate between fiction and nonfiction.													
Identify the author's purpose.													
Summarize major points found in nonfiction texts.													
Describe relationship between text and previously read material.													
Identify cause and effect relationships.													
Distinguish between fact and opinion.													
Identify an author's use of figurative language.													
Describe character development.													
Describe the development of plot and explain the resolution of conflict(s).													
Describe the characteristics of free verse, rhymed, and patterned poetry.													
Skim materials to develop a general overview of content and to locate specific information.													
Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.													
Use information in text to draw conclusions and make inferences.													
Compare and contrast information about one topic, which may be contained in different selections.													
Identify author's organizational pattern.													

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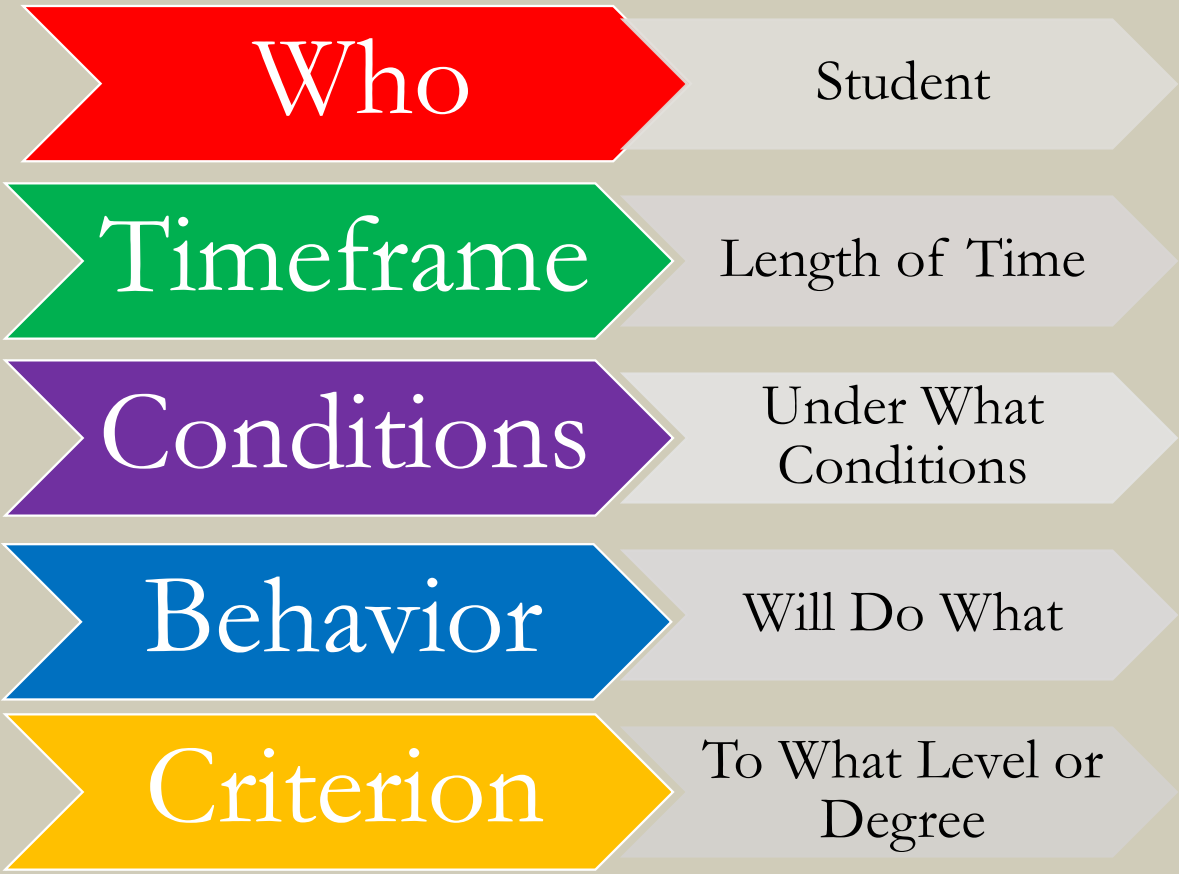
	Kindergarten	Grade 1	Grade 2	Grade 3
Counting/Cardinality/Place Value	K.1 given two sets ID/describe one set as having more/fewer/same number of members/1-1	1.1 a) count/write numbers to 100; b) group up to 100 objects into tens/ones and write numeral - place value	2.1 a) read/write/ID place value in 3-digit numeral; b) round 2-digit numbers to nearest ten; c) compare two whole numbers 0-999 w/symbols/words	3.1 a) read/write 6-digit numerals, ID place value/value of each digit; b) round whole numbers 9,999 or less to nearest 10/100/1000; c) compare two whole numbers 0 - 9,999 w/ symbols/words
	K.2 a) tell how many in a set by counting orally; b) write numeral; c) select numeral	1.4 a) select order of magnitude from three quantities; b) explain reasonableness		
	K.4 a) count to 100 and from 10; b) ID one more/less than a number; c) count by 5/10 to 100	1.2 count by 1/2/5/10 to 100 and back by 1 from 30	2.4 a) count by 2/5/10 to 100, starting at multiples of 2/5/10; b) count backward by 10 from 100; c) recognize even/odd numbers	
	K.3 ordinal numbers 1st - 10th		2.2 a) ID ordinal positions w/numbers 1st - 20th; b) write ordinal numbers	
Modeling/ Comparing/Ordering	K.5 ID halves and fourths	1.3 ID/write halves, thirds, fourths	2.3 a) ID b) write c) compare halves, thirds, fourths, sixths, eighths, tenths	3.3 a) name/write fractions rep by model; b) model/write fraction's names; c) compare fractions w/like/unlike denominators
	K.6 model add/sub whole numbers up to 10		2.9 recognize/describe related facts and inverse relationship between add/sub	3.6 represent mult/div using area/set/number line models, create/solve problems involving mult of two whole numbers 99 or less and 5 or less
Estimation			2.6 given two whole numbers whose sum is 99 or less, a) estimate the sum	3.4 estimate/solve single-step and multistep problems involving sum/diff of two whole numbers 9,999 or less
		1.4 a) select order of magnitude from three quantities; b) explain reasonableness	2.7 given two whole numbers each 99 or less, a) estimate the difference	
Operations/Recall			2.6 given two whole numbers whose sum is 99 or less, b) find the sum	3.7 add/sub proper fractions w/ like denominators 12 or less
			2.7 given two whole numbers each 99 or less, b) find the difference	3.2 recognize/use inverse relationships between add/sub and mult/div to complete fact sentences/solve problems
		1.5 recall add/sub facts w/ sums to 18 or less	2.5 recall add/sub facts w/sums to 20 or less	3.5 recall mult/div facts through twelves table
Solve Pract Probs		1.6 create/solve one-step story/picture problems using add/sub facts w/ sums to 18 or less	2.8 create/solve one-/two-step add/sub problems w/ data from tables and picture/bar graphs	3.4 estimate/solve single-step and multistep problems involving sum/diff of two whole numbers 9,999 or less
Alg Pats/ Seq	K.16 ID/describe/extend repeating patterns	1.17 recognize/describe/extend/create growing/repeating patterns	2.20 ID/create/extend patterns	3.19 recognize/describe/extend patterns using numbers/tables/ pictures

Virginia Department of Education - Fall 2010

DRAFT - Vertical Articulation of the 2009 Mathematics Standards of Learning

Annual Goal Components



Sample: Annual Academic Goal for Reading Content Standard 4.5

4.5 The student will read and demonstrate comprehension of nonfiction.

a) Use text organizers, such as type, headings, and graphics, to predict and categorize information.
b) Formulate questions that might be answered in the selection.
c) Explain the author's purpose.
d) Make simple inferences, using information from texts.
e) Draw conclusions, using information from texts.
f) Summarize content of selection, identifying important ideas and providing details for each important idea.
g) Describe relationship between content and previously learned concepts or skills.
h) Distinguish between cause and effect and between fact and opinion.
i) Identify new information gained from reading.

ELEMENTARY INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MEASURABLE ANNUAL GOALS (sample):

Student Name: Jane Smith Date 12/10/10 Page ___of__ Student Number 999999

 # 1 MEASURABLE ANNUAL GOAL: By the end of the current school term, using grade-level reading materials and graphic organizers, Jane will draw conclusions, summarize content, make inferences and locate evidence from text to support generalizations with 80% accuracy on 3 out of 4 collected work samples.

The IEP team considered the need for short-term objectives/benchmarks.

☐ Short-term objectives/benchmarks are included for this goal.
(Required for students participating in the VAAP)

☒ Short-term objectives/benchmarks are not included for this goal.

Reading Content Standard 4.5 d-f

d) Make simple inferences, using information from texts.
e) Draw conclusions, using information from texts.
f) Summarize content of selection.

Sample: Annual Academic Goal for Mathematics Content Standard 4.2 and 4.3

4.2 The student will

a) identify, model, and compare rational numbers (fractions and mixed numbers) , using concrete objects and pictures;
b) represent equivalent fractions; and
c) relate fractions to decimals, using concrete objects.

4.3 The student will compare the numerical value of fractions (with like and unlike denominators) having denominators of 12 or less, using concrete materials.

MEASURABLE ANNUAL GOALS (sample):

Student Name __Jane Smith__ Date__12/10/10__ Page ___of__ Student Number_999999

 # 1 MEASURABLE ANNUAL GOAL: Using manipulative, models and drawings, Jane will be able to compare, order and represent fractions having denominators of 12 or less with 80% accuracy by the end of the third nine weeks.

The IEP team considered the need for short-term objectives/benchmarks.

☐ **Short-term objectives/benchmarks are included for this goal.**
(Required for students participating in the VAAP)

☒ **Short-term objectives/benchmarks are not included for this goal.**

Mathematics Content Standard 4.2, a, b and 4.3

4.2 (a) identify, model, and **compare** rational numbers (**fractions** and mixed numbers) , using concrete objects and pictures; (b) **represent** equivalent fractions

4.3 The student will **compare** the numerical **value of fractions** (with like and unlike denominators) having **denominators of 12 or less**, using concrete materials.

Quick Check: Writing Annual Goal Components

- ✓ Goals are related to information in the PLOP
- ✓ Goals are written to address academic and/or functional disability related needs, such as behaviors
- ✓ Goals are measurable and include a projected level of attainment
- ✓ Goals are instructionally relevant and support participation and progress in the general curriculum

WORDS TO AVOID

- Improve
- Appropriate
- Inappropriate
- Increase
- Expand

DEVELOPING GOALS

- Group Development of Standards-Based Annual Goals
- Gallery Walk
- Whole Group Discussion

VIRGINIA DEPARTMENT OF EDUCATION

LEARNING SUPPORT – SPECIAL EDUCATION SERVICES' EXPECTATIONS

- The present level of academic achievement functional performance must
  - be disability-based
  - answer the NASDSE and/or the Questions to Consider When Developing a Standards-Based PLoP
- Special education teachers must be familiar with their case load students' disability-based needs and how the disability will affect progress in the general curriculum
- All reading, writing, and math annual goals must be Standards-Based (except students who qualify for and participate in the VAAP)

LEARNING SUPPORT – SPECIAL EDUCATION SERVICES' EXPECTATIONS

•Case managers should maintain a data tracking system specific to IEP goals (e.g., progress monitoring) and how the student is able to access the curriculum (e.g., DLR, DMR, teacher observations, common formative assessments, exit tickets, task analysis)

•Case managers should maintain a system to keep track of input from general education teachers and related service personnel, as appropriate

LEARNING SUPPORT – SPECIAL EDUCATION SERVICES' RECOMMENDATIONS

- Check weekly: Events Due in Next 7 Days, Events Due in Next 30 Days, and Overdue Events
- Draft IEP at least 30 days *before* the annual review date

- In-building checks and balances system:
  - Peer review
  - NPS Rep review
  - Department Chair review

LEARNING SUPPORT – SPECIAL EDUCATION SERVICES' RECOMMENDATIONS

- Collaboration between special and general education teachers
- Collaboration between special education case managers and special education teachers who provide the specially designed instruction
    - Data
    - Progress monitoring

QUESTIONS