

Example Student: William Grade 8- WRITING ONLY

Present Levels of Academic Achievement and Functional Performance (PLAAFP):

- William is included in 8th grade English class. He receives intensive reading instruction in the Learning Support Classroom to address his decoding deficits. He uses text to speech to support access to curriculum content.
- Teachers across content areas report that William willingly attempts short answers on tests and writing assignments. He is able to verbalize or to use a graphic organizer to organize ideas for longer assignments and to stay on topic with his written language.
- William struggled, but did meet his most recent IEP goal for improving capitalization and end punctuation to 8 out of 10 points on a skill-specific rubric in one to two paragraph assignments. He still benefits from verbal or written reminders in these areas.
- William's writing continues to contain errors. A three paragraph assignment typically contains one-two run-on sentences, 1-3 missing articles, 4-6 spelling errors, and 1-3 errors in use of comma and apostrophes.

Prioritized Need:

- *William needs to improve writing conventions including punctuation, grammar, spelling, and sentence formation.*

Standards Connection: Reading, Writing, Speaking, Listening Standard 1.5.9.F.

- Use grade appropriate conventions of language when writing and editing.
- Spell all words correctly; Use capital letters correctly; Punctuate correctly; Use correct grammar and sentence formation.

Developing the Measurable Annual Goal

<p>What do we want the student to actually DO? <i>We want him to learn to proofread his writing in order to use correct grammar, spelling, and sentence formation</i></p> <p>With what materials, or under what conditions? <i>When he's given a prompt in English class, asked to write a three paragraph essay, and allowed to use a spellchecker</i></p> <p>How will we measure the skill? How often will we measure it? <i>Every other week he will be given a prompt in English class and the teacher will use a 12 point conventions rubric to score it.</i></p>	<p>How well must the skill be performed? <i>He needs to scoring 10 out of 12 points on the rubric.</i></p> <p>How consistently must skill be performed (endpoint)? <i>When he is able to score 10 points on the rubric, five out of six writing assignments.</i></p> <p>What other assessments/ forms of data will also indicate if she is progressing towards the goal? <i>We will also review other random writing assignments across the curriculum to see if he is proofreading</i></p>
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Writing William's goal on the form- Example:

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress
<p>Given biweekly writing assignments in English class and use of a spellchecker of his choice, William will use correct grammar, spelling, and sentence formation as evidenced by writing and editing a three-paragraph essay, scoring at least 10 of 12 points on a conventions rubric, on five out of six final products.</p> <p><i>1.5.9.F. Use grade appropriate conventions of language when writing and editing.</i></p>	<p>William will record his points on a graph. Teacher will also maintain scores. ----- Other random writing assignments across the curriculum will be reviewed</p>	<p>Every nine weeks</p>	

Goal is based on assessment data in the Present Levels.
Sample for training purposes only!

Example Student: Jason Grade 8- ALGEBRA ONLY

Present Levels of Academic Achievement and Functional Performance (PLAAFP):

- Jason is included in 9th grade Algebra 1 with co-teaching support. With accommodations such as pre-teaching and re-teaching, and weekly use of math software for practice, his test grades range from 66% to 84%. He volunteers in class, completes classwork and homework, and asks for assistance from the LS teacher. His teacher notes that he seems to understand the concepts; however, that computation skill deficits slow down his overall work and cause errors. Jason mastered his previous goal of improving computation skills with whole numbers, as measured on computation probes.
- Jason scored Below Basic on his 8thth grade PSSA, and has improved from Below Basic to Basic on 4Sight. Lowest scores are in Numbers and Operations, Algebra, and Measurement.
- Based on information from one session (January 2012) on the Comprehensive Diagnostic Tool (CDT) for Algebra I, he struggles with Linear Equations and Inequalities. Further analysis and assessment shows skill deficits in component skills, including operations with real numbers, fractions, decimals, and integers.
- In the Computation subtest of the TOMA-2 Math Assessment, (Dec. 2011), Jason earned a grade equivalent of 6.7. He made errors with exponents, operations with unlike fractions, decimals, percents, and solving for an unknown variable.
- All of this assessment data is consistent with observations by his Algebra teacher.

Priority Need:

- Jason needs to develop accuracy and fluency with real numbers and expressions, including integers, fractions, decimals, and percents, in order to succeed in Algebra I and subsequent math courses.

Standards Connection:

- **Standard 2.8.A.1.B.** Evaluate and simplify not understood algebraic expressions, for example: sums of polynomials, products/quotients of exponential terms and product of binomial times a trinomial; **and solve and graph linear equations and inequalities.**

Developing the Measurable Annual Goal

<p>What do we want the student to actually DO? <i>We want him to solve linear equations and inequalities with real numbers and expressions, including integers, fractions, decimals and percents,</i></p> <p>With what materials, or under what conditions? <i>When he's given brief mixed skills probes</i></p> <p>How will we measure the skill? How often will we measure it? <i>Weekly probes with scores graphed.</i></p>	<p>How well must the skill be performed? <i>8 out of 10 correct on the probes</i></p> <p>How consistently must skill be performed (endpoint)? <i>When he is able to score 8 out of 10 points for five consecutive times.</i></p> <p>What other assessments/ forms of data will also indicate if she is progressing towards the goal? <i>Teacher will also review 4Sight results and classroom formative assessments.</i></p>
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Writing Jason's goal on the form- Example:

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress
<p>Given weekly mixed skills probes, Jason will solve linear equations and inequalities with real numbers and expressions, including integers, fractions, decimals and percents, scoring at least 8 out of 10 correct on 5 consecutive assessments.</p> <p><i>2.8.A.1.B. Solve and graph linear equations and inequalities.</i></p> <p>SDI: Practice on problems with real numbers and expressions, including integers, fractions, decimals, percents.</p>	<p>Weekly probes with scores graphed.</p> <p>-----</p> <p>Teacher will also review 4Sight results and classroom formative assessments</p>	<p>Every Nine weeks</p>	

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Student: Selene Grade 10- SELF-DETERMINATION ONLY

Present Levels of Academic Achievement and Functional Performance (PLAAFP):

- Selene is included for all her general education classes, with co-teaching support for English. 4Sight and Study Island data, along with teacher input, that she struggles especially with expository texts.
- In college, Selene will have to disclose and request support, but she is apprehensive about asking for assistance except from the LS teacher in the co-teaching situation.
- Currently, she relies completely on her on teachers to provide accommodations. She has independently requested accommodations only two times in the last semester, in Biology class.

Prioritized Need:

- Selene needs to develop skills and habits that allow her to disclose her disability, tell instructors/professors what she needs, and find effective ways to seek help from others.*

Standards Connection:

- Career Education and Work Standards:**
13.3.8.A. Determine attitudes and work habits that support career retention and advancement

Developing the Measurable Annual Goal

What do we want the student to actually DO? <i>We want Selene initiate asking for assistance, recording each opportunity in her assignment book.</i>	<u>How well</u> must the skill be performed? <i>She needs to show that she has done it once a week, without prompting.</i>
With what materials, or under what conditions? <i>Any time she is given an assignment or assessment in any of her classes</i>	How consistently must skill be performed (endpoint)? <i>When Selene independently asks for appropriate assistance (and records it) four out of five weeks</i>
<u>How</u> will we measure the skill? <u>How often</u> will we measure it? <i>Once a week Selene and her teacher will review her recorded notes in her assignment book</i>	<u>What other assessments/</u> forms of data will also indicate if she is progressing towards the goal? <i>Selene may be observed to discuss her needs with her teachers and parents.</i>

Writing Selene's goal on the form: Example

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress
<p>Given classroom assignments or assessments, Selene will <i>independently</i> approach the general education instructor to request assistance or clarification, at least one time per week for four out of five weeks. (Baseline is approximately two times per semester with prompting)</p> <p><i>13.3.8.A. Determine attitudes and work habits that support career retention and advancement</i></p>	<p>Logging contacts in her assignment book, with weekly review with case manager.</p>	<p>Once per quarter.</p>	

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