

Writing Standards-Aligned IEPs for Transition: *“Need to Know”*

II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLAAFP)

Include the following information related to the student, addressing each bullet:

- *Brief paragraph to introduce student, including age, graduation date, disability, current placement and school, any services such as speech, OT, PT, and post-secondary goals.*

- **Present levels of academic achievement** (e.g., most recent evaluation of the student, results of formative assessments, curriculum-based assessments, transition assessments, progress toward current goals)
 - *Helpful to address by skill area: Reading, Writing, Math, etc.*
 - *Recommend at least three of four types of assessment. **Interpret results.***
 - *Summative: PSSA, SAT, Keystone*
 - *Benchmark: 4Sight/ other assessment aligned to grade level standards*
 - *Diagnostic Assessment: Comprehensive Diagnostic Tool (CDT), others as needed*
 - *Formative: Progress monitoring data on current IEP goals, classroom assessment; progress towards achieving academic standards/anchors*
 - *Input from teachers (including CTE) is essential!*
 - *Observations, reports, grades, class participation, organizational skills, other formative assessment*
 - *Specially designed instruction that works for the student*
 - *Strengths & areas of weakness or errors*
 - *Include both Instructional level AND grade level information*
 - *Listening comprehension (esp. if reading is an area of need)*
 - *Accessible Instructional Materials (AIM) or assistive technology used or considered*
 - ***How does academic achievement impact his/her future goals? What gaps should be addressed in this IEP?***

- **Present levels of functional performance** (e.g., results from a functional behavioral assessment, results of ecological assessments, progress toward current goals)
 - *Organizational skills if not addressed with academics*
 - *Relevant health information*
 - *Attendance and disciplinary data (if relevant)*
 - *Functional behavioral assessment and behavioral data (if relevant)*
 - *Relevant social information including social, behavioral skills*
 - *PT, OT, mobility*
 - *Self help, Activities of Daily Living (ADL)*
 - *Progress monitoring data on any related IEP goals*
 - *Ecological assessment data*
 - *Recreation, community participation*
 - *Summary of relevant information from other agencies*
 - ***How does functional performance impact his/her future goals? What gaps should be addressed in this IEP?***

- **Present levels related to current postsecondary transition goals** if the student's age is 14, or younger if determined appropriate by the IEP team (e.g., results of formative assessments, curriculum-based assessments, progress toward current goals)
 - *Name and date of assessments of interests & preferences & related aptitudes*
 - *Describe and interpret results of assessments of interests & preferences*
 - *Describe the student's goals for each of the three areas (update annually):*
 - *Postsecondary Education*
 - *Employment*
 - *Independent Living*
 - *If any goal area is not needed, present education levels must document WHY*
 - *Statement regarding agency involvement (student has been given information, etc.)*

- **Parental concerns** for enhancing the education of the student (*don't leave blank*)
 - *Parent transition survey information*
 - *Other relevant parent information regarding student strengths, needs*
 - *Information provided by parent regarding agency supports*

- **How the student's disability affects involvement and progress in the general education curriculum**
 - *How does the information presented in the previous sections impact the student's ability to be successful in the curriculum?*

- **Strengths**
 - *Examples: Academic strengths, self determination, work related behaviors, etc.*

- **Needs:** Academic, developmental, and functional needs related to student's disability
 - *A prioritized list of the skill deficits that must be addressed as Measurable Annual Goals in order for the student to meet his/her post-secondary goals.*
 - *For example:*
 - Joe needs to:*
 - *Develop pragmatic language skills for classroom and job settings*
 - *Increase on-task behavior during independent work*
 - *Improve skills with solving algebraic equations*
 - *Develop use of conventions when writing and editing*
 - *Develop self advocacy skills in requesting accommodations*
 - *Reminder: Each listed Need must be met through:*
 - *Measurable Annual Goals, or*
 - *Transition services and activities, or*
 - *Specially designed instruction/related services*

Remember: All information should relate to the student's future.

BE CLEAR AND CONCISE!!!

III. TRANSITION SERVICES (The Transition Grid)

Post-Secondary Goals: For each area: Post-Secondary Education/Training; Employment; Independent Living: <i>“ _____ has a goal of _____.”</i> <ul style="list-style-type: none"> Circle YES for Measurable Annual Goal and complete the rest of this section of the Grid OR, if a goal area is NOT needed, based on data in the Present Levels: <i>“The IEP team has determined that a goal and services for this area are not needed at this time.”</i> <ul style="list-style-type: none"> Leave the rest of this section of the Grid BLANK- but be sure to document WHY in PLAAFPs 					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study: <i>List courses by name, specifying grade level if needed, update when courses change</i>					
Service/Activity	Location	Frequency	Projected Beginning Date	Projected Ending Date	Person(s)/Agency Responsible
<i>For each post-secondary goal area, reference at least one Measurable Annual Goal (MAG)- - these are <u>services</u> to address skill deficit(s).</i> <i>All MAGs should be referenced in the transition grid.</i> <small>*May use bold and asterisk to identify services linked to MAGs</small>	<i>Where?</i> <i>School?</i> <i>Community?</i> <i>CTC?</i>	<i>How often</i> <i>Might be “during the school day”</i> <i>NOT “As Needed!”</i>	<i>dd/mm/yy</i>	<i>dd/mm/yy</i>	<i>Usually LEA. If student or parent is listed, LEA must be listed to provide support</i> <i>Only list an agency if they have fully agreed!</i>
<i>List (at minimum) one or more <u>activities</u> that will be provided to support the student in achieving his/her post-secondary goal (s) for each of the three areas</i>	<i>Where?</i> <i>School?</i> <i>Community?</i> <i>CTC?</i>	<i>How often</i> <i>Might be “during the school day”</i> <i>NOT “As Needed!”</i>	<i>dd/mm/yy</i>	<i>dd/mm/yy</i>	

V. GOALS AND OBJECTIVES

- Measurable Annual Goals build skills based on prioritized Needs in Present Levels.
- Standards aligned goals for academics are recommended.

Steps for writing a standards-aligned Measurable Annual Goal

1. Review Present Levels of Academic Achievement and Functional Performance (PLAAPF)
2. Identify student needs (academic and functional skills)
3. Prioritize needs as skills to be developed
4. Determine the PA Standard, Anchor, or element from the Curriculum Framework that correlates with each need
5. *After considering the above, write the goal to include all required parts: clearly defined action/behavior, condition, and performance criteria (how well, how consistently, and how frequently progress will be monitored).

Checking your IEP for alignment:

- A. ___ Do Present Levels document baseline skills for each Measurable Annual Goal, and is the skill area listed as a Need?
- B. ___ Does the Transition Grid (Section III) contain a reference to each Measurable Annual Goal?
- C. ___ Does each MAG build priority skills that support attainment of post-secondary goals?
- D. ___ Are academic goals aligned to Standards, Assessment Anchors, or elements from the Curriculum Framework?
- E. ___ Does each MAG /objective contain all four required parts? (see next page)
 - i. ___ Condition
 - ii. ___ Student's Name
 - iii. ___ Clearly Defined Behavior
 - iv. ___ Performance Criteria (How well, How many times , How frequently will progress be monitored)
- F. ___ Is each goal truly measurable– can data collection strategy be implemented as described, and meaningful data reported?

Measurable Annual Goals at a Glance

Condition	Student Name	Clearly Defined Behavior	Performance Criteria		
<p>Describe the situation in which the student will perform the behavior.</p> <p><i>Under what conditions- what materials, settings, accommodations?</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • Given visual cues... • During independent practice in math... • Given active response checks... • Using a self monitoring checklist... • Using passages from content area classes • Given a writing prompt • Using a checklist of tasks on the job site 		<p>Describe behavior in <u>measurable, observable</u> terms. Use action verbs.</p> <p><i>What will s/he actually DO?</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • Locate • Name • Point • Separate • Rank • Choose <p><i>Remember--Academic Standards, Big Ideas, Concepts, Competencies or Assessment Anchors from the Standards Aligned System (SAS) provide the content for goals.</i></p>	<p>The <u>level</u> the student must demonstrate for mastery:</p> <p><i>How well?</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • % of the time • # times out of # trials • With # or % accuracy • "X" or better on a rubric or checklist. 	<p><u>Number of times</u> needed to demonstrate mastery:</p> <p><i>How consistently will the student need to perform the skill(s) before considered "mastered?"</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • 5 out of 6 consecutive trials • 8 consecutive days • 4 out of 5 consecutive weeks 	<p><u>Evaluation Schedule:</u></p> <p><i>How often will skill be assessed?</i></p> <ul style="list-style-type: none"> • Daily? • Weekly? • Biweekly? <p><i>How will skill be assessed?</i></p>