

IEP Goals (ideas & suggestions)

Reading Comprehension

Key to each color	
PURPLE:	Impact statement
BLUE:	Skill to track with the goal
GREEN:	DESK standard
ORANGE:	Progress in the general curriculum
RED:	Transition link

Based on current testing using the QRI-4, **Alex** can independently read 6th grade reading material with 86 WPM, and answered comprehension questions about the text with 63% accuracy. **He** only answered 5 out of 8 comprehension questions correctly which is considered a frustrational level. **Alex's weakness in reading comprehension impacts his ability to understand grade level text.** In order to progress in the general curriculum, **Alex** needs to increase his comprehension skills so he can summarize texts, identify themes, main ideas, and work in the medical field.

When given a 6th grade reading passage, **Alex** will independently answer explicit and implicit comprehension questions with 80% accuracy on 4 out of 5 trials.

Based on recent Scholastic Reading Inventory Assessment (SRI), **Matthew** earned a Lexile Score of 853 which puts him at grade level 4 for reading comprehension. **He** struggles to consistently comprehend informational reading passages at his grade level. **Matthew's weakness in reading comprehension impacts his ability to understand grade level text.** In order for **Matthew** to progress in the general curriculum, he needs to increase his comprehension skills so he can comprehend informational reading passages as well as train to work as a video game designer.

Matthew will use comprehension strategies to correctly answer factual questions in written form when given an informational passage between a 955-1155 (6-8 level) lexile range, with 80% accuracy in 3 trials.

Based on a recent SRI (Scholastic Reading Inventory) assessment, **Scott** can read level 1 passages (lexile 206) with 100% comprehension when the questions are read aloud and he answers orally. He is not able to read grade level passages independently. **Scott's weakness in reading comprehension impacts his ability to understand grade level text.** In order to cite textual evidence to support explicit and inferred ideas and progress in the general curriculum, **Scott** needs to increase his comprehension skills as he trains and works to become a plumber.

When given a level 2 reading passage (300-450 lexile), **Scott** will read the text and answer comprehension questions with 80% accuracy, on 3 out of 4 trials as recorded on a graph.

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Basic Reading Skills

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Based on current assessments using the Six-minute solutions, **Kallee** can independently read 5th grade reading material at an average rate of 113 WPM, with at least 80% accuracy when answering comprehension questions. **She** is still not reading grade level text (8th grade) fluently. **Kallee's weakness in reading impacts her ability to understand written text. In order to progress in the general curriculum, Kallee needs to read 6th grade level material at 120 WPM so she can make inferences and use explicit details to analyze texts, as she trains to work in the veterinary field.**

When given a 6th grade reading passage, **Kallee** will independently read the material fluently with at least 120 WPM on 4 out of 5 trials.

Based on recent CBA using the Grey Oral reading assessment, **Derek** can independently read narrative passages at grade level 4 with fewer than 3 errors. **He** cannot use word attack skills consistently to decode unfamiliar words in grade level curriculum. **Derek's weakness in reading impacts his ability to understand written text. Derek will need to use word attack skills to decode unfamiliar words at level 6/7 so he can compare themes, central ideas and summarize the text in order to progress in the general curriculum and transition to attend college after high school graduation.**

Derek will use phonetic word analysis and synthesis to decode words correctly when given an informational reading passage at level 6/7, 90% of the time in 3 consecutive trials as recorded on a monitoring sheet.

IEP Goals (ideas & suggestions)

Writing

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Based on a recent work sample given on 11/7/11, using the Utah Compose writing program, **Alex** has independently written a one-paragraph persuasive essay. **Alex** was able to earn a holistic score of 15 on a 30 point rubric and a 3 out of 5 in the area of organization. He struggles with **development of ideas** in his writing earning 2 out of 5. **Alex's weakness in writing impacts his ability to structure his writing for understanding. In order to progress in the general curriculum, Alex needs to increase his writing skills, focusing on the area of development of ideas so he can write arguments that support claims, as he seeks employment in the movie industry.**

Alex will write a multi-paragraph focusing on development of ideas (clearly understanding and answering the original topic/claim, using specific examples, appropriate details, supporting ideas, and accurate evidence), scoring a 3 on a 5 point rubric, in 3 out of 4 trials when given a writing prompt.

focusing on the area of **conventions**

Caleb will write a multi-paragraph essay focusing on conventions (using correct grammar, usage, capitalization, punctuation, and spelling), scoring a 4 on a 5 point rubric, in 3 out of 4 trials when given a writing prompt.

focusing on the area of **organization**

Bailey will write a multi-paragraph essay focusing on organization (using a clear plan, purpose, introduction, body, conclusion, use of transition words, and completely answering the original prompt), scoring a 4 on a 5 point rubric, in 3 out of 4 trials when given a writing prompt.

focusing on the area of **style**

Lexie will write a multi-paragraph essay focusing on style (using correct voice, tone, audience, word choice, varied sentences, logical flow, and completely answering the original task or prompt), scoring a 4 on a 5 point, in 3 out of 4 trials when given a writing prompt.

focusing on the area of **sentence structure**

Derek will write a multi-paragraph essay focusing on sentence structure (sentences are complex and varied), scoring a 4 on a 5 point, in 3 out of 4 trials when given a writing prompt.

focusing on the area of **word choice**

Amber will write a multi-paragraph essay focusing on word choice (using advanced vocabulary, precision, and application), scoring a 4 on a 5 point, in 3 out of 4 trials when given a writing prompt.

IEP Goals (ideas & suggestions)

Math

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Based on CBA curriculum based assessment, **Easton** can independently solve add, subtract, multiply, divide, fraction, decimal, and percent problems with the use of a calculator with at least 80% accuracy. He cannot solve problems that involve using the order of operations (0%). **Easton's weakness in math impacts his ability to solve problems.** In order to progress in the general curriculum, **Easton** needs to solve problems using the order of operations so he can solve multistep problems as he seeks employment as a mechanic.

When given an assignment, **Easton** will solve problems using the order of operations, with the use of a calculator, with 80% accuracy on 2 out of 3 trials.

Skill ideas for goal progression

- calculate the perimeter and area of 2D shapes
- solving equations using positive and negative numbers and grouping symbols
- converting between fractions, decimals, and percent's
- comparing and ordering numbers
- simplify expressions using order of operations
- simplifying expressions by combining like terms
- multiplying one expression by another using the distributive property
- solving for unknowns using proportions
- solving equations involving proportions
- solving proportions using congruent and similar figures
- solving one-step equations
- solving multistep equations
- solving equations with more than one variable
- solving systems of equations
- graphing points and lines
- graph lines of equations
- graphing linear equations with at least two unknowns
- graphing inequalities
- find the mean, median, mode, and range from a set of data

IEP Goals (ideas & suggestions)

Task Completion

Based on student grades and status reports; **Alex** passed 6 out of 7 classes first term and 4 out of 7 classes 2nd term. In the classes that **Alex** received a D or below he shows 35% missing assignments from 1st term and 40% missing assignments from 2nd term. **Alex's weakness in executive functioning impacts his ability to self-manage given tasks.** In order to progress in the general curriculum, **Alex** needs to complete tasks by setting goals so he can demonstrate appropriate communication in real life situations as he works in the plumbing field.

Alex will set a daily goal, review orally the materials and tools needed, and then check back with teacher when the task is complete, in his applied skills class 80% of the time during a nine week period.

Organization

Based on student grades and status reports; **Alex** passed 6 out of 7 classes first term and 4 out of 7 classes 2nd term. In the classes that **Alex** received a D or below he shows 35% missing assignments from 1st term and 40% missing assignments from 2nd term. **Alex's weakness in executive functioning impacts his ability to organize his thinking and materials.** In order to progress in the general curriculum, **Alex** needs to organize his work so he can improve stress management as he works toward college and training to be an EMT (Emergency Medical Technician).

Alex will demonstrate organizational skills by turning in his assignments to one location on a daily basis 80% of the time for a 4-5 week period.

Following Directions

Based on daily student trackers; **Javier** is receiving a score of 7 out of 10 in at least 2 of his classes. He has been losing points because of not following teacher directions. **Javier's weakness in behavior impacts his ability to build interpersonal relationships.** In order to progress in the general curriculum, **Javier** needs to follow teacher directions so he can demonstrate appropriate communication in real life situations as he trains to work in the Composites field.

Javier will follow teacher direction the first time given, to receive 10 points on his daily tracker, in each class during a 4-5 week period.

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