

Present Levels of Performance

MATH

Based on information gathered from current classroom teachers, Sally is able to trace and neatly write numbers through nine. Sally is working on understanding before and after, as well as memorizing and writing her telephone number. Other math skills she is working on include: identifying numbers to 100; pronunciation of calendar sounds like 1st, 2nd, and 3rd; and sorting. Most peers her age are able to write addition and subtraction facts for each fact family know addition and subtraction factors within 10; can count to 100 by 2s, 5s, and 10s; and are able to tell and write time to the hour and half hour. CCSS Math 1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

In comparison to peers, Sally has difficulty counting by two's and telling time. She is working on telling time by the hour and can currently do it 80% or more of the time, but only 30% of the time if half hours are included. Sally is also working on counting by two's to 50 and can currently do it with 50% accuracy. According to her teachers, math is the most difficult area for her. However, she is able to participate accurately in daily calendar time each morning when the class meets.

Delays in counting, telling time, and understanding math concepts adversely affect Sally's ability to complete grade level work in the general education curriculum.

Goal:

Given a set of 10 problems requiring Sally to tell time in hours and half-hours, she will increase her skills from 3 out of 10 correct answers to 8 out of 10 correct answers on three consecutive data points as measured by weekly progress monitoring assessments by February 16, 2016.

CCSS Math 1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

READING

Based on information gathered from classroom teachers, Terry is confident and comfortable when reading. He is always eager to read and likes books. He tracks his words and self corrects miscues often as he reads. When he encounters new words, he uses reading strategies such as: picture/text matching, re-reading, sounding out, tracking each letter as far as he can read, and segmenting and blending phonemes. Terry displays an understanding of concepts of print and uses his imagination when reading. He is able to read as well as some of his peers with 1:1 assistance or in small group instruction. Most peers his age are able to answer who, what, when, where, why, and how after reading stories and nonfiction; understand how words convey feelings and senses, and compare and contrast main idea between two pieces of nonfiction. CCSS ELA 1.RF.4a Read on-level text with purpose and understanding.

Based on the Developmental Reading Assessment, Terry read 21 words correct per minute with less than 90% accuracy at level 2, which is equivalent to a middle of kindergarten reading level. He will respond to parts of the text that he enjoys and will share his thinking, but does so inconsistently. Terry answers comprehension questions with 30% accuracy after reading a grade level reading passage. He is able to retell important parts of a story and make text-to-self connections, but only when prompted to do so

by an adult. Matching vowels sounds and rhyming words are two reading skills that he is currently working on.

Delays in reading ability and reading level, adversely affect Terry's ability to complete on grade level work in the general education curriculum.

Goal:

Given an informational text written at the first grade level, Terry will increase his correct words read per minute from 21 words to 50 correct words per minute on three consecutive data points as measured by weekly oral reading fluency assessments by February 16, 2016.

CCSS ELA 1.RF.4 Read with sufficient accuracy and fluency to support comprehension.

BEHAVIOR

Based on information gathered during classroom observation, Laney shows difficulty following instructions on the first requests, completing work on her own without frequent redirection to the task at hand, and has difficulty not responding to distractions by her classmates. She is often distracted by those around her and will mimic the actions of others. Despite requiring numerous redirections throughout the day she is able to remain on task with redirections 48% of the time. Also, in order to complete tasks successfully she often requires frequent periods of direct assistance. Laney is able to transition easily between people and locations, but has difficulty with switching between tasks.

Avoidance and escape behaviors will be exhibited when fine motor tasks become too difficult for her. She will use behaviors such as: throwing, talking-out, or refusals to show that the work is too hard for her 60% of the time.

Laney needed to be redirected 25 times in 45 minutes during a classroom observation, which equates to being off task or needing redirection 55% of the time. In comparison, a model peer was redirected 3 times or was off task needing redirection about 7% of the time. The attention concerns are having an impact on her work engagement and on her work completion. Laney struggles with remaining on-task and completing work independently and often needs multiple redirections.

Difficulty with following directions and remaining on task adversely affects Laney's ability to produce work or to appropriately participate in instruction in the general education curriculum.

Goal:

During independent work time, Laney will decrease inappropriate behaviors; when a task is too difficult for her, (throwing, talking-out, or refusals) from 60% of recorded time to exhibiting the behaviors 10% of recorded time in 8 out of 10 occurrences as measured by teacher collected data by February 16, 2016.