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# Standards-Based IEPs

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## Activities



**Created and Provided by: TASN providers including team members from Special Education Services, Kansas Inservice Training System (KITS), Project Success (Supporting Reading, Math and LRE), TASN Autism and Tertiary Supports project, Families Together, and Kansas Secondary Connections (KSSC)**

## ***Activity: Gap Analysis***

***Directions:*** Answer the four questions about the PLAAFP and Standard provided below.

- **PLAAFP:** Richie can add and subtract single digit numbers with 90% accuracy. He can add double digit numbers with 50% accuracy but he is unable to subtract double digit numbers that require regrouping. He can identify coins and small bills (penny, nickel, dime, quarter, one, and five dollar bills) but he cannot make change. Richie can estimate in problems using two-digit numbers but not in problems with larger numbers.
  - **Standard:** The fourth grade standard for math requires the following computation: Add, subtract, multiply (three-digit by two-digit factors), and divide (two-digit dividends by one-digit divisors) to solve problems.
- 1) Compare Richie's present levels to the expectations of the grade-level content standard.
  
  - 2) Where are there gaps between Richie's PLAAFP and the standard?
  
  - 3) What skills does Richie need to move from his current performance level to the level of the standard?
  
  - 4) At what grade level are the pre-requisite skills that Richie needs being taught?

## ***Activity: PLAAFP Example-Grade 4***

### ***DIRECTIONS:***

1. *Link a need from this PLAAFP statement to a KCCR ELA standard for Grade 4.*
2. *Analyze the skill components of that standard.*
3. *Which skill components are related to Sally's current level?*

**PLAAFP:** Sally can identify the main idea and one to two details when reading content area passages. She can verbally explain events in chronological order. She can compare and contrast events from text using a Venn diagram. However, Sally is unable to write a complete summary of a passage or story. She has difficulty identifying the author's purpose or evidence in text; she only states why she likes the text. In addition, she cannot determine cause/effect relationships in text.

## ***Activity: PLAAFP Example-Grade 8***

### ***DIRECTIONS:***

4. *Link a need from this PLAAFP statement to a KCCR ELA standard or a KCCR Math standard for Grade 8.*
5. *Analyze the skill components of that standard.*
6. *Which skill components are related to Kimi's current levels?*

**PLAAFP:** Kimi can respond to simple fact-based comprehension questions, but needs more work on applying a variety of reading comprehension strategies. Kimi's scores on state assessments place her in the "Does Not Meet Standards" category on reading comprehension. On classroom assessments, Kimi answers simple "Who, What, When, and Where" questions with 80% accuracy but experiences difficulty with making inferences. She has difficulty determining theme and making predictions for comprehension of eighth-grade reading materials. Kimi's assessment data indicate computational fluency with addition, subtraction, and multiplication of integers. She can solve one- and two-step algebraic expressions on worksheets and classroom assessments. Generalizing what she has learned in mathematics, however, to real-world situations is an area of need for Kimi. She can do the computations if the problems are written as numerals and presented as math problems. It is difficult for Kimi to apply what she knows about mathematics to situations that occur in daily life. (*adapted from NASDE Project Forum, Standards-Based IEP Examples, Holbrook, 2007*)

## ***Activity: Measurable Annual Goal for Sean***

***DIRECTIONS:*** Read the goal below. What standard and skill component of that standard would be aligned to this goal for Sean?

**Goal:** In 36 instructional weeks, Sean will answer comprehension questions with 80% accuracy on both narrative and expository passages given 10 questions per passage.

What standard is aligned to this goal?

What specific skill component of that standard is the goal linked to?

## ***Activity: Measurable Annual Goal for Sally***

***DIRECTIONS:*** Develop a goal for Sally based on the analysis of the standard from the earlier activity, using the form below.

**Measurable Annual Goal:**

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Behavior	Condition
Criteria	Timeframe

# Activity: Measurable Annual Goal for Kimi

*DIRECTIONS* Develop a goal for Kimi based on the analysis of the standard from the earlier activity, using the form below.

**Measurable Annual Goal:**

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Behavior	Condition
Criteria	Timeframe

## ***Activity: Complete the Steps for Marco***

**DIRECTIONS:** Identify a math standard for seventh grade that is related to the following PLAAFP. Develop a goal for Marco using the form below that is related to the component skills of that standard.

**PLAAFP:** Marco knows all the addition and subtraction facts, but he has memorized the multiplication and division facts only through fives. However, he has good calculator skills and is able to correctly solve two-step word problems using a calculator. He is currently working on addition and subtraction of fractions. He does not yet understand the relationship between fractions and decimals. He has also begun to compute addition and subtraction of negative and positive whole numbers, using a number line that extends both above and below zero.

**1) ELA Standard:**

**2) Component Skills of the Standard:**

**3) Measurable Annual Goal:**

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Behavior	Condition
Criteria	Timeframe



## Check In

1. The PLAAFP should describe how the student's exceptionality affects his/her access to and progress in the general education curriculum.	True      False
2. Each goal must have baseline performance data.	True      False
3. State assessment results are one way of measuring how the student is progressing in the general curriculum.	True      False
4. Gap Analysis compares grade-level expectations to the student's current performance.	True      False
5. The IEP team should write goals that restate the standards	True      False
6. For students taking the alternate assessment, only functional performance goals must have short-term objectives or benchmarks.	True      False
7. Goals should be linked to the grade-level standard for the student.	True      False
8. Which of the following are the components that must be included in a measurable annual goal?	<ul style="list-style-type: none"> <li>a) Behavior</li> <li>b) Student Name</li> <li>c) Reference to baseline performance</li> <li>d) Criteria</li> <li>e) Condition</li> <li>f) What teacher will do</li> <li>g) Methodology teacher will use</li> <li>h) Timeframe</li> </ul>

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## Resources



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# Steps to Developing a Standards-Based IEP

Steps	Key Elements to Consider
<p><b>1. Use PLAAFPs to link to a Standard.</b></p>	<ul style="list-style-type: none"> <li>• What is the student’s current performance in relation to the grade-level content standards?</li> <li>• What state standards has the student achieved?</li> <li>• What skills does the student already have that will enable him/her to work toward standards for the student’s current grade level?</li> <li>• What skills are missing in order for the student to be able to achieve the grade level standard?</li> </ul>
<p><b>2. Choose a standard related to a prioritized need and analyze the skill components.</b></p>	<ul style="list-style-type: none"> <li>• Selection of a standard should be related to a high-priority need for which you want to write a goal</li> <li>• Choose the standard(s) most essential to:               <ul style="list-style-type: none"> <li>• Accelerating the student’s ability to progress in the general education curriculum</li> <li>• Result in educational benefit</li> <li>• Reduce the difference between student’s performance and grade level standards (Gap Analysis)</li> </ul> </li> </ul>
<p><b>3. Select a skill component from the standard and develop a goal.</b></p>	<ul style="list-style-type: none"> <li>• The goal may relate to a missing pre-requisite skill for a standard.</li> <li>• The goal should describe what the student will accomplish in one school year.</li> <li>• Remember the required components of a goal:               <ul style="list-style-type: none"> <li>○ Behavior/skill</li> <li>○ Conditions</li> <li>○ Criteria</li> <li>○ Timeframe</li> </ul> </li> </ul>
<p><b>4. If needed, write Objectives or Benchmarks.</b></p>	<ul style="list-style-type: none"> <li>• Short-term objectives and benchmarks are steps that measure the student’s progress toward the annual goal.</li> <li>• Are required only for those students taking the Kansas Alternate Assessment and DLM</li> <li>• ALL goals on an IEP for a student taking the Kansas Alternate Assessment must include benchmarks or short term objectives</li> </ul>
<p><b>5. Collect progress monitoring data to measure progress toward the goal.</b></p>	<ul style="list-style-type: none"> <li>• Identify the skill in the goal that will be monitored and the measurement to be used</li> <li>• Develop an aimline (a line from the baseline score to the criteria in the goal)</li> <li>• Chart results and compare to aimline</li> <li>• Make instructional adjustments based on the data</li> </ul>

Questions to ask about PLAAFPs and Standards:

- What has been the student's response to learning strategies?
- How do learner characteristics affect student learning?
- What have been successful interventions or accommodations?
- Which need presents the biggest obstacle to the student's progress toward grade-level standards?
- How does the child's disability impact his/her involvement and progress in the general curriculum?
- What are the skill sets the student requires to access and make progress in general education curriculum?
- What is the student's current performance in relation to the grade-level content standards?
- What state standards has the student achieved?
- What skills does the student already have that will enable him/her to work toward standards for the student's current grade level?
- What skills are missing in order for the student to be able to achieve the grade level standard?
- What are this student's high priority needs that you might want to develop goals to address?

## Conducting Gap Analysis

A gap analysis is used to measure and analyze the difference between the student's current levels of performance and grade-level content standard expectations. The gap analysis should indicate the prerequisite skills or knowledge the student needs to close the gap between his/her Present Levels of Academic Achievement and the grade-level content standards.

### Steps for Gap Analysis:

- 1) Compare the student's present level of performance to the expectations of the grade-level content standard.
- 2) Where are there gaps between the present level and the standard?
- 3) What skills does the student need to move from current level to the level of the standard?
- 4) At what grade level are the pre-requisite skills needed by the student taught?

### Questions for IEP Teams to Consider when Conducting a Gap Analysis:

- What is the intent of the content standard?
- What is the content standard saying that the student must know and be able to do?
- What are the essential skills associated with the content standard?
- What skills does the student need to meet the standard?
  - Includes depth of knowledge
  - New skills and extensions
- What knowledge and skills should be in place in order for student to meet the standards?
  - Prerequisites
  - Connections to previous learning
- What are possible methods for showing what the student knows and can do within the standard?
- Has the student been taught content aligned with the grade-level standards?
- Has the student been provided appropriate instructional scaffolding to attain grade-level expectations?
- Does the student have an appropriate means to express what he or she knows relative to the content standard?
- Was the student provided core and supplemental materials in an accessible format?
- Is assistive technology needed to access instruction in the general curriculum?

Some of the options for Intensifying Instruction:

- Increase the number of practice opportunities or provide practice opportunities with adult support present
- Reduce the size of the group or move to one-on-one
- Spend more time modeling the “I do” and “We do” guided practice before the student practices independently
- Increase the length or frequency of the instructional intervention
- Use a more systematic program/curriculum so that skills are taught in a more prescribed manner
- Provide better access to instruction through assistive technology
- Provide additional special education services and supports