

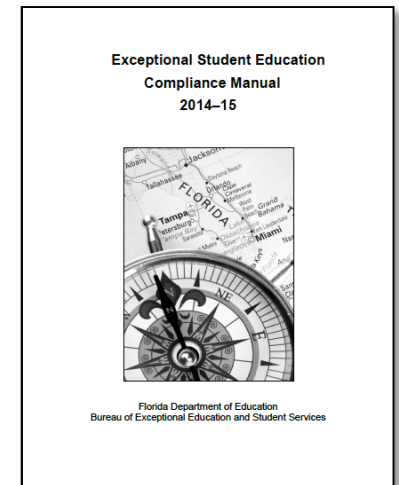
Hearing Loss and Beyond:
Understanding Child Learning
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Using data to write present level
statements and goals

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What is a Quality IEP?

- A quality IEP
 - Is in compliance with all requirements of federal, state, and district laws and regulations
 - Reflects decisions based on active and meaningful involvement of members of the IEP team
 - Provides a clear description of
 - Student educational needs and expected outcomes
 - Special education services and supports



Present Level of Academic Achievement and Functional Performance

- The student's strengths
- What the student currently can do
- How the disability affects the student's involvement and progress in the general curriculum or participation in appropriate activities and the student's educational needs

Step 1. What exactly is the problem?

Determine what is expected of a student at a current age or grade level and the actual performance of the student.

- Review general factors and assessment information about student progress to identify strengths and areas of concern.
- Then investigate each area of concern to pinpoint specific needs.

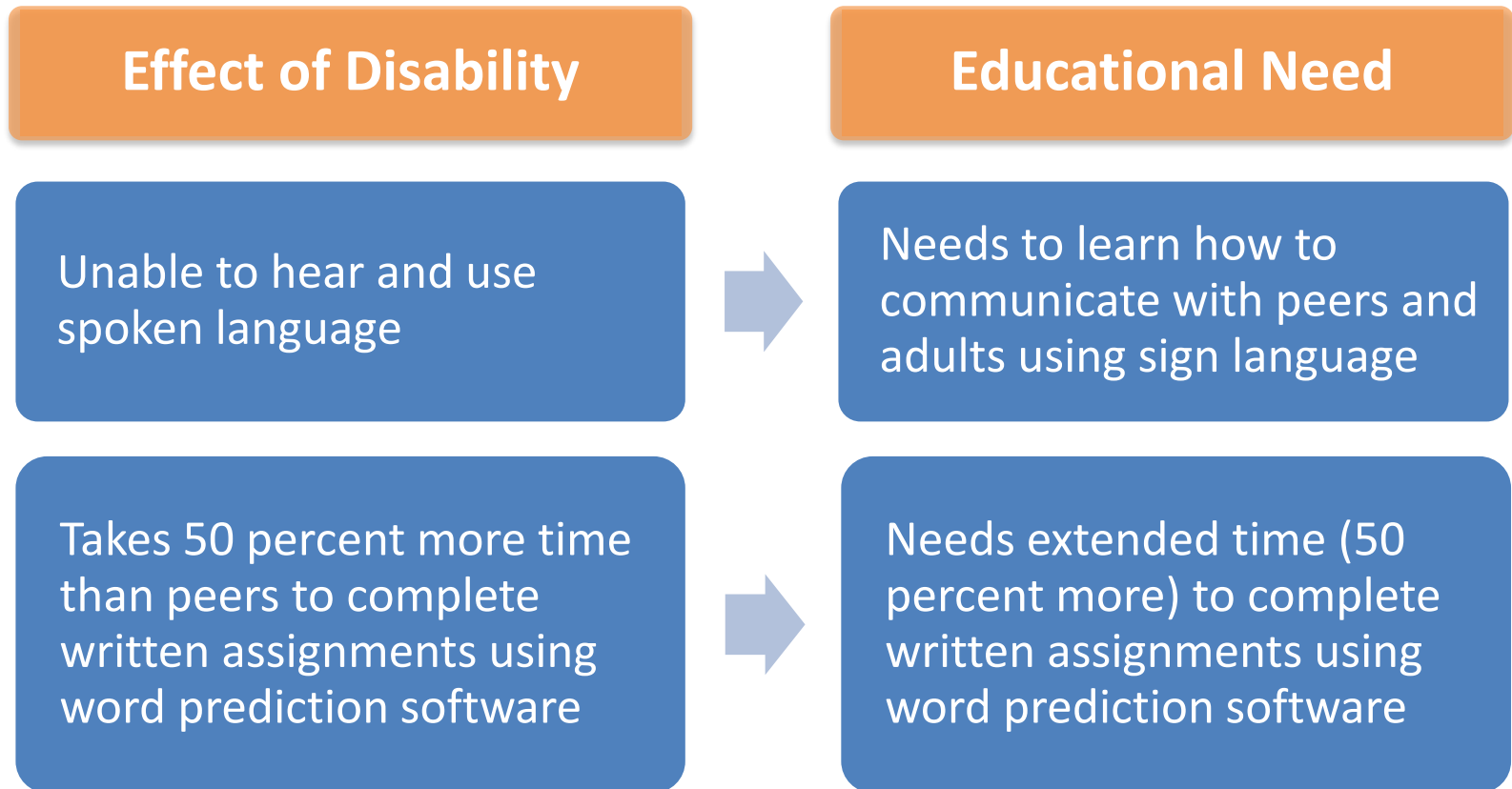
Student's Relevant Strengths

- Areas of curriculum where student is performing on or above grade level
- Student's abilities or behaviors in home, school and community work setting
- Student preferences or interests

Examples:

- Performing on grade level in mathematics
- Recalls main ideas and supporting details when information is presented orally
- Volunteers in community on recycling

Determine the effects of the disability and educational needs.



Measurable Annual Goals

- What specific knowledge, skill, or behavior does the student need to learn to be involved and make progress in the general curriculum?
- What does the student need to learn to meet other educational needs that result from the disability?
- How will student progress be monitored to determine the effectiveness of the intervention and support?

Make It Measurable

Specific

- The action, behavior, or skill to be measured
- Describes what to measure and how to measure it

Objective

- Yields same result no matter who measures it

Quantifiable

- Numerical or descriptive information that can be compared to baseline to calculate progress

Clear

- Understandable by all involved

Measurable Annual Goals: Three Parts

1. **Observable behavior:** An explicit, observable statement of what the student will do
2. **Conditions:** The tools, situation, or assistance to be provided
3. **Mastery criteria:** Acceptable performance (how well the student must perform)

Conditions

- Describe conditions, such as tools, assistance, situation, etc., under which the skill or behavior will be performed or used
 - Given a (visual timer, large-print book)
 - Using a (communication device, checklist)
 - Without prompting
 - In three academic classes/when eating in the cafeteria

Mastery Criteria

Accuracy

- 95 percent accuracy; 19 out of 20 items correct

Duration (time)

- Remains on task for 5 minutes

Speed/Rate

- With fluency of 90 words correct per minute
- Within two minutes

More Mastery Criteria

Timeframe (period of time)

- Over five consecutive assignments
- On four consecutive weekly probes

Distance

- Travels independently for 20 feet

Set of required characteristics

- Complete a five-step set-up process on the job

Measurable Annual Goals: Example

Given 10 two-step addition word problems,
Leroy will solve 9 out of 10 problems correctly.

Behavior: Solve the two-step addition
problems

Conditions: Given 10 two-step addition
word problems

Criteria: 9 out of 10 correct

Data Review

- Review the data provided for this student.
- Create a Present Level of Performance for each IEP domain the data requires
- Create 2 goals for each domain that requires a goal.