Guidance Document
for
Individualized Education Program (IEP)
Development

July 2011

Revision to guidance documents occurs based on feedback the Division of Learning Services receives from the Directors of Special Education, State Stakeholder Groups, KDE Interpretation of Law, and Legal Decisions. In addition, the Division of Learning Services, Diverse Learners Branch makes revisions to guidance documents based on on-site monitoring visits, desk audits, and written formal complaints.

Table of Contents

Purpose of this Document

The "Guidance Document for Individual Education Program (IEP) Development" provides clear, concise instructions and best practice examples for Admission and Release Committee (ARC) members including chairpersons, teachers, related service providers and parents. This document is to be used in conjunction with local policy and procedure, federal and state law and regulation, including IDEA, the Kentucky Administrative Regulations (KAR), and the Compliance Record Review Document. This document introduces numerous concepts and provides hyperlinks to more comprehensive discussions, resources and training materials. The blue underlined references denote hyperlinked documents.

The Guidance Document for IEP Development is dynamic in nature. As resources emerge from the Kentucky Department of Education (KDE) and the Special Education Cooperatives, updates will be posted on the KDE Website. This document will be reviewed and revised annually, as needed.

Thanks to the many contributors and reviewers of this document including the Kentucky Department of Education, Special Education Cooperatives, representatives of Institutes of Higher Education, teachers and parents.

Introduction to Standards Based IEPs

The 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) mandated that students with disabilities gain access to the general curriculum. The No Child Left Behind Act of 2001 and subsequent reauthorization of IDEA in 2004 requires the ARC to ensure the student has access to the general education curriculum to the greatest extent possible.

Reauthorization at the federal level reshaped Individual Education Program construction in Kentucky. Skills-based IEPs written in the 1970s and 1980s transformed to writing IEPs based on the general curriculum. From 1998 through 2010, the Program of Studies served as a guide for the ARC in developing IEPs.

With Kentucky's adoption of common state standards in 2010, IEP development will reflect those changes. "Access to the general curriculum" will focus on the Kentucky Core Academic Standards (KCAS), which are Kentucky's standards. Additionally, the Kentucky Program of Studies for Practical Living and Vocational Studies continues to be a current curriculum document. Educators and parents will acclimate to the new language and ideas of our state curriculum document. Vocabulary such as *domain*, *strand*, *cluster*, *standard*, *deconstructed standard*, *sub-skills, knowledge target, reasoning target, performance skill target, product target* will become commonplace as educators and parents access training through KDE, special education cooperatives, local districts, and ARCs.

This document highlights the Kentucky Core Academic Standards (KCAS) and introduces vocabulary from standards materials and training. The document will reference resources available at the point of publication with the understanding that additional KDE resource documents will be published throughout the 2011-2012 school year. In the context of access to the general curriculum and inclusion of students in the general education setting, change is good!

IEP Process

Individualized Education Plan (IEP) is a written plan of action for a student with a disability who is eligible to receive special education and related services. The IEP describes the student's needs, annual goals, specially designed instruction and supplementary aids and services to address the needs of a student. The Admissions and Release Committee (ARC) develops the IEP, ensures IEP implementation, reviews progress toward the annual goal at least once every 12 months, and revises the IEP as appropriate. Parent input must be considered in IEP development and revision.

Kentucky educators use the Special Education portion of the Student Information System from Infinite Campus for required IEP and due process forms. Data Standards for use of the forms are updated annually.

Codified Federal Regulations (CFRs) and Kentucky Administrative Regulations (KARs) provide specific guidance regarding the IEP process as outlined below.

1. IEP supports learning by: 707 KAR 1:320 § 5 (7)(b)(1-2), 34 CFR 300.320 (a)(4)
   - Providing access to the general curriculum;
   - Ensuring the student will make progress in the general curriculum (educationally, academically, behaviorally, and functionally);
   - Addressing the student's other unique educational needs; and
   - Preparing the student for further education, employment, **and** independent living.

2. At least once every 12 months (365 calendar days), or as requested by any ARC member, the ARC reviews the IEP and accompanying on-going progress data to determine whether the annual goals are being achieved, and revises the IEP, as appropriate, to address: 707 KAR 1:320 § 2 (6), 34 CFR 324 (b)(1)
   - Any lack of expected progress toward the annual goals;
   - Any lack of expected progress in the general curriculum, if appropriate;
   - The results of any reevaluation;
   - Information about the student provided by or to the parents;
   - The student's anticipated needs; and
   - Other matters.

3. ARC shall consider in the development of an IEP: 707 KAR 1:320 § 5 (1), 34 CFR 300.324 (a)(1)
   - the strengths of the student;
   - the concerns of the parents for enhancing the education of their student;
   - the results of the initial or most recent evaluation of the student;
   - the academic, developmental, and functional needs of the student;
   - as appropriate, the results of the student's performance on general state or district-wide assessment; and
   - other information as necessary.

IEP Development is a Process Not an Event

Present Levels

- Educational Performance relevant to disability
  Current Performance in General Curriculum
  Current Academic Performance
  Current Functional Performance
- Description of relative strengths
- Description of needs or concerns including Baseline Performance
- How the disability affects educational performance

Considerations of Special Factors

Measurable Annual Goal (ABCDE)	**Measurable Annual Goal** (ABCDE)	**Measurable Annual Goal** (ABCDE)
Methods of Measurement (CBM, Direct, Indirect, Authentic Measures) Reporting Progress	Methods of Measurement (CBM, Direct, Indirect, Authentic Measures) Reporting Progress	Methods of Measurement (CBM, Direct, Indirect, Authentic Measures) Reporting Progress
Specially Designed Instruction (Implementation of research based instructional practices)	Specially Designed Instruction (Implementation of research based instructional practices)	Specially Designed Instruction (Implementation of research based instructional practices)

Supplementary Aids and Services
(What the student uses to access curriculum)

Accommodations
(Equal access to State and Classroom assessments)

Program Modifications and Supports for School Personnel
(Unique Programming provided on behalf of the student and support to personnel implementing services)

Participation in General Education

Least Restrictive Environment

Extended School Year Services?	Extended School Year Services?	Extended School Year Services?

Transition Services for Post Secondary Goals

Using Student Performance Data for IEP Development

707 KAR 1:320 § 5 (1), 34 CFR 300.320 (a)(1)
707 KAR 1:300 § 4 (10), 34 CFR 300.304 (c)(4)

Student performance data is information that demonstrates how the student is performing academically, behaviorally, socially, and functionally. Student performance data assists the ARC in decision making, IEP development and IEP implementation. The ARC uses student performance data to:

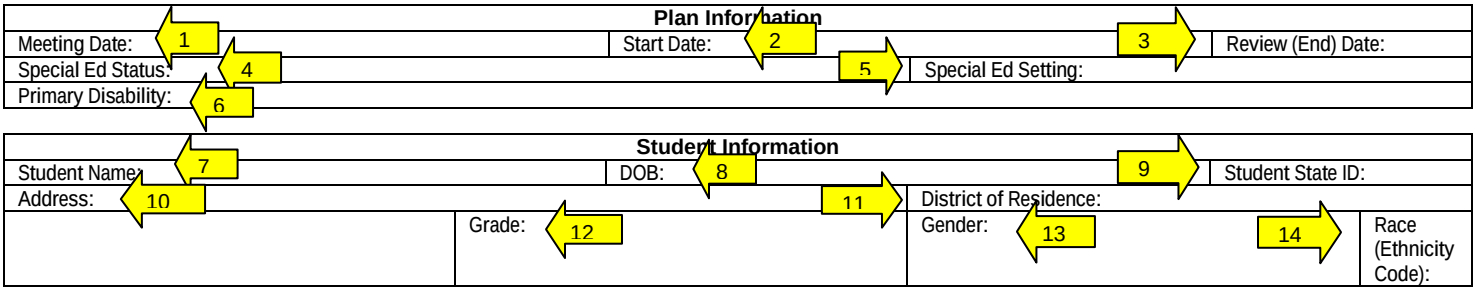
- describe the student's present level of performance;
- develop appropriate measurable annual goals;
- identify appropriate specially designed instruction (SDI) and supplemental aids and services (SAS);
- evaluate and report student progress;
- document implementation of the IEP;
- determine the effectiveness of instructional services; and
- determine if the child continues to need SDI and/or related services.

During the meeting, the ARC has a thorough discussion about student performance data. For an initial IEP, the ARC reviews available data about the student including classroom data, the results of researched based interventions, and formal and informal assessment data. For the development of subsequent IEPs, the ARC reviews available data which now includes IEP progress monitoring data. Student Performance data may be gleaned from a variety of sources, such as:

- **IEP progress monitoring data**
- **IEP progress reports**
- Results of research based interventions
- Results of universal screening
- Integrated Assessment Report
- Classroom-based assessments (e.g., formative assessment)
- Criterion referenced tests
- End of course assessments
- Culminating products/projects
- Classroom observations
- Work samples (e.g., portfolios, daily assignment)
- Functional Behavior Assessment
- Behavior Intervention Plan
- State and district-wide assessment results
- Educational Planning and Assessment System (EPAS) tests:
  - EXPLORE (8^{th} grade)
  - PLAN (10^{th} grade)
  - ACT (11^{th} grade)
- Person-Centered Planning
- Individual Learning Plan (ILP) or Individual Graduation Plan (IGP)
- Student & parent surveys
- Interviews

Demographic Information

Individual Education Program (IEP)
Anytown Public School



1 Enter the actual date of the ARC meeting (Month, Day, Year). This date must correspond with the scheduled date on the meeting notice. If the date of the meeting is different from the notice, document this change on the parent/student notice or on attached documentation of conference form, noting the reason for the change (e.g., school cancellation, parent request). 707 KAR 1:320 § 2 (6), 34 CFR 300.324 (b)(1)

2 The Start Date for the implementation of special education services specifies the month, day, and year the ARC ensures IEP implementation. The Start Date also reflects when the IEP is amended through the ARC process and when those amended changes occur; make sure the End Date does not change. Refer to Policies and Procedures to determine "Start Date" if parent did not attend ARC meeting (allowing time to review and respond to the proposed action of ARC).

For Amendment of IEP - The start date reflects when amended changes occur/begin; make sure the End Date does not change. Copy process should ONLY be used when making an addendum to the current IEP; the end date should not change – Special Education Data Standards, pg 61.

3 The Review (End) Date (i.e., Review Date) for the implementation of special education services reflects the date by which the IEP will be reviewed by the ARC. This is done within 365 calendar days of the "Meeting Date" unless a shorter time is specified by ARC. 707 KAR 1:320 § 5 (12), 34 CFR 300.320 (a)(7)

4 Select the current status of the student within the special education process on the KYIEP | Enrollment Status editor (From Special Education Data Standards: i.e., Active, Active/Referred, Eligibility-Parent Refused, Inactive, Not Eligible, Pre-Referral, Referred).

5 Select the appropriate LRE setting description on the KYIEP | Enrollment Status editor (From Special Education Data Standards: i.e., for ages 3-5: 3A1, 3A2, 3B1, 3B2, 3F, 3P, 3S, 3U, 3X; or for ages 6-21: 6A, 6B, 6C, 6F, 6H, 6I, 6J, 6U).

6 Verify and enter the student's primary category of disability on the KYIEP | Enrollment Status editor. This aligns with the most current Eligibility forms completed through the ARC process.

7 Verify the student's full legal name, first, middle and last (auto populates from census). Do not use a nickname.

8 Verify the student's date of birth (auto populates from census).

9 Verify the student's state ID number (auto populates from census).

10 Verify the student's address (auto populates from census).

11 Verify the student's district of residence, if applicable (auto populates from enrollment).

12 Verify the student's grade level as of the date of the IEP meeting (auto populates from enrollment).

13 Verify the gender of the student (auto populates from census).

14 Verify the student's Ethnicity Code (auto populates from census).

Present Levels of Academic Achievement and Functional Performance

707 KAR 1:320 §5 (7)(a), 34 CFR 320 (a)(1)

Present Levels of Academic Achievement and Functional Performance (Present Levels) is a summary of **information** and **data** of what the student currently knows and is able to do in the following areas:

- Communication
- Academic Performance
- Health, Vision, Hearing, and Motor Abilities
- Social Emotional Status
- General Intelligence
- Transition Needs
- Functional Vision/Learning Media Assessment

The ARC uses information from resources described in the Student Performance Data and determines if the student is performing commensurate with similar age peers. For deficits related to the student's disability, the ARC describes how the disability affects the student's involvement in and progress in the general curriculum as provided in the Kentucky Core Academic Standards (KCAS).

Present Levels incorporate various concepts as described below.

- Present levels of academic achievement describes the student's most recent performance in skills and strategies related to reading, math, or written language. The description includes the student's ability to generalize his/her learning.

- Present levels of functional performance means activities and skills that are not considered academic and are used in the context of routine activities of everyday living [707 KAR 1:002 Section 1 (28) and 34 CFR, Vol. 71 #156, August 14, 2006, p.46661]. This information may be documented in a variety of Present Level areas including Communication Status; Health, Vision, Hearing and Motor Status; Social and Emotional Status; Transition Needs; and Functional Vision and Learning Media Assessment.

- Educational performance includes academic areas and non-academic areas. Educational performance in academic areas may include reading, math, communication; progress in meeting goals in the general curriculum; and performance on state-wide and local assessments. Education performance in non-academic areas (i.e., functional performance) may include daily living activities, behavior, mobility, and mental health.

- Commensurate with similar age peers means that the student is performing within the same range of academic and functional performance as non-disabled grade and age peers. Commensurate with similar age peers does *not* denote that the student is functioning *on* grade level; non-disabled students within a specific grade may also demonstrate a *range* of skills that include above grade level, at grade level and below grade level.

- Relative strengths are areas in which the student performs well as compared to his/her own performance.

- Needs or concerns are areas in which the student performs *significantly* and *consistently* below the performance of similar grade and age peers as a result of the disability.

- Needs related to the disability means a need or concern that directly corresponds to the assessment, eligibility criteria, and regulatory definition of a disability category.

- Expanded core curriculum for students with visual impairments addresses compensatory or functional academic skills, including communication modes, orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, use of assistive technology, sensory efficiency skills, and self-determination skills.

- Baseline performance describes the student's current performance of a skill or strategy in measurable terms (e.g., words per minute, % correct in 3 out of 5 trials, # minutes to sustain a behavior, level of prompts necessary to sustain a behavior). The baseline serves as a starting point for IEP instruction. Baseline data for an initial IEP is based on student performance data, research based interventions, or information within the integrated assessment report. Baseline data for subsequent IEPs is based on IEP progress monitoring.

- Formative assessment, assessment *for* learning, is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (Stiggins,2006).

- Summative Assessment, assessment *of* learning, is a process used by teachers and schools that provides periodic measures of achievement standards for reporting and accountability purposes (Stiggins,2006).

- Lexile is a reading measure that provides information about an individual's reading ability or the difficulty of a text. These measures assist in matching a reader with the appropriate difficulty level or text for decoding and comprehension. The Lexile reader measure can also be used to monitor a reader's growth in reading ability over time.

- Quantile is a math measure that identifies a student's ability to think "mathematically" in taxonomy of math skills, concepts, and applications. It provides an indication of how well a student understands mathematical concepts and skills at his or her grade level.

Steps for Writing the Present Levels

In preparation for writing the present levels, locate the most recent eligibility documentation, review how the disability adversely affects the student's educational performance, and review student performance data, including baseline data.

Below are the general steps for writing present levels. The steps may be altered slightly dependent on the present level area.

1. **Identify** the student's grade level standards using the KCAS.

2. **Identify** the student's current educational performance using student performance and baseline data.

    a. **Determine** the student's current academic performance in KCAS. As needed, consider prior grade level standards to identify prerequisite skills and content needed by the student.

    b. **Determine** the student's current functional performance. Reference additional curricular tools as appropriate (e.g., KCAS, Kentucky Program of Studies for Practical Living/Vocational Studies, Character Education Document, Syracuse Community Reference Curriculum Guide, Expanded Core Curriculum for Visual Impairments).

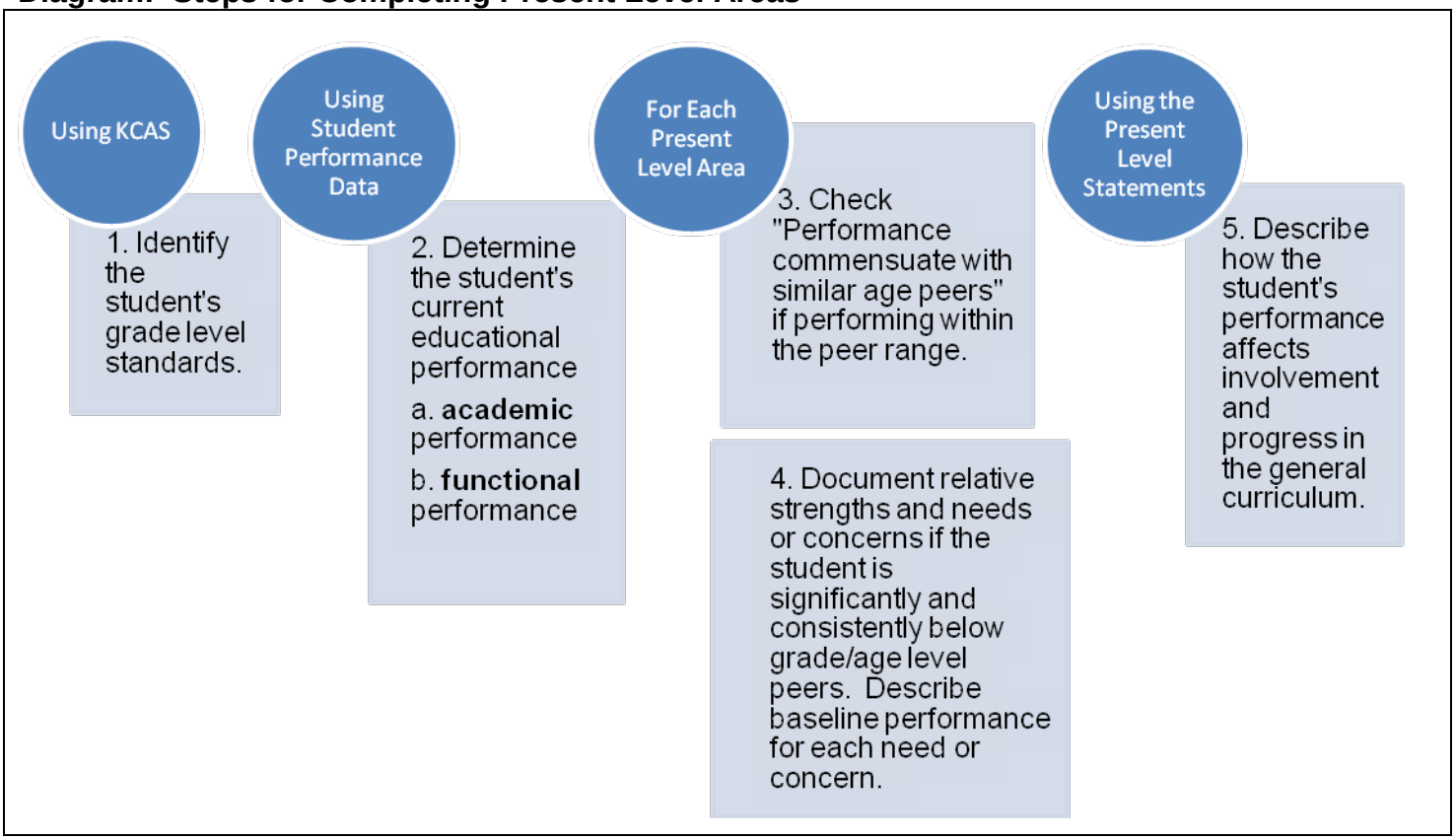
3. **Check the box** "Performance commensurate with similar age peers" for each Present Level area if the student is performing within the range of academic and social performance of nondisabled grade and age peers. If the student's performance is commensurate with nondisabled grade and age peers, no additional information is required.

4. **Document** the student's *relative strengths*. **Document** the student's needs or concerns if the student is performing significantly and consistently below the KCAS standards for his/her grade level peers or functional performance for his/her age level peers as a result of the disability. Describe baseline performance for each need or concern. Complete for each relevant Present Level area.

5. **Describe** how academic and/or functional performance *affects the child's involvement and progress in the general curriculum.* Questions to consider:
    - What are the student's challenges related to the disability?
    - How will the challenges related to the disability affect day-to-day life?
    - How does the disability impact the student's ability to demonstrate knowledge and reasoning of grade level standards?
    - What supports does the student need to acquire and attain necessary skills to progress in the general curriculum?
    - Is the student on track to achieve proficiency as his/her same age peers within the year?
    - What supports does the student need to acquire and attain necessary skills to progress in the general curriculum?
    - What are barriers to college and career readiness?

    A statement of affect may be described in each Present Level area OR as one statement that incorporates all Present Level areas impacted by the disability.

Diagram: Steps for Completing Present Level Areas



Process for Completing Present Level Areas

The following section defines each Present Level area and provides an example following the five-step *process* for writing the Present Levels.

A. Present Level Area: Communication Status

Communication Status includes performance in the areas of voice, fluency, receptive and expressive language (includes pragmatics), and speech sound production and use. This includes any means (e.g., speech, sign language, augmentative communication) by which a student relates experiences, ideas, knowledge, and feelings to others.

B. Present Level Area: Academic Performance

Academic Performance describes the level of development or achievement and how the student applies his/her learning in one or more of the following areas: basic reading skills, reading comprehension, reading fluency, math calculation, math reasoning, written expression, oral expression, listening comprehension. The description may include strategies applied in learning and preferred learning styles.

C. Present Level Area: Health, Vision, Hearing, Motor Abilities

Health, Vision, Hearing, Motor Abilities include information regarding the student's relevant health or physical needs. This information is typically provided through screening information and by health care providers, including physical and occupational therapists.

D. Present Level Area: Social & Emotional Status

Social and Emotional Status includes functional performance information about the student's social skills, interpersonal behavior, personal skills, self-related behaviors, sensory self-regulation, emotional behavior, organization and executive skills, environmental access/mobility skills, and independent living skills.

E. Present Level Area: General Intelligence

General Intelligence includes information about the student's aptitude, knowledge application, thinking, memory, reasoning, and problem solving skills.

F. Present Level Area: Transition Needs

Beginning when the student is in 8th grade or has reached the age of 14 (whichever comes first), the Transition Needs area focuses on the needs related to the student's planned course of study. By age 16, the focus is also on the transition services which assist the student in reaching postsecondary goals. Transition needs must include one or more of the following areas:

- Instruction
- related service
- community experience
- development of employment
- post school adult living objectives
- acquisition of daily living skills, if appropriate
- provision of a functional vocational evaluation

G. Present Level Area: Functional Vision and Learning Media Assessment

For a student who is blind or visually impaired, the ARC evaluates the student's reading and writing skills; needs related to learning; and appropriate reading and writing media including consideration of the future need for instruction in Braille and use of Braille. The present levels summarize the findings of the Functional Vision Assessment and Learning and Media Assessment.

Functional Vision Assessment is an assessment for a student with low vision. The assessment explores how the student uses the vision he/she has and how the student can use vision more effectively. **Learning Media Assessment** explores the method or methods that the student may use for learning including instruction in reading and writing. Potential mediums for reading, writing and gaining information include regular print, regular print with low vision devices, large print, Braille or audio materials to supplement other methods.

Examples of Present Levels

Present Level Area: Communication Status

Communication Status includes performance in the areas of voice, fluency, receptive and expressive language (includes pragmatics), and speech sound production and use. This includes any means (e.g., speech, sign language, augmentative communication) by which a student relates experiences, ideas, knowledge, and feelings to others.

General Guiding Questions

The following questions guide the development of the present levels. The list is not exhaustive, but rather serves as a prompt to identify current educational performance and to document baseline performance. Select questions that are relevant to student's needs and disability.

Speech Sound Production and Use

- Is the student's speech intelligible to adults and same age peers?
- Does the student participate effectively in a range of conversations with diverse partners?
- Does the student pronounce phonemes in all positions of simple words/phrases?

Receptive and Expressive Language

- How does the student communicate his basic wants and needs?
- What is the student's primary mode of communication (e.g. signs, pictures, AAC device)?
- Does the student seem to understand what is said to him (follow directions, etc.)?
- Does the student participate in conversational turn taking?
- Does the student's conversation seem socially appropriate for the context?
- Does the student have purposeful verbalizations (e.g., the child makes a sound to gain attention, express displeasure)?

Voice (requires medical diagnosis)

- Does the student have a hoarse or breathy vocal quality?
- Does the student have a hyper/hyponasal vocal quality?
- Does the student have an appropriate vocal pitch for his/her age and gender?
- Does the student exhibit vocal abuse behaviors (e.g., yelling, screaming, speaking loudly)?

Fluency

- Does the student's conversational speech have a normal rate and rhythm, absent of frequent dysfluencies, prolongations, blocks, etc.?
- Does the student exhibit any secondary characteristics when speaking (e.g., eye blinks, articulatory posturing, squeezing fists)?
- Does the student seem aware of his/her dysfluencies?

Other

- Are there concerns related to feeding and swallowing?
- Does the student currently require or use assistive technology or special equipment (ex. augmentative device)?

Communication Example 1:
Speech Language Impairment - Speech Sound Production – 1st Grade

Communication Status	☐ Not an area of concern at this time. During conversational speech, Joey exibits lateral distortions of the /s/ and /z/ phonemes which draws attention to his speech. Joey reports that he is teased by peers and that he is embarrassed to participate in class discussions including volunteering answers, reading aloud, serving as class leader and answering questions when called upon. Joey produces /s/ and /z/ correctly in syllables with 60% accuracy when provided a model with visual and placement cues . He is unable to produce a clear /s/ or /z/ in single syllable words even with prompts and cues. Speech sound production for all other phonemes is within normal limits. Voice, fluency and language development are all within normal limits. Deficits in lateral distortions adversely affect Joey's class participation and peer interaction as demonstrated by Joey's unwillingness to volunteer answers during class discussion, read aloud, serve as class leader, answer question when called on by the teacher, and interact with peers in unstructured settings such as the lunchroom and playground.

For an example of the thinking process, see Present Level for Speech Sound Production.

Communication Example 2:
Speech Language Impairment – Receptive and Expressive Language – 1st Grade Student

Communication Status	☐ Not an area of concern at this time. Cory is non-verbal and communicates primarily through gestures, facial expression, eye gaze and close proximity. Parent report reveals that Cory demonstrates emergent understanding of cause and effect relationships at home. Teachers report that attending skills have improved, however Cory continues to be easily distracted and needs frequent redirection to maintain attention to a task/complete a task. Parent reports that she often physically moves Cory's head in an attempt to get him to focus on an object. Parents report that Cory is beginning to follow simple 1-step directions (i.e., "take this to Daddy"). At present, teacher reports inconsistent observation of this behavior at school (1 out of 5 opportunities in 3 consecutive days). Cory does not imitate oral postures or speech sound productions, however, parents report at least two instances of vowel production that sounded like word attempts ('all done'). Food, water play and simple computer software programs seem motivating to Cory. Cory is beginning to communicate a "request" by reaching toward a preferred food item, but he is not yet able to consistently discriminate between two choices (1 of 5 opportunities over 3 consecutive days). Cory currently drinks thickened liquids (nectar consistency). Teacher reports that Cory fills his mouth too full of food; however, choking has not been a recent concern. Cory's lack of verbal communication adversely affects his ability to demonstrate basic communication of wants and needs and his knowledge and understanding of concepts.

For an example of the thinking process, see Present Level for Receptive and Expressive Language.

Present Level Area: **Academic Performance**

Academic Performance describes the level of development or achievement and how the student applies his/her learning in one or more of the following areas: basic reading skills, reading comprehension, reading fluency, math calculation, math reasoning, written expression, oral expression, listening comprehension. The description may include strategies applied in learning and preferred learning styles.

Reading: General Guiding Questions

The following questions guide the development of the present levels. The list is not exhaustive, but rather serves as a prompt to identify current educational performance and to document baseline performance. Select questions that are relevant to student's needs and disability.

Foundational Skills Phonological Awareness

- How well does the student:
  - apply phonemic awareness skills: phoneme manipulation; blending; and segmenting
  - use syllable patterns
  - chunk longer words into syllables
  - recognize rhyming words

Foundational Skills Phonics and Word Recognition

- How well does the student
  - make words by writing letters for phoneme
  - convert letters or letter combinations (grapheme type) to spoken sounds (spelling) to blend sounds to form recognizable words (synthetic phonics)
  - use parts of word families to identify words that have similar parts to identify unfamiliar words
  - recognize high frequency words
- How does the student apply phonics and word analysis skills to decode unfamiliar words?

- How well does the student decode words with multiple syllables?

Vocabulary Acquisition and Use

- How well does the student determine meaning of vocabulary including figurative and technical language?
- How well does the student
    - Use context clues to clarify the meaning of unknown words, multiple meaning words and phrases
    - Recognize word relationships
    - Frequently used inflections and affixes
- How well does the student acquire and use
    - Academic words in informational and literary texts
    - Domain-specific words

Comprehension – Text Complexity

- Based on the Text Complexity Grade Bands, what is the student's current independent level Lexile range?
- How well does the student demonstrate understanding of multiple levels of meaning of literary texts?
- How well does the student demonstrate understanding of informational text where the purpose is explicitly stated or implicitly stated?
- How well does the student comprehend when the text is structured through ranges from low complexity to high complexity?
- How does the student access and engage in grade level texts?
- How well does the student acquire and use words from grade appropriate texts
    - General academic words in informational and literary texts
    - Domain-specific words and phrases

Comprehension – Informational Text

- How well does the student determine the general meaning of academic and domain-specific words within grade level text?
- How does the student effectively engage in collaborative classroom discussions on grade level topics?
- Given a grade level text, how does the student gain information from the text to knowledgably participate in classroom discussions about the subject?

Comprehension – Literary Text

- How well does the student determine the meaning of words and phrases in a text; such as metaphors and similes?
- How well does the student compare and contrast specific details within a text (ex. characters)?
- Does the student consistently provide textual evidence to support inferences from the text by quoting text, citing sources and others?

Foundational Skills - Fluency

- Given a reading passage at the student's instructional level, what is the fluency rate during a timed reading assessment?
- What is the independent level of reading for the student?
- What is the instructional level of reading for the student?
- What is the frustration level of reading for the student?

Other

- What does the data indicate about the student's performance when using assistive technology (e.g., adapted passages, text readers, visual supports)?

Academic Performance Example:
Specific Learning Disability in Basic Reading and Reading Comprehension - 5th Grade Student

Academic Performance	☐ Not an area of concern at this time. Based on teacher checklist, Roland segments consonant vowel consonant (cvc) words with 90% accuracy, pronounces vowel blends with 80%, and recognizes 10 prefixes and 10 suffixes within words with 80% accuracy. Roland correctly pronounces words with irregular consonant blends with 57% accuracy. Given oral presentation of vocabulary definitions from social studies and science lessons, and following class discussion, Roland identifies the appropriate grade level content area vocabulary word with 78% accuracy. Given independent reading assignment on instructional reading level text (2.0), Roland matches vocabulary definitions with words with 75% accuracy. Given oral presentation of grade level text (text reader, peer buddy, shared reading) and following class discussion, Roland identifies main idea and detail with 75% accuracy. Given independent reading assignment on instructional reading level text (2.0), Roland identifies main idea and detail at 70% accuracy. Roland's deficits in basic reading skills and reading comprehension impacts his ability to independently read literary and informational texts at the high end of text complexity as compared to his same age peers.

For an example of the thinking process, see Present Level for Basic Reading and Comprehension.

Written Expression: General Guiding Questions
The following questions guide the development of the present levels. The list is not exhaustive, but rather serves as a prompt to identify current educational performance and to document baseline performance. Select questions that are relevant to student's needs and disability.

Conventions of Standard English
- How well does the student:
  - Apply appropriate capitalization rules and end punctuation for effect
  - Use age appropriate standard grammar and usage when writing
  - Correctly use punctuation (e.g., comma, quotation mark)

Production and Distribution of Writing
- How well does the student:
  - Use components of the writing process (e.g. planning, revising, editing, rewriting, or trying a new approach)
  - Produce coherent paragraphs with supporting details
  - Produce sentences with complete thought, as appropriate for his/her grade level
  - Produce a variety of sentence types for meaning, style

Language
- How well can the student:
  - Use reference materials (e.g. dictionary, glossary, thesaurus) in print and/or digital format for precise use and meaning of words
  - Demonstrate understanding of word meanings including the relationship between particular words

Other
- What does the data indicate about the student's performance when using supports to produce and publish writing (e.g. assistive technology such as text to speech, spell checker, research on internet)?
- What types of written products does the student demonstrate learning?

- Does the student use basic spelling patterns?

Academic Performance Example:
Specific Learning Disability in Written Expression – 5th Grade Student

Academic Performance	☐ Not an area of concern at this time. Roland has improved considerably in simple sentence construction. He volunteers during group discussion and participates in peer review for writing pieces. Roland independently uses prewriting strategies (e.g., list, column) 60% of the time. He benefits from prompts in the selection and completion of prewriting strategies. When given an authentic assessment consisting of a writing prompt that requires 6 or more sentences on a single topic, Roland constructs complete and correct simple sentences 70% of the time (capital letter, at least one noun, at least one verb, proper end punctuation); correctly uses commas in a series 80% of the time; and correctly applies an editing routine to ensure required elements of a simple sentence with 70% accuracy. When provided paragraph models, Roland identifies the parts of a paragraph with 70% accuracy (e.g., topic sentence, supportive detail sentences, clencher sentence). Using model paragraphs, he independently generates paragraph components with 40% accuracy (topic sentence, three or more supportive detail sentences, clencher sentence) as measured authentic assessment. Roland benefits from visual supports when completing writing tasks (e.g., cue cards, sentence and paragraph models, color coding of nouns and verbs, color coding part of a paragraph, and word banks). Roland is enthused about technology including the use of word processing with word prediction and spell check features and software for idea generation. Roland is making progress in a keyboarding program and is currently typing 8 words per minute. Roland's written language disability negatively affects the quality and quantity of written work and writing pieces across content areas, for example open ended answers or short answers. Given teacher observation, Roland's oral responses to content questions and prompts are more thorough as compared to written responses.

For an example of the thinking process, see Present Level for Written Expression.

Mathematics: General Guiding Questions
The following questions guide the development of the present levels. The list is not exhaustive, but rather serves as a prompt to identify current educational performance and to document baseline performance. Select questions that are relevant to student's needs and disability.

Math Calculation and Math Reasoning

- How well does the student demonstrate understanding of mathematical progressions for his/her compared to his same age peers:
  - Counting and Cardinality (sequencing, one to one correspondence, extend the counting)
  - Operations and Algebraic Thinking – ratios and proportional relationships, expressions and inequalities
  - Number Operations in Base Ten, Fractions – basic operations (addition, subtraction, multiplication), fractions, decimals and percent
  - Measurement and Data – charts, graphs, tables
  - Geometry – graphing on coordinate plane, properties of figures (two and three dimensional), congruence and similarity
  - Statistics and Probability – categorical and quantitative data
  - Ratios and Proportional Relationships
  - Number System
  - Expressions and Equations
  - Functions

- How well is the student able to:
  - Make sense of problems and persevere in solving them
  - Reason abstractly and quantitatively
  - Construct viable arguments and critique the reasoning of others
  - Model with mathematics
  - Use appropriate tools strategically
  - Attend to precision
  - Look for and make use of structure
  - Look for and express regularity in repeated reasoning

See Common Core State Standards for Mathematics Grade Level Domains & Cluster Progressions

Academic Performance Example 1:
Specific Learning Disability in Math Calculation and Math Reasoning - 5th Grade Student

Academic Performance	☐ Not an area of concern at this time. Roland enjoys working with manipulatives and playing games during math learning activities. He independently uses fraction strips, Cuisenaire Rods and fraction area models (circles and rectangles) to add, subtract and compare fractions during cooperative groups. Roland independently demonstrates fractions for 1/2, 1/3 and 1/4 and can order these fractions concretely, however, his work samples demonstrate he does not have the understanding of multiplying and dividing fractions abstractly, including the use of a calculator. Roland cooperatively participates in math games designed to review basic multiplication facts and increase fluency. Roland fluently identifies basic multiplication facts for 0's, 1's, 2's, 5's, and 10's. Based on authentic assessments and after one verbal prompt, Roland can explain the use of multiplication tables to answer multiplication fact for 4's, 6's, 7,'s, 8's, and 9's. Based on scoring guides for five consecutive work samples, Roland accurately solves one step word problems that require addition and subtraction to hundreds place without regrouping with scores ranging from 80% - 95%. For solving two step problems that involve addition and/or subtraction with regrouping independently, his scores range from 45-65%. Based on Curriculum Based Measures, Roland's Quantile score is 400Q (within 3rd grade level) as compared to his same age peer Quantile range of 550Q to 815Q. Roland's deficits in math calculation and math reasoning, including the use of decimals, understanding of ordering of fractions, solving multi-step word problems, and using the four operations and fractions, negatively affects his progress in the general math curriculum at the level and pace of same age peers.

For an example of the thinking process, see Present Level for 5th Grade Math Reasoning.

Academic Performance Example 2:
Specific Learning Disabilities Math Reasoning - 9th Grade Student

Academic Performance	☐ Not an area of concern at this time. Dewayne is a quiet student, yet participates in class discussions when prompted. Per Curriculum Based Measures (CBM), Dewayne's Quantile score is 801. Quantile scores for same age/grade peers are 760Q to 1065Q. Per teacher observation, Dewayne independently uses his scientific calculator to complete math assignments, but needs supports when using his graphing calculator. Per CBM formative assessment data, Dewayne follows visually based procedural algorithms to complete math problems. He solves linear equations with one variable with 90% accuracy and linear inequalities with one variable at 70% accuracy. Per scoring guide (indirect measure), Dewayne has difficulty solving inequalities when required to graph the solution. Dewayne solves quadratic equations with one variable by factoring with 80% accuracy, solves quadratic equations with one variable by graphing with 51% accuracy, and applies the quadratic formula with use of the graphing calculator with 45% accuracy. When applying algorithms in real world mathematical situations, accuracy decreases significantly (40% accuracy in three consecutive probes). Dewayne struggles to identify the appropriate strategy for application problems. When baffled by a problem, he often stops working and sits quietly at his desk. Dewayne's deficits in selecting and correctly applying strategies and tools for math reasoning negatively affects his application of math skills in real-world situations and as required in high school coursework (Algebra I, Geometry).

For an example of the thinking process, see Present Level for 9th Grade Math Reasoning

Present Level Area: **Health, Vision, Hearing, Motor Abilities**

Health, Vision, Hearing, Motor Abilities include information regarding the student's relevant health or physical needs. This information is typically provided through screening information and by health care providers, including physical and occupational therapists.

General Guiding Questions

The following questions guide the development of the present levels. The list is not exhaustive, but rather serves as a prompt to identify current educational performance and to document baseline performance. Select questions that are relevant to student's needs and disability.

Health or Medical Issues

- Does the student have a health or medical condition? If yes, describe.
- Based on available documentation, what is the student's medical diagnosis?

Pharmacological Issues

- Does the student currently take medications? If so, list.
- What is the purpose of each medication?
- Does the medication cause side effects or adverse reactions?
- What are the effects of the medication on the student's educational performance?

Vision Conditions

- Does the student have a vision/eye condition?
- Describe the student's eye condition.

- What is the student's near and distant best corrected acuity?
- Does the student have a color vision impairment?
- Does the student have a field loss?

Hearing Issues

- Does the student have a hearing loss? If so, describe the nature and degree of student's hearing loss.
- If appropriate, describe the speech awareness thresholds (SATs) and/or speech reception thresholds (SRTs).
- Does the student have personal amplification? If so, describe. Examples include cochlear implant(s) or hearing aid(s).
- Is the student a consistent wearer of their personal amplification system?
- Does the student report dysfunction of their personal amplification system, when appropriate?
- Describe how student's hearing loss impacts auditory functioning in the school/classroom setting.

Motor Issues

- Does the student have motor issues that impact educational performance including the ability to sit, stand, and move within the classroom and within the school building?
- Describe the student's ability to make transfers (e.g., to and from the wheelchair, to desk chair, to toilet)
- Does the student have sensory motor challenges? If so, describe.
- Does the student have fine motor deficits? If so, describe

Other

- Does the student's medical condition result in limited strength, vitality, alertness and thereby limiting productivity?
- Does the student require assistance with activities of daily living (e.g. dressing, toileting, feeding)?
- Does the student's medical condition restrict activity at school?
- Do mobility issues require safety precautions (e.g., bus, playground, gym)?

Health, Vision, Hearing, Motor Abilities Example: Orthopedic Impairment – 5th Grade Student

Health, Vision, Hearing, Motor Abilities	☐ Not an area of concern at this time. Based on medical documentation, Juan has cerebral palsy that greatly impacts his use of his left upper extremity thereby decreasing bilateral coordination skills. Juan presents with visual perceptual deficits that impact his handwriting as it relates to sizing and line adherence. Juan requires visual perceptual strategies in order to produce legible work (e.g., bolded boundaries, lines to place letters, numbers and words). Given a writing rubric, Juan has improved his writing by moving from tracing letters to independent letter production of his first and last name (14 letters without a manuscript model). Juan benefits from a clip board placed on rubberized surface (e.g., Dycem) to limit movement of the paper. Juan responds to several strategies to increase the use of his left upper extremity including a range of motion exercise program. Strategies are designed to improve bilateral function and spontaneous assistance of the left upper extremity. At times, Juan gets frustrated with fine motor tasks and will cry instead of seeking assistance. Juan uses a wheelchair to complete most mobility. Given observation and anecdotal notes, he is independent with propelling his wheelchair on level surfaces for distances under 300 feet. Juan fatigues quickly while propelling his wheelchair and requires assistance for inclines and long distances. Juan transfers from his wheelchair to and from the floor with minimal supervision. He is independent in floor mobility. Transfers back to the wheelchair from the floor may require full physical assistance when he is fatigued. Juan requires minimal assistance to transfer himself from his wheelchair to a chair and an adaptive toilet. He has limited range of motion

	in bilateral lower extremities. Given observation, Juan bears weight on bilateral lower extremities and produces a reciprocal stepping pattern for short distances. He currently wears foot/ankle braces, and is beginning to use a rolling walker for ambulation training. Given observation, he currently ambulates a distance of 10 feet with minimal assistance. Difficulty with gross and fine motor tasks and visual perceptual deficits adversely affect Juan's ability to perform fine motor tasks, independently negotiate the school classroom, building and campus, and complete tasks involving self care.

For an example of the thinking process, see Present Level for Health, Vision, Hearing, Motor Abilities.

Present Level Area: **Social & Emotional Status**

Social and Emotional Status includes functional performance information about the student's social skills, interpersonal behavior, personal skills, self-related behaviors, sensory self-regulation, emotional behavior, organization and executive skills, environmental access/mobility skills, and independent living skills.

General Guiding Questions

The following questions guide the development of the present levels. The list is not exhaustive, but rather serves as a prompt to identify current educational performance and to document baseline performance. Select questions that are relevant to student's needs and disability.

Interpersonal Relationships

- How does the student interact with age peers (e.g., social conversation, group activities)?
- How does the student build and maintain friendships?
- How does the student display interpersonal behaviors such as accepting authority, coping with conflict, gaining attention, making conversation, playing in organized and informal activities, engaging others, respecting property (own or others)?

Self Regulation

- How does the student demonstrate self-related behaviors such as accepting consequences, ethical behavior, expressing feelings, positive attitude toward self?
- Does the student employ sensory or self regulation skills such utilizing a stress ball, taking quiet time, walking away from a stressful situation, utilizing elements of individual sensory diet?
- How does the student respond to challenge such as using appropriate voice tones, tolerating frustration, employing anger management strategies, curbing aggression, acting-out, withdrawing from others, using stress management strategies, and adjusting to social, school, and community environments?

Organizational and Executive Functioning

- How does the student apply organization and executive skills such as attending to task, sustaining attention, ignoring distractions , managing impulsive behaviors, bringing materials to class, completing homework, managing multi-step assignments or projects, employing self-advocacy/determination skills, following a schedule, asking and answering questions, participating in class discussion, following directions, completing independent work, performing before others, following class rules, following class routines, following class movement patterns?

Making Transitions

- How well does the student make transitions within the classroom, school building, school campus? Examples include making transitions from one activity to another, classroom to classroom, movement to and from the cafeteria/gym/office/playground, school bus travel.

Other

- What supports promote successful student behavior?

Social and Emotional Status Example: Emotional Behavior Disability – 6th Grade Student

Social and Emotional Status	☐ Not an area of concern at this time. Trish has a DSM-IV diagnosis from her physician of Oppositional Defiance Disorder. Based on information gathered through the FBA process and documented on the BIP, an interview with Trish, teacher and parent observations, record reviews and an interest inventory, Trish's interests and strengths include: excels in sports (especially basketball) and has a competitive edge; prefers activities that move at a fast pace; enjoys outside sporting activities; prefers activities she can do alone such as computer games; enjoys reading about sports (basketball); is motivated to come up with unique ideas; likes to be in charge of activities; and excels academically in math. Based on the data collection, Trish's target behaviors are verbal and physical aggression toward students. Verbal aggression includes name calling, yelling, telling students what to do, and threatening to fight (directed at peers). Physical aggression includes hitting, kicking, and pushing (directed at peers). The function of Trish's behavior is to gain control of the activity when involved with a peer group of the same gender. During group activities, when other students do not do tasks the way Trish thinks they need to be done, she will verbally demand or physically push students to get them to comply as indicated by direct measures. She becomes impatient when others are not moving the pace along or doing a task not quite the way intended. She will often tell students what to do. Documentation indicates that Trish's behaviors can be interpreted by her peers and adults as intimidation. Based on teacher input, Trish works well independently. Based on Scatterplot and ABC observation data, when Trish is in cooperative groups and non-structured settings (e.g., cafeteria during breakfast) and with same gender peers, she often makes verbal demands. An example of threatening statements includes "You better hurry up or I'm going to hurt you." An example of telling students what to do includes "Roll the dice to the side (with forceful loud tone)." She physically stands within close proximity to students and stares at them when they do not agree with her. As a result of threatening behavior, peers often comply with Trish's demands. The most recent data collected within Scatterplot of a two week period, Trish made 39 verbal threats to peers and had eight occurrences of physical aggression through hitting, kicking, or pushing peers in non-structured settings such as the cafeteria and playground (pushing on 6 events). Trish's ineffective social interaction skills affect her ability to engage in collaborative discussions by following agreed upon rules, safely carry out assigned roles in a cooperative group setting, and develop relationships with same gender peers.

For an example of the thinking process, see Present Level for Social Emotional Status.

Present Level Area: **General Intelligence**

General Intelligence includes information about the student's aptitude, knowledge application, thinking, memory, reasoning, and problem solving skills.

General Guiding Questions

The following questions guide the development of the present levels. The list is not exhaustive, but rather serves as a prompt to identify current educational performance and to document baseline performance. Select questions that are relevant to student's needs and disability.

What does the most recent data demonstrate about the student's performance level pertaining to the following areas:

Mental manipulation of information

- Sequencing
- Categorizing
- Predicting

Verbal Comprehension

- Verbal comprehension (abstract, logical thinking and reasoning when information is presented verbally)
- Verbal concept formation
- Verbal fluency
- Word knowledge and word usage

Social Problem Solving

- Common sense social knowledge and practical judgment when situations are presented verbally
- General cultural knowledge

Memory

- Long term memory and acquired facts
- Long and short term memory
- Recall and sequencing from information presented both visually and verbally
- Persistence, attention and concentration

Perceptual Skills

- Perceptual skills (spatial visualization, analyze, synthesize, tasks presented visually, abstract reasoning)
- Auditory perception
- Visual perception

Generalization

- Application of Knowledge
- Generalization of Knowledge

Other

- What do the data indicate about the student's performance when using assistive technology?

General Intelligence Example: Mild Mental Disability – 2nd Grade Student

General Intelligence	☐ Not an area of concern at this time. Amanda's Full Scale IQ falls at the bottom limits of the borderline range of intellectual ability (70). Results of cognitive assessment indicate Amanda has significant deficits in verbal comprehension, verbal expression, problem solving, and both short and long term memory. Given two objects, she can identify how the items are alike 60% of the time. She has more success with concrete objects as opposed to pictures or words. Given 10 vocabulary words/with picture prompts, Amanda can sort the cards into two categories and identify a category name 65% of the time. She is more successful with vocabulary words within her school/home world than novel concepts. Amanda is challenged when generalizing skills to novel situations and making inferences. When presented a series of four picture cards illustrating the steps of an activity, Amanda can sequence the steps of the activity with 50% accuracy (making a bed, getting dressed, making a cake, riding the bus). Amanda is distracted by anything going on around her; she has a short attention span. Teacher observation suggests that when engaged in independent activity for a 15 minute time period, she requires an average of 4 verbal prompts to maintain attention to the task. Similar data are noted when Amanda participates in small and large group activities. Amanda follows one step verbal directions at 90% accuracy and two step directions at 55% accuracy. Nondisabled age peer follow three or more step directions. Amanda's relative strengths are in perceptual skills as evidenced in organizing school supplies, assembling the parts of a flashlight, locating end punctuation errors in sentence. However, when under pressure to complete tasks within time limits, she gets frustrated and stops. If given the time to work methodically through a task, many times she can answer correctly especially if using concrete objects or paper and pencil tasks. Based on authentic assessment (compilation of work samples), Amanda is more able to access curricular content when tasks are presented both visually as well as verbally, broken into smaller units, and without time limits. Amanda's deficits in general intelligence affect her ability to acquire and interpret information, problem-solve in content assignments and real-life situations and generalize learned skills to other activities or settings. Verbal comprehension and verbal expression affect participating in classroom discussions, understanding oral directions, knowing and applying grade-level phonics and word analysis skills in decoding words, and recounting or describing key ideas or details from information presented orally. Her short attention span causes the loss of time in the learning environment and interferes with assignment completion, particularly when timed.

For an example of the thinking process, see Present Level for General Intelligence.

Present Level Area: **Transition Needs**

Beginning when the student is in 8th grade or has reached the age of 14 (whichever comes first), the Transition Needs area focuses on the needs related to the student's planned course of study. By age 16, the focus is also on the transition services which assist the student in reaching postsecondary goals. Transition needs must include one or more of the following areas:

- instruction
- related service
- community experience
- development of employment
- post school adult living objectives
- acquisition of daily living skills, if appropriate
- provision of a functional vocational evaluation

General Guiding Questions

The following questions guide the development of the present levels. The list is not exhaustive, but rather serves as a prompt to identify current educational performance and to document baseline performance. Select questions that are relevant to student's needs and disability.

Transition Needs

- What transition needs must be addressed to prepare the student for living, learning and working in the community as an adult?

Instructional Needs

- What instructional services or skills/strategies instruction does the student need to meet the postsecondary goals? Instructional services mean formal or informal imparting of knowledge or skills that a student needs to receive in specific areas to complete needed courses, succeed in the general curriculum and gain needed skills.

Related Services Beyond High School

- What services (to be accessed after high school) does the student need to support the postsecondary goals?
- Who or what agency might provide the services?
- What is the process for identifying and connecting the student and parent to the service provider prior to the student's graduation or release due to aging out?

Community Experiences

- What community experiences will enhance the student's learning and postsecondary goals? Community experiences means activities/strategies that are generally provided outside the school building that prepare the student for participation in community life.

Employment

- What employment skills does the student need to meet the postsecondary goals? Employment skills mean activities/strategies that focus on development of work-related behaviors, job seeking and keeping skills, career exploration, skill training, apprenticeship training, and actual employment.

Post School Adult Living Objectives

- Does the ARC need to develop a post school adult living objective? Post school living objectives means activities/strategies that focus on adult living skills that are done occasionally such as registering to vote, filing taxes, obtaining a driver's license, renting or buying a home, accessing medical services, obtaining and filing for insurance, and accessing community services.

Daily Living Skills

- What, if any, daily living skills does the student need to meet the postsecondary goals? Daily living skills means activities that adults do most every day, such as preparing meals, budgeting, maintaining a residence, paying bills, raising a family, caring for clothing, and/or personal grooming.

Functional Vocational Evaluation

- Does the student need a functional vocational evaluation? Functional vocational evaluation means an assessment process that provides information about job or career interests,

aptitudes, and skills; information is gathered through situational assessments in the setting where the job is performed.

Transition Needs Example –Mild Mental Disability – 10th Grade Student

Transition Needs	☐ Not an area of concern at this time. *(Checking this box is not an option when the student is in the 8th Grade or 14 years or older because transition must be addressed for these students)* Check all areas of need as identified by the Admissions and Release Committee (More than one area may be checked.) Instruction Related services Community experiences Employment Daily Living Skills Post School Adult Living Objectives Functional Vocational Evaluation Amanda is 16 years old and is in the 10th grade. She plans to graduate with a diploma in May 20XX within the four years as outlined by her Course of Study. As a freshman, Amanda has completed the coursework outlined in her ILP. Based on informal interviews with both Amanda and her parents, completion of an interest inventory, results of the student and parent surveys and formal assessment measures, Amanda has the following needs related to transition: Instruction; Employment; Community Experiences; Daily Living Skills; and Functional Vocational Evaluation. Instruction: Amanda did not meet the PLAN benchmarks in math. She participates in a math "transitional course" designed for students who did not meet the math benchmark on the PLAN. Her deficits in problem solving will adversely impact her ability to budget for expenses, pay for purchases, balance a checkbook and pay bills in a timely manner. Amanda's deficit in reading (gaining information and drawing conclusions from a text) hinder her ability to complete in-class and/or homework assignments thus impacting her access to core content. She requires instructional accommodations in reading, math and oral directions if she is to benefit from instruction in these areas. (See baseline data under Academic Performance). These deficits will adversely affect Amanda's ability to live independently, interact with peers within the community, follow job related instructions and be successful in a real-world job situation Community Experiences: Parents report that Amanda helps the Sunday School teacher teach the lessons. She volunteers in the community by coaching a church soccer team. These activities involve interaction with younger children and older individuals. As stated previously, Amanda's reluctance to interact with same age peers (see baseline data under Social and Emotional Status) will adversely affect her ability to participate in community activities and organizations in adulthood. Amanda enjoys cooking and she recently won a first place award in a local cooking contest. She has been attempting to read recipes for future contests. Amanda's reading deficits will adversely affect her ability to read these recipes and follow directions to complete them. Daily Living Skills: Amanda has difficulty managing time wisely, organizing household tasks, managing finances, making purchases and preparing food. Per progress data, Amanda takes more time than the task requires when completing daily living tasks. She finishes a task within the allotted time in 4 out of 10 trials. When presented with more than two options when making purchase, she easily becomes frustrated. Daily living deficits will adversely affect the degree to which Amanda will be able to live and work in an unsupported environment. Employment: Amanda's employment needs include the lack of work experience, difficulty applying self-advocacy skills, and deficits in reading, math, and writing. Given supervision, she demonstrates adequate work habits for task completion in real-life situations. She lacks skills in interviewing, writing resumes, and completing applications that are required for post secondary training or placement. During the last two ILP sessions, Amanda worked independently for 5 minutes and then needed reader and scribe assistance to complete the remaining sections. Given organizational prompts, she can follow written step-by-step directions (3 steps). Amanda is inconsistent in generalizing learning from one setting to another. Without assistance and accommodations in job placement and

	training, Amanda's skill deficits will adversely affect her ability to secure and retain employment. Functional Vocational Evaluation: Based on student interview and interest inventories, Amanda demonstrates an interest in social occupations including child care, education, human services, and social services. Comparing academic data to observation data, Amanda is inconsistent in applying her learning in real work settings. Amanda is punctual and has a good attendance record throughout her school career. Her course of study includes classes that will provide basic knowledge for work in a child care setting. However, per progress data, Amanda needs adult supervision in order to stay within time demands and learn multi-step processes. Amanda's vocational skill deficits will adversely affect her ability to obtain and maintain post secondary training skills in the workforce.

For an example of the thinking process, see Present Level for Transition Needs.

Present Level Area: **Functional Vision and Learning Media Assessment**

Functional Vision and Learning Media Assessment is a summary of the assessment findings which identifies the impact a student's visual impairment has on his/her ability to develop or maintain literacy skills. The summary identifies current and future media that will provide the greatest access to learning for the student.

General Guiding Questions

The following questions guide the development of the present levels. The list is not exhaustive, but rather serves as a prompt to identify current educational performance and to document baseline performance. Select questions that are relevant to student's needs and disability.

Eye Condition

- What is the student's eye condition?
- What is the student's near and distant best corrected acuity?
- Does the student have a color vision impairment?
- Does the student have a field loss?

Functional Vision

For students who are totally blind or function as blind, a discussion of Functional Vision may not be relevant to the student's needs.

- How does the student use their vision to access the environment around them (classroom, hallway, cafeteria, outside, home)?
- Describe observations of near, intermediate, and distant visual tasks.
- Describe the physical appearance of eyes and note abnormalities.

Learning Media

- What is the student's primary reading medium? (regular print, print with magnification, large print, or Braille)
- What is the student's current word-per-minute when reading text?
- What assistive technology devices does the student use and in what capacity?
- Is the student's handwriting legible to self and others? For students who are blind, can the student sign his/her name using a signature guide etc.?
- For Braille Readers, does the student use Grade 1 or Grade 2? Does the student use Nemeth Code for Math?

Other

- What does the data indicate about the student's performance when using assistive technology?

Additional Potential Resources

- Kentucky Instructional Materials Resource Center (KIMRC) Eye Report
  Information must be current (within three years) unless the student meets the qualifications for a non changing eye condition for legally blind as recorded on letterhead of eye care physician and the document is on file at KIMRC.
- Low Vision Evaluation
- Orientation and Mobility Assessment

Functional Vision and Learning Media Assessment Example: Visual Impairment – 10th Grade Student

Functional Vision/Learning Media Assessment	☐ Not an area of concern at this time. Vision: Rachel's latest eye report dated 3/9/11 by Dr. Patterson indicates that Rachel has Leber's Congenital Amaurosis. This is a congenital defect leading to blindness or near blindness in both eyes. Rachel's visual acuity with or without correction is listed as HM (hand motion). A Functional Vision/Learning Media assessment was completed on 3/25/11. Functional Vision: Rachel is able to see light by identifying shadows of people and objects in a brightly lit room. However, she is unable to identify details. She uses her vision to identify colors of clothing when dressing and to assist her with orientation to rooms (door openings, window location, etc.) Learning Media Assessment: Rachel uses Braille as her primary reading medium. She uses Grade 2 literary code when reading Braille materials and Nemeth for completion of math assignments. Informal reading inventories indicate that Rachel reads 52 words per minute for silent reading passages. This is below same age peers who read Braille silently (74 wpm). Rachel comprehends grade level material presented orally. She is able to keep up with classroom assignments and tasks using her auditory skills and assistive technology. Rachel uses a portable note taker in all classes to listen to downloaded text auditorily, complete class assignments, keep a schedule of assignments due, and take daily class notes. She has access to a laptop with screen reading software for editing materials, using the internet for research, checking emails and downloading text to listen to auditorily. At school, she has a designated room in which to use the laptop for printing off materials to hand in to teachers. She is also permitted to take the technology home. She uses a slate and stylus for making labels and taking quick notes such as phone numbers. In math class, Rachel uses tactual graphs, teacher made materials, and embossed materials to understand charts and graphs. She also has access to an audio graphing calculator on a laptop to assist with reading graphs. She attempts to uses the scientific graphing calculator on her portable note taker for some tasks but states that is more difficult to access than those on her laptop. She uses a signature guide for writing her name on printed materials. Orientation and Mobility: Rachel uses a cane for navigating the school and home environments. She receives individual instruction in Orientation and Mobility once a week for 30 minutes. She is able to navigate the classroom and school building independently and safely. Outside of familiar environments, Rachel uses a sighted-guide techniques with family members, peers and teachers. She is beginning to use pedestrian travel in unfamiliar environments to read street maps, plan route travel, and plan public transportation routes.

	Rachel's visual impairment negatively affects the completion of tasks associated with incidental learning, visual attention (reading and interpreting body gestures and facial expressions during interactions with others), reading, and instruction across all content areas and settings.

For an example of the thinking process, see Present Level for FVLMA.

Consideration of Special Factors for IEP Development

707 KAR 1:320 § 5 (2), 34 CFR 300.324 (a)(2)

The ARC **MUST** address each question below and consider these issues in the review and revision of the IEP. Note: There must be information within the Present Levels statement to indicate a special factor exists (Present Levels and Special Factors align).

If a student's behavior impedes his or her learning or that of others, the ARC develops strategies, including positive behavioral interventions, to address the behavior (i.e., Functional Behavior Assessment and Behavior Intervention Plan). This question applies to students with any category of disability. The ARC documents the supports in the IEP and indicates the type of service in the "Statement of Devices/Services" section.

Does the child's behavior impede his/her learning or that of others? ☐ No ☐ Yes

If Yes, include appropriate strategies, such as positive behavioral interventions and supports in the '*Statement of Devices /Services*' below.

For a student with limited English proficiency, the ARC describes the language needs as related to the student's IEP. This question targets student for whom English is not the student's first language. This does NOT pertain to a non-verbal student or a student using American Sign Language. For example:

- What language will be used for the student's instruction?
- What accommodations are necessary for instruction and testing?

Does the child have limited English proficiency? ☐ No ☐ Yes

If Yes, what is the relationship of language needs to the IEP? Describe:_____

For a student who is blind or visually impaired, the ARC uses an evaluation of the student's reading and writing skills, special needs, appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille), to determine the need for instruction in Braille and the use of Braille.

Is the child blind or visually impaired? ☐ No ☐ Yes If Yes, the IEP Team must consider:

- o Is instruction in Braille needed? ☐ No ☐ Yes
- o Is use of Braille needed? ☐ No ☐ Yes
- o Will Braille be the student's primary mode of communication? ☐ No ☐ Yes (See evaluation data for supporting evidence)

For students with communication needs, the ARC addresses the student's language and communication needs in the areas of stuttering, impaired articulation, language impairment, voice impairment, delayed acquisition of language, or an absence of language.

Does the child have communication needs? ☐ No ☐ Yes If Yes, specify below

☐ See Present Levels for Communication Status

☐ Other (Specify): ____

For a student who is deaf or hard of hearing, consider the student's language and communication needs and opportunities for direct communication (with peers and professional personnel) in the student's language and communication mode.

Is the child deaf or hard of hearing? ☐ No ☐ Yes If Yes, the IEP Team must consider:

o The child's language and communication needs; Describe:

☐ See Present Levels for Communication Status

☐ Other (Specify):____

o Opportunities for direct communications with peers and professional personnel in the child's language and communication mode academic level and full range of needs; Describe: ____

- Any necessary opportunities for direct instruction in the child's language and communication mode; Describe____

For students who may need assistive technology the ARC must determine the type(s) of device(s) and/or amount of services needed. The ARC documents the assistive technology in the IEP, and indicates the type of service in the "Statement of Devices/Services" section.

Are assistive technology devices and services necessary in order to implement the child's IEP?

☐ No ☐ Yes

This section provides a summary and link to the location of the services identified based on the student's special factors. See "Kentucky Assistive Technology Consideration Checklist" and AT Consideration Checklist.

Statement of Devices/Services: If the ARC answers Yes to any of the questions above, include a statement of services and or devices to be provided to address the above special factors.

☐ See Specially Designed Instruction ☐ See Supplemental Aids and Services
☐ See Behavior Intervention Plan ☐ Other (Specify)

Measurable Annual Goals, Methods of Measurement, Benchmarks/Objectives

707 KAR 1:320 § 5 (7)(b)(1-2), 34 CFR 300.320 (a)(2)(4)
707 KAR 1:320 § 5 (7)(b), 34 CFR 300.320 (a)(2)(i)(B)

Annual goals are statements of anticipated results to be achieved in a calendar year or less as determined by the ARC. A goal relates directly to the student's disability and pertains to needs described in Present Levels of Performance. Goals **focus** on bridging the gap from **where the student is** (baseline in present levels) to **where the student needs to be** (goal) relative to identified KCAS academic skills and the appropriate functional skills.

Annual goals promote involvement and progress in the general curriculum. All students, including students with disabilities, pursue the *same* grade level curricular standards. Standards based IEPs are *not* designed to address every grade level standard, nor every educational goal that a student may need. Rather the ARC identifies priority standards that will propel the student forward in a given area of need.

Steps for Writing Annual Goals

In preparation for writing goals, review the Present Levels, including baseline performance, and locate appropriate curricular documents and functional reference tools.

The steps for writing standards-based goals are described in the steps below.

1. **Identify** deficit skills or sub-skill areas from the Present Levels, including academic and functional skills.

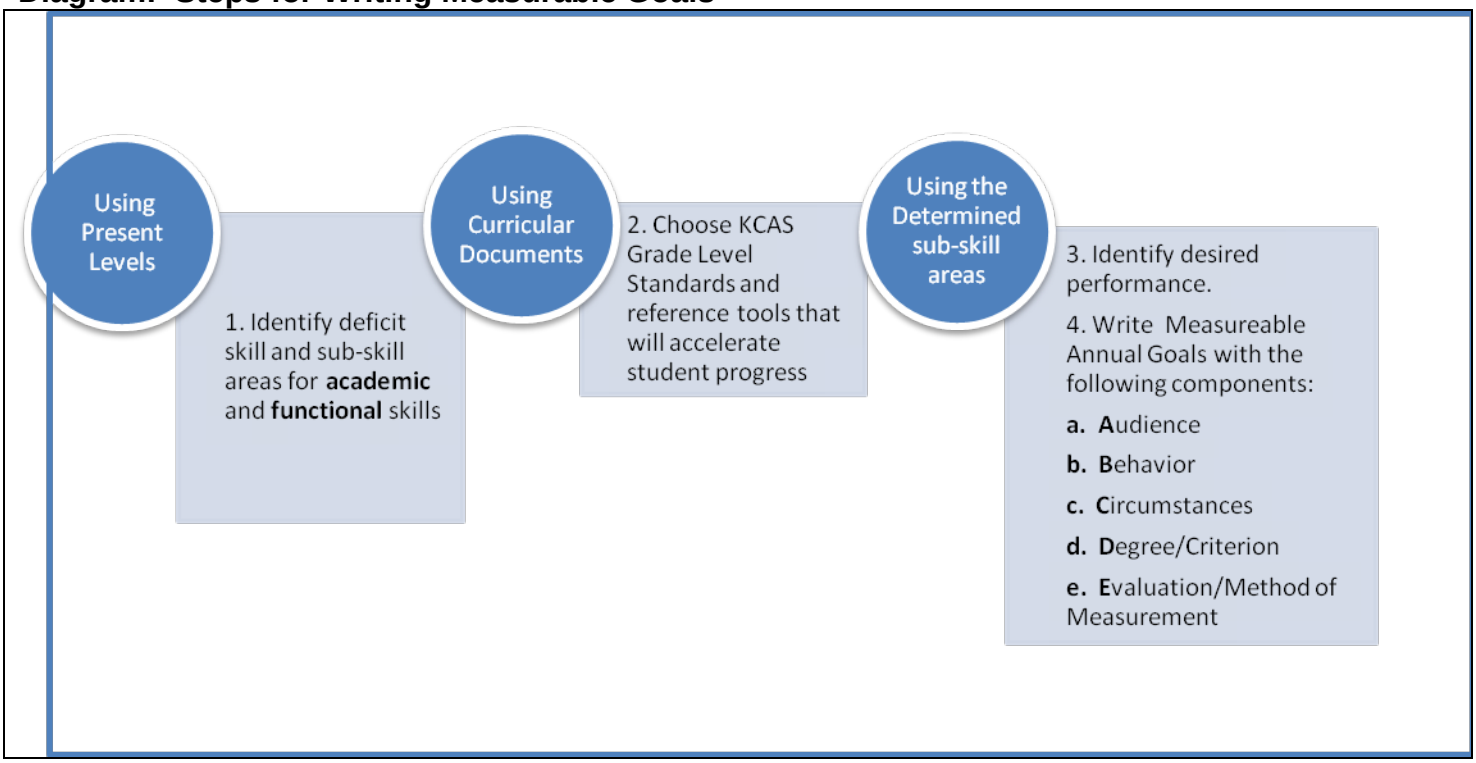
2. **Identify** skill areas that will have the greatest impact on accelerating student performance toward the age and grade level standards. Use appropriate reference tools (i.e., grade level standards and clusters, deconstructed standards, and curriculum guides and functional reference tools (i.e., KCAS, Kentucky Program of Studies for Practical Living/Vocational Studies, Syracuse Community Reference Curriculum Guide, Expanded Core Curriculum for Visual Impairment).

3. **Identify** desired performance within 12 months (see discussion below on Degree/Criterion).

4. **Write** measurable annual goals to addresses the prioritized sub-skills. Include the following components in each goal:
   - **A**udience
   - **B**ehavior
   - **C**ircumstance
   - **D**egree/Criterion
   - **E**valuation/Method of Measurement (can be in goal statement or following the prompt "Methods of Measurement")

Copying and pasting a standard from the KCAS into a student's IEP without including the components of the goal will not suffice as a measurable annual goal.

Diagram: Steps for Writing Measurable Goals



Components of a Measurable Annual Goal
Goals have five components: Audience, Behavior, Circumstances, Degree, and Evaluation/Method of Measurement.

Audience –student name

Behavior - an explicit statement of what the student will do. Observable behavior can be measured, seen, heard, counted, or timed. Examples:

- Daniel *will read*
- Latina *will pronounce*
- Jamal *will write*
- Sandra *will gaze*
- Mark *will participate*

Circumstance –a description of the *Instructional materials* or *instructional circumstances* used to teach, and eventually assess/measure the stated behavior. Examples:

- When provided *opportunities for peer interaction in a non-structured setting*
- When *engaged* in a non-preferred activity
- When *presented with 20 two-digit division problems* and access to a *study carrel*
- Following a *large group review* and when *provided a listing of 20 content related vocabulary words*

Degree/Criterion – a description of the expected rate of growth within 12 months, including the *frequency of data collection*. Examples:

- *80% correct* as measured by *twice weekly probes*
- *8/10 words correct* as measured by *weekly spelling tests*
- *4/5 activities* on *3 consecutive weekly observations*
- *4 consecutive daily science classes* as measured by *a teacher checklist*

An option for determining the **Criterion Level**:

1. Using progress data identified in the Present Levels, identify the student's baseline performance.
2. Using progress data identify the student's Rate of Learning (ROL) from past instruction in this skill.
3. Given the student's ROL and grade/age level standard, identify the desired outcome (criterion) for a 12 month period. Draw an aimline from the baseline to the criterion.
4. Determine if the proposed aimline/criterion is reasonable and attainable for the student. If not, break the goal into attainable components.

An option for determining the **Frequency of Data Collection**: Daily, Weekly, or Monthly:

1. Find the baseline performance.
2. Subtract baseline number from the criterion within the goal
3. Divide the difference between the baseline and the criterion in the goal by the number of days, weeks, or months of projected implementation.

Evaluation/Method of Measurement - *how* the implementer measures the student progress toward reaching each goal. Examples:

- Curriculum Based Measurement
- Direct Measures
- Indirect Measures
- Authentic Assessment

Method(s) of Measurement

707 KAR 1:320 § 5 (13)(a), 34 CFR 300.320 (a)(3)(i)

Evaluation/Method of Measurement is *how* the implementer measures the student progress toward each goal. The ARC and implementers use information to make necessary adjustments to instructional methodology (e.g. selection of materials, pacing, teacher modeling, guided practice and generalization). The selected method of measurement needs to be practical and yield information that can be easily analyzed. Characteristics of effective methods of measurement include:

- Provide date of measurement (month, day and year)
- Provide objective measurement or description of the behavior(s) or skill(s) outlined in the goal(s)
- Provide for regular and frequent data collection
- Require a short amount of time for recording information
- Promote analysis of performance over time (e.g., create graph of data to determine progress toward goal)
- May involve the student in data collection and analysis of performance, as appropriate

Four general methods of measurement used for Progress Monitoring are:

Curriculum Based Measurement
Direct Measures
Indirect Measures
Authentic Assessment

Methods of Measurement for Progress Monitoring

Curriculum Based Measurement (CBM) is an approach to measuring the growth of student proficiency. It allows teachers to measure their students' performance, determine if their students' are growing at the expected rate, and provide data for teachers to evaluate their instructional strategies if students are not demonstrating adequate growth. CBM is standardized to provide valid and reliable indications of student progress. Examples of Classroom Based Measures include:

- Oral Reading Fluency - determining the student's rate, accuracy, phrasing and intonation
- Math Computation - (e.g., accuracy toward completion of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals)
- Math Concepts and applications - (e.g., accuracy toward performance of place value, time, money, charts, graphs, and problem solving)

For examples of monitoring tools, see Progress Monitoring General Outcome Measures Tools Chart.

Direct Measures involves direct observation of performance and repeated recordings of student response (CEC Jan/Feb 2006). Examples of Direct Measures include:

- Frequency Count/Event Recording - number of times a behavior occurs during a specific, consistent time period
- Time Sampling/Interval Recording - number of intervals in which a behavior occurs
- Duration Recording - measurement of how long the behavior occurs between initiation of response to conclusion
- Latency Recording - measurement of time between a prompt and start of the task
- Scatterplot - a chart used to determine patterns of targeted behavior(s) related to a specific class or school activities across time (e.g. schedule divided into15 minute increments during a two week period for charting occurrence of the target behavior)
- ABC Analysis - Antecedent, Behavior, Consequence
- Anecdotal Recording - narrative recording of events occurring during a specific time or setting; must be paired with another Method of Measurement.
- Checklist - a list of specific behaviors used to measure consistency and completeness in carrying out a task (can be observed therefore a Direct Measure)
- Running Record - tool used to measure oral reading decoding skills

Indirect Measures involve using scoring criteria to review student performance to supplement Direct Measures (CEC Jan/Feb, 2006). Examples of Indirect Measurements include:

- Rubric – a scoring guide that describes performance on a scale from desired performance to undesired performance using both qualitative and quantitative descriptions either analytically by assessing components of a finished product or holistically by assessing student's work as a whole
- Goal Attainment Scaling – a scoring guide to rate student performance on a point scale from least to most favorable
- Teacher Interview - summary of teacher input toward student performance on a given behavior in a structured format to be included with additional methods of measurement
- Checklist - list of specific behaviors used to measure consistency and completeness in carrying out a task (can be applied to permanent product such as work sample, therefore an Indirect Measure)
- Scoring Guide (e.g. point value to determine percent correct from selected responses and short answers)
- Permanent Product – actual products of a target skill/behavior (e.g. point value to determine percent correct within selected responses and short answers)

Authentic Assessment measures a student's performance in tasks and situations that resemble real-life tasks and situations (adapted from Assessing One and All, CEC 2001 and Jan/Feb 2006). Examples of Authentic Assessment include:

- Student Interview/conference– student input on his/her performance toward a targeted skill/behavior
- Oral interview – a structured format through development of key questions to assess student's attainment of skills and to identify misconceptions
- Portfolio – documentation of student performance through a collection of work samples demonstrating specific outcomes
- Work samples - evidence of student performance through actual student work (e.g. permanent product materials for writing, math, projects; pictures of student work, audio recordings of student performance (reading, responding to questions)
- Annotation – a statement included within a student work sample that indicates student performance toward a targeted skill

Benchmarks/Short-Term Instructional Objectives

707 KAR 1:320 § 5 (7)(c), 34 CFR 300.320 (a)(2)(ii)

Write short term objectives or benchmarks that scaffold the skills necessary to make progress toward each grade or age level goal.

For each annual goal, the ARC may develop either benchmarks or short term objectives. The selection of short-term objectives **and/or** benchmarks is a district level decision. District policies and procedures provide guidance regarding the selection of short term objectives or benchmarks.

Benchmarks are major milestones which describe the amount of progress the student is expected to make within a specific period of time as defined within the goal.

Short Term Objectives are intermediate steps which break annual goals into discrete skill components. Short term objectives are often selected when the skills leading to the annual goal are different. The parts of a short term objective are the same as an annual goal:

- **A**udience
- **B**ehavior
- **C**ircumstances
- **D**egree/Criterion
- **E**valuation/Method of Measurement

Example 1: Benchmarks are subcomponents within the annual goal of paragraph construction.

Measurable Annual Goals and Benchmarks/Short Term Objectives
Student progress and performance for each goal of this IEP will be reported at least as often as the school reports the performance of all students.

Annual Measurable Goal: When given a writing prompt, Roland will write a clear, coherent paragraph with appropriate punctuation and verb tense to the proficient level on 3/5 assignments as measured by the attached scoring rubric.

Benchmark 1: Roland will write complete and grammatically correct simple sentences.

Benchmark 2: Roland will apply punctuation for effect.

Benchmark 3: Roland will write complete and grammatically correct complicated sentences.

Benchmark 4: Roland will construct complete paragraphs with topic sentence, supporting details and clincher sentence.

Benchmark 5: Roland will maintain the appropriate verb tense within a writing piece.

Method(s) of Measurement:

Indirect Measures: Rubric
Authentic: Portfolio of writing samples across time

Example 2: Benchmarks may be selected when the skill or behavior leading to the annual goal remains essentially the same and the condition gradually increases in difficulty. In the following example, the amount of progress is defined by the difficulty of the informational text.

Measurable Annual Goals and Benchmarks/Short Term Objectives
Student progress and performance for each goal of this IEP will be reported at least as often as the school reports the performance of all students.

Annual Measurable Goal: Given a 7th grade informational text based on Lexile range, Toby will read the passage and answer 5 literal and 5 inferential comprehension questions at 80% accuracy on 3 consecutive weekly reading assessments.

Benchmark 1: Given a 5.0 grade level informational text, Toby will read the passage and answer 5 literal and 5 inferential comprehension questions at 80% accuracy on 3 consecutive weekly reading assessments.

Benchmark 2: Given a 5.5 grade level informational text, Toby will read the passage and answer 5 literal and 5 inferential comprehension questions at 80% accuracy on 3 consecutive weekly reading assessments.

Benchmark 3: Given a 6.0 informational text, Toby will read the passage and answer 5 literal and 5 inferential comprehension questions at 80% accuracy on 3 consecutive weekly reading assessments.

Benchmark 4: Given a 6.5 informational text, Toby will read the passage and answer 5 literal and 5 inferential comprehension questions at 80% accuracy on 3 consecutive weekly reading assessments.

Method(s) of Measurement:

Authentic Assessment: Student Interview Conference
Indirect Measure: Permanent Product - point value applied to short answer responses

Example 3: The example below show how various skills are developed within an overarching goal.

Measurable Annual Goals and Benchmarks/Short Term Objectives Student progress and performance for each goal of this IEP will be reported at least as often as the school reports the performance of all students.
Annual Measurable Goal: Given social skill instruction in following school and classroom routines, Phillip will demonstrate 100% of the key steps of the social skill on 5 occasions on 3 consecutive weekly checklists. Short Term Objective 1: Given 5 opportunities to demonstrate following teacher directions in a structured setting, Phillip will demonstrate 100% of the key steps of the social skill on 5 occasions as measured on weekly checklists. Short Term Objective 2: Given 5 opportunities to demonstrate offering an opposing opinion in a structured setting, Phillip will demonstrate 100% of the key steps of the social skill on 5 occasions as measured on weekly checklists. Short Term Objective 3: Given 5 occasions of following adult redirection without verbal opposition in a non-structured setting (lunchroom, hallway, bus dock), Phillip will demonstrate 100% of the key steps of the social skill on 5 occasions as measured on weekly checklists.

Method(s) of Measurement: Direct Measure: Checklist

Example 4: The example below show how various skills are developed within an overarching goal

Measurable Annual Goals and Benchmarks/Short Term Objectives Student progress and performance for each goal of this IEP will be reported at least as often as the school reports the performance of all students.
Annual Measurable Goal: Joey will correctly produce the /s/ and /z/ phonemes in all positions of words when reading aloud a 3-5 word phrase using words selected from his classroom curriculum in 8 of 10 trials for 3 consecutive therapy sessions. Short Term Objective1: Joey will correctly produce the /s/ and /z/ phonemes in the initial position of 20 words selected from his classroom curriculum in 8 of 10 trials for 3 consecutive sessions. Short Term Objective 2: Joey will correctly produce the /s/ and /z/ phonemes in the final position of 20 words selected from his classroom curriculum in 8 of 10 trials for 3 consecutive sessions. Short Term Objective 3: Joey will correctly produce the /s/ and /z/ phonemes in the medial position of 20 words selected from his classroom curriculum in 8 of 10 trials for 3 consecutive sessions.

Method(s) of Measurement: Direct Measure: Direct Measure: Frequency count within conversational speech sample Direct Measure: Probes – accuracy rate of pronunciation following picture prompt

Example 5: This example varies the circumstances in which the student constructs sentences.

Measurable Annual Goals and Benchmarks/Short Term Objectives Student progress and performance for each goal of this IEP will be reported at least as often as the school reports the performance of all students.
Annual Measurable Goal: Given a picture prompt, Sam will construct a sentence, relevant to the given topic, with at least three words by touching the correct words/pictures on a touch screen computer with 80% accuracy across 3 out of 5 sessions. Short Term Objective 1: Given a picture prompt of a preferred item/topic, Sam will construct a sentence, relevant to the given topic, with at least three words by touching the correct words/pictures on a touch screen computer using word prediction software with 80% accuracy across 3 out of 5 sessions. Short Term Objective 2: Given a picture prompt of core content concept item, Sam will construct a sentence, relevant to the given topic, with at least three words by touching the correct words/pictures on a touch screen computer using word prediction software with 80% accuracy across 3 out of 5 sessions. Short Term Objective 3: Given a picture prompt of an activity from his daily schedule, Sam will construct a sentence, relevant to the given topic, with at least three words by touching the correct words/pictures on a touch screen computer using word prediction software with 80% accuracy across 3 out of 5 sessions.

Method(s) of Measurement: Authentic Assessment: Compilation of Work Samples Direct Measure: Checklist, Anecdotal Recording

The Number of Short Term Objectives or Benchmarks

The ARC is not required to develop a specific number of objectives or benchmarks for a goal. The number is based on the needs of the student and the instructional goal. Since benchmarks delineate increments of progress toward the goal within a calendar year, the number of benchmarks may be determined by calculating the distance between the baseline score and the goal and dividing the difference into increments.

Baseline: oral reading of 60 words per minute
Goal: oral reading of 100 words per minute

- Benchmark 1: 70 words per minute
- Benchmark 2: 80 words per minute
- Benchmark 3: 90 words per minute
- Benchmark 4: 100 words per minute

The number of objectives or benchmarks is also influenced by the student's pace of learning as demonstrated on previous progress data. Students needing heightened levels of modeling, guided practice, and generalization instruction may require lengthier periods of time within an objective or benchmark.

Sequence of Short Term Objectives or Benchmarks
Short term objectives and benchmarks may be written sequentially or by importance. Examples include the following:

- Difficulty of the reading material
- Structure of the setting where the student demonstrates the skill
- Level of mastery
- Fading prompts (full physical, partial physical, verbal, visual)
- Fading of review prior to demonstration of the skill

Measuring Student Progress
Progress data are collected and analyzed on an ongoing basis. Data serve as a guide for lesson planning and selection of instructional methods of materials. Listed below are considerations for data collection and analysis.

1. The implementer(s) collects the progress data according to the circumstances in the annual goal.

2. The implementer (s) records the progress data according to the degree/criterion in the annual goal.

3. The implementer(s) analyzes the data as often as described in the annual goal and in accordance with district procedures.

4. Following data analysis, if the student is not progressing as expected, the implementer(s) makes appropriate adjustments aligning with the current IEP (e.g., re-teach, provide models, provide guided practice, provide generalization practice).

5. If adjustments do not result in the desired improvement, the implementer prompts assembly of the ARC to review the IEP progress.

Post-Secondary Goal

707 KAR 1:320 § 7 (2)(a)(1-2), 34 CFR 300.320 (b)

For students who are 16 or older, the ARC must determine which annual goal will enable the student to meet the postsecondary goal for:

- Education/Training
- Employment and/or
- Independent Living

For the IEP to be in effect by the child's 16th birthday and thereafter: This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) of:

☒ Education/Training ☒ Employment ☐ Independent Living

Reporting Progress

707 KAR 1:320 § 5 (13)(b), 34 CFR 300.320 (a)(3)(ii)

In designing the measurable annual goal(s), the ARC must determine when periodic progress reports will be provided to the parents.

- **Schedule for Reporting Progress:** There must be documentation of when periodic reports will be provided to the parent(s) on the progress of the student. This may include the use of quarterly or other periodic reports that are issued at the same time as report cards.

- **Report of Progress:** The ARC informs the parent of when they will be informed of student progress toward the goal OR the ARC may identify another means of reporting progress toward the goal.

Reporting Progress

☐ Concurrent with the issuance of Report Cards

☐ Other: Specify:

Specially Designed Instruction

707 KAR 1:002 § 1 (58), 34 CFR 300.39 (b)(3)
707 KAR 1:320 § 5 (8), 34 CFR 300.320 (a)(4)

Specially Designed Instruction (SDI) in its simplest form is "**what the teacher does**" to instruct, assess, and re-teach the student. The SDI describes what the teacher does, as appropriate, to adapt the content, the methodology, or the delivery of instruction. SDI is based on peer-reviewed research to the extent possible.

Select Specially Designed Instruction according to the *unique needs* of the student. For additional examples, see the "IEP and Lesson Plan Development Handbook". If **instruction** is required for the student to use an assistive technology device, material, supplementary aid, strategy or service, it is described as Specially Designed Instruction on the IEP.

Specially Designed Instruction should be provided by a teacher who is certified in special education and thus "highly qualified" under IDEA. See The Collaborative Teaching Practices for Exceptional Children - Question and Answer Document (June 2011) question 6.

Specially Designed Instruction:

Explicit social skills instruction
Explicit instruction in word identification strategies
Explicit instruction in the use of a communication system
Strategy instruction for paragraph development

Supplementary Aids and Services

707 KAR 1:002 § 1 (61), 34 CFR 300.42
707 KAR 1:320 § 5 (8), 34 CFR 300.320 (a)(2)(4)

Supplementary Aids and Services (SAS) in its simplest form is **"what the student needs"** in order to advance appropriately toward attaining the goal(s) and be involved and make progress in the general curriculum, to participate in extracurricular and other nonacademic activities, and be educated and participate with other students with and without disabilities. SAS includes strategies, aids, and services. The decisions for Supplementary Aids and Services are supported by student performance data and are based on needs related to the disability in order to make progress toward annual goals.

The ARC identifies the specific materials, resources, aids, strategies or services the student requires in the general education environment or other education related settings to gain access to the general curriculum, indicated by student performance data. Supplementary Aids and Services are based on peer-reviewed research to the extent practicable. Given the adverse effect, every student with a disability requires Supplementary Aids and Services. This section may not be left blank. "None needed" is not an acceptable response.

Statement of Supplementary Aids and Services, to be provided to the child or on behalf of the child:

Use of communication system
Enlarged text
Extended time on assignments and assessments

Assessment Accommodations

703 KAR 5:070, 707 KAR 1:320 § 5 (10), 34 CFR 300.320 (a)(6)

The "*Inclusion of Special Populations in the State-Required Assessment and Accountability Programs" is currently under revision and this section will be changed to reflect state requirements.*

The ARC may identify assessment accommodations to participate in state or district-wide assessment if they are used consistently as a part of the student's routine instruction and classroom assessment. Decisions concerning the use of assessment modifications are supported by student performance data and the IEP (Present Levels, Annual Goals, Short Term Objectives or Benchmarks, Specially Designed Instruction, Supplementary Aids and Services, and Related Services) and documented as Specially Designed Instruction or Supplementary Aids and Services.

Prior to entering the decisions on the IEP, the ARC may complete the Accommodations Determination Form in Infinite Campus to document the appropriate accommodations necessary for the student.

For students who are eligible for Alternate Assessment, the ARC must provide a statement of the decision and reasons for the decision, to determine the student met all criteria for "Eligibility for Alternate Assessment". This decision is reviewed annually and documentation is completed at every annual review meeting. 707 KAR 1:320 § 5 (11), 34 CFR 300.320 (a)(6)(ii)

Accommodations for Administration of State Assessments and Assessments in the Classroom

In order to justify appropriateness of accommodations for any state mandated tests, the testing accommodations must be used consistently as part of routine instruction and classroom assessment as well as meet all additional requirements established by the ***Inclusion of Special Populations in the State-Required Assessment and Accountability Programs,703 KAR 5:070*** document.

☐ ARC determined no accommodations needed.

☐ Readers ☐ Scribes ☐ Paraphrasing ☐ Reinforcement and behavior modification strategies

☐ Prompting/cueing ☒ Use of technology ☐ Manipulatives ☐ Braille ☐ Interpreters

☒ Extended time ☐ Other: specify _____

☐ Student has been determined eligible for participation in the **Alternate Assessment Program**. The reasons for this decision are documented on the Alternate Assessment System Eligibility Determination at the end of this document. If determined eligible for the Alternate Assessment the ARC must also determine if the student is Dimension A or Dimension B.

☐ Dimension A
☐ Dimension B

Program Modifications and Supports for School Personnel

707 KAR 1:320 § 5 (8), 34 CFR 300.320 (a)(4)

The ARC identifies program modifications and supports for school personnel that are to be provided on behalf of a student to meet the unique needs of the student. This includes specialized training, use of school time, or use of school staff, and may involve specialized training for any staff who come in contact with the student, including bus drivers, paraprofessionals, general and special education teachers, related service providers, and cafeteria workers. Examples of program modifications and supports include gait training, feeding procedures, medical procedures, communication systems, diapering, positioning, etc. If the ARC determines that no program modification and supports are needed, the ARC checks the box "Not needed at this time." *This section may not be left blank*.

If the child is receiving services through a co-teaching model, the model is described under Program Modifications and Supports for School Personnel. If consultation is the service delivery method, this section explains the anticipated frequency and type of consultation.

Program Modifications/Supports for School Personnel that will be provided:

☐ Not needed at this time.

Examples of Supports for School Personnel:

- While in all school settings, assistance will be available for Leroy to meet his needs in the following areas: toileting; eating and carrying tray during lunch; getting to and from the bus; exiting and returning during fire drills or other emergency drills; and moving safely on the playground.
- Assistance will be available for Dillon when he works independently (e.g., re-teaching concepts, providing models or examples, providing additional guided practice, providing generalization practice and providing verbal/physical redirection).
- Teachers and assistants will be trained on the use of the communication system.
- School personnel will be oriented to a highly structured behavior support program (i.e., PASS) before school begins.
- School staff will minimize classroom distractions, for example, covering distractible items within sight during whole group instruction.
- Consultation between the Speech/Language pathologist and special education teacher regarding use of the communication system once per quarter.
- The special education teacher will consult on a monthly basis with the social study and science teachers to promote John's independent use of graphic organizers.

Considerations for the ARC when determining roles and expectations for staff:

1. Who needs to know about the student's specialized program?
2. Who are the implementers and what are they expected to do for the student's unique specialized program?
3. Who will communicate expectations to the IEP implementers?

Least Restrictive Environment and General Education

707 KAR 1:320 § 5 (9), 34 CFR 300.320 (a)(5)
707 KAR 1:350 § 1, 34 CFR 300.117 and 707 KAR 1:350 § 1 (2-3), 34 CFR 300.115

1. The ARC reviews the following IEP services to determine where they will be implemented:
   - Specially Designed Instruction
   - Supplementary Aids and Services
   - Related services
   - Program modifications and supports for school personnel
2. The ARC first considers IEP implementation in general education classes, which includes co-teaching, then lists the classes in which the student will participate in the following settings:
   - Regular Education
   - Co-Teaching
3. If services cannot be implemented in the regular education classroom, even with Supplementary Aids and Services, the ARC considers removal from regular education classes (i.e., resource room; special class).

Least Restrictive Environment (LRE) and General Education

Explain the extent, if any, to which the student will **not** participate in general education (content area):

Examples:

- For a student who receives most of her core content classes in general education, the explanation may state: "*Sarah will not participate in general education for language arts. She will receive language arts instruction in the resource room."* OR

  Special Education: Language Arts
  Regular Education: Math, Social Studies, Science, Related Arts

- For a speech-only student who's ARC does not know the school schedule for the upcoming year: *"Bobby will participate in all regular education core content classes. He will be removed from the general education non-core classes for two periods a week to receive speech services in the resource room."* OR

  Special Education: Speech
  Regular Education: All Core Content Classes

- If the ARC determines that the student will receive all educational services in regular education classes with co-teaching for Reading: *"Sandi will participate in all general education classes for the entire school day."* OR

  Co-Teaching: Language Arts
  Regular Education: Math, Social Studies, Science, Related Arts

- If the ARC determines that the student will participate most of the day in special class, the ARC may document the decision: *"Kris will not participate in the general education core content classes of math, reading, science, and social studies. She will receive instruction for her core content classes in the resource room."* OR

  Special Education: All Core Content Classes
  Regular Education: Electives

- For a student participating in a social skills program (i.e., PASS) "*Joe will receive all core content instruction within the general education. He will be removed from the general education environment during non-core classes two times per week for social skills instruction*." OR

  Special Education: Social Skills Instruction

Regular Education: All Core Content Classes

Special Education Services

707 KAR 1:320 § 5 (12), 34 CFR 300.320 (a)(7)

Special Education Services means the Specially Designed Instructional services identified through the development of the IEP. Upon completion of the IEP, the ARC determines the frequency and duration of services, the service provider, and the location in which the services will be delivered.

1. **Service Minutes/Duration:** List the number of minutes the service will be provided per session in each Service Period. This may be an approximation of time in terms of minutes, hours, or blocks of time, but may not be a range of time.
   - In a resource or special class service delivery, list the number of minutes that a student is present in the setting. The special education teacher is solely responsible for instruction.
   - In a co-teaching setting (regular classroom), list the number of minutes for Specially Designed Instruction (SDI). SDI service minutes may not be the entire block of time scheduled for a total class period. Rather the service minutes represent a subset of time within the class period needed to provide Specially Designed Instruction to a specific student within the larger curricular framework planned for the entire general education classroom. See The Collaborative Teaching Practices for Exceptional Children - Question and Answer Document (June 2011).

2. **Service Frequency:** Document how often the student will receive the services per service period.

3. **Service Period:** Identify the Service Period as daily, weekly, monthly, or annually.

4. **Start Date:** List the date (month and year) the Services will begin.

5. **End Date:** List the date (month and year) the Services are anticipated to end.

6. **Service Provider:** Select the position of each person responsible for implementing the services from the service provider dropdown list.

7. **Location:** Identify the setting (i.e., regular classroom, special classroom, community) in which the service(s) will be provided. **Include the content class** (i.e., language arts, science, PE) in which the student will receive Specially Designed Instruction. (NOTE: Co-teaching **is** the regular classroom.)

	Anticipated Frequency and Duration Of Service								
	Service Minutes (Per Service Frequency)		Service Frequency (Number of times provided per Service Period)		Service Period (Daily, Weekly, Monthly, Annually)	Start Date	End Date	Service Provider (by Position)	Location (e.g., Regular Classroom, Resource Room, Separate Class)
Special Education	60	*Minutes*	1	*Times per*	Daily	9/16/11	9/15/12	Special Education Teacher	Resource Room for Reading
	35	*Minutes*	1	*Times Per*	Daily	9/16/11	9/15/12	Special/Regular Education Teacher	Regular Math Class Co-teaching 2 of 3 trimesters (60 day trimesters)
	20	*Minutes*	4	*Times Per*	Weekly	9/16/11	9/15/12	Special/Regular Education Teacher	Regular Class, Co-teaching Science for Reading
	30	*Minutes*	2	*Times Per*	Weekly	9/16/11	9/15/12	Special Education Teacher	Resource Room for Social Skills Instruction

Related Services

707 KAR 1:002 § 1 (51), 34 CFR 300.34 and 707 KAR 1:320 § 5 (12), 34 CFR 300.320 (a)(7)

Related services are those transportation and developmental, supportive, or corrective services which are needed by a student with a disability to benefit from special education. Related services complement and supplement the Specially Designed Instruction provided to the student.

1. **Type of Service:** Identify the type of related service (i.e., Occupational Therapy, Transportation, counseling, Orientation and Mobility).

2. **Service Minutes/Duration:** List the number of minutes (for delivering the Related Services). The service will be provided per session in the Service Period. This may be an approximation of time in terms of minutes, hours, or blocks of time, but *may not* be a range of time.

3. **Service Frequency:** Document how often the student will receive the services per service period.

4. **Service Period:** Identify the Service Period as daily, weekly, monthly, or annually.

5. **Start Date:** List the date (month and year) the Services will begin.

6. **End Date:** List the date (month and year) the Services are anticipated to end.

7. **Service Provider:** Select the position of each person responsible for implementing the services from the service provider dropdown list.

8. **Location:** Identify the setting (i.e., regular classroom, special classroom, community) in which the service(s) will be provided.

Related Services:									
Type of Service	Anticipated Frequency and Duration Of Service							Service Provider (by Position)	Location (e.g., Regular Classroom, Resource Room, Separate Class)
	Service Minutes (per Service Frequency)		Service Frequency (Number of times provided per Service Period)		Service Period (Daily, Weekly, Monthly, Annually)	Start Date	End Date		
Occupational Therapy	15	*Minutes*	1	*Times Per*	Weekly	10/09	10/10	OT	Resource Room
Occupational Therapy	30	*Minutes*	1	*Times Per*	Monthly	1/10	1/11	OT/Regular Education Teacher	Regular Classroom

Extended School Year Services

707 KAR 1:290 § 8, 34 CFR 300.106

Extended School Year (ESY) means Specially Designed Instruction and related services that are provided to a child with a disability beyond the normal school year in accordance with the child's IEP at no cost to the parents. 707 KAR 1:002 § 1 (26)

ESY is provided on an individual student basis for the purposes of maintaining a student's current skill level which, without continued instruction, would be lost or would require an inordinate time to regain as compared to similar age peers who are not disabled and who experience the same lapse in instruction. ESY services are not designed to teach new skills, to prevent natural amounts of regression, nor to assist the student to make additional progress in a skill. Rather, ESY is designed to maintain a student's present level of performance and thus prevent an excessive period of recoupment. ESY is not limited to a particular category of disability. Further, a district may not unilaterally limit the type, amount or duration of the services. Local district procedure provides guidance for ARC determination of ESY services.

A process for determining the need for ESY services may include:

- ARC considers progress data and applies criteria for ESY services
- IEP implementer(s) collects before and after a school break
- ARC determines regression and recoupment through analysis of data
- If the need for ESY is determined, the ARC assigns ESY services for the specific IEP goal(s)
- ARC responds in the event that data is not available to make an ESY decision (e.g., transfer student, summer to fall regression data is not available)
- ARC responds for students transitioning from Part C programs with an Individual Family Service Plan (IFSP).

If the district does not have data, the need for ESY may be established by expert opinion based on assessment of the individual child regarding whether the child is projected to regress and fail to recoup previously attained skills within a certain period of time.

Extended School Year

Are extended school year services required for this student?

☐ Yes ☐ No ☐ More Data Needed

If the ARC determines ESY services are to be provided, describe the service and indicate to which annual goal or goals the service is related. If the ARC determines no ESY services are to be provided, please document the reason(s) for this decision.

Examples:
☒Yes: Analysis of data indicates a documented regression/recoupment issue in the area of social/behavioral goals.
☒No: Analysis of progress data does not indicate a regression/recoupment issue.
☒More Data Needed: The ARC will collect and analyze data that is taken during breaks in instruction to monitor regression/recoupment issues.

Post-Secondary Transition

707 KAR 1:320 § 7, 34 CFR 300.320 (b)

Note: If the purpose of the ARC meeting is to discuss transition services, the student must be invited PRIOR to the ARC meeting; DOCUMENTATION of proof is the "Notice of ARC Meeting". 707 KAR 1:320 § 3(4), 34 CFR 300.321 (b)(1)

Transition Assessments: The ARC documents the transition assessments used to determine the preferences and interests of the student by checking the types of transition assessments that the ARC used to determine the student's preferences and interests. This includes the transition assessments used as a basis for the postsecondary goals. Actual copies of the transition assessments administered may be maintained as other components of the student's education record (e.g., ILP career assessments, learning style inventories). However, evidence of the administered assessments must be available upon request. 707 KAR 1:320 § 7 (2)(a), 34 CFR 300.320 (b)(1)

Assessments may include: behavioral assessment information, aptitude tests, interest and work values inventories, intelligence tests and achievement tests, personality or preference tests, career maturity or readiness tests, self-determination assessments, work-related temperament scales, and transition planning inventories. The transition assessments must be age appropriate, which means the measure reflects the student's chronological age rather than developmental age.

The ARC also uses the information gathered from the transition assessments to develop the Present Levels Transition Needs statement, as well as determine the postsecondary goal(s). When the ARC references particular transition assessments in the Present Levels Transition Needs statement, this documents their use and consideration of the transition assessment data. As with any ARC discussion, it is also recommended that the ARC document their discussion in the Conference Summary/Action Notice.

What transition assessments were used to determine the child's preference and interests? (Check all that apply)

☐ Student Interview ☐ Student Survey ☐ Student Portfolio ☐ Vocational Assessments ☐ Interest Inventory
☐ Parent Interview ☐ Career Awareness ☐ Career Aptitude ☐ ILP ☐ Other:

Transition Service Needs: *Beginning in the student's 8th grade year or when the student has reached the age of 14*, whichever occurs first, and thereafter, the ARC reviews (and revises if necessary), the student's multi-year course of study as outlined in the Individual Learning Plan (ILP). The ARC documents the discussion of the multi-year course of study in the Conference Summary. Check "Yes" if documentation is in the record showing at least one of the following: a) ARC Conference Summary notes of the discussion of the ILP (IGP) with each course of study listed; b) a copy of the ILP (IGP); or c) a copy of the student's multi-year course of study. Mark "No" if there is no evidence of the student's multi-year course of study and stop the IEP process until the course of study is outlined. 707 KAR 1:320 § 7 (1), 34 CFR 300.320 (b)(2)

Transition Services Needs (Beginning in the child's 8th grade year or when the child has reached the age of 14 and thereafter)
Does the student's Individual Learning Plan (ILP) include the student's course of study?

☐ No. If **No**, do not proceed with development of IEP until ILP is initiated, including the child's course of study.

☐ Yes. (See student's attached course of study to include current year through graduation or exiting special education.)

This documentation shows that the ARC considered the student's up-to-date ILP course of study (education plan) and used it to develop the Present Levels Transition Needs statement. Check "Yes" if the Present Levels Transition Needs statement addresses the student's needs related to the course of study. Check "Individual Learning Plan" and "Multi-year Course of Study" under Section I of the Conference Summary to document the basis for the decisions regarding this transition component of the IEP. It is also strongly recommended that the ARC include documentation of their discussion of the multi-year course of study in the Conference Summary/Action Notice.

Do transition service needs focus on the child's course of study and are they addressed in the Present Levels?

☐ No ☐ Yes

Postsecondary Goals: *By the student's 16th birthday***,** or younger, if appropriate, the ARC develops postsecondary goals. In the space provided, write a postsecondary goal for employment *and* a postsecondary goal for education/training. Also, if transition assessment supported needs in the area of independent living, write a postsecondary goal for independent living. Postsecondary goals must be measurable and intended to occur after the student graduates from high school. 707 KAR 1:320 § 7 (2)(a), 34 CFR 300.320 (b)

Postsecondary Goal(s) (By **age 16**, or younger if appropriate, and thereafter)
Postsecondary Goal(s) Related to Education/Training, Employment, and if needed, Independent Living:

Formula for Education/Training and Employment Goals:

_____ _____'s goal is to _____ to be able to _____.
After High School Student Name Education/training behavior Employment behavior

Formula for Independent Living Goal:

_____ _____'s goal is to _____.
After High School, Student Name independent living behavior – where & how

Example for Training/Education and Employment (combined): After graduation, John's goal is to enroll in courses at the Community and Technical College to prepare to work in the field of medical technology as a lab technician. (Training Note: Documentation shows John is not in need of an independent living goal.)

Example for Training/Education and Independent Living: After high school, Kevin will receive training designed to provide specialized academic, functional, and occupational preparation from Vocational Rehabilitation to prepare him for a supported employment position in a local business; Kevin will communicate his needs and wants using an augmentative communication device to individuals at home and in the community.

Transition Services and Agency Responsible: *By the student's 16th birthday***,** or younger, if appropriate, the ARC documents the transition services needed by the student to reasonably enable the student to reach the postsecondary goals. 707 KAR 1:320 § 7(4-5)

If another agency is likely to *provide or pay* for the services that are needed to assist the student in reaching postsecondary goals, that agency is listed as one of the agencies responsible and the ARC documents the need to invite the outside agency. The ARC must request and receive *signed consent* from the parent or emancipated youth to invite the outside agency *PRIOR* to the ARC meeting. If the ARC determines it is not necessary to invite the outside agency, or the student's IEP did not include transition services that required another agency, the ARC documents the decision.

In the space provided on the left, list the transition services the student needs. In the space provided on the right, list the agency(ies) responsible. Since regulations state that transition services include course of study, one transition service that may be listed for every student is providing the course of study as outlined in the student's ILP/IGP.

Transition Services and Agency Responsible (By **age 16**, or younger if appropriate, and thereafter)	
Transition Service	**Agency Responsible**
Multi-year course of study as outlined in ILP	High School
Arrange for a meeting (outside of ARC) with a Vocational Rehabilitation counselor to identify and evaluate their services	High School
Provide opportunity to attend transition fair or career fair at school or in the community	High School
Provide information about supported employment agencies and services	High School
Provide opportunities to practice completing job applications and interviewing skills	High School
Vocational Rehabilitation will determine eligibility for OVR services.	Vocational Rehabilitation

See Indicator 13 Kentucky Transition Requirements

Age of Majority

707 KAR 1:320 § 5(14), 34 CFR 300.320 (c)

At least one year prior to the student reaching the age of majority, the IEP includes a statement that the student and parent have been informed of the student's rights and that the rights will transfer to the student upon reaching the age of majority. Enter the date that the student and parent were originally informed, making sure to do so at an ARC meeting at least one year prior to the student's 18th birthday.

If applicable, One year before the student reaches age 18 the student and parent have been informed of the student's rights under Part B of the Individuals with Disabilities Education Act, if any, that will transfer on reaching the age of majority. Date Informed: ____

Appendix A Present Level for Speech Sound Production

Present Level Thinking Process

Present Level Area: Communication Status

Communication Status includes performance in the areas of voice, fluency, receptive and expressive language and speech sound production and use. This includes any means (e.g., speech, sign language, augmentative communication) by which a student relates experiences, ideas, knowledge, and feelings to others.

Example 1: Speech Language Impairment - Speech Sound Production – 1st Grade Student

Present Levels Steps	Example
Present Level Step 1: Identify the student's grade level standards using the KCAS.	Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects • College and Career Readiness Anchor Standards for Speaking and Listening o Speaking and Listening Standards for K-5 • College and Career Readiness Anchor Standards for Reading o Reading Standards: Foundational Skills K-5 ▪ Phonological Awareness Other Potential Reference Documents for Functional Performance: None
Present Level Step 2: Identify the student's current educational performance using student performance and baseline data. a. Determine the student's current academic performance in KCAS. As needed, consider prior grade level standards to identify prerequisite skills and content needed by the student. b. Determine the student's current functional performance. Reference additional curricular tools as appropriate	General Guiding Questions - (Consider additional guiding questions as appropriate.) Speech Sound Production and Use • Is the student's speech intelligible to adults and same age peers? • Does the student participate effectively in a range of conversations with diverse partners? • Does the student pronounce phonemes in all positions of simple words/phrases? Progress Monitoring from 2010-2011 IEP: • Joey has made steady progress in acquisition of targeted speech sounds. An analysis of probe data reveals 100% accuracy of the 'sh' & 'ch' phonemes. Standardized Assessment • Administration of the *Goldman-Fristoe Test of Articulation* (3-4-2011) revealed a lateral production of the /s & z/ phonemes. All other phonemes were considered age-appropriate. Teacher Observation, Other Informal Information • Joey's lateral distortion is reported to be 'noticeable' by both his teacher and parents.
Present Level Step 3: Check the box "Performance commensurate with similar age peers" for each Present Level area if the student is performing within the range of academic and social performance as non-	☐ Not an area of concern at this time. (The box is unchecked for this example.)

disabled grade and age peers. If the student's performance is commensurate with non-disabled grade and age peers, no additional information is required.	
Present Level Step 4: Document the student's relative strengths and needs or concerns if the student is performing significantly and consistently below the KCAS standards for his/her grade level peers or functional performance for his/her age level peers as a result of the disability. Describe baseline performance for each need or concern. Complete for each relevant Present Level area.	During conversational speech, Joey exibits lateral distortions of the /s/ and /z/ phonemes which draws attention to his speech. Joey reports that he is teased by peers and that he is embarrassed to participate in class discussions including volunteering answers, reading aloud, serving as class leader and answering questions when called upon. Joey produces /s/ and /z/ correctly in syllables with 60% accuracy when provided a model with visual and placement cues . He is unable to produce a clear /s/ or /z/ in single syllable words even with prompts and cues. Speech sound production for all other phonemes is within normal limits. Voice, fluency and language development are all within normal limits.
Present Level Step 5: Describe how academic and/or functional performance affects the child's involvement and progress in the general curriculum. Questions to consider: • What are the student's challenges related to the disability? • How will the challenges related to the disability affect day-to-day life? • How does the disability impact the student's ability to demonstrate knowledge and reasoning of grade level standards? • What supports does the student need to acquire and attain necessary skills to progress in the general curriculum? • Is the student on track to achieve proficiency as his/her same age peers within the year? • What supports does the student need to acquire and attain necessary skills to progress in the general curriculum? • What are barriers to college and career readiness?	Deficits in lateral distortions adversely affect Joey's class participation and peer interaction as demonstrated by Joey's unwillingness to volunteer answers during class discussion, read aloud, serve as class leader, answer question when called on by the teacher, and interact with peers in unstructured settings such as the lunchroom and playground.

Return to Present Level Area: Communication Status

Appendix B Present Level for Receptive & Expressive Language

Present Level Thinking Process

Present Level Area: Communication Status

Communication Status includes performance in the areas of voice, fluency, receptive and expressive language and speech sound production and use. This includes any means (e.g., speech, sign language, augmentative communication) by which a student relates experiences, ideas, knowledge, and feelings to others.

Example 2: Speech Language Impairment - Receptive and Expressive Language – 1st Grade Student

Present Levels Steps	Example
Present Level Step 1: Identify the student's grade level standards using the KCAS.	Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects • College and Career Readiness Anchor Standards for Speaking and Listening o Speaking and Listening Standards for K-5 • College and Career Readiness Anchor Standards for Reading o Reading Standards: Foundational Skills K-5 ▪ Phonological Awareness Other Potential Reference Documents for Functional Performance: None
Present Level Step 2: Identify the student's current educational performance using student performance and baseline data. c. Determine the student's current academic performance in KCAS. As needed, consider prior grade level standards to identify prerequisite skills and content needed by the student. d. Determine the student's current functional performance. Reference additional curricular tools as appropriate	General Guiding Questions (Consider additional guiding questions as appropriate.) Receptive and Expressive Language • How does the student communicate his basic wants and needs? • What is the student's primary mode of communication (e.g. signs, pictures, AAC device)? • Does the student seem to understand what is said to him (follow directions, etc.)? • Does the student participate in conversational turn taking? • Does the student's conversation seem socially appropriate for the context? • Does the student have purposeful verbalizations (e.g., the child makes a sound to gain attention, express displeasure) Other • Are there concerns related to feeding and swallowing? • Does the student currently require or use assistive technology or special equipment (ex. augmentative device)? Progress Monitoring from 2010-2011 IEP • Follows one step directions - emerging - 1 out of 5 opportunities in 3 consecutive days. • Making request by reaching for preferred food item - emerging • Discriminating between two choices – 1 out of 5 opportunities over 3 consecutive days. Standardized Assessment • Standardized assessments could not be administered, however, the checklist from the *Non-Speech Test* (administered 2-3-2011) revealed significant delays in receptive and expressive language development.

	Teacher Observation, Other Informal Information • Enjoys water table, computer based lessons, edibles • Improved attention to task, but requires prompts to maintain attention. • Needs close supervision while eating. • Parents report: beginning to understand cause/effect; beginning to visually track their movements and the movement of dog; beginning to follow one step directions; beginning to imitate speech sounds with word approximations
Present Level Step 3: Check the box "Performance commensurate with similar age peers" for each Present Level area if the student is performing within the range of academic and social performance as non-disabled grade and age peers. If the student's performance is commensurate with non-disabled grade and age peers, no additional information is required.	☐ Not an area of concern at this time. (The box is unchecked for this example.)
Present Level Step 4: Document the student's relative strengths and needs or concerns if the student is performing significantly and consistently below the KCAS standards for his/her grade level peers or functional performance for his/her age level peers as a result of the disability. Describe baseline performance for each need or concern. Complete for each relevant Present Level area.	Present Levels of Performance: Cory is non-verbal and communicates primarily through gestures, facial expression, eye gaze and close proximity. Parent report reveals that Cory demonstrates emergent understanding of cause and effect relationships at home. Teachers report that attending skills have improved, however Cory continues to be easily distracted and needs frequent redirection to maintain attention to a task/complete a task. Parent reports that she often physically moves Cory's head in an attempt to get him to focus on an object. Parents report that Cory is beginning to follow simple 1-step directions (i.e., "take this to Daddy"). At present, teacher reports inconsistent observation of this behavior at school (1 out of 5 opportunities in 3 consecutive days). Cory does not imitate oral postures or speech sound productions, however, parents report at least two instances of vowel production that sounded like word attempts ('all done'). Food, water play and simple computer software programs seem motivating to Cory. Cory is beginning to communicate a "request" by reaching toward a preferred food item, but he is not yet able to consistently discriminate between two choices (1 of 5 opportunities over 3 consecutive days). Cory currently drinks thickened liquids (nectar consistency). Teacher reports that Cory fills his mouth too full of food; however, choking has not been a recent concern.
Present Level Step 5: Describe how academic and/or functional performance affects the child's involvement and progress in the general curriculum. Questions to consider: • What are the student's challenges related to the disability? • How will the challenges related to the disability affect day-to-day life? • How does the disability impact the student's ability to demonstrate knowledge and reasoning of grade level standards? • What supports does the student need to acquire and attain necessary skills to progress in the general curriculum? • Is the student on track to achieve proficiency as his/her same age peers within the year? • What supports does the student need	Cory's lack of verbal communication adversely affects his ability to demonstrate basic communication of wants and needs and his knowledge and understanding of concepts.

to acquire and attain necessary skills to progress in the general curriculum? • What are barriers to college and career readiness?	

Return to Present Level Area: Communication Status

Appendix C Present Level for Basic Reading & Comprehension

Present Level Thinking Process

Present Level Area: Academic Performance

Academic Performance describes the level of development or achievement and how the student applies his/her learning in one or more of the following areas: basic reading skills, reading comprehension, reading fluency, math calculation, math reasoning, written expression, oral expression, listening comprehension. The description may include strategies applied in learning and preferred learning styles.

Example 1: Specific Learning Disability in Basic Reading and Reading Comprehension - 5th Grade Student

Present Levels Steps	Example
Present Level Step 1: Identify the student's grade level standards using the KCAS.	Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects • Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects K-5 • Reading Standards for Literature K-5 • Reading Standards for Informational Text K-5 • Appendix A: Reading Foundational Skills Other Potential Reference Documents for Functional Performance: none
Present Level Step 2: Identify the student's current educational performance using student performance and baseline data. e. Determine the student's current academic performance in KCAS. As needed, consider prior grade level standards to identify prerequisite skills and content needed by the student. f. Determine the student's current functional performance. Reference additional curricular tools as appropriate	General Guiding Questions (Consider additional guiding questions as appropriate.) Foundational Skills Phonological Awareness • How well does the student: o apply phonemic awareness skills: phoneme manipulation; blending and segmenting o use syllable patterns o chunk longer words into syllables o recognize rhyming words Foundational Skills Phonics and Word Recognition • How well does the student: o make words by writing letters for phoneme o convert letters or letter combinations (grapheme type) to spoken sounds (spelling) to blend sounds to form recognizable words (synthetic phonics) o use parts of word families to identify words that have similar parts to identify unfamiliar words o recognize high frequency words • How does the student apply phonics and word analysis skills to decode unfamiliar words? • How well does the student decode words with multiple syllables? Vocabulary Acquisition and Use • How well does the student determine meaning of vocabulary including figurative and technical language? • How well does the student: o Use context clues to clarify the meaning of unknown words, multiple meaning words and phrases o Recognize word relationships o Use frequently uses inflections and affixes • How well does the student acquire and use: o Academic words in informational and literary texts o Domain-specific words

Comprehension – Text Complexity

- Based on the Text Complexity Grade Bands, what is the student's current independent level Lexile range?
- How well does the student demonstrate understanding of multiple levels of meaning of literary text?
- How well does the student demonstrate understanding of informational text where the purpose is explicitly stated?
- How well does the student comprehend when the text is structured through ranges from low complexity to high complexity?
- How does the student access and engage in grade level texts?
- How well does the student acquire and use words from grade appropriate texts?
    - General academic words in informational and literary texts
    - Domain-specific words and phrases

Comprehension – Informational Text

- How well does the student determine the general meaning of academic and domain-specific words within grade level text?
- How does the student effectively engage in collaborative classroom discussions on grade level topics?
- Given a grade level text, how does the student gain information from the text to knowledgably participate in classroom discussions about the subject?

Comprehension – Literary Text

- How well does the student determine the meaning of words and phrases in a text, such as metaphors and similes?
- How well does the student compare and contrast specific details within a text (e.g., characters)?
- Does the student consistently provide textual evidence to support inferences from the text by quoting text, citing sources, and others?

Foundational Skills - Fluency

- Given a reading passage at the student's instructional level, what is the fluency rate during a timed reading assessment?
- What is the independent level of reading for the student?
- What is the instructional level of reading for the student?
- What is the frustration level of reading for the student?

Other

- What does the data indicate about the student's performance when using assistive technology (e.g., adapted passages, visual supports)?

Progress Monitoring from 2010-2011 IEP

<u>Reading Decoding</u>:

- Segment sounds into consonant-vowel-consonant (cvc) words with 90% accuracy
- Distinguish long and short vowel sounds in one syllable words (90%) accuracy
- Pronounce vowel blends (ea, ou, ei) 80% accuracy
- Irregular consonant blends (wr, ng, str, pr) 57% accuracy
- Recognizes 10 prefixes with 80+% accuracy
- Recognizes 10 suffixes with 80+% accuracy
- Recognizes 45 high frequency sight words with 90% accuracy

<u>Comprehension</u>

- Given oral presentation of

	vocabulary definitions, and following class discussion, Roland can identify the appropriate grade level content area vocabulary word with 78% accuracy. • Given independent reading assignment on instructional reading level text (2.0), Roland matches vocabulary definitions with words with 75% accuracy. • Given oral presentation of grade level text and following class discussion, Roland identifies main idea and detail with 75% accuracy. • Given independent reading assignment on instructional reading level text (2.0), Roland identifies main idea and detail at 70% accuracy. SRA Corrective Reading Program: Level B, Lesson 22 DRA Level 20 Standardized Assessment Woodcock Johnson (1-15-11) • Basic Reading - Standard Score 65 • Reading Comprehension – Standard Score 72 Teacher Observation Weaknesses in basic reading skills results in frustration in general classroom (e.g., groan when transitioning to reading block, hides reading materials from age peers, head down on desk during reading lesson) and avoidance behaviors (e.g., incomplete assignments, minimal response to written comprehension questions).
Present Level Step 3: Check the box "Performance commensurate with similar age peers" for each Present Level area if the student is performing within the range of academic and social performance as non-disabled grade and age peers. If the student's performance is commensurate with non-disabled grade and age peers, no additional information is required.	☐ Not an area of concern at this time. (The box is unchecked for this example.)
Present Level Step 4: Document the student's relative strengths and needs or concerns if the student is performing significantly and consistently below the KCAS standards for his/her grade level peers or functional performance for his/her age level peers as a result of the disability. Describe baseline performance for each need or concern. Complete for each relevant Present Level area.	Based on teacher checklist, Roland segments consonant vowel consonant (cvc) words with 90% accuracy, pronounces vowel blends with 80%, and recognizes 10 prefixes and 10 suffixes within words with 80% accuracy. Roland correctly pronounces words with irregular consonant blends with 57% accuracy. Given oral presentation of vocabulary definitions from social studies and science lessons, and following class discussion, Roland identifies the appropriate grade level content area vocabulary word with 78% accuracy. Given independent reading assignment on instructional reading level text (2.0), Roland matches vocabulary definitions with words with 75% accuracy. Given oral presentation of grade level text (text reader, peer buddy, shared reading) and following class discussion, Roland identifies main idea and detail with 75% accuracy. Given independent reading assignment on instructional reading level text (2.0), Roland identifies main idea and detail at 70% accuracy.
Present Level Step 5: Describe how academic and/or functional performance affects the child's involvement and progress in the general curriculum. Questions to consider: • What are the student's challenges related to the disability? • How will the challenges related to the disability affect day-to-day life? • How does the disability impact the student's ability to demonstrate knowledge and reasoning of grade level standards? • What supports does the student need	Roland's deficits in basic reading skills and reading comprehension impacts his ability to independently read literary and informational texts at the high end of text complexity as compared to his same age peers.

to acquire and attain necessary skills to progress in the general curriculum? • Is the student on track to achieve proficiency as his/her same age peers within the year? • What supports does the student need to acquire and attain necessary skills to progress in the general curriculum? • What are barriers to college and career readiness?	Return to Present Level Area: Academic Performance - Reading

Appendix D Present Level for Written Expression

Present Level Thinking Process

Present Level Area: Academic Performance

Academic Performance describes the level of development or achievement and how the student applies his/her learning in one or more of the following areas: basic reading skills, reading comprehension, reading fluency, math calculation, math reasoning, written expression, oral expression, listening comprehension. The description may include strategies applied in learning and preferred learning styles.

Example 2: Specific Learning Disability in Written Expression - 5th Grade Student

Present Levels Steps	Example
Present Level Step 1: Identify the student's grade level standards using the KCAS.	Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects K-5 • College and Career Reading Anchor Standards for Writing • Writing Standards K-5 • Language Progressive Skills, by Grade Other Potential Reference Documents for Functional Performance: none
Present Level Step 2: Identify the student's current educational performance using student performance and baseline data. a. Determine the student's current academic performance in KCAS. As needed, consider prior grade level standards to identify prerequisite skills and content needed by the student. b. Determine the student's current functional performance. Reference additional curricular tools as appropriate	General Guiding Questions for Written Language (Consider additional guiding questions as appropriate.) Conventions of Standard English How well does the student: • Apply appropriate capitalization rules and end punctuation for effect? • Use age appropriate standard grammar and usage when writing? • Correctly use punctuation (e.g., comma, quotation mark)? Production and Distribution of Writing How well does the student: • Use components of the writing process (e.g. planning, revising, editing, rewriting, or trying a new approach)? • Produce coherent paragraphs with supporting details? • Produce sentences with complete thought, as appropriate for his/her grade level? • Produce a variety of sentence types for meaning, style? Language How well can the student: • Use reference materials (e.g. dictionary, glossary, thesaurus) in print and/or digital format for precise use and meaning of words • Demonstrate understanding of word meanings including the relationship between particular words Other • What does the data indicate about the student's performance when using supports to produce and publish writing (e.g. assistive technology such as text to speech, spell checker, research on internet)? • What types of written products does the student demonstrate learning? • Does the student use basic spelling patterns? Progress Monitoring from 2010-2011 IEP • Constructs simple sentence 70% with capital letter, end punctuation, at least one noun and one verb. Benefits from sentence template and color coding. • Use of editing routine – checklist 70%

	• Use of commas in a series - 80%. • Label paragraph parts 90%: topic, detail, concluding sentence. Generation of paragraph less consistent 40% • Prewriting instruction – using lists, column, checklists. Plan is succinct. Execution 60%. • Keyboarding program, Level II. 8 wpm. Slow and steady. Uses Read, Write Gold willingly. • Homonyms: 90% with 14 pairs. Instruction on 30 pairs. • Noun-verb agreement with regular verbs (70%) • Noun-verb agreement with irregular verbs (45%) Woodcock Johnson (1-15-11) Written Expression = 68 Standard Score Teacher Observation Requires teacher prompting/checks during writing task. Benefits from graphic organizer, color coded prompts, checklists. Motivated to progress in keyboarding program. Knows much more information about a subject area than demonstrated on writing piece.
Present Level Step 3: Check the box "Performance commensurate with similar age peers" for each Present Level area if the student is performing within the range of academic and social performance as non-disabled grade and age peers. If the student's performance is commensurate with non-disabled grade and age peers, no additional information is required.	☐ Not an area of concern at this time. (The box is unchecked for this example.)
Present Level Step 4: Document the student's relative strengths and needs or concerns if the student is performing significantly and consistently below the KCAS standards for his/her grade level peers or functional performance for his/her age level peers as a result of the disability. Describe baseline performance for each need or concern. Complete for each relevant Present Level area.	Roland has improved considerably in simple sentence construction. He volunteers during group discussion and participates in peer review for writing pieces. Roland independently uses prewriting strategies (e.g., list, column) 60% of the time. He benefits from prompts in the selection and completion of prewriting strategies. When given an authentic assessment consisting of a writing prompt that requires 6 or more sentences on a single topic, Roland constructs complete and correct simple sentences 70% of the time (capital letter, at least one noun, at least one verb, proper end punctuation); correctly uses commas in a series 80% of the time; and correctly applies an editing routine to ensure required elements of a simple sentence with 70% accuracy. When provided paragraph models, Roland identifies the parts of a paragraph with 70% accuracy (e.g., topic sentence, supportive detail sentences, clencher sentence). Using model paragraphs, he independently generates paragraph components with 40% accuracy (topic sentence, three or more supportive detail sentences, clencher sentence) as measured authentic assessment. Roland benefits from visual supports when completing writing tasks (e.g., cue cards, sentence and paragraph models, color coding of nouns and verbs, color coding part of a paragraph, and word banks). Roland is enthused about technology including the use of word processing with word prediction and spell check features and software for idea generation. Roland is making progress in a keyboarding program and is currently typing 8 words per minute.
Present Level Step 5: Describe how academic and/or functional performance affects the child's involvement and progress in the general curriculum. Questions to consider: • What are the student's challenges related to the disability? • How will the challenges related to the disability affect day-to-day life? • How does the disability impact the student's ability to demonstrate knowledge and reasoning of grade level standards?	Roland's written language disability negatively affects the quality and quantity of written work and writing pieces across content areas, for example open ended answers or short answers. Given teacher observation, Roland's oral responses to content questions and prompts are more thorough as compared to written responses.

• What supports does the student need to acquire and attain necessary skills to progress in the general curriculum? • Is the student on track to achieve proficiency as his/her same age peers within the year? • What supports does the student need to acquire and attain necessary skills to progress in the general curriculum? • What are barriers to college and career readiness?	

Return to Present Level Area: Academic Performance – Written Expression

Appendix E Present Level for 5th Grade Math Reasoning

Present Level Thinking Process

Present Level Area: Academic Performance

Academic Performance describes the level of development or achievement and how the student applies his/her learning in one or more of the following areas: basic reading skills, reading comprehension, reading fluency, math calculation, math reasoning, written expression, oral expression, listening comprehension. The description may include strategies applied in learning and preferred learning styles.

Example 3: Specific Learning Disability in Math Calculation and Math Reasoning - 5th Grade Student

Present Levels Steps	Example
Present Level Step 1: Identify the student's grade level standards using the KCAS.	Mathematics Progressions of the KY Core Academic Standards, Grades K-HS Common Core State Standards for Mathematics Quantile Range for KCAS Other Potential Reference Documents for Functional Performance: none
Present Level Step 2: Identify the student's current educational performance using student performance and baseline data. a. Determine the student's current academic performance in KCAS. As needed, consider prior grade level standards to identify prerequisite skills and content needed by the student. b. Determine the student's current functional performance. Reference additional curricular tools as appropriate	General Guiding Questions for Math See the Common Core State Standards for Mathematics for listing of questions per each grade level. (Consider additional guiding questions as appropriate.) Math Calculation and Math Reasoning How well does the student demonstrate understanding of mathematical progressions for his/her compared to his same age peers: • Counting and Cardinality (sequencing, one to one correspondence, extend the counting) • Operations and Algebraic Thinking – ratios and proportional relationships, expressions and inequalities • Number Operations in Base Ten, Fractions – basic operations (addition, subtraction, multiplication), fractions, decimals and percent • Measurement and Data – charts, graphs, tables • Geometry – graphing on coordinate plane, properties of figures (two and three dimensional), congruence and similarity • Statistics and Probability – categorical and quantitative data • Ratios and Proportional Relationships • Number System • Expressions and Equations • Functions How well is the student able to: • Make sense of problems and persevere in solving them • Reason abstractly and quantitatively • Construct viable arguments and critique the reasoning of others • Model with mathematics • Use appropriate tools strategically • Attend to precision • Look for and make use of structure • Look for and express regularity in repeated reasoning

	Progress Monitoring from 2010-2011 IEP Quantile score – 400 Multiplication Facts • 0, 1, 2, 5, 10 scores 80-100% accuracy on math drills • 4, 6, 7, 8, 9 continues to rely on multiplication tables (50-60% accuracy on math drills) Fractions • Building fraction models, ordering fractions 80-100% accuracy for 1/2, 1/3, 1/4. • Multiplying and dividing fractions – emerging Math Reasoning • Solves one step word problems with addition and subtraction to hundredths place w/o regrouping 80-95% accuracy • Solves two step word problems with addition or subtraction with regrouping 45-65% accuracy Woodcock Johnson (Jan 15, 2011) Basic Math – 93 Standard Score Math Reasoning - 74 Standard Score Teacher Observation Roland benefits from comprehension checks when working independently on word problems. Manipulatives/visuals enhance understanding and improve accuracy of work. Roland uses a calculator to check his work. Roland volunteers in class discussion and to do examples on Smart Board. Attention to task in group and independent work is heightened in math class.
Present Level Step 3: Check the box "Performance commensurate with similar age peers" for each Present Level area if the student is performing within the range of academic and social performance as non-disabled grade and age peers. If the student's performance is commensurate with non-disabled grade and age peers, no additional information is required.	☐ Not an area of concern at this time. (The box is unchecked for this example.)
Present Level Step 4: Document the student's relative strengths and needs or concerns if the student is performing significantly and consistently below the KCAS standards for his/her grade level peers or functional performance for his/her age level peers as a result of the disability. Describe baseline performance for each need or concern. Complete for each relevant Present Level area.	Roland enjoys working with manipulatives and playing games during math learning activities. He independently uses fraction strips, Cuisenaire Rods and fraction area models (circles and rectangles) to add, subtract and compare fractions during cooperative groups. Roland independently demonstrates fractions for 1/2, 1/3 and 1/4 and can order these fractions concretely, however, his work samples demonstrate he does not have the understanding of multiplying and dividing fractions abstractly, including the use of a calculator. Roland cooperatively participates in math games designed to review basic multiplication facts and increase fluency. Roland fluently identifies basic multiplication facts for 0's, 1's, 2's, 5's, and 10's. Based on authentic assessments and after one verbal prompt, Roland can explain the use of multiplication tables to answer multiplication fact for 4's, 6's, 7,'s, 8's, and 9's. Based on scoring guides for five consecutive work samples, Roland accurately solves one step word problems that require addition and subtraction to hundreds place without regrouping with scores ranging from 80% - 95%. For solving two step problems that involve addition and/or subtraction with regrouping independently, his scores range from 45-65%. Based on Curriculum Based Measures, Roland's Quantile score is 400Q (within 3rd grade level) as compared to his same age peer Quantile range of 550Q to 815Q.
Present Level Step 5: Describe how	Roland's deficits in math calculation and math reasoning, including the use of decimals,

academic and/or functional performance affects the child's involvement and progress in the general curriculum. Questions to consider: • What are the student's challenges related to the disability? • How will the challenges related to the disability affect day-to-day life? • How does the disability impact the student's ability to demonstrate knowledge and reasoning of grade level standards? • What supports does the student need to acquire and attain necessary skills to progress in the general curriculum? • Is the student on track to achieve proficiency as his/her same age peers within the year? • What supports does the student need to acquire and attain necessary skills to progress in the general curriculum? • What are barriers to college and career readiness?	understanding of ordering of fractions, solving multi-step word problems, and using the four operations and fractions, negatively affects his progress in the general math curriculum at the level and pace of same age peers.

Return to Present Level Area: Academic Performance - Mathematics

Appendix F Present Level for 9th Grade Math Reasoning

Present Level Thinking Process

Present Level Area: Academic Performance

Academic Performance describes the level of development or achievement and how the student applies his/her learning in one or more of the following areas: basic reading skills, reading comprehension, reading fluency, math calculation, math reasoning, written expression, oral expression, listening comprehension. The description may include strategies applied in learning and preferred learning styles.

Example 4: Specific Learning Disabilities Math Reasoning - 9th Grade Student

Present Levels Steps	Example
Present Level Step 1: Identify the student's grade level standards using the KCAS.	Mathematics Progressions of the KY Core Academic Standards, Grades K-HS Common Core State Standards for Mathematics ACT College Career & Readiness and Common Core Standards alignment document Quantile Range for KCAS Other Potential Reference Documents for Functional Performance: none
Present Level Step 2: Identify the student's current educational performance using student performance and baseline data. a. Determine the student's current academic performance in KCAS. As needed, consider prior grade level standards to identify prerequisite skills and content needed by the student. b. Determine the student's current functional performance. Reference additional curricular tools as appropriate	General Guiding Questions for Math See the Common Core State Standards for Mathematics for listing of questions per each grade level. (Consider additional guiding questions as appropriate.) Math Calculation and Math Reasoning How well does the student demonstrate understanding of mathematical progressions for his/her compared to his same age peers: • Counting and Cardinality (sequencing, one to one correspondence, extend the counting) • Operations and Algebraic Thinking – ratios and proportional relationships, expressions and inequalities • Number Operations in Base Ten, Fractions – basic operations (addition, subtraction, multiplication), fractions, decimals and percent • Measurement and Data – charts, graphs, tables • Geometry – graphing on coordinate plane, properties of figures (two and three dimensional), congruence and similarity • Statistics and Probability – categorical and quantitative data • Ratios and Proportional Relationships • Number System • Expressions and Equations • Functions How well is the student able to: • Make sense of problems and persevere in solving them • Reason abstractly and quantitatively • Construct viable arguments and critique the reasoning of others • Model with mathematics • Use appropriate tools strategically • Attend to precision • Look for and make use of structure • Look for and express regularity in repeated reasoning Progress Monitoring from 2010-2011 IEP Quantile score - 801 Solves linear equations with one variable at 90% accuracy. Solves linear inequalities with one variable at 70% accuracy. Solve quadratic equations with one variable by factoring at 80%

	Solve quadratic equations with one variable by graphing at 51% accuracy. Solves problems using quadratic formula with graphing calculator at 45% accuracy. Application of algorithms - 40% accuracy Identification of appropriate strategy for application problems – emerging EXPLORE results - 14 Teacher Observation Dewayne uses a scientific calculator with proficiency to solve linear and quadratic equations. He needs visual cues for use of graphing calculator. He uses manipulatives to solve equations. He does not volunteer in class discussion but will attempt answer if called upon. Rarely indicates need for help, rather sits quietly.
Present Level Step 3: Check the box "Performance commensurate with similar age peers" for each Present Level area if the student is performing within the range of academic and social performance as non-disabled grade and age peers. If the student's performance is commensurate with non-disabled grade and age peers, no additional information is required.	☐ Not an area of concern at this time. (The box is unchecked for this example.)
Present Level Step 4: Document the student's relative strengths and needs or concerns if the student is performing significantly and consistently below the KCAS standards for his/her grade level peers or functional performance for his/her age level peers as a result of the disability. Describe baseline performance for each need or concern. Complete for each relevant Present Level area.	Dewayne is a quiet student, yet participates in class discussions when prompted. Per Curriculum Based Measures (CBM), Dewayne's Quantile score is 801. Quantile scores for same age/grade peers are 760Q to 1065Q. Per teacher observation, Dewayne independently uses his scientific calculator to complete math assignments, but needs supports when using his graphing calculator. Per CBM formative assessment data, Dewayne follows visually based procedural algorithms to complete math problems. He solves linear equations with one variable with 90% accuracy and linear inequalities with one variable at 70% accuracy. Per scoring guide (indirect measure), Dewayne has difficulty solving inequalities when required to graph the solution. Dewayne solves quadratic equations with one variable by factoring with 80% accuracy, solves quadratic equations with one variable by graphing with 51% accuracy, and applies the quadratic formula with use of the graphing calculator with 45% accuracy. When applying algorithms in real world mathematical situations, accuracy decreases significantly (40% accuracy in three consecutive probes). Dewayne struggles to identify the appropriate strategy for application problems. When baffled by a problem, he often stops working and sits quietly at his desk.
Present Level Step 5: Describe how academic and/or functional performance affects the child's involvement and progress in the general curriculum. Questions to consider • What are the student's challenges related to the disability? • How will the challenges related to the disability affect day-to-day life? • How does the disability impact the student's ability to demonstrate knowledge and reasoning of grade level standards? • What supports does the student need to acquire and attain necessary skills to progress in the general curriculum? • Is the student on track to achieve proficiency as his/her same age peers within the year? • What supports does the student need to acquire and attain necessary skills to progress in the general curriculum? • What are barriers to college and career readiness?	Dewayne's deficits in selecting and correctly applying strategies and tools for math reasoning negatively affects his application of math skills in real-world situations and as required in high school coursework (Algebra I, Geometry). Return to Present Level Area: Academic Performance - Mathematics

Appendix G Present Level for Health, Vision, Hearing, Motor Activities

Present Level Thinking Process

Present Level Area: Health, Vision, Hearing, Motor Abilities

Health, Vision, Hearing, Motor Abilities include information regarding the student's relevant health or physical needs. This information is typically provided through screening information and by health care providers, including physical and occupational therapists.

Example 1: Health, Vision, Hearing, Motor Abilities - Orthopedic Impairment - 5th Grade Student

Present Levels Steps	Example
Present Level Step 1: Identify the student's grade level standards using the KCAS.	KCAS Resources for Health, Vision, Hearing, Motor Abilities: • Kentucky Program of Studies for Practical Living/Vocational Studies Other Potential Reference Documents for Functional Performance • Resource Manual for Educationally Related Occupational Therapy and Physical Therapy in Kentucky Public Schools, KDE, September 2006 • Syracuse Community Referenced Curriculum Guide • Student Health Records
Present Level Step 2: Identify the student's current educational performance using student performance and baseline data. g. Determine the student's current academic performance in KCAS. As needed, consider prior grade level standards to identify prerequisite skills and content needed by the student. h. Determine the student's current functional performance. Reference additional curricular tools as appropriate	General Guiding Questions (Consider additional guiding questions as appropriate.) Health or Medical Issues • Does the student have a health or medical condition? If yes, describe. • Based on available documentation, what is the student's medical diagnosis? Pharmacological Issues • Does the student currently take medications? If so, list. • What is the purpose of each medication? • Does the medication cause side effects or adverse reactions? • What are the effects of the medication on the student's educational performance? Motor Issues • Does the student have motor issues that impact educational performance including the ability to sit, stand, and move within the classroom and within the school building? • Describe the student's ability to make transfers (e.g., to and from the wheelchair, to desk chair, to toilet) • Does the student have sensory motor challenges? If so, describe. • Does the student have fine motor deficits? If so, describe Other • Does the student's medical condition result in limited strength, vitality, alertness and thereby limiting productivity? • Does the student require assistance with activities of daily living (e.g. dressing, toileting, feeding)? • Does the student's medical condition restrict activity at school? • Do mobility issues require safety precautions (e.g., bus, playground, gym)? Progress Monitoring from 2010-2011 IEP • Improved from tracing with highlighter lines to writing letters of his first and last name without a manuscript alphabet model (14 letters). Needs paper with bolded lines and boundaries, anchored on a clipboard and placed on a nonskid surface. • Juan needs minimal assistance when transferring from wheelchair to floor.

	He needs up to full physical assistance to return to his wheelchair chair given level of fatigue. He needs minimal physical adult assistance in transfer to and from a chair or toilet. • Juan propels his wheelchair up to 300 feet on level surfaces. • Juan ambulates a distance of 10 feet with minimal assistance. Standardized Assessment Test of Visual Motor Integration – 2009, significant deficits noted. Teacher Observation Per handwriting samples and teacher observation, Juan independently writes letters of first /last name (without manuscript model). Per observation, improvement in muscle tone/spasticity in elbow flexion as observed in letter production. Per observation Juan's endurance varies (based on time of day, motor demands of the day, sleep the night before) thus impacting the number of minutes he can sustain a task, distance for wheelchair propelling, number of steps he can take in a transfer, and number of steps in ambulation.
Present Level Step 3: Check the box "Performance commensurate with similar age peers" for each Present Level area if the student is performing within the range of academic and social performance as non-disabled grade and age peers. If the student's performance is commensurate with non-disabled grade and age peers, no additional information is required.	☐ Not an area of concern at this time. (This box is unchecked for this example.)
Present Level Step 4: Document the student's relative strengths and needs or concerns if the student is performing significantly and consistently below the KCAS standards for his/her grade level peers or functional performance for his/her age level peers as a result of the disability. Describe baseline performance for each need or concern. Complete for each relevant Present Level area.	Based on medical documentation, Juan has cerebral palsy that greatly impacts his use of his left upper extremity thereby decreasing bilateral coordination skills. Juan presents with visual perceptual deficits that impact his handwriting as it relates to sizing and line adherence. Juan requires visual perceptual strategies in order to produce legible work (e.g., bolded boundaries, lines to place letters, numbers and words). Given a writing rubric, Juan has improved his writing by moving from tracing letters to independent letter production of his first and last name (14 letters without a manuscript model). Juan benefits from a clip board placed on rubberized surface (e.g., Dycem) to limit movement of the paper. Juan responds to several strategies to increase the use of his left upper extremity including a range of motion exercise program. Strategies are designed to improve bilateral function and spontaneous assistance of the left upper extremity. At times, Juan gets frustrated with fine motor tasks and will cry instead of seeking assistance. Juan uses a wheelchair to complete most mobility. Given observation and anecdotal notes, he is independent with propelling his wheelchair on level surfaces for distances under 300 feet. Juan fatigues quickly while propelling his wheelchair and requires assistance for inclines and long distances. Juan transfers from his wheelchair to and from the floor with minimal supervision. He is independent in floor mobility. Transfers back to the wheelchair from the floor may require full physical assistance when he is fatigued. Juan requires minimal assistance to transfer himself from his wheelchair to a chair and an adaptive toilet. He has limited range of motion in bilateral lower extremities. Given observation, Juan bears weight on bilateral lower extremities and produces a reciprocal stepping pattern for short distances. He currently wears foot/ankle braces, and is beginning to use a rolling walker for ambulation training. Given observation, he currently ambulates a distance of 10 feet with minimal assistance.
Present Level Step 5: Describe how academic and/or functional performance affects the child's involvement and progress in the general curriculum. Questions to consider: • What are the student's challenges	Difficulty with gross and fine motor tasks and visual perceptual deficits adversely affect Juan's ability to perform fine motor tasks, independently negotiate the school classroom, building and campus, and complete tasks involving self care.

related to the disability? • How will the challenges related to the disability affect day-to-day life? • How does the disability impact the student's ability to demonstrate knowledge and reasoning of grade level standards? • What supports does the student need to acquire and attain necessary skills to progress in the general curriculum? • Is the student on track to achieve proficiency as his/her same age peers within the year? • What supports does the student need to acquire and attain necessary skills to progress in the general curriculum? • What are barriers to college and career readiness?	

Return to Present Level Area Health, Vision, Hearing, Motor Abilities

Appendix H Present Level for Social Emotional Status

Present Level Thinking Process

Present Level Area: Social Emotional Status

Social and Emotional Status includes functional performance information about the student's social skills, interpersonal behavior, personal skills, self-related behaviors, sensory self-regulation, emotional behavior, organization and executive skills, environmental access/mobility skills, and independent living skills.

Example 1: Social Emotional Status – Emotional Behavior Disability – 6th Grade Student

Present Levels Steps	Example
Present Level Step 1: Identify the student's grade level standards using the KCAS.	KCAS Resources for Social and Emotional Status: • Kentucky Program of Studies for Practical Living/Vocational Studies • KCAS ELA – Speaking and Listening Other Potential Reference Documents for Functional Performance • "Character Education" • "Development of Reasoning Skills from a Piagetian Perspective" • Teaching Social Skills to Youth with Mental Health Disorders, • Behavior Objective Sequence (Research Press), http://www.researchpress.com/product/item/6510/ • JCPS Social Skills Goal Writing Guide
Present Level Step 2: Identify the student's current educational performance using student performance and baseline data. a. Determine the student's current academic performance in KCAS. As needed, consider prior grade level standards to identify prerequisite skills and content needed by the student. b. Determine the student's current functional performance. Reference additional curricular tools as appropriate.	General Guiding Questions (Consider additional guiding questions as appropriate.) Interpersonal Relationships • How does the student interact with age peers (e.g., social conversation, group activities)? • How does the student build and maintain friendships? • How does the student display interpersonal behaviors such as accepting authority, coping with conflict, gaining attention, making conversation, playing in organized and informal activities, engaging others, respecting property (own or others)? Self Regulation • How does the student demonstrate self-related behaviors such as accepting consequences, ethical behavior, expressing feelings, positive attitude toward self? • Does the student employ sensory or self regulation skills such utilizing a stress ball, taking quiet time, walking away from a stressful situation, utilizing elements of individual sensory diet? • How does the student respond to challenge such as using appropriate voice tones, tolerating frustration, employing anger management strategies, curbing aggression, acting-out, withdrawing from others, using stress management strategies, and adjusting to social, school, and community environments? Organizational and Executive Functioning • How does the student apply organization and executive skills such as attending to task, sustaining attention, ignoring distractions , managing impulsive behaviors, bringing materials to class, completing homework, managing multi-step assignments or projects, employing self-advocacy/determination skills, following a schedule, asking and answering questions, participating in class discussion, following directions, completing independent work, performing before others, following class rules, following class routines, following class movement patterns? Making Transitions • How well does the student make transitions within the classroom, school building, school campus? Examples include making transitions from one activity to another,

	classroom to classroom, movement to and from the cafeteria/gym/office/playground, school bus travel. Other • What supports promote successful student behavior? • What do the results of interviews, learning style inventories, reinforcement inventories, ILP, etc. tell you about the strengths, interest/s of the student? • What does the student like/enjoy doing? • What are the student's interests; for example, what does the student talk about, read about, draw about, write about, play with? • Who are the important people in the student's life (positive influence) inside and outside of the school environment? • What are the student's learning preferences? • What are situations where the student makes appropriate behavioral choices? • Where, when, with whom IS the student successful? Progress Monitoring from current IEP • Scatterplot – 39 verbal threats, 8 incidences of physical aggression. Improvement from November 2010 (55 verbal threats, 16 incidences of physical aggression) • Improvement in cooperative group participation (e.g., following assigned role, following rules, serving as recorder, reporting findings) • Improvement in making and maintaining friendships, dealing with differences of viewpoint/opinions Teacher Observation • Preferences per reinforcement menu – choice activity, working independently, computer time, Sport Illustrated for Kids. • Participates on school intramural basketball team. Benched two times in last game for negative talk to opposing team. • Benefits from classroom routine, visual schedule, early announcement of schedule changes, warning prior to transition of class activities, study carrel/work space, leadership opportunities
Present Level Step 3: Check the box "Performance commensurate with similar age peers" for each Present Level area if the student is performing within the range of academic and social performance as non-disabled grade and age peers. If the student's performance is commensurate with non-disabled grade and age peers, no additional information is required.	☐ Not an area of concern at this time. (The box is unchecked for this example.)
Present Level Step 4: Document the student's relative strengths and needs or concerns if the student is performing significantly and consistently below the KCAS standards for his/her grade level peers or functional performance for his/her age level peers as a result of the disability. Describe baseline performance for each need or concern. Complete for each relevant Present Level area.	Trish has a DSM-IV diagnosis from her physician of Oppositional Defiance Disorder. Based on information gathered through the FBA process and documented on the BIP, an interview with Trish, teacher and parent observations, record reviews and an interest inventory, Trish's interests and strengths include: excels in sports (especially basketball) and has a competitive edge; prefers activities that move at a fast pace; enjoys outside sporting activities; prefers activities she can do alone such as computer games; enjoys reading about sports (basketball); is motivated to come up with unique ideas; likes to be in charge of activities; and excels academically in math. Based on the data collection, Trish's target behaviors are verbal and physical aggression toward students. Verbal aggression includes name calling, yelling, telling students what to do, and threatening to fight (directed at peers). Physical aggression includes hitting, kicking, and pushing (directed at peers). The function of Trish's behavior is to gain control of the activity when involved with a peer group of the same gender.

	During group activities, when other students do not do tasks the way Trish thinks they need to be done, she will verbally demand or physically push students to get them to comply as indicated by direct measures. She becomes impatient when others are not moving the pace along or doing a task not quite the way intended. She will often tell students what to do. Documentation indicates that Trish's behaviors can be interpreted by her peers and adults as intimidation. Based on teacher input, Trish works well independently. Based on Scatterplot and ABC observation data, when Trish is in cooperative groups and non-structured settings (e.g., cafeteria during breakfast) and with same gender peers, she often makes verbal demands. An example of threatening statements includes "You better hurry up or I'm going to hurt you." An example of telling students what to do includes "Roll the dice to the side (with forceful loud tone)." She physically stands within close proximity to students and stares at them when they do not agree with her. As a result of threatening behavior, peers often comply with Trish's demands. The most recent data collected within Scatterplot of a two week period, Trish made 39 verbal threats to peers and had eight occurrences of physical aggression through hitting, kicking, or pushing peers in non-structured settings such as the cafeteria and playground (pushing on 6 events).
Present Level Step 5: Describe how academic and/or functional performance affects the child's involvement and progress in the general curriculum. Questions to consider: • What are the student's challenges related to the disability? • How will the challenges related to the disability affect day-to-day life? • How does the disability impact the student's ability to demonstrate knowledge and reasoning of grade level standards? • What supports does the student need to acquire and attain necessary skills to progress in the general curriculum? • Is the student on track to achieve proficiency as his/her same age peers within the year? • What supports does the student need to acquire and attain necessary skills to progress in the general curriculum? • What are barriers to college and career readiness?	Trish's ineffective social interaction skills affect her ability to engage in collaborative discussions by following agreed upon rules, safely carry out assigned roles in a cooperative group setting, and develop relationships with same gender peers.

Return to Present Level Area Social & Emotional Status

Appendix I Present Level for General Intelligence

Present Level Thinking Process

Present Level Area: General Intelligence

General Intelligence includes information about the student's aptitude, knowledge application, thinking, memory, reasoning, and problem solving skills.

Example 1: General Intelligence - Mild Mental Disability - 2nd Grade Student

Present Levels Steps	Example
Present Level Step 1: Identify the student's grade level standards using the KCAS.	KCAS Resources for General Intelligence: Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects • Reading Standards Foundational Skills • Speaking and Listening Standards K–5 • Language Standards K–5 Mathematics Progressions of the KY Core Academic Standards, Grades K-HS Common Core State Standards for Mathematics Kentucky Program of Studies for Practical Living/Vocational Studies • Health Education/Practical Living: Safety for Social Problem Solving • Psychomotor Skills for perceptual skills Other Potential Reference Documents for Functional Performance: Syracuse Community Referenced Curriculum Guide
Present Level Step 2: Identify the student's current educational performance using student performance and baseline data. a. Determine the student's current academic performance in KCAS. As needed, consider prior grade level standards to identify prerequisite skills and content needed by the student. b. Determine the student's current functional performance. Reference additional curricular tools as appropriate	General Guiding Questions for General Intelligence (Consider additional guiding questions as appropriate.) What does the most recent data demonstrate about the student's performance level pertaining to the following areas: Mental manipulation of information • Sequencing • Categorizing • Predicting Verbal Comprehension • Verbal comprehension (abstract, logical thinking and reasoning when information is presented verbally) • Verbal concept formation • Verbal fluency • Word knowledge and word usage Social Problem Solving • Common sense social knowledge and practical judgment when situations are presented verbally • General cultural knowledge Memory • Long term memory and acquired facts • Long and short term memory • Recall and sequencing from information presented both visually and verbally • Persistence, attention and concentration

	Perceptual Skills • Perceptual skills (spatial visualization, analyze, synthesize, tasks presented visually, abstract reasoning) • Auditory perception • Visual perception Generalization • Application of knowledge • Generalization of knowledge Other • What do the data indicate about the student's performance when using assistive technology? Progress Monitoring from 2010-2011 IEP • Following Directions: 1-step directions to 90% accuracy; 2-step directions to 55% accuracy. • Determining Similarities and Differences: identifies like items 60% of the time • Vocabulary: given picture prompt, can sort items and identify category names 65% accuracy • Sequencing: sequences steps of picture card activity with four steps with 50% accuracy Standardized Assessment WISC IV completed in December 2009 • Full Scale IQ 70 • Strengths: Perceptual skills • Weaknesses: verbal comprehension, verbal expression, problem solving, short-term memory, long term memory, generalization of skills, making inferences Teacher Observation 15 minute behavior observation to determine academic engaged time (on-task) verified Amanda needed 4 verbal prompts from her teacher to remain on-task while completing a math assignment independently at her desk. Anecdotal teacher observations during class activities and assignments indicate Amanda stops and shows signs of frustration when in timed situations. Also shows need for prompts to stay on task in large and small group activities. Benefits from concrete examples, real world examples and opportunities for application, visuals.
Present Level Step 3: Check the box "Performance commensurate with similar age peers" for each Present Level area if the student is performing within the range of academic and social performance as non-disabled grade and age peers. If the student's performance is commensurate with non-disabled grade and age peers, no additional information is required.	☐ Not an area of concern at this time. (The box is unchecked for this example.)
Present Level Step 4: Document the student's relative strengths and needs or concerns if the student is performing significantly and consistently below the KCAS standards for his/her grade level peers or functional performance for his/her age level peers as a result of the disability. Describe baseline performance for each need or concern. Complete for each relevant Present Level area.	Amanda's Full Scale IQ falls at the bottom limits of the borderline range of intellectual ability (70). Results of cognitive assessment indicate Amanda has significant deficits in verbal comprehension, verbal expression, problem solving, and both short and long term memory. Given two objects, she can identify how the items are alike 60% of the time. She has more success with concrete objects as opposed to pictures or words. Given 10 vocabulary words/with picture prompts, Amanda can sort the cards into two categories and identify a category name 65% of the time. She is more successful with vocabulary words within her school/home world than novel concepts. Amanda is challenged when

	generalizing skills to novel situations and making inferences. When presented a series of four picture cards illustrating the steps of an activity, Amanda can sequence the steps of the activity with 50% accuracy (making a bed, getting dressed, making a cake, riding the bus). Amanda is distracted by anything going on around her; she has a short attention span. Teacher observation suggests that when engaged in independent activity for a 15 minute time period, she requires an average of 4 verbal prompts to maintain attention to the task. Similar data are noted when Amanda participates in small and large group activities. Amanda follows one step verbal directions at 90% accuracy and two step directions at 55% accuracy. Nondisabled age peer follow three or more step directions. Amanda's relative strengths are in perceptual skills as evidenced in organizing school supplies, assembling the parts of a flashlight, locating end punctuation errors in sentence. However, when under pressure to complete tasks within time limits, she gets frustrated and stops. If given the time to work methodically through a task, many times she can answer correctly especially if using concrete objects or paper and pencil tasks. Based on authentic assessment (compilation of work samples), Amanda is more able to access curricular content when tasks are presented both visually as well as verbally, broken into smaller units, and without time limits.
Present Level Step 5: Describe how academic and/or functional performance affects the child's involvement and progress in the general curriculum. Questions to consider: • What are the student's challenges related to the disability? • How will the challenges related to the disability affect day-to-day life? • How does the disability impact the student's ability to demonstrate knowledge and reasoning of grade level standards? • What supports does the student need to acquire and attain necessary skills to progress in the general curriculum? • Is the student on track to achieve proficiency as his/her same age peers within the year? • What supports does the student need to acquire and attain necessary skills to progress in the general curriculum? • What are barriers to college and career readiness?	Amanda's deficits in general intelligence affect her ability to acquire and interpret information, problem-solve in content assignments and real-life situations and generalize learned skills to other activities or settings. Verbal comprehension and verbal expression affect participating in classroom discussions, understanding oral directions, knowing and applying grade-level phonics and word analysis skills in decoding words, and recounting or describing key ideas or details from information presented orally. Her short attention span causes the loss of time in the learning environment and interferes with assignment completion, particularly when timed.

Return to Present Level Area: General Intelligence

Appendix J Present Level for Transition Needs

Present Level Thinking Process

Present Level Area: Transition Needs

The Transition Needs area focuses on the student's needs related to the planned course of study and to postsecondary goals beginning at age 16. Transition needs may include one or more of the following areas:

- instruction
- related service
- community experience
- development of employment
- post school adult living objectives
- acquisition of daily living skills, if appropriate
- provision of a functional vocational evaluation

Example 1: Transition Needs - Mild Mental Disability - 10th Grade Student

Present Levels Steps	Example

Present Level Step 1: Identify the student's grade level standards using the KCAS.	KCAS Resources for Transition:
	• Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
	  • Standards for English Language & Arts Literacy in History/Social Studies, Science, and Technical Subjects K-5
	  o College and Career Readiness Anchor Standards for Reading
	• Common Core State Standards for Mathematics
	• ACT College Career & Readiness and Common Core Standards alignment document
	
	Other Potential Reference Documents for Functional Performance:
	• Syracuse Community Referenced Curriculum Guide

Present Level Step 2: Identify the student's current educational performance using student performance and baseline data. a. Determine the student's current academic performance in KCAS. As needed, consider prior grade level standards to identify prerequisite skills and content needed by the student. b. Determine the student's current functional performance. Reference additional curricular tools as appropriate	General Guiding Questions for Transition (Consider additional guiding questions as appropriate.) Transition Needs • What transition needs must be addressed to prepare the student for living, learning and working in the community as an adult? Instructional Needs • What instructional services or skills/strategies instruction does the student need to meet the postsecondary goals? Instructional services mean formal or informal imparting of knowledge or skills that a student needs to receive in specific areas to complete needed courses, succeed in the general curriculum and gain needed skills. Related Services Beyond High School • What services (to be accessed after high school) does the student need to support the postsecondary goals? • Who or what agency might provide the services? • What is the process for identifying and connecting the student and parent to the service provider prior to the student's graduation or release due to aging out? Community Experiences • What community experiences will enhance the student's learning and postsecondary goals? Community experiences means

	activities/strategies that are generally provided outside the school building that prepare the student for participation in community life. Employment • What employment skills does the student need to meet the postsecondary goals? Employment skills mean activities/strategies that focus on development of work-related behaviors, job seeking and keeping skills, career exploration, skill training, apprenticeship training, and actual employment. Post School Adult Living Objectives • Does the ARC need to develop a post school adult living objective? Post school living objectives means activities/strategies that focus on adult living skills that are done occasionally such as registering to vote, filing taxes, obtaining a driver's license, renting or buying a home, accessing medical services, obtaining and filing for insurance, and accessing community services. Daily Living Skills • What, if any, daily living skills does the student need to meet the postsecondary goals? Daily living skills means activities that adults do most every day, such as preparing meals, budgeting, maintaining a residence, paying bills, raising a family, caring for clothing, and/or personal grooming. Functional Vocational Evaluation • Does the student need a functional vocational evaluation? Functional vocational evaluation means an assessment process that provides information about job or career interests, aptitudes, and skills; information is gathered through situational assessments in the setting where the job is performed.
Present Level Step 3: Check the box "Performance commensurate with similar age peers" for each Present Level area if the student is performing within the range of academic and social performance as non-disabled grade and age peers. If the student's performance is commensurate with non-disabled grade and age peers, no additional information is required.	☐ Not an area of concern at this time.(The box is unchecked for this example.) Note: Checking this box is not an option when the student is in the 8th grade or 14 years or older because transition must be addressed for these students.
Present Level Step 4: Document the student's relative strengths and needs or concerns if the student is performing significantly and consistently below the KCAS standards for his/her grade level peers or functional performance for his/her age level peers as a result of the disability. Describe baseline performance for each need or concern. Complete for each relevant Present Level area.	Check all areas of need as identified by the Admissions and Release Committee (More than one area may be checked.) X Instruction ___ Related services X Community experiences X Employment X Daily Living Skills ___ Post School Adult Living Objectives X Functional Vocational Evaluation Amanda is 16 years old and is in the 10th grade. She plans to graduate with a diploma in May 20XX within the four years as outlined by her Course of Study. As a freshman, Amanda has completed the coursework outlined in her ILP. Based on informal interviews with both Amanda and her parents, completion of an interest inventory, results of the student and parent surveys and formal assessment measures, Amanda has the following needs related to transition: Instruction; Employment; Community Experiences; Daily Living Skills; and Functional Vocational Evaluation. Instruction: Amanda did not meet the PLAN benchmarks in math. She participates in a math "transitional course" designed for students who did not meet

	the math benchmark on the PLAN. Her deficits in problem solving will adversely impact her ability to budget for expenses, pay for purchases, balance a checkbook and pay bills in a timely manner. Amanda's deficit in reading (gaining information and drawing conclusions from a text) hinder her ability to complete in-class and/or homework assignments thus impacting her access to core content. She requires instructional accommodations in reading, math and oral directions if she is to benefit from instruction in these areas. (See baseline data under Academic Performance). These deficits will adversely affect Amanda's ability to live independently, interact with peers within the community, follow job related instructions and be successful in a real-world job situation Community Experiences: Parents report that Amanda helps the Sunday School teacher teach the lessons. She volunteers in the community by coaching a church soccer team. These activities involve interaction with younger children and older individuals. As stated previously, Amanda's reluctance to interact with same age peers (see baseline data under Social and Emotional Status) will adversely affect her ability to participate in community activities and organizations in adulthood. Amanda enjoys cooking and she recently won a first place award in a local cooking contest. She has been attempting to read recipes for future contests. Amanda's reading deficits will adversely affect her ability to read these recipes and follow directions to complete them. Daily Living Skills: Amanda has difficulty managing time wisely, organizing household tasks, managing finances, making purchases and preparing food. Per progress data, Amanda takes more time than the task requires when completing daily living tasks. She finishes a task within the allotted time in 4 out of 10 trials. When presented with more than two options when making purchase, she easily becomes frustrated. Daily living deficits will adversely affect the degree to which Amanda will be able to live and work in an unsupported environment. Employment: Amanda's employment needs include the lack of work experience, difficulty applying self-advocacy skills, and deficits in reading, math, and writing. Given supervision, she demonstrates adequate work habits for task completion in real-life situations. She lacks skills in interviewing, writing resumes, and completing applications that are required for post secondary training or placement. During the last two ILP sessions, Amanda worked independently for 5 minutes and then needed reader and scribe assistance to complete the remaining sections. Given organizational prompts, she can follow written step-by-step directions (3 steps). Amanda is inconsistent in generalizing learning from one setting to another. Without assistance and accommodations in job placement and training, Amanda's skill deficits will adversely affect her ability to secure and retain employment. Functional Vocational Evaluation: Based on student interview and interest inventories, Amanda demonstrates an interest in social occupations including child care, education, human services, and social services. Comparing academic data to observation data, Amanda is inconsistent in applying her learning in real work settings. Amanda is punctual and has a good attendance record throughout her school career. Her course of study includes classes that will provide basic knowledge for work in a child care setting. However, per progress data, Amanda needs adult supervision in order to stay within time demands and learn multi-step processes. Amanda's vocational skill deficits will adversely affect her ability to obtain and maintain post secondary training skills in the workforce.
Present Level Step 5: Describe how academic and/or functional performance affects the child's involvement and progress in the general curriculum. Questions to consider: • What are the student's challenges related to the disability? • How will the challenges related to the disability affect day-to-day life? • How does the disability impact the	Instruction: These deficits will adversely affect Amanda's ability to live independently, interact with peers within the community, follow job related instructions and be successful in a real-world job situation. Community Experiences: Amanda's reading deficits will adversely affect her ability to read these recipes and follow directions to complete them. Daily Living Skills: Daily living deficits will adversely affect the degree to which Amanda will be able to live and work in an unsupported environment.

student's ability to demonstrate knowledge and reasoning of grade level standards? • What supports does the student need to acquire and attain necessary skills to progress in the general curriculum? • Is the student on track to achieve proficiency as his/her same age peers within the year? • What supports does the student need to acquire and attain necessary skills to progress in the general curriculum? • What are barriers to college and career readiness?	Employment: Without assistance and accommodations in job placement and training, Amanda's skill deficits will adversely affect her ability to secure and retain employment. Functional Vocational Evaluation: Amanda's vocational skill deficits will adversely affect her ability to obtain and maintain post secondary training skills in the workforce.

Return to Present Level Area: Transition Needs

Appendix K Present Level for FVLMA

Present Level Thinking Process

Present Level Area: Functional Vision and Learning Media Assessment

Functional Vision and Learning Media Assessment is a summary of the assessment findings which identifies the impact a student's visual impairment has on his/her ability to develop or maintain literacy skills. The summary identifies current and future media that will provide the greatest access to learning for the student.

Example 1: Functional Vision and Learning Media Assessment - Visual Impairment - 10th Grade Student

Present Levels Steps	Example
Present Level Step 1: Identify the student's grade level standards using the KCAS.	KCAS Resources for Functional Vision and Learning Media Assessment: None Other Potential Reference Documents for Functional Performance: • Expanded Core Curriculum for Visual Impairments, • Oregon Project (for Preschool or young school age children), • Informal Reading Inventories
Present Level Step 2: Identify the student's current educational performance using student performance and baseline data. a. Determine the student's current academic performance in KCAS. As needed, consider prior grade level standards to identify prerequisite skills and content needed by the student. b. Determine the student's current functional performance. Reference additional curricular tools as appropriate	General Guiding Questions for Health, Vision, Hearing, Motor Abilities Eye Condition • What is the student's eye condition? • What is the student's near and distant best corrected acuity? • Does the student have a color vision impairment? • Does the student have a field loss? Functional Vision • For students who are totally blind or function as blind, a discussion of Functional Vision may not be relevant to the student's needs. • How does the student use their vision to access the environment around them (classroom, hallway, cafeteria, outside, home)? • Describe observations of near, intermediate, and distant visual tasks. • Describe the physical appearance of eyes and note abnormalities. Learning Media • What is the student's primary reading medium? (regular print, print with magnification, large print, or Braille) • What is the student's current word-per-minute when reading text? • What assistive technology devices does the student use and in what capacity? • Is the student's handwriting legible to self and others? For students who are blind, can the student sign his/her name using a signature guide etc.? • For Braille Readers, does the student use Grade 1 or Grade 2? Does the student use Nemeth Code for Math? Other • What does the data indicate about the student's performance when using assistive technology? Additional Potential Resources • Kentucky Instructional Materials Resource Center (KIMRC) Eye Report Information must be current (within three years) unless the student meets the qualifications for a non changing eye condition for legally blind as recorded on letterhead of eye care physician and the document is on file at KIMRC. • Low Vision Evaluation • Orientation and Mobility Assessment

Present Level Step 3: Check the box "Performance commensurate with similar age peers" for each Present Level area if the student is performing within the range of academic and social performance as non-disabled grade and age peers. If the student's performance is commensurate with non-disabled grade and age peers, no additional information is required.	☐ Not an area of concern at this time. (The box is unchecked for this example.
Present Level Step 4: Document the student's relative strengths and needs or concerns if the student is performing significantly and consistently below the KCAS standards for his/her grade level peers or functional performance for his/her age level peers as a result of the disability. Describe baseline performance for each need or concern. Complete for each relevant Present Level area.	Vision: Rachel's latest eye report dated 3/9/11 by Dr. Patterson indicates that Rachel has Leber's Congenital Amaurosis. This is a congenital defect leading to blindness or near blindness in both eyes. Rachel's visual acuity with or without correction is listed as HM (hand motion). A Functional Vision/Learning Media assessment was completed on 3/25/11. Functional Vision: Rachel is able to see light by identifying shadows of people and objects in a brightly lit room. However, she is unable to identify details. She uses her vision to identify colors of clothing when dressing and to assist her with orientation to rooms (door openings, window location, etc.) Learning Media Assessment: Rachel uses Braille as her primary reading medium. She uses Grade 2 literary code when reading Braille materials and Nemeth for completion of math assignments. Informal reading inventories indicate that Rachel reads 52 words per minute for silent reading passages. This is below same age peers who read Braille silently (74 wpm). Rachel comprehends grade level material presented orally. She is able to keep up with classroom assignments and tasks using her auditory skills and assistive technology. Rachel uses a portable note taker in all classes to listen to downloaded text auditorily, complete class assignments, keep a schedule of assignments due, and take daily class notes. She has access to a laptop with screen reading software for editing materials, using the internet for research, checking emails and downloading text to listen to auditorily. At school, she has a designated room in which to use the laptop for printing off materials to hand in to teachers. She is also permitted to take the technology home. She uses a slate and stylus for making labels and taking quick notes such as phone numbers. In math class, Rachel uses tactual graphs, teacher made materials, and embossed materials to understand charts and graphs. She also has access to an audio graphing calculator on a laptop to assist with reading graphs. She attempts to uses the scientific graphing calculator on her portable note taker for some tasks but states that is more difficult to access than those on her laptop. She uses a signature guide for writing her name on printed materials. Orientation and Mobility: Rachel uses a cane for navigating the school and home environments. She receives individual instruction in Orientation and Mobility once a week for 30 minutes. She is able to navigate the classroom and school building independently and safely. Outside of familiar environments, Rachel uses a sighted- guide techniques with family members, peers and teachers. She is beginning to use pedestrian travel in unfamiliar environments to read street maps, plan route travel, and plan public transportation routes.
Present Level Step 5: Describe how academic and/or functional performance affects the child's involvement and progress in the general curriculum. Questions to consider: • What are the student's challenges related to the disability? • How will the challenges related to the disability affect day-to-day life?	Rachel's visual impairment negatively affects the completion of tasks associated with incidental learning, visual attention (reading and interpreting body gestures and facial expressions during interactions with others), reading, and instruction across all content areas and settings.

• How does the disability impact the student's ability to demonstrate knowledge and reasoning of grade level standards? • What supports does the student need to acquire and attain necessary skills to progress in the general curriculum? • Is the student on track to achieve proficiency as his/her same age peers within the year? • What supports does the student need to acquire and attain necessary skills to progress in the general curriculum? • What are barriers to college and career readiness?	

Return to Present Level Area: FVLMA