

MAKING IT FUNCTIONAL: 5 STEPS TO DEVELOP STANDARDS-BASED IEPs FOR STUDENTS WITH SIGNIFICANT DISABILITIES

Step 1: Assess Student

- Domains: (Pre) Reading, Writing, Math, Academic Readiness, Communication
- Look at current goals and review classroom data to determine progress/lack of progress
- Use a variety of assessment tools (formal and/or informal)
- Gather parent concerns related to student's educational needs

Step 2: Develop the PLAAFP, including

- Clear link between assessment and the present level
- Student strengths
- Areas of need/gaps in learning
- Patterns of learning
- Supports needed in order to attain the skills and make progress (considering accommodations /interventions that have been successful in the past)

Step 3: Write proposed goals

- Measureable goals based on the needs identified in the present levels
- Short-term objectives that are clearly related to the annual goal

Step 4: Look to Common Core State Standards to find the "link"

- Refer to a comprehensive set of the Standards
- Start at the student's grade level
- Work backwards through the domain thread to find the standard that best describes where the student is currently performing, or is emerging towards

Step 5: Return to the PLAAFP to document the link*

- "This goal connects to Common Core State Standard _____"
- "In order to work towards ___grade level content, the student is working on goals in the domains of _____, and _____, that connect to Common Core State Standards"
- "This proposed goal connects to CCSS_____ which is a necessary skill for her to learn in order to make progress towards grade level Math skills"

*** this step is not yet required by ODE but is a best practice**