

**Rhode Island Department of
Education, Office of Special Needs,
with support from the Rhode Island
Technical Assistance Project**

Second Edition • 2000

Individualized Education Program Guidebook:

Directions for Completing the IEP Form

State of Rhode Island and Providence Plantations

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Introduction

The state of Rhode Island is committed to providing educational opportunities for all students to achieve high standards. For students with disabilities, this means that the student must be provided with a free, appropriate, public education designed to meet his or her needs and provide the student with access and opportunity to attain those high standards. Their education must also be provided in the least restrictive environment, which for most students is the regular classroom. The foundation of the program for the student with a disability is the Individualized Education Program (IEP). In developing the IEP, the team should keep as its focal point the standards that all students, including students with disabilities, are required to meet. If a team is unfamiliar with the standards, Appendix I provides a process designed to familiarize team members with the standards and their relationship to IEP goals.

The IEP must be developed by a team of individuals which minimally includes the parent, the regular education teacher, the special education teacher, the school district representative and the student, if appropriate. However, if transition goals are to be discussed, the student must be invited. At least one of these individuals must be someone who can interpret the instructional implications of evaluation results. In completing the IEP, the team must consider the student's needs in the following areas: academics, communication, functional, emotional/social, sensory, motor, health and vocational. For students 14 years of age, or younger if appropriate, transition

needs are also discussed. These include needs for employment, post-secondary education and training, independent living and community participation. These needs serve as the foundation of the IEP and are generated from the results of evaluations. These evaluations can be formal, such as the results of testing, or informal, such as the results of observations or analysis of day to day work samples. All team members should contribute to the development of needs, especially parents and the student.

Once a need is defined, the team will describe what the student can do (strengths) and what the student needs to be able to do (needs) in this area. This is referred to as the present level of performance. In describing the present level of performance the team should keep the standard in mind by identifying what skills/strategies the student needs to have to meet the standard. Then the present level would be a description of which of those skills the student has and which s/he needs to attain. From the present level of performance the team would identify the standard or district curriculum benchmark that the student could reasonably attain in a twelve month period of time. For most students the 12 month

period of time will be the normal school year (i.e. September to June.) For others this 12 month period could mean that their program is extended through the summer months. Interim steps (i.e. short term objectives or benchmarks) towards attaining the annual goal would be specified. These interim steps will include criteria, procedures and schedules for determining if they have been achieved. Also, the team will determine what accommodations /modifications, assistive technology and support to school personnel are required to assist the student in achieving the goal. For transition services, the team must consider what instruction, related services and community experiences will be needed and, if necessary, the team must address daily living skills and functional vocational evaluation. Finally, the team will ascertain the special education services that will be necessary to enable the student to be educated in the least restrictive environment.

Each school district in Rhode Island must ensure that it uses the Individualized Education Program (IEP) form developed by the Rhode Island Department of Elementary and Secondary Education, Office of Special Needs, in its entirety and without any alterations. This guidebook has been developed to provide districts with directions on how to complete the state IEP form.



When it is completed, the IEP represents a blueprint of the program that will be provided to the student with disabilities. It represents a document that is consistent and flows logically from needs to goals to services.

Meeting Date(s)

- Print month, day and year of all meetings held to develop the IEP. Some students may require several meetings to complete the IEP document. List all dates.

1. Identifying Information

- Student: Print student's full name.
- DOB: (Date of Birth), Print the Month, Day and Year.
- Sex: Print M for Male or F for Female.
- Age: Student's chronological age at time IEP is written. Print year and month.
- Social Security #/ID #: This section is optional. Districts may assign a student an identification number (ID #) or they may request the student's social security number for an identification number. This may assist in completing medical reimbursement paper work. Families, however, do not have to provide the student's social security number to the district.
- Parent(s): Print the parent(s) full name.
- Address: Print family's full address including city, state and zip code.
- Home Phone: Print home and/or work number of parent.
- School District: Print the name of the school district legally responsible for the student's program.
- Current Grade: Print grade student is in at time of IEP meeting. All students should have a grade designation.
- Home School: Print name of student's neighborhood school.
- Current School: Print name of school student attends at the time of the IEP meeting.
- Contact Person's Name: Each student should be assigned an individual whom the student and/or family can contact if they have questions regarding the IEP or its implementation. For some districts this person may be referred to as service coordinator or case manager. If a student is in a special day school or residential setting s/he may have one case manager from his/her school district and another from the day or residential school.
- Phone Number: Print the phone number the student, family or other service providers can use to get in touch with contact person.
- Student's Dominant Language: e.g. English, Spanish, etc.
- Language of the Home: Print family's dominant language.
- Initial IEP: Check if this IEP is the student's first IEP.
- Review: Check if this IEP is not the student's first IEP.
- IEP Effective from ___ to ___: Print month, day and year this IEP begins and when it ends. No IEP can be written for more than a twelve month time frame.

INDIVIDUALIZED EDUCATION PROGRAM

1) STUDENT [] DOB [] AGE [] GENDER [] SOCIAL SECURITY#/ID# []

PARENT(S) [] ADDRESS [] HOME PHONE [] WORK PHONE []

SCHOOL DISTRICT [] CURRENT GRADE []

HOME SCHOOL [] CURRENT SCHOOL []

CONTACT PERSON'S NAME [] PHONE NUMBER []

STUDENT'S DOMINANT LANGUAGE [] LANGUAGE OF THE HOME []

INITIAL IEP [] REVIEW [] IEP EFFECTIVE FROM [] TO []

IEP PARTICIPANTS

2) PARTICIPANTS' SIGNATURES IEP must include an individual who can interpret instructional implication of evaluation results.

Parent

Regular Education Teacher

Special Education Teacher

District Agency Rep.

[Signature box for Parent]

Student

[Signature box for Student]

[Signature box for other participant]

3) DESCRIPTION OF STUDENT'S STRENGTHS AND NEEDS IN THE GENERAL CURRICULUM

[Large empty box for description of student's strengths and needs]



“When you dream
alone it is only a
dream, but when
you dream
together it is
the beginning
of reality.”

– Dom Helder
Camera

2. IEP Participants’ Signatures

Individuals participating in the development of the IEP should sign. It should be emphasized that signing does not indicate agreement with the content of the IEP at this time. Signing at this point documents that the participants who must be at the meeting are actually present. Participants include: parent; regular education teacher; special education teacher; representative of the agency who: (a) is qualified to supervise or provide specialized instruction; (b) is knowledgeable about the general education curriculum; (c) is knowledgeable about the resources of the district; (d) can commit agency resources; and, an individual who can interpret the instructional implications of evaluation results (this could be someone already named); student, whenever appropriate, and others at the discretion of the agency or parents.

The district shall invite . . . (IDEA Regulations 300.344) the student with a disability of any age to attend his/her IEP meeting if the purpose of the meeting will be the consideration of transition services.

Only individuals participating in the
development of the IEP and present
at the IEP meeting should sign.

INDIVIDUALIZED EDUCATION PROGRAM

1) STUDENT _____ DOB _____ AGE _____ GENDER _____ SOCIAL SECURITY#/ID# _____

PARENT(S) _____ ADDRESS _____ HOME PHONE _____ WORK PHONE _____

SCHOOL DISTRICT _____ CURRENT GRADE _____

HOME SCHOOL _____ CURRENT SCHOOL _____

CONTACT PERSON'S NAME _____ PHONE NUMBER _____

STUDENT'S DOMINANT LANGUAGE _____ LANGUAGE OF THE HOME _____

INITIAL IEP _____ REVIEW _____ IEP EFFECTIVE FROM _____ TO _____

IEP PARTICIPANTS

2) PARTICIPANTS' SIGNATURES IEP must include an individual who can interpret instructional implication of evaluation results.

<u>Parent</u> <u>Regular Education Teacher</u> <u>Special Education Teacher</u> <u>District Agency Rep.</u>		<u>Student</u>	
--	--	----------------	--

3) DESCRIPTION OF STUDENT'S STRENGTHS AND NEEDS IN THE GENERAL CURRICULUM

--	--



“Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society.”

– IDEA Finding, US Congress

3. Description of Student’s Strengths and Needs in the General Curriculum

In this section the IEP team should discuss the student’s strengths and needs and record team members’ findings. The information for this section should come from a variety of sources including performance-based or standardized assessments (e.g. portfolios, work products, observations, test results, etc.) provided by the family member, the student, the classroom teacher and other professionals. The content of this section should reflect:

- A. How the student’s disability affects progress in the general curriculum.
- B. How the student learns.
- C. Modifications and accommodations that are effective in assisting the student to progress in the general curriculum, including testing accommodations.
- D. Strategies for assisting the student to retain or recoup skills learned following school break and/or other extended absences.
- E. In this section the Team might also refer to the student’s health plan if there are certain procedures that need to be followed for a medical condition.
- F. When a need is identified, it should be addressed within the IEP document (eg. could be addressed through a goal, supplementary aid or service, etc.)

In discussing needs the Team should be sure to consider all of the following areas:

- | | | |
|------------------|------------------------|---------------------|
| Academic | Communicative | Motor |
| Sensory | Health/Physical Status | Behavior/Discipline |
| Emotional/Social | Functional/Vocational | |

For students 14 or older:

- | | |
|--------------------|---------------------------------------|
| Employment | Post Secondary Education and Training |
| Independent Living | Community Participation |

Name: _____

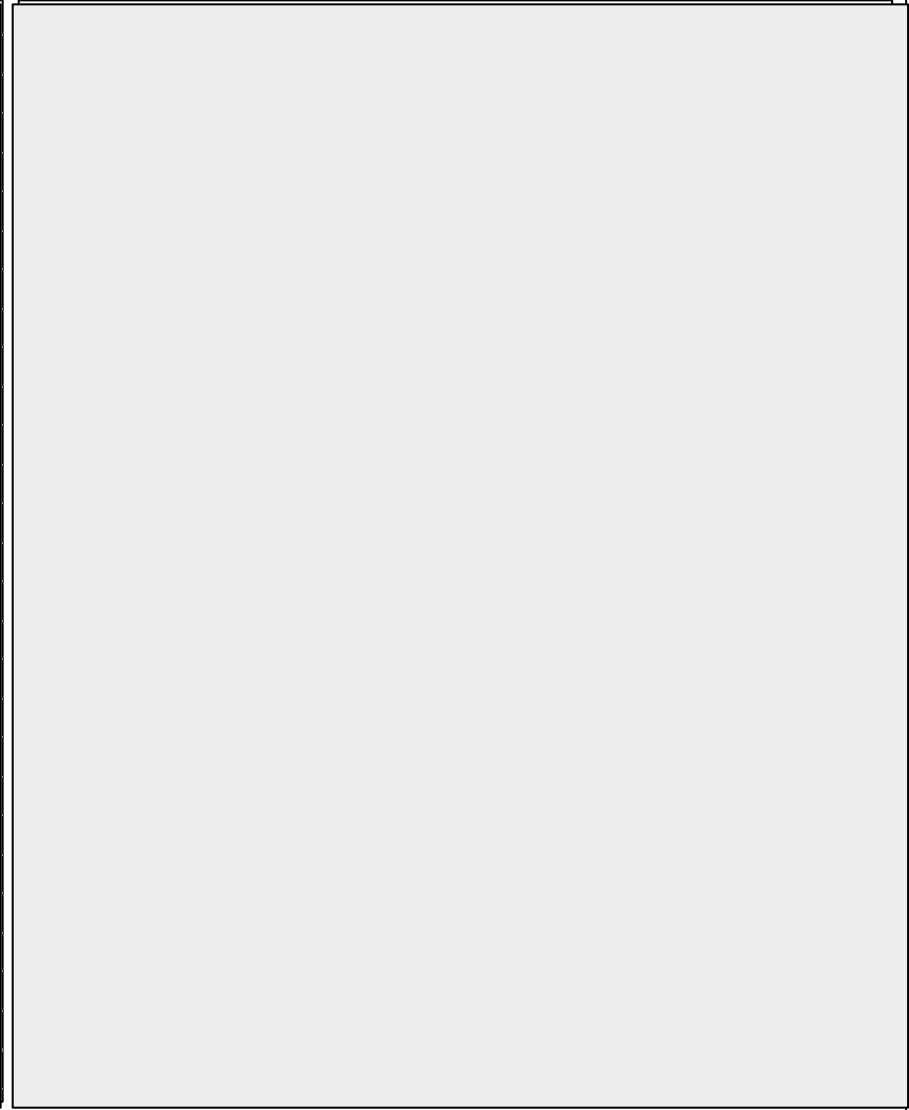
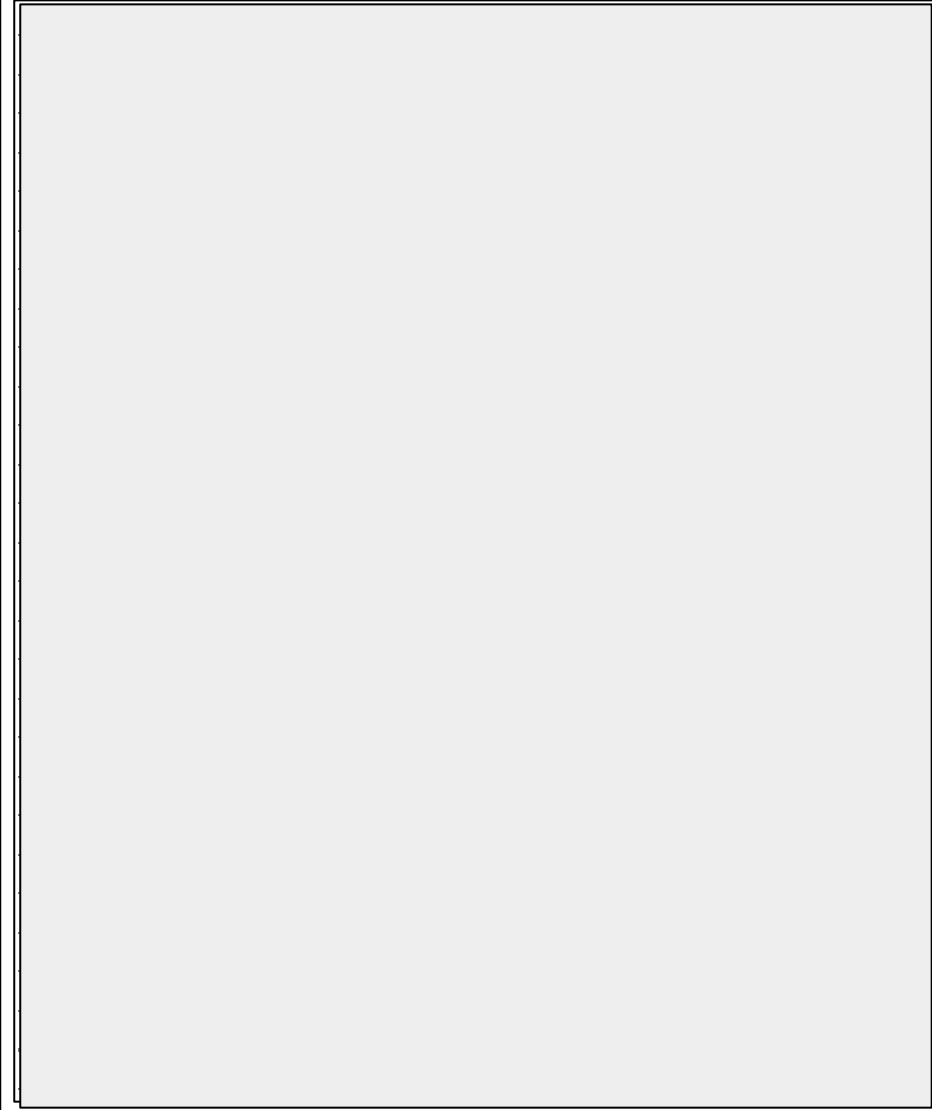
Date of Birth: _____

Page _____

of _____

STRENGTHS

NEEDS



In discussing needs make sure to consider all of the following areas: Academic, Communicative, Motor, Sensory, Health/Physical Status, Behavior/Discipline, Emotional/Social, Functional/Vocational. For students 14 or older: Employment, Post Secondary Education and Training, Independent Living, Community Participation.



4. Transition Services

This section must be completed for all students beginning at 14 years of age, or younger if appropriate. Transition services are intended to focus the student, family and team on what the student will do after leaving school and what needs to happen to prepare for these outcomes. The team must take into account the student's preferences and interests. They should include instruction, related services, community experiences, the development of employment and other post-school, adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation. Beginning at age 14 (or younger if appropriate), and updated annually, the IEP must include a statement of transition services including (if appropriate) a statement of any interagency responsibilities and needed linkages. As a member of the IEP Team, the student is expected to be involved to the greatest extent possible in all aspects of plan development and implementation.

Transition services must be addressed in each of the following areas:

- a. Employment (including Supported Employment)
- b. Post-Secondary Education & Training (including continuing and adult education, vocational education, etc.)
- c. Independent Living (including all skills to live independently, adult service supports, medical and legal needs, etc.)
- d. Community Participation (including leisure and recreation, transportation, etc.)

This page should be included in every IEP. Families of students younger than 14 expressed a strong need to include the transition page, even if it would not be completed, to help them appreciate the type of planning that will need to take place once their child reaches the age of 14.

5. When I exit school:

The student's long term goal is the goal the student hopes to pursue when s/he exits school. This goal can be broad for a student early in the transition process, becoming more specific as a student nears graduation. When establishing long term goals, it is important to review with the student all assessments and evaluations that may assist in making informed choices.

At least two years prior to a student's projected date of graduation from high school, the Local Educational Agency (LEA) shall notify the parent(s) and/or the student who is 18 years of age or older, as to whether or not the student is expected to graduate. If the IEP team projects that the student will not graduate, the notice requirements of the RI Regulations governing the education of children with disabilities must be met.

4) TRANSITION SERVICES: Must be completed for all students beginning at 14 years of age, or younger, if appropriate.

5) When I exit school, I would like to be doing the following (long term goals)

Employment:	
Post Secondary Education & Training:	
Independent Living:	
Community Participation:	

6) This is the course of study I will pursue in order to reach my long term goals:

--

7) My needs in the transition area that I checked () are addressed in my annual goals and objectives and are indicated in the column marked "T."

<input type="checkbox"/> Employment:.	<input type="checkbox"/> Post Secondary Education and Training:.
<input type="checkbox"/> Independent Living:.	<input type="checkbox"/> Community Participation:.

8) I do not have annual goals in the following areas (indicate with a check mark () and this is why (Basis for Determination)

<input type="checkbox"/> Employment	
<input type="checkbox"/> Post Secondary Education and Training	
<input type="checkbox"/> Independent Living	
<input type="checkbox"/> Community Participation:	

9) I will need the assistance of the following agencies (other than my school) in order to reach my long term goals

10) AGENCY	11) CONTACT PERSON:	12) PHONE NUMBER:



“Listening . . .
is the most
important step
in supporting
someone toward
bringing their
dream into daily
community.”

– Judith Snow

6. Course of Study

Beginning at age 14, a student’s course of study must reflect the transition long term goals (#5). Although a specific decision in each transition area may not be determined at 14, courses and program placement should assist students to reach their aspirations and potential.

7. The needs in the Transition Area

The annual needs in Transition indicate areas in which transition activities will occur (Employment, Post Secondary Education and Training, Independent Living and Community Participation). Each area indicated should be identified in the Annual Goals (item 14) and Benchmarks or Short Term Objectives (item 15). By placing a check mark on the Short Term Objectives table (under the column marked “T”) team members can identify objectives that relate to specific Transition need areas and/or include academic objectives that will relate to the student’s long term goals.

8. I do not have annual goals in the following areas

If a student does not need transition services in a particular area, it should be indicated here. Teams have the option to indicate the basis for determination but are not required to do so.



9. Agency Collaboration

Listed here are the agencies that will be needed to assist students in reaching their long term goals. Beginning at age 16 (or younger if appropriate), if agencies other than the school department are needed, these interagency responsibilities or linkages must be identified. Specific actions of agencies should be identified on the Short Term Objectives table (item 15) in the column marked "Service Provider."

10. Agency

Concurrent summaries of all involved agencies are listed here.

11. Contact Person

The contact persons for each agency are listed in this section.

12. Phone Number

The phone numbers of contact persons or agencies are listed here.



13. Present Levels of Performance: What do we know about the student?

In order to explain the effect of the student's disability on his/her performance in this area describe what the student does (strength) and does not do (need) in objective, measurable terms. Test scores alone are not sufficient. Describe how the student's disability affects the student's progress in the general curriculum. Include performance goals, or for preschool children, how the child's disability affects the child's participation in appropriate activities. When appropriate the present level should reference the student's performance on district level benchmarks and progress on objectives from the previous IEP. Please refer to Appendix II in this guidebook for examples of students' Present Levels of Performance.

Examples

Present Level of Performance: (What do we know about this student?)

Kay can write 5 simple sentences with correct punctuation, capitalization and grammar. When writing more than 5 sentences on a topic, Kay has difficulty sequencing the information. At other times she gets fixated on one minor detail and loses the main idea of her piece.

Joseph readily interacts with adults one on one. In these interactions he can be respectful, helpful and cooperative. In the classroom, Joseph is impulsive, and exhibits oppositional behavior and explosive outbursts. He tends to isolate himself from his peers and demonstrates aggressive behaviors such as throwing objects and pushing others. He is in constant motion throughout the day and as a result he completes less than one task on average per day.

Name		Date of Birth		page		of	
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13) PRESENT LEVELS OF PERFORMANCE What do we know about this student?

14) ANNUAL GOALS: Goals should lead to the student being involved in and making progress in the general curriculum.

15) Short Term Objectives	16)Criteria	17)Objective Evaluation Procedure	18)Objective Evaluation Schedule	19) T	20) Progress Review/Rating					21)Provider Location Services
					Nov	Jan	April	June	Aug	

22)PROGRESS TOWARD ANNUAL GOAL: _____

23) REASON(S) FOR NOT MEETING GOAL _____

24)CONSIDERATION FOR EXTENDED SCHOOL YEAR: To be determined on or before _____

due to significant regresson
 due to emerging skill
 other (define) _____
 not needed for this goal



“We create our
tomorrows by
what we dream
today.”

– Marsha Forest

14. Annual Goals

Goals should lead to the student being involved in and making progress in the general curriculum. There should be at least one annual goal for each present level of performance in areas of need. A goal should be measurable and describe what the student can reasonably attain in a 12 month period (although it can be written for less than 12 months). When appropriate the focus of the goal should be on district level benchmarks in age appropriate curriculum areas. On this page, indicate the area which is addressed in each annual goal. Refer to Appendix II for additional examples of Annual Goals.

Examples

Annual Goal

Area: Written Language

Kay will use process strategies to compose clear text (RI English/Language Arts Standard 3) by developing a paragraph of 7-8 sentences that has a beginning, middle and end at level 4 of the RI Writing Assessment Scoring rubrics.

Area: Personal/Social

Joseph will behave responsibly (Rhode Island Common Core of Learning: Responsibility) in his third grade classroom by receiving a rating of 3 on the Personal Development Standard Rubric.

Area: Personal Management

John will demonstrate independent living skills through developing and maintaining a budget and demonstrate utilization of resources to secure housing.

Name		Date of Birth		page		of	
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23) REASON(S) FOR NOT MEETING GOAL _____

24)CONSIDERATION FOR EXTENDED SCHOOL YEAR: To be determined on or before _____

due to significant regresson
 due to emerging skill
 other (define) _____
 not needed for this goal



15. Benchmarks and/or Short-term Objectives

A team could specify curriculum benchmarks or short term objectives. The focus of these should be to enable the student to participate in the general curriculum or meet other educational needs. Since either the short term objectives or the benchmarks indicate intermediate steps between the present level of performance and the annual goal, there should be more than one benchmark or objective written for each goal statement. They should be written in terms of the child.

The objective specifies what the student will do as s/he progresses towards attainment of the annual goal.

Examples

Short Term Objectives

- a. Kay will use graphic organizers to write a story that includes a beginning, middle, and ending.
 - b. With the aid of a teacher Kay will edit content to clarify ideas and add details.
-
- a. Joseph will raise his hand to speak and allow the teacher to acknowledge him.
 - b. Joseph will follow the principal's, teachers' and/or assistant's directions.
-
- a. After direct teaching and practice, John will develop and maintain a personal budget based on income and living cost projections.
 - b. Through guided practice, John will develop a list of various housing options, with the costs and a list of steps to secure this housing.

Name		Date of Birth		page		of	
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13) PRESENT LEVELS OF PERFORMANCE What do we know about this student?

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22) PROGRESS TOWARD ANNUAL GOAL: _____

23) REASON(S) FOR NOT MEETING GOAL _____

24) CONSIDERATION FOR EXTENDED SCHOOL YEAR: To be determined on or before _____

due to significant regression
 due to emerging skill
 other (define) _____
 not needed for this goal



16. Criteria

This section specifies how well the student must perform the objective to be considered successful. The criteria must be stated in objective, measurable terms so that anyone reviewing the student's work or performance would be able to determine if the student had achieved the objective, i.e. met criteria. Examples of criteria are listed below and on the descriptor page of the IEP.

16) Criteria

time limit (e.g. within four minutes)
percentage (e.g. 80)

ratio of correct items (e.g. 8 out of 10)
rubrics (e.g. 3 retell)

specific criteria (e.g. 4 assignments)
other

17. Procedure

This section describes how the student's performance will be evaluated. It is important that the procedure be a method that can provide documentation to families and other team members when reviewing a student's progress on the objectives. Examples of procedures are listed below and on the descriptor page of the IEP.

17) Procedure

written observation
written performance
oral performance w/documentation

criterion-reference test
time sample
demonstration/performance

other

18. Schedule

This section defines when the student's progress on the objective will be measured. Examples of schedules are provided below and on the descriptor page of the IEP.

18) Schedule

daily
weekly
other

monthly
quarterly

2 out of 3
by November, by January, etc.

Name		Date of Birth		page		of	
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13) PRESENT LEVELS OF PERFORMANCE What do we know about this student?

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23) REASON(S) FOR NOT MEETING GOAL _____

24)CONSIDERATION FOR EXTENDED SCHOOL YEAR: To be determined on or before _____

due to significant regresson
 due to emerging skill
 other (define) _____
 not needed for this goal



19. Transition

Check this column if the objective refers to the student’s long term goals identified on the transition page of the IEP.

20. Progress Review

Districts must report on the student’s progress towards attainment of IEP goals as often as they report on the progress of nondisabled students. Minimally the review dates should coincide with district wide marking periods, although they may be more frequent. Since most districts’ marking periods occur in November (Nov), January (Jan), April and June these are the ones specified. Some districts, whose marking periods are different from the ones specified, will have to change the months listed. Most students will have marks only in these 4 columns. The fifth column is used for students who receive services during the summer months. The descriptor page of the IEP includes the following progress review key. The report card may serve as the progress report if it provides adequate explanation of the student’s progress toward IEP Goals.

A = Attained P = Making Progress NA = Not Addressed at this time NP = Addressed, No Progress

21. Provider/Location/Services

The provider refers to the individual who will be responsible for implementing the objectives. The location is the point on the continuum of placements, such as: 5th grade classroom, resource room, self contained, etc. Services refers to the type of service that will be provided to the student. Examples of providers, locations and services are listed below and on the descriptor page of the IEP.

The IEP teams are encouraged to be creative and innovative in designing services to meet the unique needs of each child. The following examples of Services, Providers, and Locations are not intended to limit IEP team decision making.

Provider

Special Education Teacher
Regular Education Teacher
Speech/Language Therapist
Occupational Therapist
Physical Therapist
Adaptive Physical Education Teacher
School Nurse Teacher
Rehabilitation Counselor
Psychologist
Job Coach
Other

Location/Placement

Regular Education Classroom
Resource Room
Therapy Room
Self-Contained Classroom
Day School
Residential School
Home
Hospital
Community Site
Other

Services

One on one
Small group
Whole class
Consultation
Other

Name		Date of Birth		page		of	
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13) PRESENT LEVELS OF PERFORMANCE What do we know about this student?

14) ANNUAL GOALS: Goals should lead to the student being involved in and making progress in the general curriculum.

15) Short Term Objectives	16)Criteria	17)Objective Evaluation Procedure	18)Objective Evaluation Schedule	19) T	20) Progress Review/Rating					21)Provider Location Services
					Nov	Jan	April	June	Aug	

22)PROGRESS TOWARD ANNUAL GOAL: _____

23) REASON(S) FOR NOT MEETING GOAL _____

24)CONSIDERATION FOR EXTENDED SCHOOL YEAR: To be determined on or before _____

due to significant regresson
 due to emerging skill
 other (define) _____
 not needed for this goal



22. Progress Toward Annual Goal

At quarterly review time the service providers should describe the extent to which progress is sufficient to enable the student to achieve the goal by the end of the year. Examples of comments to describe progress towards annual goals are provided below and on the descriptor page of the IEP.

Anticipate meeting goal

Goal met (indicate date)

Do not anticipate meeting goal (complete reason for not meeting goal column)

23. Reasons for Not Meeting Goal

If, on the progress toward annual goal, the service provider notes that s/he does not anticipate that the student will meet the annual goal, this section needs to be completed. The service provider should specify reason(s) for the student not meeting the annual goal. Sample reasons are provided on the descriptor page and below.

More time needed

Excessive absence/tardiness

Assignments not completed

Need to review/revise IEP

Other (Specify) _____

24. Consideration for Extended School Year (ESY):

The term ESY refers to educational programming beyond the traditional 180 day school year for eligible students with disabilities as outlined by the IDEA. Due to the nature and severity of the disability, a child's IEP may require programming that extends beyond the traditional school day. Every student with a disability under IDEA must be considered for ESY services. There is no single criterion used in making an eligibility determination, but there are several factors to be considered. One standard is the Regression/Recoupment analysis which considers the amount of regression a student experiences as a result of an interruption in educational services with the amount of time required to regain the prior level of skill. Other criteria may include the nature and severity of the student's disability, the ability of the child's parents to provide educational structure in the home, behavioral and physical impairments, the ability of the student to interact with nondisabled peers, the student's vocational needs, the availability of alternative resources, whether the requested services are "extraordinary" for the student's condition, "emerging skills" and "breakthrough opportunities", as when a student is on the brink of learning to read. At the time the IEP is developed, the IEP Team may not be able to make a determination as to whether or not the student may need extended school year. The IEP Team should decide at that time when the determination will be made and should note the date on the IEP in the space "To be determined on or before _____ (date)." As the performance of the student is reviewed prior to that date, parents and service providers should monitor and gather supporting documentation of the student's progress toward each goal and determine if there is need for ESY services. If the team finds the student eligible for ESY services, the reason should be noted and the extended year services should be described.

Name		Date of Birth		page		of	
------	--	---------------	--	------	--	----	--

13) PRESENT LEVELS OF PERFORMANCE What do we know about this student?

14) ANNUAL GOALS: Goals should lead to the student being involved in and making progress in the general curriculum.

15) Short Term Objectives	16) Criteria	17) Objective Evaluation Procedure	18) Objective Evaluation Schedule	19) T	20) Progress Review/Rating					21) Provider Location Services
					Nov	Jan	April	June	Aug	

22) PROGRESS TOWARD ANNUAL GOAL: _____

23) REASON(S) FOR NOT MEETING GOAL: _____

24) CONSIDERATION FOR EXTENDED SCHOOL YEAR: To be determined on or before _____

due to significant regression
 due to emerging skill
 other (define) _____
 not needed for this goal



25. Supplementary Aids and Services to Support Child

In this section the IEP Team will describe those supports that will assist the student in achieving his/her goals and objectives, while also making progress in the general curriculum. These supports can take the form of supplementary aids and services such as assistive technology. Using a scribe for written work or providing extended testing time are examples of modifications and accommodations. Support to school personnel may be provided through the training of teachers on the applications of technology.

Definitions

ACCOMMODATIONS are provisions made in *how* a student accesses/demonstrates learning. They do not substantially change instructional level or content. Accommodations provide students an equal access to learning and equal opportunity to demonstrate what is known. They are based on individual strengths and needs and may vary in intensity and degree.

MODIFICATIONS are changes in *what* a student is expected to learn and demonstrate. They change the instructional level or benchmark and may vary content as well. Modifications affect the number of key concepts mastered within a benchmark or unit of study.

Modification and Accommodations to Support Child

<u>Area</u>	<u>Goal</u>	<u>Description (Frequency)</u>	<u>Date</u>	<u>Location</u>
All	All	Extended time to complete tests and quizzes	9/7/99 to 5/30/00	All educational settings

(eg. Instructional methods or materials, classroom assignments and assessments, learning environment, time demands and scheduling, changes to course requirements, etc.)

Support to School Personnel to Assist Child

<u>Area</u>	<u>Goal</u>	<u>Description (Frequency)</u>	<u>Date</u>	<u>Location</u>
All	All	Augmentative Communication Specialist 90 min/wk	9/7/99 to 5/30/00	Reg. Classrooms Resource Room

(eg. Behavioral consultant, speech/language pathologist, psychologist, Braille specialist, etc.)

25) SUPPLEMENTARY AIDS AND SERVICES TO SUPPORT CHILD (includes assistive technology devices and services)					
26) AREA(S)	27) GOAL#	28) DESCRIPTION (Include frequency and Duration)	29) DATE		30) LOCATION
MODIFICATIONS AND ACCOMMODATIONS TO SUPPORT CHILD					
SUPPORT TO SCHOOL PERSONNEL TO ASSIST CHILD					

25) AREA(S)

a. All subjects	f. Health	k. Lunch
b. English/Language Arts	g. PE	l. Guidance Counseling
c. Math	h. Music	m. School Sponsored/Extracurricular Activities
d. Science	i. Arts	n. Work/Community Based Learning
e. Social Studies	j. Library	o. Other



26. Areas

Identify the area in which the supplementary aid, service, modification, accommodation or support to school personnel will be provided. Suggested areas are listed below and provided at the bottom of the IEP page.

- | | | | | |
|-----------------|--------------------------|--|-------------------------------------|-------------------|
| a. All subjects | b. English/Language Arts | c. Math | d. Science | e. Social Studies |
| f. Health | g. PE | h. Music | i. Arts | j. Library |
| k. Lunch | l. Guidance Counseling | m. School Sponsored/
Extracurricular Activities | n. Work/Community
Based Learning | o. Other |

27. Goal

What goal will this supplementary aid, service, modification, accommodation, or support to school personnel promote?

28. Description

The team should describe the supplementary aid, service, modification, accommodation or support to school personnel that needs to be provided in order to support the child in attaining the goal. The description should include information on how often (frequency) and for how long (duration) these supports will be provided.

29. Date

Print the starting date that the supplementary aid, service, modification, accommodation and support to school personnel will begin (From) and end (To).

30. Location

Print the location of the service. Please refer to the descriptors on the descriptor page of the IEP (# 34) for a suggested list of locations.

STUDENT'S NAME :

D.O.B.

Page

of

25) SUPPLEMENTARY AIDS AND SERVICES TO SUPPORT CHILD (includes assistive technology devices and services)

26) AREA(S)	27) GOAL#	28) DESCRIPTION (Include frequency and Duration)	29) DATE		30) LOCATION

MODIFICATIONS AND ACCOMMODATIONS TO SUPPORT CHILD

--	--	--	--	--	--

SUPPORT TO SCHOOL PERSONNEL TO ASSIST CHILD

--	--	--	--	--	--

25) AREA(S)

- | | | |
|--------------------------|------------|--|
| a. All subjects | f. Health | k. Lunch |
| b. English/Language Arts | g. PE | l. Guidance Counseling |
| c. Math | h. Music | m. School Sponsored/Extracurricular Activities |
| d. Science | i. Arts | n. Work/Community Based Learning |
| e. Social Studies | j. Library | o. Other |

PPS 18-6

WHITE: SSC

CANARY: PARENT

PINK: SCHOOL

GOLD: SERVICE PROVIDER



31. Special Education and Related Services

On this page the team will describe what special education supports and services are needed to assist the student in attaining the goal. This page represents a summary of the provider/location/services included on the Annual Goal's Page.

32. Goals

Each annual goal should have been numbered and the number designated on the goal page. These goals are then listed in this section.

33. Providers/Services

Identify who will be responsible for providing the special education service and the type of service it will be. Please refer to the descriptors on the descriptor page (items 33 and 35).

34. Location/Placement

Location/placement refers to the point on the continuum of special education services. Refer to the descriptors on the descriptor page for examples of locations/placements (item 34). If the location is the general education classroom, list the location in the column marked "Reg. Ed". For example, a 5th grade classroom, a 10th grade science class. If the location is a special education setting, designate in the column marked "other". For example, resource room, self contained classroom, residential setting, etc.

35. Frequency Duration

The team should define how much special education support is needed to achieve this goal and define it by: hours/day, days/week, weeks/month. If the time varies, for example one day the service is provided for 15 minutes, and another day it is provided for 30 minutes, the team should indicate an average per day/week/or month.

STUDENT'S NAME: D.O.B. Page of **31) SPECIAL EDUCATION AND RELATED SERVICE**

32) GOAL #	33) PROVIDER SERVICES	34) LOCATION/ PLACEMENT		35) FREQUENCY/ DURATION			36) DATE		37) EXPLANATION FOR PLACEMENT OUTSIDE OF GENERAL EDUCATION SETTING
		REG ED	OTHER	HRS/ DAY	DAYS/ WK	WK/ MO	FROM	TO	

38) DETERMINATION OF TIME IN REGULAR EDUCATION PROGRAM

- a) Total time in student's school week
- b) Total time of Special Education Support/Services
- c) Time in regular education without
Special Education Support/Services

39) EXTENT OF PARTICIPATION IN REGULAR EDUCATION: This student will participate in regular grade level program (for middle junior high school/high school, attach schedule) except



36. Date

Define the starting date and ending date of the services to be provided to meet this goal. For example, 9/20/98 to 9/20/99. This suggests that the service will be provided for a twelve month period of time. If the service is to be provided just during the 10 month school year, the team should write 9/20/98 to 6/15/99 and 9/1/99 to 9/20/99.

37. Explanation for placement outside of the general education setting

This section is documenting the district's compliance with the least restrictive environment provisions in the Federal and State Special Education Regulations. By completing this section the team is demonstrating that they have considered the general education setting for each goal and stated an explanation of why it is not possible to provide supports in the general education classroom.

38. Determination of Time in Regular Education Program

- a. Total hours in student's school week
- b. Total hours of Special Education Support or Services: subtract amount of time spent receiving special education support or services from special education personnel. This includes direct and indirect services (e.g. consultations).
- c. Time in Regular Education without Special Education Support or Services: subtract b from a and it gives you the amount of time the child spends in regular education without special education supporting service.

31) SPECIAL EDUCATION AND RELATED SERVIC

32) GOAL #	33) PROVIDER SERVICES	34) LOCATION/ PLACEMENT		35) FREQUENCY/ DURATION			36) DATE		37) EXPLANATION FOR PLACEMENT OUTSIDE OF GENERAL EDUCATION SETTING
		REG ED	OTHER	HRS/ DAY	DAYS/ WK	WK/ MO	FROM	TO	

38) DETERMINATION OF TIME IN REGULAR EDUCATION PROGRAM

a) Total time in student's school week

b) Total time of Special Education Support/Services

c) Time in regular education without
Special Education Support/Services

39) EXTENT OF PARTICIPATION IN REGULAR EDUCATION: This student will participate in regular grade level program (for mid-junior high school/high school, attach schedule) except



“Improving educational results for children with disabilities is an essential element of our national policy on full participation of all individuals”

– IDEA Finding, US Congress

39. Extent of Participation in Regular Education

IDEA Regulations Section 300.347(4) requires “An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class . . .”

If the student participates in a school/grade that has a schedule which is the same for all students in that grade, the team may complete the first statement and then simply note the exceptions. An example would be when this student will not be participating within the regularly scheduled program because he/she is receiving a special education service or participating in a special education program.

For example, “...except for a 90 minute language arts block/day during which she will be collaboratively taught by resource and classroom teacher.” Or “...except 2.5 hours each day during the scheduled language arts, math, and social studies time when he will be scheduled into the self contained classroom.” For programs that are more individualized, such as high school programs where students have options regarding which courses they select each year, a district should attach a checklist form which provides the school day’s periods in time allocations and then this section could be individually marked for this student. For example, “...except for 47 minute functional English class in the resource program which she is taking in place of the standard 10th grade English class.”

STUDENT'S NAME: D.O.B. Page of **31) SPECIAL EDUCATION AND RELATED SERVICE**

32) GOAL #	33) PROVIDER SERVICES	34) LOCATION/ PLACEMENT		35) FREQUENCY/ DURATION			36) DATE		37) EXPLANATION FOR PLACEMENT OUTSIDE OF GENERAL EDUCATION SETTING
		REG ED	OTHER	HRS/ DAY	DAYS/ WK	WK/ MO	FROM	TO	

38) DETERMINATION OF TIME IN REGULAR EDUCATION PROGRAM

- a) Total time in student's school week
- b) Total time of Special Education Support/Services
- c) Time in regular education without
Special Education Support/Services

39) EXTENT OF PARTICIPATION IN REGULAR EDUCATION: This student will participate in regular grade level program (for middle junior high school/high school, attach schedule) except



40. Statement of State/District Assessment

Most students will participate in a state or district assessment without any alterations. However, for those students with disabilities who need some adjustments in the state or district assessment, one or both of the following sections (40a, 40b) needs to be completed.

40a. Accommodations

If the student requires accommodations in the state or district assessments of student achievement, complete this section. These accommodations should be related to accommodations that are provided to the student in her/his daily instructional program and documented under Supplementary Aids and Services. A separate accommodation/participation decision is needed for each state assessment instrument. IEP team decisions cannot lead to invalid use of instruments. For example, you cannot read the reading comprehension assessment to the student. Refer to the RIDE accommodation policy for additional information (Appendix IV).

40b. Alternate Assessment

If the IEP Team suspects that the student cannot participate in the state or district assessment even with accommodation, it should refer to the RIDE criteria for eligibility for alternate assessment to determine if the student qualifies. If the student does qualify for an alternate assessment the IEP team should complete this section. See Appendix IV for the form entitled "Criteria for Student Eligibility in Alternate Assessment".



41. Reevaluation

This section will provide information on the student's reevaluation. The student's continued eligibility for special education and related services must be considered every three years.

42. Print date of last evaluation and date for reevaluation

The reevaluation date cannot be more than 3 years from the date of the last evaluation. If the reevaluation will take place during the time frame of this IEP, the team should review the data (IDEA Regulations 300.533 and RI Regulations Section 534) necessary to conduct the reevaluation. COMPLETION OF THIS SECTION DOES NOT FULFILL THE REGULATORY REQUIREMENT TO CONDUCT AN EVALUATION. IT DOES PROVIDE DOCUMENTATION OF THE TEAM'S DISCUSSION ON THE DATA.

STUDENT'S NAME :

D.O.B.

Page

of

40) STATEMENT ON STATE/DISTRICT ASSESSMENT:

40a) Accommodations :*

This student requires accommodations in statewide or district assessments of student achievement.

Yes

No

If yes, the individual accommodations needed (by specific assessment)

***Refer to RIDE accommodation policy**

42) DATE OF LAST REEVALUATION (S)

DATE FOR REEVALUATION

Data Needed for Determination of Eligibility: this must be decided if reevaluation is due during the timeframe of this IEP.

This is not consent to conduct an evaluation(s) but documentation of the team's discussion of data needed to determine eligibility.



43. Consideration of Special Factors

In this section the IEP Team is assuring that it has considered all relevant factors in developing the student's IEP. Certainly not all the factors listed will be relevant for a given student. By checking off N/A (not applicable) the IEP Team is documenting that it considered the factor and determined that, in this student's case, it is not relevant. If a factor is relevant to the student, then the IEP Team should check off YES and information on the factor should be found elsewhere in the IEP (e.g. on an annual goal or supplementary aids and services page.)

44. Report to Parents on Student's Progress

Describe how parents will be informed of the student's progress towards annual goals. This must be at least as often as progress reports are sent home for nondisabled students.

45. Transportation

This section indicates whether the student takes transportation services provided to all students or if the student needs specialized transportation.

46. Physical Education

This section indicates whether the student will participate in a regular grade level physical education class or an adapted physical education class in which an individualized program has been developed to meet specific needs that have been identified for this student.

47. Comments

There may be circumstances where parents or school department personnel might want to make additional comments regarding the student's program. If there are specific activities that families will engage in to support the student's IEP, they could be stated in this section.

43) CONSIDERATION OF SPECIAL FACTORS

- a. strengths of the child Yes
 - b. concerns of parents Yes
 - c. results of the initial or most recent evaluations Yes
 - d. positive behavioral interventions, strategies and support Yes N/A If yes, see page of
 - e. language needs of students with Limited English Proficiency Yes N/A
 - f. instruction in or use of Braille for a student who is blind or visually impaired Yes N/A
 - g. communication needs Yes N/A
 - h. opportunities for direct communication, with peers and professional personnel and instruction in student's language or communication mode for students who are deaf or hard of hearing Yes N/A
 - i. assistive technology devices or services Yes N/A
- *N/A = Not Applicable

44) REPORT TO PARENTS ON STRDENT'S PROGRESS: _____

45) TRANSPORTATION: Regular Special **PHYSICAL EDUCATION:** Regular. Adaptive

47) COMMENTS _____

48) RELATIONSHIP OF SERVICES TO EVALUATIONS: The participants who developed this IEP considered the student's needs identified in the evaluation reports, described present levels of performance, developed goals, benchmarks or objectives based on these identified needs and determined services that needed to be provided in the least restrictive environment to meet these goals.

49) AGE OF MAJORITY:

For the student who will turn 17 during the timeframe of this IEP, s/he has been informed of his/her rights that will transfer to the student at age 18 and has been given a copy of the procedural safeguards. Yes No _____

50b) Signatute of Local Educational Agency Representative

() I have received a copy of the procedural safeguards and: I accept the education program outlined I do not accept the educational

50c) Signature of Parents

50) Signature of student (17 years or older) _____ **Date** _____

Date _____

Date _____



48. Relationship of Service to Evaluation

This statement and the signature document that the IEP Team has considered the needs identified in evaluation reports. Based on these needs, the Team described present levels of performance, developed goals, benchmarks or objectives and determined services that needed to be provided in the least restrictive environment to achieve the goals.

49. Age of Majority

Beginning at least one year before the student reaches the age of majority, there must be an acknowledgement that the student has been informed of his/her rights.

50a. Signature of Student (17 years of age or older)

This signature documents that the student has been informed of the rights that will transfer to the student at age 18 and has been given a copy of the procedural safeguards.

50b. Signature of Local Agency Representative

The local agency representative who is in attendance at the meeting should sign and date the form.

50c. The parent should check the appropriate boxes to document that

S/he has received the procedural safeguards.

Accepts the education program outlined.

Does not accept the education program outlined.

The parent should then sign and date the form.

43) CONSIDERATION OF SPECIAL FACTORS

a. strengths of the child	Yes	<input type="checkbox"/>					
b. concerns of parents	Yes	<input type="checkbox"/>					
c. results of the initial or most recent evaluations	Yes	<input type="checkbox"/>					
d. positive behavioral interventions, strategies and support	Yes	<input type="checkbox"/>	N/A	<input type="checkbox"/>	If yes, see page	<input type="checkbox"/>	of <input type="checkbox"/>
e. language needs of students with Limited English Proficiency	Yes	<input type="checkbox"/>	N/A	<input type="checkbox"/>			
f. instruction in or use of Braille for a student who is blind or visually impaired	Yes	<input type="checkbox"/>	N/A	<input type="checkbox"/>			
g. communication needs	Yes	<input type="checkbox"/>	N/A	<input type="checkbox"/>			
h. opportunities for direct communication, with peers and professional personnel and instruction in student's language or communication mode for students who are deaf or hard of hearing	Yes	<input type="checkbox"/>	N/A	<input type="checkbox"/>			
i. assistive technology devices or services	Yes	<input type="checkbox"/>	N/A	<input type="checkbox"/>			

*N/A = Not Applicable

44) REPORT TO PARENTS ON STRDENT'S PROGRESS:

45) TRANSPORTATION: Regular Special **PHYSICAL EDUCATION:** Regular Adaptive

47) COMMENTS

48) RELATIONSHIP OF SERVICES TO EVALUATIONS: The participants who developed this IEP considered the student's needs identified in the evaluation reports, described present levels of performance, developed goals, benchmarks or objectives based on these identified needs and determined services that needed to be provided in the least restrictive environment to meet these goals.

49) AGE OF MAJORITY:
 For the student who will turn 17 during the timeframe of this IEP, s/he has been informed of his/her rights that will transfer to the student at age 18 and has been given a copy of the procedural safeguards. Yes No

50) Signature of student (17 years or older)	Date
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>

50b) Signatute of Local Educational Agency Representative
 I have received a copy of the procedural safeguards and: I accept the education program outlined I do not accept the educational program outlined

<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
50c) Signature of Parents	Date

DESCRIPTORS

<p>16) Criteria</p> <p>time limit (e.g. within four minutes) percentage (e.g. 80) ratio of correct items (e.g. 8 out of 10) rubrics (e.g. 3 retell) specific criteria (e.g. 4 assignments) other</p>	<p>17) Procedure</p> <p>Written Observation Written Performance Oral Performance with Documentation Criterion-Reference Test Time Sample Demonstration/Performance Other</p>	<p>18) Schedule</p> <p>daily weekly monthly quarterly 2 out of 3 by November, by January, etc. Other</p>
<p>20) Progress Review</p> <p>A Attained P Making Progress NA Not Addressed at this time NP Addressed No Progress</p> <p>* For the majority of students, progress review takes place quarterly. The fifth column is to be used for students receiving extended school year services.</p>	<p>22) Reason(s) For Not Meeting Goal</p> <p>Anticipate meeting goal Goal met (indicate date) Do not anticipate meeting goal (complete reason For Not Meeting Goal column)</p>	<p>23) Progress Toward Annual Goal</p> <p>More time needed Excessive absence/tardiness Assignments not completed Needed to review/revise IEP Other (Specify) _____</p>

21) DESCRIPTORS

<p>Provider (also 33)</p> <p>Special Education Teacher Regular Education Teacher Speech/Language Therapist Occupational Therapist Physical Adaptive Physical Education Teacher School Nurse Teacher Rehabilitative Counselor Psychologist Job Coach Other</p>	<p>Location/Placement (also 34)</p> <p>Regular Education Classroom Resource Room Therapy Room Self-Contained Classroom Day School Residential School Home Hospital Community Site Other</p>	<p>Services (also 35)</p> <p>One on one Small group Whole class Consultation Other</p>
---	--	--

Appendix I

Standards and the IEP

This activity has been developed to assist individuals/teams to make the connection between the IEP and the child’s involvement and progress in the general education curriculum as required by IDEA and the RI Regulations.

In order to complete this activity you will need a copy of the Rhode Island Department of Elementary and Secondary Education English/Language Arts or Mathematics Frameworks, New Standards in English/ Language Arts and Mathematics or your district’s English/Language Arts or Mathematics Curriculum (if it is aligned to the standards). For each step listed, sample entries are provided.

Step I

Choose a goal area

Written Language

Step II

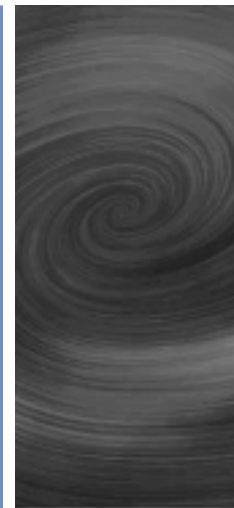
What can the student do in the goal area? (Present Level of Performance)

Orally he responds well to text. When writing he has difficulty. He usually provides some relevant ideas, but they show little sense of organization. His writing is difficult to understand because of errors. He usually averages 3 spelling, grammar, punctuation, or capitalization errors per sentence. His writing is at level 2 of the Rhode Island Writing Assessment.

Step III

What does the student need to be able to do? (Target Performance)

He needs to write a well organized response of at least 3 paragraphs. Each paragraph should have at least 3 sentences with no more than 3 errors per paragraph. The writing should be at level 4 of the Rhode Island Writing Assessment.





Step IV

Look in the appropriate English/Language Arts Frameworks/Curriculum. Find a standard related to what the student needs to be able to do.

RI English/Language Arts Framework 3: All students will compose clear text in a variety of forms for many purposes.

Step V

Write goal using standard and what you want the student to be able to do in the classroom. (Annual goal = standard + target performance, i.e personalized for that student).

Student will compose clear and organized text of at least 3 paragraphs at level 4 of the RI Writing Assessment Rubric.

Step VI

Look at descriptors for the standard. Use them to help frame your specific objectives. (Short Term Objectives).

Using the writing process the student will generate a paragraph of at least 3 sentences that is logically sequenced with a beginning, middle and end.

Using the writing process the student will generate a text of at least two paragraphs that is logically sequenced with a beginning, middle and end.

Using the writing process the student will generate a text of at least three paragraphs that is logically sequenced with a beginning, middle, and end.

Using COPS (capitalization, organization, punctuation, spelling) the student will proof read and edit his draft to create clear text that has only one error in every sentence.

Using the writing process the student will generate a final product at level 4 of the writing rubric.

Standards, Goals, and IEPs (Worksheet)

Area: _____ Grade Level: _____

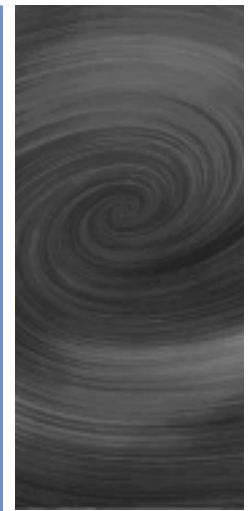
Choose a Goal Area
What Can the Student Do in the Goal Area? (Present Level of Performance)
What does the Student Need to be Able to Do? (Target Performance)
Look in the Appropriate English/Language Arts Frameworks/Curriculum for a Related Standard
Write Goal Using Standard and What You Want the Student to Do (Annual Goal = Target Performance + Standard)
Use the Standard Descriptors to Help Frame Your Specific Objectives



Appendix II

Sample: Present Levels of Performance, Goals, and Objectives for Individualized Education Programs (IEP)

Developed by the Rhode Island Department of Education IEP Fellows and
Rhode Island Technical Assistance Project (RITAP) at Providence College
April 1999





Area: Independent Living

Standard:

Rhode Island Family and Consumer Sciences Framework

Resource Management: All students will demonstrate the necessary knowledge and skills to identify, select, use and evaluate appropriate strategies, resources and technologies to effectively manage resources.

Present Level of Performance (What do we know about this student?)

John* has mastered many skills to live independently. He understands money and expenditures, but needs assistance with budgeting. He also needs assistance in selecting and obtaining housing.

Annual Goals: 1

John will demonstrate independent living skills through developing and maintaining a budget and utilize resources to secure housing by creating a list of at least five resources (Rhode Island Family and Consumer Sciences Framework: Resource Management).

Short Term Objectives:

- 1a. After direct teaching and practice, John will develop and maintain a personal budget based on income and living cost projections.
- 1b. Through guided practice John will identify areas of needed support in financial planning and develop a list of community resource supports.
- 1c. Through guided practice John will develop a list of various housing options with their cost and a list of steps to take to secure that housing.
- 1d. Through guided practice John will identify areas of needed support in securing housing and develop a list of community resource supports.

* John is a high school student with mild disabilities.

** Reminder: When writing short term objectives be sure to include criteria, objective evaluation procedure and objective evaluation schedule. (Sections 16,17 and 18 of RI's IEP form)

Area: Health

Standard:

Rhode Island Health Literacy Standards for All Students

Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Present Level of Performance: (What do we know about the student?)

Barbara* enjoys movement. She needs/seek out social interaction. Barbara goes for short walks with adults as part of her routine to go to classes and on errands. Barbara can walk upstairs, but needs help going downstairs. Barbara participates actively in physical education class with her peers.

Annual Goal: 2

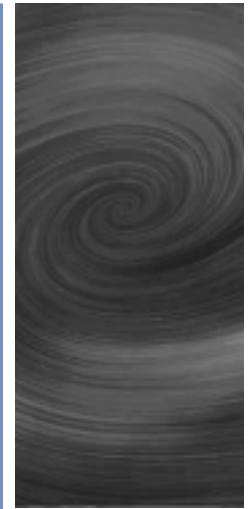
Barbara will demonstrate the ability to practice health-enhancing behaviors and reduce health risks by improving mobility and endurance to extend social interactions in various environments. (Rhode Island Health Literacy Standard 3)

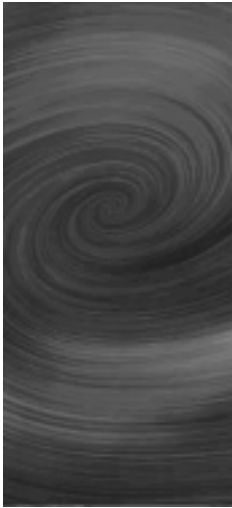
Short Term Objectives:

- 2a. Barbara will walk up and down stairs.
- 2b. Barbara will walk short distances with her friends (hall, classroom, and track for physical education).
- 2c. Barbara will participate in modified exercise program with her peers.

* Barbara is a middle school level student with severe disabilities.

** Reminder: When writing short term objectives be sure to include criteria, objective evaluation procedure and objective evaluation schedule. (Sections 16, 17 and 18 of RI's IEP form)





Area: Mathematics

Standard:

Rhode Island Mathematics Framework K-12

Computation and Estimation: Through problem solving situations, all students will construct their own understanding, so that by the end of grade 8 they will:

- Develop proficiency with addition, subtraction, multiplication and division of rational numbers.
- Use scientific calculators and computers in appropriate computational situations.

Present Level of Performance:

Mary* understands problem solving procedures for computation and estimation of double digit math problems in addition, subtraction and multiplication, but her performance is inconsistent. She still needs to develop proficiency with addition, subtraction and multiplication of whole numbers and understanding of division. She does not use calculators to solve problems.

Annual Goal: 3

Through problem solving situations Mary will construct her own understanding of the four operations of mathematics, addition, subtraction, multiplication and division with whole numbers. (Rhode Island Math Standards: Computation and Estimation)

Short Term Objectives:

- 3a. Mary will develop proficiency in addition and subtraction of whole numbers using problem solving situations, paper and pencil techniques and four function calculators as appropriate.
- 3b. Mary will develop proficiency in multiplication and division of whole numbers using problem solving situations, paper and pencil techniques and four function calculators as appropriate
- 3c. Mary will develop an understanding of the concepts of addition and subtraction of rational numbers using concrete models.
- 3d. Mary will develop an understanding of the concepts of multiplication and division of rational numbers using concrete models.

* Mary is a middle school student with mild disabilities.

** Reminder: When writing short term objectives be sure to include criteria, objective evaluation procedure and objective evaluation schedule. (Sections 16, 17 and 18 of RI's IEP form)

Area: Communication

Standard:

Rhode Island English/Language Arts Frameworks

Standard 1: All students will be effective communicators in varied settings and for varied purposes.

Present Level of Performance: (What do we know about this student?)

Emily* demonstrates intelligible speech at the two word stage (e.g. I go.). When she attempts to produce phrases beyond the two-word stage, Emily experiences problems with fluency (rhythm, timing, and duration). She also experiences some problems producing specific speech sounds in phrases.

Annual Goal: 4

Emily will become a more effective communicator in varied settings and for varied purposes (Rhode Island English Language Arts Standard 1) by improving her overall speech intelligibility from the two word level to the beginning simple sentence level (e.g. John plays ball.).

Short Term Objectives:

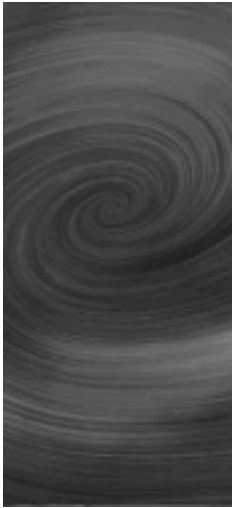
Following direct teaching and maximum teacher support modeling Emily will:

- 4a. Initiate specific speech sounds in phrases in the context of oral communication.
- 4b. Produce three part phrases: ex. noun and prepositional phrases.
- 4c. Participate in peer to peer conversational routines: ex. social greetings.
- 4d. Produce phrases of three to four words while maintaining proper fluency (e.g. timing, rhythm, and duration).

* Emily is an elementary age student with moderate disabilities

** Reminder: When writing short term objectives be sure to include criteria, objective evaluation procedure and objective evaluation schedule. (Sections 16, 17 and 18 of RI's IEP form)





Area: Behavior

Standard:

Rhode Island Common Core of Learning: Responsibility

Students who exhibit responsible behavior will work responsibly in groups and as an individual by carrying through responsibilities and completing tasks.

Present Levels of Performance (What do we know about this student?)

Joseph* readily interacts with adults one on one. In these interactions he can be respectful, helpful and cooperative. In the classroom Joseph is impulsive, and exhibits oppositional behavior and explosive outbursts. He tends to isolate himself from his peers and demonstrates aggressive behaviors such as throwing objects and pushing others. He is in constant motion throughout the day and as a result he completes less than one task on average per day.

Annual Goal: 5

Joseph will behave responsibly (Rhode Island Common Core of Learning: Responsibility) in his grade 3 classroom by receiving a rating of 3 on the Personal Development Standard Rubric (See Attached)

Short Term Objectives:

Joseph will:

- 5a. Raise his hand to speak and allow teacher to acknowledge him.
- 5b. Follow principals, teachers and/or assistant's directions.
- 5c. Demonstrate appropriate verbal interactions with adults and peers.
- 5d. Demonstrate appropriate physical interactions.
- 5e. Complete assignments

* Joseph is an elementary age student with mild disabilities.

** Reminder: When writing short term objectives be sure to include criteria, objective evaluation procedure and objective evaluation schedule. (Sections 16, 17 and 18 of RI's IEP form)

Figure 3: Personal Development Standards Rubric*

Date: _____

Class: _____

Student will demonstrate respect for himself and others VT Standard 3.3	1 Not Evident	2 Partially evident	3 Evident	4 Evident with Independence
Student will raise hand to speak and allow teacher to acknowledge him.	1 Spoke out	2 Raised hand but didn't wait for teacher's attention	3 Raised hand and waited but with verbal or physical prompts	4 Raised hand and waited for teacher's attention without prompts

Notes:

Student will follow principal's, teacher's or assistant's directions	1 Did not follow directions	2 Attempted to follow directions but not fully	3 Followed directions but with prompts	4 Followed directions without prompts
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Notes:

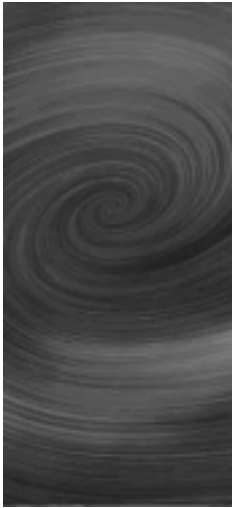
Student will interact respectfully with others, including those with whom he has differences. VT Standard 3.11	1 Not Evident	2 Partially Evident	3 Evident	4 Evident with Independence
Student will demonstrate appropriate verbal interactions	1 Verbal Aggression	2 Began verbal aggression but stopped after prompts	3 Appropriate verbal interactions but with prompts	4 Appropriate verbal interactions without prompts

Notes:

Student will demonstrate appropriate physical interactions	1 Physical aggression	2 Began physical aggression but stopped after prompts	3 Appropriate physical interactions but with prompts	4 Appropriate physical interactions without prompts
--	--------------------------	--	---	--

Notes:





Personal Development Standards

Student will demonstrate dependability, productivity and initiative. VT Standard 3.14	1 Not Evident	2 Partially Evident	3 Evident	4 Evident with Independence
Student will complete assignments	1 Neither completed satisfactorily nor submitted on time	2 Completed assignment but not satisfactorily	3 Completed assignment satisfactorily with prompts	4 Completed assignment satisfactorily, on time and without prompts

Notes:

Student will demonstrate neatness and organization in work completed	1 Frequent smudges, erasures, crumbled or torn	2 Some attention to neatness and organization	3 Much attention to neatness and organization, but with assistance	4 Neat and organized work without assistance
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Notes:

Student will address daily needs (cafeteria, restroom, nurse visitation) by conducting himself in an appropriate manner while going and coming from destination. (Transition time)	1 Inappropriate behavior in transitions	2 Began inappropriate behavior but stopped after prompts	3 Appropriate behavior in transition, but with prompts	4 Appropriate behavior in transition without prompts
--	--	---	---	---

Notes:

TOTAL POINTS EARNED _____

Based on Vermont Framework of Standards and Learning Opportunities
From: Michael Hock, University of Vermont Special Education Program 2/16/98

Area: Written Language

Standard:

Rhode Island English Language Arts Framework

Standard 3: All students will compose clear text in a variety of forms for many purposes.

Present Level of Performance: (What do we know about this student?)

Kay can write 5 complete simple sentences with correct punctuation, capitalization and grammar. When writing more than 5 sentences on a topic, Kay* tends to ramble. Other times he gets fixated on one minor detail and loses the main idea of his piece.

Annual Goal: 6

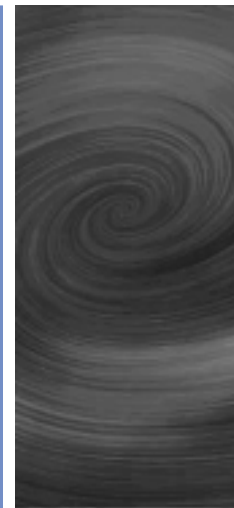
Kay will use process strategies to compose clear text (RI English/Language Arts Standard 3) by developing a paragraph of 7-8 sentences that has a beginning, middle and end at level 4 of the RI Writing Assessment Scoring rubrics (See Attached).

Short Term Objectives:

- 6a. Kay will use graphic organizers to write a story that includes a definite beginning, middle and end.
- 6b. With the aid of a teacher Kay will edit content to clarify ideas and add details.
- 6c. With the aid of a teacher Kay will edit for mechanics and syntax.

* Kay is an elementary age student with moderate disabilities.

** Reminder: When writing short term objectives be sure to include criteria, objective evaluation procedure and objective evaluation schedule. (Sections 16, 17 and 18 of RI's IEP form)





Scoring Criteria: Rhode Island Writing Assessment

Score	Criteria
6	Presents thoughtful ideas and develops them logically, fully, and clearly; is very well organized from beginning to end; has a strong command of sentence structure; uses language effectively; has few intrusive errors in grammar and conventions (spelling, punctuation and capitalization). A "6" essay may be distinguished by features such as making insightful observations, using rich details, or creating an effective scene or mood.
5	Presents good ideas and develops them logically, fully, and clearly; is very well organized throughout; has a generally strong command of sentence structure; uses language well; has relatively few intrusive errors in grammar and conventions.
4	Presents relevant ideas and develops them clearly and fairly well; is generally well organized throughout; has generally well formed sentences; uses language fairly well; has relatively few serious, intrusive errors in grammar and conventions.
3	Presents some relevant ideas fairly clearly and gives some support; shows some sense of organization; has generally correct sentence structure; uses language adequately; may contain some serious errors in grammar and conventions.
2	Gives some relevant ideas, but they are unclear or barely developed; shows little sense of organization; lacks sentence control; uses language poorly; probably contains serious errors in grammar and conventions.
1	Probably contains serious and persistent errors; is incoherent or underdeveloped.

Area: Social And Emotional Development

Standard:

National Association for the Education of Young Child (NAEYC)
Developmentally Appropriate Practice: Social and Emotional Development: 5 year old.
Cooperates well, enjoys others and can behave in a warm and empathetic manner.

Present Level of Performance:

Ashley* attends school four half days a week. On an average of two days per week during periods devoted to free play (average 40 minutes per day) Ashley initiates play with others, shares toys, and takes turns. On the other days Ashley has difficulty playing cooperatively with others. Ashley punches, swears and threatens.

Annual Goal: 7

During time devoted to free play Ashley will play cooperatively with peers (NAEYC Developmentally Appropriate Practice: Social and Emotional Development: 5 Year Olds) four out of four days per week.

Short Term Objectives:

Ashley will:

- 7a. Use words to negotiate sharing and turn-taking with peers.
- 7b. Use words to initiate play with peers.
- 7c. Listen to peers' words and be respectful of their feelings.

* Ashley is a five year old with developmental delay.

** Reminder: When writing short term objectives be sure to include criteria, objective evaluation procedure and objective evaluation schedule. (Sections 16, 17 and 18 of RI's IEP form)



APPENDIX III: IEP Rubric (For Selected Items)

	Exceptional	Emerging	Inadequate
Present Levels of Educational Performance (PLEP)	<ul style="list-style-type: none"> • Related to area of need • Describes performance in general curriculum • Describes what student does (strength) and needs to be able to do • Written in objective, measurable terms • If test scores are used they are self explanatory 	<ul style="list-style-type: none"> • 4 or the 5 criteria met • Related to area of need • Describes in general terms, not objective or measurable • Relationship to general curriculum unclear 	<ul style="list-style-type: none"> • 3 or fewer criteria met • Related to area of need • Test scores used, no explanation • No apparent connection to general curriculum • Little description, what is written is vague and general
Annual Goal	<ul style="list-style-type: none"> • Uses standard/grade level benchmark • Includes student's target performance • Measurable • Relates to PLEP 	<ul style="list-style-type: none"> • 3 or the 4 criteria met • Relationship to general curriculum vague • Doesn't include target performance for student • Measurability not clear 	<ul style="list-style-type: none"> • 2 or fewer criteria met • No apparent connection to general curriculum • Connection to PLEP unclear • Not measurable • Doesn't include student's target performance
Short Term Objectives, Benchmarks	<ul style="list-style-type: none"> • Related to annual goal • Measurable intermediate steps • At least two per annual goal 	<ul style="list-style-type: none"> • Criteria met for some objectives, but not all 	<ul style="list-style-type: none"> • 1 or fewer criteria met for at least one objective
Criteria, Procedure, Schedule	<ul style="list-style-type: none"> • All 3 provided for each objective • Criteria is objective, measurable • Procedure provides documentation of goal attainment • Criteria, procedure, schedule clearly linked to objective and effective • If rubrics are mentioned, copy attached 	<ul style="list-style-type: none"> • At least 3 of the 5 criteria met for all objectives • Criteria not objective or measurable • Procedure does not provide documentation 	<ul style="list-style-type: none"> • Criteria, procedure, schedule not provided for each objective • If provided vague or not appropriate
Supplementary Aids and Services (including accommodations and modifications (A&M))	<ul style="list-style-type: none"> • Connection between needs and aids, A&M • Items stated enable student to be included in and progress in general setting • Clear description of what is to be provided (frequency & location) 	<ul style="list-style-type: none"> • Mentioned but not described • When, where, how unclear 	<ul style="list-style-type: none"> • Not specific to student's needs • Unclear of what is being provided, when it is provided and how
Assessment Accommodations	<ul style="list-style-type: none"> • Related to instructional accommodations • Connected to areas of need • Do not invalidate the test 	<ul style="list-style-type: none"> • Connection to instructional accommodations unclear • Vague connection to area of need • Do not invalidate the test 	<ul style="list-style-type: none"> • No connection to instructional accommodations • Invalidate test • Little if any connection to areas of need and how



Appendix IV

Appendix IV is taken from the Spring 2000 assessment guidebook. The information included in this appendix is reviewed and revised on a yearly basis with the state accommodations committee comprised of state and local members. To acquire updated information on a yearly basis, please contact Maria Lindia at the Office of Assessment (Tel: 401-222-4600 x 2103, email mflindia @ride.ri.net).

Requirements for Student Participation and Assessment Accommodations for the Rhode Island State Assessment Program

Enclosed in this packet is critical information you need to facilitate a smooth assessment cycle. Information about participation in the assessments and accommodations are included. We have consolidated policies and procedures into a format that is reader friendly. In this packet there is a general section on participation, another on accommodations for all state assessments and a separate overview of the Rhode Island Writing and Health Education performance assessments and the New Standards Reference Examinations. Finally, there is one chart specifying allowable accommodations for each assessment.

Participation in the Rhode Island State Assessment Program

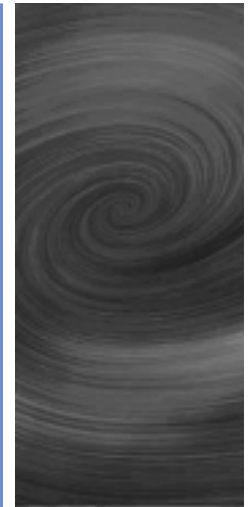
All public school students in Rhode Island are expected to participate in the state-required assessments. In the past, many students have been excluded from assessment for a variety of reasons. Through Article 31, it is the intent of the General Assembly that schools succeed with all students. Therefore, virtually all students shall be included in the state-required Assessment Program.

There are three ways in which all students can participate in any assessment:

- 1) take the assessment with no accommodations;
- 2) take the assessment with accommodations; or
- 3) take an alternate assessment.

There are three types of situations where students would not take the general Rhode Island state assessments:

- 1) *Students whose primary language is not English and who have been classified at the Beginning Level of English Proficiency using TESOL standards. (For more information see LEP policy).*
- 2) *Students taking an Alternate Assessment. Students taking the Alternate Assessment are those students whose cognitive functioning is significantly below age expectations, even with program modifications and adaptations. These are students with disabilities who, even with accommodations, are unable to participate meaningfully in state assessment and who meet state eligibility guidelines for alternate assessment. It is anticipated that a small number of 1-2% students with disabilities will be eligible for the alternate assessment (see Alternate Assessment Criteria).*
- 3) *Students whose parents exempt them from the Health Education Assessments. (See Test Administration Manual for Health Education.)*





Assessment Accommodations

In this section you will find out about accommodations – what they are, their purpose, changes in law, instructional use, and those permitted on the Rhode Island assessments.

What are Assessment Accommodations?

Accommodations are changes in the way an assessment is administered. One way to think about accommodations is in terms of what is changed. There are at least five general categories of assessment accommodations.

- the *setting* in which the assessment is administered;
- the *timing* of the assessment;
- the *scheduling* of assessment administration;
- how the assessment is *presented*; and
- the manner in which a student makes *responses* to an assessment.

Changes in the Law

Recent changes in applicable federal laws have made clear the need to consider and provide accommodations when assessing students. The provision and use of accommodations is not new for students of Rhode Island. All students in the state are eligible for assessment accommodations. In most other states however, students receiving special education or 504 services are the only ones eligible for accommodations use on statewide assessments.

The relatively recent Improving America's School Act (IASA-October 1994) reflect changes in district/state assessment, including the use of accommodations. Title I law specifically requires that students receiving services be included in the same district/state assessment programs with all other students, provided accommodations where needed.

In June 1997, the Individual with Disabilities Education Act (IDEA) was reauthorized. Among many changes in the law were those specific to district and state assessments. There are three major changes in the area of assessment:

- 1) All students with disabilities must be included in district/state assessments with accommodations where appropriate;
- 2) the performance of students with disabilities on those assessments must be reported in the same frequency and detail as for students without disabilities; and

- 3) the small number of students who are unable to participate in the regular assessment even with accommodations, must be provided with an alternate assessment. The Alternate Assessment must be in place by July 1, 2000 and administered by Spring 2001. The established criteria for making decisions about who is eligible to take an Alternate is enclosed.

Accommodation Use

For all students, the use of accommodations should start in the instructional process. That is, accommodations that are used during instruction and classroom tests are those to consider for use during the state-required assessments. Accommodations, in general, are related to an individual student's need and the impact of specific deficits on areas of learning. It is important to note that not all students need accommodations. Teachers should document those accommodations students use regularly during instruction and on classroom tests and then decide which are most appropriate for use on the state assessment. See Optional Classroom Teacher Worksheet.

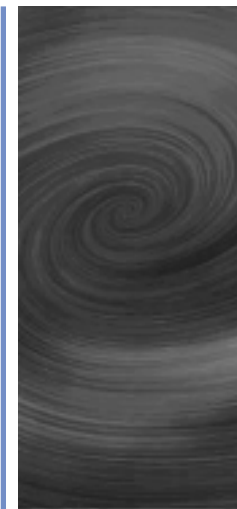
Documentation of accommodation is important for all students, especially those considered part of special populations (e.g., 504, IDEA, Title I, ESL). Students with disabilities and students receiving services under the Adults with Disabilities Act (ADA) must have assessment accommodations recorded on their IEPs and 504 plans, respectively. Students receiving Title I and/or ESL services do not have specific forms to record instructional accommodations, but teachers are strongly encouraged to document their use during instruction.

Permitted Accommodations

This year the accommodations permitted on each of the Rhode Island assessments are presented in the matrix (see the Accommodations Matrix). This chart shows all the allowable accommodations by assessment.

How Were the Accommodations Selected? By Whom?

A statewide accommodations committee comprised of local educators, administrators, higher education consultants and RIDE specialists meets regularly to discuss and identify both requirements and accommodations for the Rhode Island assessments. As a result, accommodations have been carefully identified. A great deal of attention was given to ensure these accommodations would not invalidate what the tests measure. In other words, these accommodations were selected as those that would not invalidate the construct or skill sets being measured by the test or subtest.



RHODE ISLAND STATE ASSESSMENT PROGRAM 2000

REQUIREMENTS FOR STUDENT PARTICIPATION AND ASSESSMENT ACCOMODATIONS

CODE	ACCOMODATIONS	RI Performance Assessments		New Standards Reference Examinations	
		WRITING Grades 3, 7, 10	HEALTH EDUCATION Grades 5, 9	ENGLISH LANGUAGE ARTS Grades 4, 8, 10	MATHEMATICS Grades 4, 8, 10
	SETTING				
11	Alternate location: individual, small group, one-to-one with support	Y	Y	Y	Y
12	Environmental: lighting, adaptive furnishing	Y	Y	Y	Y
13	Environmental: minimal distractions, noise buffers, special acoustics	Y	Y	Y	Y
14	Preferential Seating	Y	Y	Y	Y
	PRESENTATION				
*21	Audio Tape	Y	Y	General administration directions can be taped. The actual task CANNOT be taped for the student to listen to.	Y
22	Braille edition	Y	Y	Y	Y
23	Large Print	Y	Y	Y	Y
24	Oral administration of assessment	Y	Y	General administration directions can be read. The actual task CANNOT be read to student.	Y
25	Oral administration of assessment in another language	Y	Y	General administration directions can be read. The actual task CANNOT be read to student.	Y
26	Directions: signed, repeated, simplified, clarified	Y	Y	General administration directions can be signed, repeated, simplified, clarified	Y
27	Audio: amplification devices, hearing aids	Y	Y	Y	Y
28	Visual aids: magnification devices, templates to reduce visible print; key words or phrases in directions highlighted	Y	Y	Y	Y
	SCHEDULING				
31	Specific time of day/days	Y	Y	Y	Y
32	Subtests in different order	N/A	N/A	Y	Y

*Note clarifications/corrections

(See also next page)

CODE	ACCOMODATIONS	RI Performance Assessments		New Standards Reference Examinations	
		WRITING Grades 3, 7, 10	HEALTH EDUCATION Grades 5, 9	ENGLISH LANGUAGE ARTS Grades 4, 8, 10	MATHEMATICS Grades 4, 8, 10
	TIMING				
41	Extended time (beyond recommended actual testing time)	Y	Y	Y	Y
42	Flexible schedule-extended test sessions over several days	Y	Y	Y	Y
43	Frequent breaks during testing	Y	Y	Y	Y
	RESPONSE				
50	Use of braille, word processor, computer, typewriter	Y	Y	Y	Y
*51	Oral response into tape recorder transcribed into written English	Y Must include specific reference to grammar, spelling and punctuation	Y	Y Must include specific reference to grammar, spelling and punctuation	Y <u>Must include specific reference to details of how to construct pictures, charts, graphs, etc.</u>
*52	Use of scribe (transcription of student's writing)	Y Must include specific reference to grammar, spelling and punctuation	Y	Y Must include specific reference to grammar, spelling and punctuation	Y <u>Must include specific reference to details of how to construct pictures, charts, graphs, etc.</u>
*53	Signed response-written verbatim by test administrator	Y Must include specific reference to grammar, spelling and punctuation	Y	Y Must include specific reference to grammar, spelling and punctuation	Y <u>Must include specific reference to details of how to construct pictures, charts, graphs, etc.</u>
*54	Communication device	Y <u>Except for those that self-correct</u>	Y	Y <u>Except for those that self-correct</u>	Y
55	Pencil grips, large diameter pencil	Y	Y	Y	Y
56	Paper secured to work area with tape/magnets	Y	Y	Y	Y
*57	Resources: Dictionaries, Thesaurus, Word Banks, glossaries, spell checkers, etc.	NO	NO	NO	Y
*58	Oral or written response in language other than English	NO English only	Y	NO English only	Y <u>Oral response must include specific reference to details of how to construct pictures, charts, graphs, etc.</u>

*Note clarifications/corrections

Adapted from Thurlow, M.L., Elliott, J.E., and Ysseldyke, J.E. (1998) Testing students with disabilities: Practical strategies for complying with state and district standards. Thousand Oaks, CA: Corwin Press



Performance Assessments

All students are expected to participate in these performance assessments, with accommodations where necessary. Performance assessments provide opportunities for ALL students to show what they know and can do. Because students must provide their own approaches and perspectives, not just select responses, the focus is on what the student understands and can demonstrate rather than only whether they selected the correct answer. Typically, performance assessments allow students to demonstrate their understanding in multiple ways—there are several correct answers. Thus, performance assessments are appropriate for diverse learning needs and they also model/mirror good instruction. With tests that have only multiple-choice questions, it is often difficult to determine whether the student really understood the test questions, just guessed, or randomly marked an answer. In a performance assessment, the student's degree of understanding is more evident.

Schools are accountable for the learning and progress of all their students. Through performance assessments, schools are able to demonstrate what all of their students are achieving. Students with special needs must be provided with the same access to educational programs and opportunities as their peers. Performance assessments provide this equal opportunity for access to the State Assessment Program. Since the state performance assessments are also directly linked to content standards specified in the State Frameworks, the results of these performance assessments provide a good indication of how well all students are achieving the standards important for their future success. When student results on performance assessments are reported, this information may lead schools and districts to examine programs, curricula and instructional strategies to ensure that all students have opportunities to work on achieving the content standards in the State Frameworks.

Specifics about the Rhode Island Writing Assessment, grades 3, 7 and 10

- The purpose of this assessment is to measure proficiency in standard written English. Students must write their final draft in English.
- The writing assessment must be administered on two consecutive days.

Specifics about the Health Education Performance Assessment, grades 5 and 9

- The purpose of this assessment is to assess health literacy by asking students to demonstrate their understanding of health concepts and application of health issues.
- Two testing periods of approximately 1 hour and 30 minutes each are required. They should be scheduled on different days.
- There will be four different test forms in use in every classroom. One of the forms is available in Spanish, large print or Braille.

Specifics about the New Standards Reference English Language Arts Examination, grades 4, 8 and 10

The purpose of this assessment is to assess student ability to understand, draw conclusions, and make interpretations of text as a whole through reading, as well as student ability to demonstrate rhetorical effectiveness in writing and use of conventions.

- Students must complete all three sections of the assessment in order to receive a score.
- All responses must be in English.
- It is a closed book examination. No reference materials are ever allowed.

Specifics About the New Standards Reference Mathematics Examination, grades 4, 8 and 10

The purpose of this assessment is to assess mathematical skills, concepts, problem solving and reasoning, and communication:

- Students must complete all three sections of the assessment to receive a score.
- The New Standards Mathematics Reference Examination is available in English and Spanish.
- Students may write their responses in English or in another language
- It is an open book examination. Students may use textbooks and other classroom reference materials. Calculators (including graphing calculators) and rulers (standard and metric) must be available for every student during all three testing periods.





Suggested Logistics for Planning Accommodations

Here are some suggestions to guide you in preparing ALL KIDS for the state-required State Assessment Program.

- The principal/designee forms a team for your school to oversee implementation of all portions of the State Assessment Program.
- The team has a designated coordinator principal, a designee or the building testing coordinator.
- Team membership should include grade level teachers who represent each content area being assessed and Special Education, LEP and Title 1 teachers, in addition to support staff and administrators who are involved in the assessment coding and administration.
- The team reviews the testing schedule for all portions of the State Assessment Program, paying particular attention to the staffing of special accommodations and staffing for make-up testing.
- The team determines how to implement accommodation decisions for ALL KIDS in the building, especially those in special education, LEP, and Title 1 programs, and with Section 504 plans or CAP/CAST support.
- The team should encourage teachers to use the new Optional Classroom Teacher Accommodation Worksheet (page 19) for identifying needed accommodations. These accommodations can then be compared with the Accommodation Matrix to see which of the identified accommodations are allowed on each state assessment.
- A spreadsheet listing ALL KIDS at assessed grade levels may be helpful for keeping track of needed state assessment accommodations, scheduling and personnel details. Based on experience, approximately 7% to 10% of students, on average, will require one or more accommodations.
- The team must consider all listed accommodations *before* deciding on the possibility of not testing a student. For students with disabilities, these decisions must be made in conjunction with the IEP team. Typically, fewer than 2% of all students enrolled will be unable to participate in the assessment, under any circumstances. As IEPs are reviewed, any decision that a student will not participate in one or more assessments must be documented. The student's IEP must then indicate how the student will be evaluated (see Optional Classroom Teacher Worksheet).

Clarifications Regarding Students with Disabilities

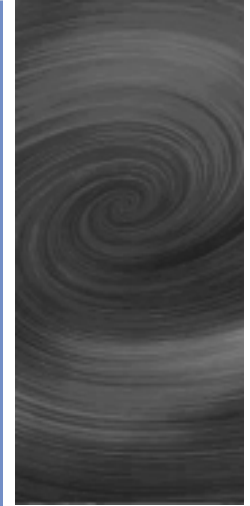
Students with disabilities are expected to participate in all state-required assessments. Participation by all students in state grades includes those in “ungraded” programs whose ages correspond to the grade in which they would be included under regular placement circumstances (the birth dates below reflect the 2000 testing cycle):

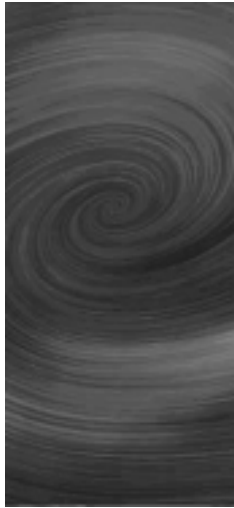
<u>GRADE</u>	<u>YEAR OF BIRTH</u>
3	1991
4	1990
5	1989
7	1987
8	1986
9	1985
10	1984

To ensure students with disabilities have full access to state assessments and to comply with federal law, accommodations, where needed, must be routinely considered in instruction and assessment discussions. These discussions and decisions need to be reflected accordingly on students’ IEPs. (See Accommodations Matrix and Accommodations Worksheet.)

Because students with disabilities receive such a wide variety of special education and related services, ranging from very little service such as monitoring for 30 minutes per week, to single services such as speech/language therapy or in-class resource support or co-teaching, to multiple services in separate settings, all teachers may not be aware of all students in their classes who have IEPs. To ensure that each teacher administering performance assessments is providing appropriate accommodations and accurately reporting participation of students receiving special education services, each teacher will need to refer to census lists being distributed to schools this year by each district special education office. This information is critical for each teacher, to be sure that appropriate accommodations are planned and provided, and to ensure accurate identification of students with disabilities when filling out Student Information Sheets.

There will be a small number of students who will be exempted due to significant cognitive disability. Exemptions must be determined on an individual student basis, and not on the basis of disability category or type or intensity of service. Individualized Education Program (IEP) teams are the only authorized group for deciding if the participation of a student is inappropriate. The IEP team’s decision to exclude a student from any state-required assessments must be documented on the student’s IEP. It is expected that exclusion from any assessments should reflect no more than 1-2% of students in any school district. For each student whose IEP indicates exclusion, some means of an appropriate alternate assessment of performance, such as portfolio assessment, must be administered to the student.





Completing the Student Information Sheets

The term “IEP” must be coded for every student for whom an IEP exists, regardless of the type or frequency of special education service received. To ensure accurate completion of the Student Information Sheets, teachers may need to check the special education census lists distributed by their local special education office.

The ALL KIDS focus of Rhode Island’s Comprehensive Education Strategy and Budget Article 31, as well as the intent and requirements of the Individuals with Disabilities Education Act (IDEA), presents a challenge to create better ways to document how well all students, including students with disabilities are progressing in Rhode Island education system. Establishing high expectations and building responsive supports to meet them requires a clearer alignment of students’ IEPs and the performance standards now established for all Rhode Island students.

Given the growing school accountability system of SALT, adequate progress for schools’ performance will be assessed according to schools’ capacity to address the learning needs of all students, including students receiving special education and related services. Because the capacity of schools to support all students in making gains toward performance standards will be gauged by the number of students from year to year at the assessment checkpoints who achieve performance standards, schools are expected to ensure that, with very few exceptions, students with disabilities are included in state assessments.

Alternate Assessments, when implemented in 2001, will be only for students who meet all of the criteria below. If you are currently working with such a student, you may exclude this student from the Spring 2000 State Assessments.

Criteria For Student Eligibility In Alternate Assessment

Student Name _____ Date: _____ DOB _____

To be eligible for alternate assessment the IEP Team has reviewed all important information about the student over years and settings (i.e. school, home, community) determined and documented that the student meets all the following criteria.

1. Yes _____ No _____ The student has a current IEP dated _____
2. Yes _____ No _____ The student’s general cognitive functioning and adaptive behavior, in home, school and community, are significantly below age expectations, even with program modifications and adaptation.
DOCUMENTATION _____
3. Yes _____ No _____ The student requires “intensive supports and continuous instruction” in multiple settings to acquire, apply and transfer skills necessary to function in home, school and community.
DOCUMENTATION _____
4. Yes _____ No _____ The student’s level of educational performance is not primarily the result of excessive or extended absence, visual or auditory use, emotional behavioral disabilities, specific learning disabilities, or social, cultural, economic or language differences.
DOCUMENTATION _____
5. Yes _____ No _____ The student is unable to acquire academic skills “of the general curriculum frameworks” at age- appropriate minimal competency levels.
DOCUMENTATION _____
6. Yes _____ No _____ The student is unable to apply skills “in home, school and community” without intensive frequent and individualized instruction in multiple settings.
DOCUMENTATION _____
7. Yes _____ No _____ The members of the IEP team agree that the student is eligible for the Alternate Assessment and should be excluded from the regular State Assessment.
DOCUMENTATION _____
8. Yes _____ No _____ Student’s eligibility for Alternate Assessment is documented on the IEP
DOCUMENTATION _____





Accommodation Worksheet

Directions: Use this worksheet, on a student-by-student basis, to help to determine what assessment accommodations are needed on the state assessments. Review the following questions to assist you in determining the need for assessment accommodations. Then refer to the Accommodations Matrix for the allowable accommodations per assessment.

- 1) What accommodation(s) have you provided during instruction?
- 2) What accommodation(s) have you provided for classroom tests?
- 3) Can the student work independently?
- 4) Can the student work in a room with 25 to 30 other students in a quiet setting?
- 5) Can the student work continuously for 45 to 70 minutes?
- 6) Can the student listen to and follow oral directions?
- 7) Can the student follow oral directions in English?
- 8) Based on sample assessment items, can the student read and understand them?
- 9) Will the student be able to read and understand the test in English?
- 10) Can the student use paper and pencil to write responses?
- 11) Can the student write paragraph-length responses to open-ended questions in English?
- 12) Which of the classroom accommodations are appropriate and are needed by this student on the state assessment?

For additional assistance, consult with your principal, school team coordinating State Assessment Program issues, and relevant school and district staff regarding student need for accommodations and how to implement them, both in the classroom and on the state assessments. Be particularly aware of students on IEPs, 504 plans or receiving ESL or CAP/CAST support. Be sure to collaborate with appropriate service providers for any of the above special needs programs.

Appendix IV information is from "Requirements for Student Participation and Assessment Accommodations". Developed by the Rhode Island Department of Elementary and Secondary Education, Office of Assessment. For more information, contact the Office of Assessment at 401-222-4600 x2103 or email mflindia@ride.ri.net.