

# Standards-Based IEPs

*The process, practices, and development of an IEP with connections to academic standards*

**Oregon Department of Education / Student Services Unit**

# Session Objectives

- Gain a in-depth understanding of standards based IEPs (SBIEP).
- Learn about practices, strategies, and tools for developing SBIEPs.
- Apply tools and strategies using real examples from your district or caseload.

# Supports for Understanding

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**Best Practices**

COMP

**Compliance**

**Resources Website**

<http://www.ode.state.or.us/search/page/?id=4157>

**Goal 1 – Learners: Every student graduates from high school and is ready for college, career, and civic life.**

***5. Improve quality of special education services to close achievement gaps.***

**Strategies:**

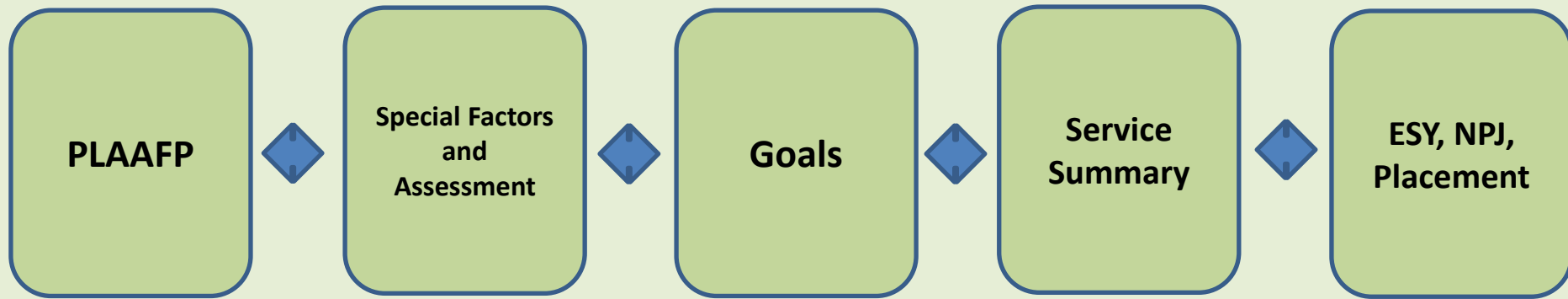
- Support effective professional development on quality instruction for all educators.
- Support districts to complete timely and accurate identification and interventions for students with disabilities.
- **Support districts in ensuring that all IEPs are standards-based.**
- **Provide integrated and targeted technical assistance to districts in support of Special Education services.**

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# What Standards?

- Common Core State Standards (CCSS) in Math and English Language Arts (ELA)
- Next Generation Science Standards (NGSS)
- English Language Proficiency Standards? (ELP)

# IEP Through-lines



## PLAAFP is the Foundation

Information in every section of the IEP should have roots/connections to the PLAAFP and other related parts

TOOL - <http://www.ode.state.or.us/search/page/?id=4159>

# 1. Consider Students Grade Level Content Standards





## Common Core State Standards – Mathematics

## Learning Progressions

Kindergarten	1	2	3	4	5	6	7	8	HS
<a href="#">Counting and Cardinality</a>									Number and Quantity
<a href="#">Number and Operations in Base Ten</a>						<a href="#">Ratios and Proportional Relationships</a>			
			<a href="#">Number and Operations - Fractions</a>			<a href="#">The Number System</a>			
<a href="#">Operations and Algebraic Thinking</a> <a href="#">Link to Tools</a>						<a href="#">Expressions and Equations</a>			Algebra
								<a href="#">Functions</a>	Functions
<a href="#">Geometry</a>						<a href="#">Geometry</a>			Geometry
<a href="#">Measurement and Data</a>						<a href="#">Statistics and Probability</a>			Statistics and Probability

**2. Examine student data to determine functioning in relation to grade-level standards**

# 3. PLAAFP Development / SBIEP Lens

Required Components	Considerations for SBIEPs
<b>Student Strengths</b> 	<ul style="list-style-type: none"> <li>• Have you highlighted the student's strengths and <b>interests</b>?</li> </ul>
<b>Parent Concerns</b> 	<ul style="list-style-type: none"> <li>• Are you doing what you can to help parents better understand the changes, benefits, and goals of the CCSS? (<b>prior to meeting</b>)</li> <li>• <a href="#">Link to Resources</a></li> </ul>
<b>Academic Performance</b> 	<ul style="list-style-type: none"> <li>• <b>Have you made a statement about where the student functions in relation to grade level standards</b> (<i>foundation for goals if deficiency identified</i>).</li> <li>• What accommodations or interventions have been successful?</li> <li>• Have you established the need for the alternate assessments if applicable?</li> </ul>
<b>Functional Performance</b> <i>(communication, social skills, behavior, organizational skills, self-care skills)</i> 	<ul style="list-style-type: none"> <li>• Have you included strengths and needs statements?</li> <li>• Are there accommodations that should be documented?</li> <li>• Have you provided information that supports goals in this area?</li> <li>• Are there any safety, medical, or behavior details that would be important to include in this section?</li> </ul>

# PLAAFP Development / SBIEP Lens

Required Components	Considerations for SBIEPs
<p data-bbox="42 332 517 601"><b>How does the student's disability affect involvement and progress in general education?</b></p> <p data-bbox="67 664 177 711">COMP</p>	<ul data-bbox="562 332 1866 715" style="list-style-type: none"><li>• This section may be rolled into the “academic” and “functional” performance sections when the IEP form changes.</li><li>• What supports does the student need to be successful in general education environments?</li><li>• Have you provided the information that establishes the need for accommodations in academic and functional performance areas?</li></ul>
<p data-bbox="42 789 243 825"><b>Transition</b></p> <p data-bbox="67 861 177 908">COMP</p>	<ul data-bbox="562 789 1841 1225" style="list-style-type: none"><li>• Have you provided information about the outcomes from the student's Age Appropriate Transition Assessment?</li><li>• How do the student's IEP goals (<b>standards based</b> in math, reading, writing) support long-term post-secondary goals in Training, Education, Employment, and Independent Living Skills?</li><li>• <b>Course of Study:</b> What courses will the student be planning to take in the coming year to support post-secondary goals?</li></ul>

# 4. Assessments

- Changes will occur to the IEP form as a result of the implementation of the Smarter Balanced and other assessments.
- What accessibility supports (*i.e., Universal Tools, Designated Supports, and Accommodations*) are allowed on the assessments?
- Have you taken a Smarter Balanced practice test?

<http://sbac.portal.airast.org/practice-test/>

**Don't forget to consider accommodations that may be needed for "performance task" activities that will be part of the SBAC.**

[Top 10 Video](#)

# Accessibility Supports Guidelines

## Universal Tools

### Embedded

Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Mark for Review, Math Tools, Spell Check, Strikethrough, Tab-enter Navigation, Writing Tools, Zoom

### Non-embedded

*Breaks, English Dictionary, Protractor, Ruler, Scratch Paper, Thesaurus*

## Designated Supports

### Embedded

*Color Contrast, Highlighter, Magnification, Masking, Text-to-speech, Translations (Glossary), Translations (Stacked), Turn off Any Universal Accessibility Tools*

### Non-embedded

*Bilingual Dictionary, Color Contrast, Color Overlay, Read Aloud Scribe, Separate Setting, Translation (Glossary)*

## Documented Accommodations

### Embedded

American Sign Language, Braille, Closed Captioning, Speech to text, Text to Speech

### Non-Embedded

Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe

[Crosswalk](#)

# 5. Annual Goals and Progress

Goals should be based on the standard, not written as the standard (i.e. Refrain from copy / paste).

Break standards down into skills (EXAMPLE).

4th Grade Operations and Algebraic Thinking      Standard 4.OA.A.1

*Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.*

Skills (Alabama Deconstructed Standards)

- Use arrays to show equal groups in multiplication.
- Recall basic multiplication facts.
- Interpret the products of whole numbers.
- Demonstrate computational fluency, including quick recall of addition and subtraction facts.
- Recognize multiplication as repeated addition.

# Goals Based on the Grade Level Standard, Trajectory

## EXAMPLE of PART of Johnny's present level of functioning in this area of academic focus

*"Johnny is proficient at solving addition and subtraction problems up to 100 and is making progress towards working through multi-step story problems independently. He understands how to find unknown numbers in story and mathematical problems involving addition, subtraction and some basic multiplication. He is still very challenged to meet grade level math expectations in relation to multiplication, division, and algebraic equations and may get very frustrated when it comes to completing this level of math."*

Current level  
within the domain  
of OA-CCSS

**Kindergarten**  
K.OA.A.1  
Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**1<sup>st</sup> Grade**  
1.OA.A.1  
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem

**2<sup>nd</sup> Grade**  
2.OA.A.1  
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

**3<sup>rd</sup> Grade**  
3.OA.A.1  
Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .

**4<sup>th</sup> Grade**  
4.OA.A.1  
Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

**Johnny's current grade level**

**5<sup>th</sup> Grade**  
5.OA.A1  
Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Goal should be written for **somewhere along the trajectory** towards that grade level expectation.

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# 6. Service Summary / **SBIEP Lens**

Required Components	Considerations for SBIEPs
Specially Designed Instruction	<ul style="list-style-type: none"> <li>• What are the goals/skills your working on to help the student make progress towards grade level content?</li> </ul>
Related Services	<ul style="list-style-type: none"> <li>• Do the Specialists know what standards the student is working towards?</li> <li>• Do related service personnel understand how to connect goals to standards?</li> </ul>
Accommodations	<ul style="list-style-type: none"> <li>• Were they referenced in the PLAAFP?</li> </ul>
Modifications	How do modifications connect / impact to other components of the IEP such as; graduation, assessment?
Program Modifications / Supports for School Personnel	<ul style="list-style-type: none"> <li>• Do general educators understand how the IEP is connected to the standards?</li> <li>• What do all of the student's teachers need to know in terms of where he/she functions in relation to the standards?</li> </ul>

# Additional Resources

- [NEW! ODE CCSS and Students with Disabilities Web-portal](#)
- [Next Generation Science Standards Website](#)
- [Alabama Deconstructed Standards](#)
- [Resources for Sharing Information with Parents](#)
- [Goals Development Tool](#)
- [ODE Strategic Plan](#)
- [ELP Standards](#)

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