**Resource J: Summary of Nate’s IEP Assessment Data, Goals, and Objectives**

This document includes a summary of assessment data for Nate from his Individualized Education Program (IEP). It also includes IEP goals and objectives that are aligned with his data. The information included in the summary may be used in planning specific lessons. Candidates will want to focus on the information specific to the lesson objective and content for the scenario they are to address.

**Assessment Information**

Multiple data sources were used to evaluate Nate for special education services and design IEP goals and objectives. The data reported here were collected from formal and informal data sources.

Curriculum and Learning Environment:

Most recent district-wide information:

* Read 180 instruction
	+ Lexile Level = 645
	+ When reading text at the third-grade level: Student exhibits competent performance when reading third-grade-level text, though he can experience difficulty with questions that involve inferencing.
	+ When reading text at the sixth-grade level: Student does not exhibit minimally competent performance when reading sixth-grade‐level text.
		- Vocabulary
			* Curriculum-based measures (CBM) vocabulary matching probes: During the third and fourth quarter of the previous school year, 10 CBM vocabulary matching probes containing Tier 2 words were administered, some of which were relevant to science instruction. Each probe contained 20 matching items; one column contained the term, and the other contained definitions with letters. Cross-curricular words such as *analyze*, *adapt*, *elaborate*, *hypothesis*, *similar*, and *variable* were included. Nate had three minutes to complete each probe, and his average score across the 10 probes was 5.8 terms correct (5, 5, 7, 7, 6, 6, 5, 7, 6, 4).
		- Writing
			* CBM writing probes: During the previous school year, Nate completed class-wide CBM writing measures in fall and spring. His writing samples were scored for Total Words Written (TWW): fall, 31 TWW (beginning second grade); spring, 36 TWW (beginning third grade). These scores indicate Nate is well below grade level expectations for written expression for sixth grade, which are 44 for fall and 58 for spring.
	+ Acadiance Learning (Mathematics)
		- Computation Benchmark, end of Grade 3: Nate had 33 digits correct out of 49 in a three-minute period, which suggests he would need core or Tier 1 support with third-grade materials. He performed as follows:
			1. Adding and subtracting two and three digits without regrouping 10/10.
			2. Adding and subtracting two and three digits with regrouping 15/15.
			3. Multiplication 8/20: Nate was able to solve single-digit basic facts up to the "seven” family; he was unable to solve two-digit by one-digit problems.
			4. Basic division facts: 0/4.
		- Concepts and Applications, end of Grade 3: Nate scored a 43 out of 115. His scores indicated that he had command of area when presented with a visual representation using area blocks and could tell time, represent simple fractions with manipulatives, and compare fractions with common denominators. He could round to the nearest tens and hundreds place. He was inconsistent in solving word problems, as he would often select the incorrect operation, particularly in problems requiring multiplication or division. When he did choose the correct operation, he sometimes made errors, especially for multi-step problems. Nate experienced difficulty with calculation problems involving order of operations. He was able to complete the first part of the process but then could not finish the task. He interprets bar graph data correctly, though he sometimes misreads the data.

Most recent comprehensive evaluation information:

* WJ-IV Test of Achievement. WJ-IV is an individually administered, broad-based, nationally normed achievement test. It provides information about reading, math, and written language.

Reading 77 Low

Broad Reading 77 Low

Basic Reading Skills 81 Low Average

Reading Comprehension 70 Low

Reading Fluency 81 Low Average

Mathematics 73 Low

Broad Mathematics 74 Low

Math Problem Solving 69 Very Low

Math Calculation Skills 70 Low

Written Language 73 Low

Broad Written Language 73 Low

Written Expression 73 Low

*\*\*Scores are reported as standard scores with a mean of 100 and standard deviation of 15. Scores between 85 and 115 are considered average.*

* KTEA-III. Kaufman Test of Educational Achievement is an individually administered battery that provides in-depth assessment and evaluation of key academic skills. KTEA-3 is an individually administered measure of academic achievement, a comprehensive assessment that evaluates key reading, math, written language, and oral language skills.

Letter Word Recognition 88 Average

Reading Comprehension 64 Low

Silent Reading Fluency 86 Average

Reading Vocabulary 74 Below Average

Written Expression 78 Below Average

Math Computation 61 Low

Math Concepts & Application 61 Low

Listening Comprehension 69 Low

Oral Expression 76 Below Average

*\*\*Average standard scores range between 85-115.*

Social/Emotional Behavior:

* As reported by classroom teachers and support personnel, when Nate is presented with a non-preferred task, he will become argumentative with educational staff, refuse to complete an assignment, and attempt to engage in off-topic conversations. Observational data collected by the special education teacher indicate Nate can be redirected back on task using reminders and positive praise by using concrete examples and repetition.

**Summary of Needs Based on Assessment Information**

Nate benefits from daily repeated practice to retain skills, as well as visual supports (screens and technology).

CBM in vocabulary, as well as standardized assessments, indicate Nate’s vocabulary is below grade-level expectations. He needs explicit vocabulary instruction in Tier 2 words, as well as support with graphic organizers and concrete demonstrations when possible.

Currentscores on standardized and curriculum-based assessments show low scores for Nate’s grade level. He does not like writing and struggles to put his thoughts into words. He requires support in organizing his thoughts, writing simple sentences, and completing assignments. Using graphic organizers in all content areas will give Nate structure for meeting his IEP goals.

***Math***

Nate’s scores on standardized mathematics assessments are considered low and very low for his grade level. His scores on the WJ-IV are low in broad mathematics and calculations, and his scores are very low in solving word problems. His scores are reinforced on the KTEA-II, where he is considered low in Math Computation and Math Concepts and Applications. Additionally, benchmark scores for CBM in mathematics support his scores on the WJ-IV and KTEA-III. On Acadiance Learning, he demonstrates difficulty in multiple areas of mathematics, including identifying the correct operation to solve word problems. Nate is able to add and subtract to the hundreds place with and without regrouping but has difficulty with multiplication facts past the "seven” family. Nate has not mastered basic division facts. He also has difficulty solving problems with fractions that have uncommon denominators. He is able to find the area of an object using area blocks, represent fractions correctly, and compare fractions with common denominators. He can represent and interpret data correctly most of the time on bar graphs. His current scores indicate that he is performing at a third-grade level on the CBM. Nate will require instruction in math problem solving and order of operations to make progress toward grade-level expectations.

***Social-Emotional Behavior***

Based on the most recent assessment information, including classroom observations and teacher and parent input, Nate enjoys interacting with peers and receiving positive praise from the teacher, particularly when he does well on an assignment or is following the rules. He does particularly well when structure is provided and he knows what to expect, both in terms of rules and upcoming activities. Nate’s family says he likes to do well in class activities; experiencing success is important to him. Nate is below grade-level expectations in his ability to deal with change, transitions between activities, and subsequent interactions with staff and peers.

To support Nate in completing assignments and interacting positively with school staff, Nate requires daily instruction in making choices, verbal expression, behavioral self-regulation, and social skills. Nate’s teacher requires support in providing Nate with instruction in self-monitoring and self-regulation strategies. Nate’s teachers should also be encouraged to provide reminders, use concrete examples to define their expectations, provide advanced cues that transitions are coming, provide repetition, and share positive praise.

**Annual Goals and Short-Term Objectives**

***Reading, Vocabulary, and Writing***

**Annual Goal** (CCLS RL.6.1; CCLS IT.6.1)

When provided narrative and expository text based on a Lexile score of 820, Nate will orally answer at least 4/5 open-ended literal comprehension questions from the text for four consecutive trials by the end of the school year.

*Short-Term Objectives*

Given literal comprehension questions from a narrative or expository text at a Lexile level of 820, Nate will paraphrase the question in his own words for 4/5 questions without prompting for five consecutive trials by the end of the first quarter.

When asked for details from a narrative or expository text at his current Lexile level, Nate will state at least three important details in the text with no more than two visual or verbal prompts for five consecutive trials by the end of the second quarter.

When asked questions related to narrative or expository text at an 820 Lexile level, Nate will use details from the text as evidence for his response to 4/5 questions for five consecutive trials with no more than two visual or verbal prompts by the end of the third quarter.

***Vocabulary***

**Annual Goal** (CCLS LS.6.6)

Given a 20-item CBM vocabulary probe containing Tier 2 terms from the general curriculum and their matching definitions, Nate will correctly match at least 15 terms correctly for four consecutive trials by the end of the fourth quarter.

*Short-Term Objectives*

Given a list of vocabulary words (Tier 2 or content area) and a blank concept sorting chart, Nate will place the words in the correct categories for three consecutive trials with no more than two visual or verbal prompts using a different list each time by the end of first quarter.

After discussion about a topic (general curriculum or content area), with a vocabulary list and blank concept map, Nate will work with at least one other peer to complete the map with no more than two visual or verbal prompts for three consecutive trials across three different topics by the end of second quarter.

Given a vocabulary word (Tier 2 or content area) from a current unit, Nate will use the word correctly in an oral or written sentence with no more than two visual or verbal prompts for five consecutive vocabulary terms by the end of fourth quarter.

***Writing***

**Annual Goal #1** (CCLS WS.6.7)

Given a blank or partially completed graphic organizer (e.g., Content Enhancement FRAME, concept map, paragraph frame) for a big idea, Nate will be able to complete the organizer and use it to create three cohesive paragraphs that contain a topic sentence and three supporting details by the end of the school year.

*Short-Term Objectives*

Given a partially completed graphic organizer (e.g., Content Enhancement FRAME) for a big idea that includes main topics and one supporting detail per topic, Nate will write at least three additional supporting details per topic/concept for four consecutive big ideas with no more than two visual or verbal prompts by the end of the first quarter.

Using a completed graphic organizer (e.g., Content Enhancement FRAME, concept map) that includes two to three main topics and three additional supporting details per topic/concept, Nate will write topic sentences for each main topic for four consecutive trials by the end of the second quarter.

Using a completed graphic organizer (e.g., Content Enhancement FRAME, concept map) that includes two to three main topics and three supporting details per topic/concept, Nate will write a complete paragraph for one of the topics for four consecutive trials by the end of the third quarter.

Using a completed graphic organizer (e.g., Content Enhancement FRAME, concept map) that includes three main topics and three additional supporting details per topic/concept, Nate will write three complete paragraphs for three of the topics for four consecutive trials by the end of the fourth quarter.

**Annual Goal #2** (CCLS WS.6.2)

Given a written, picture, or verbal prompt after completing a pre-writing activity with the teacher or a partner, Nate will complete a written response of at least 40 total words with no more than two visual or verbal prompts by the end of the school year.

*Short-Term Objectives*

Given a written, picture, or verbal prompt after completing a pre-writing activity with the teacher or a partner, Nate will complete a written response of at least 37 total words with no more than two visual or verbal prompts by the end of the first quarter.

Given a written, picture, or verbal prompt after completing a pre-writing activity with the teacher or a partner, Nate will complete a written response of at least 38 total words with no more than two visual or verbal prompts by the end of the second quarter.

Given a written, picture, or verbal prompt after completing a pre-writing activity with the teacher or a partner, Nate will complete a written response of at least 39 total words with no more than two visual or verbal prompts by the end of the third quarter.

***Math***

**Annual Goal #1** (CCLS 3.MD.B.3)

Given a set of data represented on a graph (bar graph or pictograph), Nate will analyze and correctly interpret the data for four consecutive data sets by the end of school year.

Given a set of data, Nate will graph the data correctly, regardless of format, for four consecutive data sets by the end of school year.

*Short-Term Objectives*

Given a set of data represented on a bar graph, Nate will correctly interpret the data presented and answer questions about the data for four consecutive data sets with no more than two visual or verbal prompts by the end of the first quarter.

Given a set of data and labeled x and y axes, Nate will create a bar correctly representing the data set for four consecutive data sets with no more than two visual or verbal prompts by the end of the fourth quarter.

**Annual Goal #2** (CCLS 3.NBT.A.2)

Given a multi-step word problem requiring addition, subtraction, and/or multiplication, Nate will choose the correct operations, solve the problem correctly, and label the answer with correct units for four consecutive addition and subtraction problems by the end of the school year.

*Short-Term Objectives*

Given a one-step addition, subtraction, and/or multiplication word problem, Nate will choose the correct operation, solve the problem correctly, and label the answer with correct units for four consecutive addition, subtraction, and multiplication problems by the end of the first quarter.

Given a one-step multiplication and/or division word problem, Nate will choose the correct operation to solve each step for four consecutive problems by the end of the second quarter.

Given a two-step word problem involving addition, subtraction, and/or multiplication, Nate will choose the correct operation for each step, solve the problem correctly, and label the answer with correct units for four consecutive addition, subtraction, and multiplication problems by the end of the third quarter.

Given a two-step word problem involving addition, subtraction, multiplication and/or division, Nate will choose the correct operation for each step, solve the problem correctly, and label the answer with correct units for four consecutive addition, subtraction, and multiplication problems by the end of the second quarter.

***Social-Emotional Behavior***

**Annual Goal #1**

When participating in a variety of group activities and interactions, including conflict situations, academic-whole group and small group, lunch, recess, etc., Nate will demonstrate self-regulation of his behavior for 4/5 opportunities.

When presented with a verbal, picture prompt, or video of a socially inappropriate behavior, Nate will state the emotion (e.g., frustration, anger, anxiety, fear, happy, calm, proud) associated with the prompt with no more than two verbal or visual prompts for three consecutive trials by the end of first quarter.

When presented by educational staff with a non-preferred task, Nate will verbalize feelings of frustration, anger, or fear with no more than two visual or verbal prompts for 4/5 trials by the end of first quarter.

During a group activity, Nate will state appropriate methods (e.g., calming techniques, alternate activities) to reduce negative feelings, such as anxiety and frustration, with no more than two verbal and visual prompting for 4/5 trials by the end of second quarter.

When placed in a variety of school situations/conditions, Nate will demonstrate that he can regulate his behavior with no more than two verbal or visual prompts in 4/5 opportunities by the end of the school year.