**reading Test Results, Strengths, Needs, Measurable Goals: examples**

**NOTE…SEVERAL DIFFERENT EXAMPLES OF STRENGTHS AND WEAKNESSES IN EACH AREA ARE PROVIDED AS EXAMPLES ONLY. THE IEP TEAM DECIDES HOW MANY STRENGTHS AND NEEDS TO INCLUDE.**

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| **Grade 2 (Instructional Level: Grade 1): Deficits in all reading areas** |
| **Results of initial or most recent evaluation and results of state and district assessments:** |
| GKIDS |
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| **Description of academic, developmental and/or functional strengths:** |
| When math problems are read to J., he demonstrates grade level math skills as measured by classroom tests and quizzes. |
| When tests and quizzes are read aloud, J. answers literal questions regarding beginning, middle, and end; setting, characters, and events with 90% accuracy as measured by classroom tests and quizzes. |
| Written Expression: J’s written language samples indicate that he can print all upper and lower case letters; as well as 2-3 letter words. |
| **Description of academic, developmental and/or functional needs:** |
| **Phonological Awareness**: J. cannot blend 4 phonemes into words or nonsense words; nor substitute target sounds; nor segment four letter words |
| into individual sounds…based on progress monitoring data. |
| **Phonics/Decoding:** Based on current progress monitoring data, J cannot decode and blend 4 letter single, or multi-syllable, words; cannot say the sounds for long vowels, r-controlled vowels, consonant blends, or digraphs. |
| **Fluency:** As would be expected, J’s fluency for 4 letter single or multi-syllable words is below grade level at 6 words correct per minute (wcpm) on a measure of reading fluency. |
| **Vocabulary:** Even when material is read aloud, J cannot consistently identify words with multiple meanings; antonyms (opposites) or synonyms (same) on classroom tests or quizzes. |
| **Comprehension:** Even when material is read aloud, J struggles with identifying the main idea and giving more than one detail; as well as retelling that includes setting, characters, problems, events, and resolution based on classroom tests and quizzes. |
| **Written Expression**: Based on an analysis of writing samples, J’s writing is limited to what he can spell…so he dictates writing activities…J struggles with identifying a topic and providing more than one detail as well as using chronological order or a sequence of steps. |

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| **AREA** | **CONDITIONS** | **TARGET/OBSERVABLE BEHAVIOR** | **CRITERIA FOR PERFORMANCE** | |
|  |  |  | **AT A…**  **SPECIFIC LEVEL OF PERFORMANCE** | **FOR A…**  **SPECIFIC LENGTH OF**  **TIME** |
| **Phonological Awareness** | Given words and non-words with four phonemes (sounds) presented orally sound-by-sound (t/a/b/le),. | J will say the complete word (table) at a rate of 12 correct per minute:   * words * non-words. | 95% of the time  95% of the time | Over 5 consecutive sessions  Over 5 consecutive sessions |
|  | Given words and non-words with four phonemes (sounds) presented orally, | J. will accurately segment the words into four individual sounds at a rate of \_\_\_\_\_\_ correct per minute:   * words * non-words | 50% of the time  75% of the time  85% of the time  95% of the time | Over 5 consecutive sessions Over 5 consecutive sessions  Over 5 consecutive sessions  Over 5 consecutive sessions |
|  | Given words and non-words with four phonemes (sounds), | J. will substitute initial and final sounds (home/tome; curt/curve) at a rate of \_\_\_\_\_\_ correct per minute | 95% of the time | Over 5 consecutive sessions |
| Phonics/  Decoding | Given single syllable words with the following phonemes (sounds) [ consonant blends, digraphs, long vowels, and r-controlled vowels] | J. will say the complete word at a rate of \_\_\_\_ correct per minute |  |  |
|  | Given a list of the 100 most important Grade 1 words, | J. will say the complete word accurately at a rate of \_\_\_\_\_ per minute |  |  |
|  | Given four letter single syllable words, | J. will decode them accurately at a rate of \_\_\_\_ per minute | 50% of the time  75% of the time  85% of the time  95% of the time | Over 5 consecutive sessions Over 5 consecutive sessions  Over 5 consecutive sessions  Over 5 consecutive sessions |
|  | Given 2-4 syllable words, | J. will accurately decode them at a rate of \_\_\_ per minute:   * 2 Syllable * 3 Syllable * 4 Syllable | 50% of the time  75% of the time  85% of the time  95% of the time | Over 5 consecutive sessions Over 5 consecutive sessions  Over 5 consecutive sessions  Over 5 consecutive sessions |
| Fluency | Given three paragraphs of expository material l at Grade 1, | J. will read it aloud at \_\_\_\_ words correct per minute |  |  |
|  | Given unfamiliar material at Grade 2 Level, | J. will read it aloud at \_\_\_\_ words correct per minute |  |  |
| Vocabulary | Given vocabulary words taught in the content areas, | J. will use 95% of those words correctly in a sentence |  |  |
|  | Given the definition of the words taught in the content areas, | J. will supply the correct word 95% of the time. |  |  |
| Comprehension | After hearing a Grade 1 story read aloud/using a text reader, | J. will correctly state the main idea and 3- 5 supporting details |  |  |
|  | After hearing a Grade 1 story read aloud/using a text reader, | J. will retell the story including: setting, character/s, problem/s, event/s, and resolution |  |  |
|  | After hearing a Grade 2 story read aloud/using a text reader, | J. will correctly state the main idea and 3- 5 supporting details |  |  |
|  | After hearing a Grade 2 story read aloud/using a text reader, | J. will retell the story including: setting, character/s, problem/s, event/s, and resolution | 75% of the time  85% of the time | Over 5 consecutive sessions  Over 5 consecutive sessions |
| Written Expression | Given a topic of interest, | J will use AT to write a three paragraph essay:   * with no more than 2 errors, to include for each paragraph:   + Topic sentence and three supporting details   + Transition sentence   + Concluding Sentence for final paragraph * With no more than 2 errors in grammar:   + Simple- Compound Sentences   + Subject/Verb Agreement   + Beginning and ending punctuation   + Past Tense | 95% of the time | Over 5 consecutive sessions |

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| **Grade 4 (Phonics/DC, FL, WE Deficits) Vocabulary and Comprehension at Grade Level** |
| **Results of initial or most recent evaluation and results of state and district assessments:** |
| CRCT Spring 2011 Passing Score is 800: Reading 730 ELA 785 Math 800 |
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| **Description of academic, developmental and/or functional strengths:** |
| M.’s math skills are at grade level as measured by grade level classroom tests when material is read aloud or AT is used. |
| When material is read aloud or AT used, M.’s vocabulary and comprehension skills are at grade level based on grade level classroom tests |
| **Description of academic, developmental and/or functional needs:** |
| **Phonics/Decoding:** M cannot say r-controlled vowels or diphthongs at one per second in isolation or in individual words based on AIMSWEB data. |
| **Fluency:** As would be expected, M’s fluency is below grade level at 55 words correct per minute (wcpm). |
| **Written Expression**: M.’s spelling skills are limited by his decoding skills, he can write simple, and some compound sentences with correct beginning and ending punctuation; however, he struggles with appropriate use of commas and semicolons as measured by writing samples. |

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| **AREA** | **CONDITIONS** | **TARGET/OBSERVABLE BEHAVIOR** | **CRITERIA FOR PERFORMANCE** | |
|  |  |  | **AT A…**  **SPECIFIC LEVEL OF PERFORMANCE** | **FOR A…**  **SPECIFIC LENGTH**  **OF TIME** |
| Phonics/  Decoding | Given multi-syllable words with the following phonemes (sounds) [long and short vowels consonant blends, digraphs, and r-controlled vowels] | M. will read the words at a rate of \_\_\_\_ correct per minute. | 50% of the time  75% of the time  85% of the time  95% of the time | Over 5 consecutive sessions Over 5 consecutive sessions  Over 5 consecutive sessions  Over 5 consecutive sessions |
|  | Given a list of the 100 most important Grade 4 words, | M. will read the words accurately at a rate of \_\_\_\_\_ per minute. | 50% of the time  75% of the time  85% of the time  95% of the time | Over 5 consecutive sessions Over 5 consecutive sessions  Over 5 consecutive sessions  Over 5 consecutive sessions |
| Fluency | Given unfamiliar material at Grade 4 | M. will read it aloud at a rate of \_\_\_\_ words correct per minute. | 50% of the time  75% of the time  85% of the time  95% of the time | Over 5 consecutive sessions Over 5 consecutive sessions  Over 5 consecutive sessions  Over 5 consecutive sessions |

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| **Grade 7 (Instructional Level Grade 4 and Below: Vocabulary and Comprehension Deficits)** |
| **Results of initial or most recent evaluation and results of state and district assessments:** |
| Spring 2010 Passing Score is 800: Reading 810 ELA 750 Math 800 |
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| **Description of academic, developmental and/or functional strengths:** |
| D.’s calculation and fluency skills are grade level as measured by progress monitoring probes. |
| D. is able to answer concrete questions such as [who, what, when, where] as measured by classroom tests and quizzes. |
| **Description of academic, developmental and/or functional needs:** |
| **Vocabulary:** D.struggles with multiple meanings for grade level text as well as homonyms and synonyms as measured by classroom tests and quizzes. |
| **Comprehension:** D. cannot consistently answer inferential questions such as [why or how]. He is unable to identify the main idea or supporting details; nor summarize text or a story as measured by end of story tests. |
| **Written Expression**: D. struggles to write a three paragraph essay. He has difficulty including appropriate an sequence of events: beginning, middle, and end. He uses introductory sentences, but struggles to add more than one supporting detail as well as transitional and closing sentences as measured by analysis of written language samples. |

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| **AREA** | **CONDITIONS** | **TARGET/OBSERVABLE BEHAVIOR** | **CRITERIA FOR PERFORMANCE** | |
|  |  |  | **AT A…**  **SPECIFIC LEVEL OF PERFORMANCE** | **FOR A…**  **SPECIFIC LENGTH**  **OF**  **TIME** |
| Vocabulary | Given words at Grade 7 with multiple meanings, homonyms, and synonyms, | M. will use 95% of those words correctly in a sentence. | 95% of the time | Over 5 consecutive sessions |
|  | Given words at Grade 6 with multiple meanings, homonyms, and synonyms, | M. will use 95% of those words correctly in a sentence. | 95% of the time | Over 5 consecutive sessions |
|  | Given vocabulary words taught in the content areas, | M.will use 95% of those words correctly in a sentence | 95% of the time | Over 5 consecutive sessions |
|  | Given the definition of the words taught in the content areas, | M. will supply the correct word 95% of the time. | 95% of the time | Over 5 consecutive sessions |
| Comprehension | After reading unfamiliar Grade 6 material, | M will answer [why and how] questions | 95% of the time  85% of the time  75% of the time | Over 5 consecutive sessions  Over 5 consecutive sessions  Over 5 consecutive sessions |
|  | After reading unfamiliar Grade 7 material, | M will answer [why and how] questions | 95% of the time  85% of the time | Over 5 consecutive sessions  Over 5 consecutive sessions |
| Written Expression | Given a topic of interest, | M. will write a three paragraph essay:   * with no more than 2 errors, for each paragraph:   + Topic sentence & 3 support. details   + Transition sentence   + Concluding Sentence for final paragr * With no more than 2 errors in grammar:   + Simple- Compound Sentences   + Subject/Verb Agreement   + Beginning and ending punctuation   + Past Tense | 95% of the time | Over 5 consecutive sessions |

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| **Grade 10 (Vocabulary and Comprehension Deficits)** |
| **Results of initial or most recent evaluation and results of state and district assessments:** |
| CRCT Spring 2012 Passing Score is 800: ELA 735 Math 800 |
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| **Description of academic, developmental and/or functional strengths:** |
| **Decoding and Fluency:** T.’sfluency skills are at grade level as measured by grade level fluency tests. |
| **Vocabulary:** T.. is able to identify antonyms with only minimal cues as measured by classroom tests with scores in the 70’s. |
| **Comprehension:** T.. is able to answer concrete questions such as [who, what, when, where] as measured by grade level tests with scores in the 70’s. |
| **Written Expression:** In a three paragraph essay, T.uses simple and compound sentences with correct subject/verb agreement, capitalization, and punctuation; presents information in a logical sequence; uses transition words, included a beginning, middle, and end as measured by written language samples. |
| **Description of academic, developmental and/or functional needs:** |
| **Vocabulary:** T.struggles with multiple meanings for grade level text as well as homonyms and synonyms. |
| **Comprehension:** D. cannot consistently answer inferential questions such as [why or how]. He is unable to identify the main idea or supporting details; nor summarize text or a story. |
| **Written Expression**: T’s organizational skills break down for assignments requiring more than 3 paragraphs. He has difficulty including an appropriate sequence of events. He uses introductory paragraphs and sentences, but struggles to add more than one supporting detail as well as transitional and closing sentences and paragraphs as measured by written language samples. |

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| **AREA** | **CONDITIONS** | **TARGET/OBSERVABLE BEHAVIOR** | **CRITERIA FOR PERFORMANCE** | |
|  |  |  | **AT A…**  **SPECIFIC LEVEL OF PERFORMANCE** | **FOR A…**  **SPECIFIC LENGTH**  **OF TIME** |
| Vocabulary | Given 10 words with multiple meanings, homonyms, and synonyms, | T. will   * Provide at least two meanings for words with multiple meanings * Write sentences that include homonyms spelled correctly and used correctly in the sentence. * Write sentences that include synonyms used correctly * Provide examples and non-examples for words with multiple meanings, homonyms, and synonyms | 95% of the time | 5 consecutive sessions |
| Comprehension | Given \_\_\_\_ pages of expository\_\_\_\_ grade level text in a content area, | T. will   * Answer inferential comprehension questions * Highlight the topic sentence or main idea in each paragraph with no more than one error per 5 paragraphs * Paraphrase each main idea to include :   + Who was there   + What happened   + What the outcome was | 95% of the time | 5 consecutive sessions |
|  | Given \_\_\_ pages of narrative \_\_\_\_ grade level text, | T will   * answer \_\_\_\_inferential comprehension questions * summarize every two paragraphs to include: main idea and 3 supporting details * identify characters, setting, and plot | 95% of the time | 5 consecutive sessions |
| Written Expression | Given a topic of interest, | T. will write a \_\_\_\_\_ word paragraph/ essay to include:   * Introduction   Main idea so that teacher  an paraphrase it correctly   * Body   Each paragraph will include:   * Topic Sentence * Three supporting details * Transition Words * Conclusion: Summary * With no more than 5 errors in grammar:   + Simple- Compound Complex Sentences   + Subject/Verb Agreement   + Appropriate Tense | 95% of the time  85% of the time  75% of the time | 5 consecutive sessions  5 consecutive sessions  5 consecutive sessions |