

# EDUCATIONAL BENEFIT AND THE STANDARDS-ALIGNED IEP

**STANDARDS**  
THE GRADE LEVEL STANDARD IS THE LEARNING TARGET

**1** Identify the age-appropriate, grade-level standard

**2** Determine the intent of the standard

**3** Describe what the standard entails and what the student must know and be able to do

**4** Chunk the standard into core skills required of the student

## ASSESSMENT

STUDENT AND CLASSROOM DATA ARE USED TO DETERMINE PRESENT LEVELS, IDENTIFY NEEDS, AND DEVELOP GOALS AND OBJECTIVES

- Assessments are completed for each area of suspected disability.
- Baseline data is established.
- Assessments identify the students' needs.

## PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL (PLAAPF)

COMPLETE EACH AREA/DOMAIN AS APPROPRIATE:

- ACADEMIC ACHIEVEMENT
- COGNITIVE
- SOCIAL/EMOTIONAL/BEHAVIORAL
- COMMUNICATION
- VISUAL, HEARING, MOTOR, HEALTH
- DAILY LIVING/ADAPTIVE SKILLS
- VOCATIONAL
- Describes individual strengths and interests in relation to participation and progress in the general curriculum.
- Describes areas either not assessed or not a concern.
- Includes information about programs, accommodations and/or interventions that have been successful in the past.
- Includes the educational concerns of the family.
- Provide enough detail to develop specific IEP goals.

## IDENTIFY NEEDS

DESCRIBES ALL AREAS OF NEED IDENTIFIED IN ASSESSMENTS AND PRESENT LEVELS

- Identifies needs based on the student's disability.
- Describes all needs identified through assessments.
- Includes special factors and ELD if student is English learner.

## GOALS AND OBJECTIVES

- BASELINE
- ATTAINED BY WHEN
- WHO DOES WHAT
- GIVEN UNDER WHAT CONDITIONS
- MEASURED BY (LEVEL OF MASTERY)
- A goal/objective is written for each area of identified need.
- Goals/objectives are linguistically appropriate.
- Students 16 and older must include post-school goals in the areas of education, employment, and when appropriate, independent living.

## SERVICES AND SUPPORTS

SUPPORT ACCESS TO THE GENERAL EDUCATION CLASSROOM/CURRICULUM AND PROGRESS TOWARD IEP GOALS AND OBJECTIVES

- Services are designed to support participation and progress in the general education classroom and/or curriculum.
- Services support goals/objectives.
- Services support independence.

## PROGRESS MONITORING

MEASURE AND REPORT PROGRESS TOWARD IEP GOALS AT LEAST AS OFTEN AS GENERAL EDUCATION STUDENTS GET PROGRESS REPORTS (MAY NEED MORE FREQUENT PROGRESS MONITORING)

- Include formal and informal assessments.
- Measurements are consistent.
- Reported to student and family.
- Based on progress, IEP goals may be adjusted

## INSTRUCTION

"In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as, instructional supports for learning based on the principles of Universal Design for Learning (UDL) which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression" (Applications to Students with Disabilities, Common Core State Standards).



# QUESTIONS FOR FAMILY MEMBERS TO ASK

## STANDARDS

### THE STANDARD IS THE LEARNING TARGET

What grade level standard is this goal aligned to?

What does the standard state my child must know and be able to do?

What are the core skills required of my child to master this standard?

How have you broken the core skills down into doable chunks?

## ASSESSMENT

### CLASSROOM AND STUDENT DATA RESULTS ARE USED TO DETERMINE PRESENT LEVELS, IDENTIFY NEEDS, AND DEVELOP GOALS

What assessments provide the data to identify my child's baseline abilities?

What classroom assessments have been included to provide a complete picture of my child's current level of knowledge and ability?

How does that assessment data identify my child's areas of needs?

## PRESENT LEVELS

### PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLAAFP)

Where in the PLAAFP are my child's interests and strengths included?

Are the interventions, programs and supports that have worked for my child in the past been included here?

Are our (the family) concerns included in the PLAAFP?

When and how will the information in the PLAAFP be communicated to everyone who works with and supports my child?

Is the PLAAFP full of "edu-speak" and acronyms that we do not understand?

## IDENTIFY NEEDS

### IDENTIFY ALL NEEDS FROM ASSESSMENT DATA AND PLAAFP

Are my child's needs based on the data from the assessments?

Does my child have other needs that may be a barrier to learning, such as behavioral, social, etc.?

If my child is an English Learner, is learning English included as a need?

## GOALS AND OBJECTIVES

### MEASUREABLE GOALS/OBJECTIVES

Is there a goal for the identified needs?

Is the goal aligned to a grade-level standard?

Is there clearly a way that the goal can be measured and assessed?

If my child is an English Learner, does the goal include specific information about learning English along with the other academic goals? Does the goal take into account the cultural knowledge and experiences my child already has?

If my child is 16 years or older, are there goals that address what he/she should be working on to be successful after high school? Are there goals about post school education, training, and if appropriate, independent living?

## SERVICES & SUPPORTS

### SERVICES AND SUPPORTS THAT PROVIDE PROGRESS TOWARDS GOALS

What are all the options for my child to be included in general education classes?

Based on assessments, what supplementary supports does my child and mt child's teachers need to help my child learn and be as independent as possible?

Based on assessments, what Related services does my child need to help him/her reach the IEP goals?

What services does my child need to help him/her be as independent as possible?

## PROGRESS MONITORING

### PROGRESS TOWARDS MEETING GOALS IS MEASURED AND REPORTED

What are all the ways that teachers will be able to tell if my child is making progress?

When and how will I be told about my child's progress?

What are the steps we follow if my child reaches his/her IEP goal sooner than expected?

What are the steps we follow if my child is struggling to meet his/her IEP goal?

## INSTRUCTION

- o Who are the teachers who will be providing instruction to my child to help him/her meet the IEP goals?
- o How are my child's IEP goals and academic needs communicated to other teachers who provide instruction for my child?
- o What are some of the changes to instruction that teachers are practicing that support the changes required of Common Core State Standards?
- o Do all the teachers that support my child understand how to scaffold and provide the support he/she needs?
- o How do special education teachers work with general education teachers to make sure the instruction in the classroom is helping my child?