

LOW INCIDENCE

Self-Contained AU/BD/ID (MD/MS)

Present Levels of Academic Achievement and Functional Performance (PL)

for students not participating in GEE for Science and/or Social Studies

Grades K-2	Grades 3-7	Grades 8-12
General ELA Math Adaptive OR Behavior	General ELA Math Adaptive OR Behavior Additional Content *Science *Social Studies	General ELA Math Adaptive OR Behavior Additional Content *Science *Social Studies *Transition

Hint: state what the student can and cannot do, observable behaviors, formative and summative assessment data, frequency counts.

NOT who (GE/SE teacher), NOT where (GE/SE classroom; SE bus), NOT standards (AAAS), NOT assessment type (DLM), NOT needed accommodation.

Impact Statement

What areas are affected due to the exceptionality? How does the student's exceptionality impact the student's involvement in the general education **curriculum**? What academic areas are impacted due to the exceptionality?

Examples:

- Eli's tendency to reverse numbers will impact his ability to accurately write numbers and will also impact computation/problem solving in mathematics.
- Samantha's difficulties with reasoning skills affect her ability to draw inferences from literary and informational passages and impact all other academic areas.
- Ann's disability in the areas of auditory processing and auditory memory cause her to have difficulty processing problems and remembering information presented orally. This impacts her ability to follow multi-step directions and to comprehend and recall complex concepts. This also impacts her academic success with oral presentations in all instructional content areas including reading, written language, and math, and to a lesser degree, science and social studies.
- Jane's exceptional intellectual ability and achievement as shown in Part V Assessment Data indicates that she may be under-challenged in the grade-level curriculum. This impacts her educational progress in that she may need grade-level curriculum enriched to include more depth and complexity.

Hint: NOT the exceptionality; NOT the environment/classroom; NOT accommodations needed.

Standard Type

Alternate: will be instructed using Alternate Academic Achievement Standards (WVBE Policy 2520.16) working toward an Alternate Diploma.

Students with significant intellectual disabilities: IEP Team must complete the Consideration of Alternate Assessment Guidelines.

IEP HELP button: **moderate to severe intellectual disability has general intellectual functioning more than three standard deviations below the mean**

Standard: will be instructed using College and Career Readiness Standards, working toward a standard diploma.

Hint: the standard type will then drive the Targeted Standard(s), Goals, assessment type.

Targeted Standard

*Most critical standard(s) needed to guide goal development

*AT LEAST ONE Required for these areas on IEP: ELA, Math, Behavior (may be used for other areas)

*IEPs written July-February: choose current grade-level.

*IEPs written March-June: choose next year's grade-level.

*High school math: choose one T.S. per different math class

(Ex. 9th grade Algebra and 10th grade Geometry – must include one T.S. for each class)

Hint: T.S. scaffolded skills are best used to draft the "Behavior" section of the goal(s).

Goal: Timeframe – Condition – **Behavior** – Criteria - Procedure