



## Present Levels of Performance - STUDENT EXAMPLE 11th Grade

Thank you for completing all sections of this template and adding specific details to help the IEP team better understand the student's needs.

Please contact your school's IEP Case Manager if you have any questions.

**Green - items for RST to complete**    **Blue - items for general education teacher to complete**

Student Name	Grade Level	ELL? Y/N	Teacher Information - Names			
			Literacy		Math	Resource
STUDENT	11th	N	Reading: Amber Myers	Writing: Amber Myers	Math: Alejandro Flores	Alexandria Gonzales
Current Grades			Assessment Data - CAASPP, NWEA			
<i>Include all available grades from most recent reporting period</i>			<i>Include most recent data and date administered</i>			
Advisory- B PE- A Digital Media- B American Lit- B Geometry- B US. History- A English 11 - C College Class- A			Winter 2021-22    211    Mathematics Spring 2021-22    218    Language Usage Spring 2021-22    214    Reading			



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### READING

**Current IEP goal(s)** - By November 2022, STUDENT will be able to identify the main idea of text and provide an objective summary of the text with 80% accuracy in 3 out of 4 trials.

→ **Was the goal met? Provide assessment data and any anecdotal information to support your answer:**

**General Education Teacher commentary:** Goal is met. STUDENT has no problem vocally relating summary, main idea, and some supporting details for characterization and plot. He is currently reading a supporting character's dialogue aloud in class from *The Crucible* and powers through any difficult pronunciations; he seems more patient with himself and willing to make multiple attempts when struggling.

**Resource Specialist Teacher commentary:** Per my observation Goal has been met. I have worked 1 on 1 with STUDENT and observed closely when reading that he is able to identify the main idea. Together he and I have worked on quite a bit of History assignments together that require him to identify and summarize the main idea pertaining to a historical event. He has exemplified this on numerous occasions.

#### Reading Strengths

*Cite specific areas of strength related to the content area, include CCSS citations where appropriate*

#### Reading Areas of Need

*Cite specific areas of need related to the content area, include CCSS citations where appropriate*



<p><b>General Education Teacher commentary:</b> <i>RL 11-12.2: Key Ideas and Details—determine two or more themes or central ideas of a text and analyze their development</i></p> <p><b>Resource Specialist Teacher commentary:</b> Per observation <b>STUDENT</b> can read with fluency and comprehension.</p>	<p><b>General Education Teacher commentary:</b> <i>RL 11-12.4: Craft and Structure—determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.</i></p> <p><b>Resource Specialist Teacher commentary:</b> <b>STUDENT</b> struggles to identify figurative for example, imagery, metaphors, illusion etc. This makes it difficult for <b>STUDENT</b> to complete annotations that will result in a more thorough comprehension therefore he avoids doing the assignments.</p>
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**Suggested** CCSS-9-10.RL.4 aligned grade-level goal to include in new IEP: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**WRITING**



**Current IEP goal(s)** -By November 2022, STUDENT will be able to develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples with 80% accuracy in 3 out of 4 trials.

→ **Was the goal met? Provide assessment data and any anecdotal information to support your answer:**

**General Education Teacher commentary:** Developing skill. STUDENT has come into tutoring twice over the past week to work on his introductory paragraph. He expressed writer's block when asked to complete the paragraph independently at home. He needs to vocally brainstorm and then organize his thoughts, sentence by sentence, when trying to write. I believe that he is still building confidence with expressing himself in writing and with trying to avoid repetitive details. He did a solid job of finding the evidence and now it is a matter of connecting the evidence to his claim and articulating his reasons for his stance.

**Resource Specialist Teacher commentary:** Per my observation STUDENT is approaching this goal. STUDENT can develop a topic with facts however providing concrete details, quotations and informational examples I have yet to see.

**Writing Strengths**

*Cite specific areas of strength related to the content area, include CCSS citations where appropriate*

**Writing Areas of Need**

*Cite specific areas of need related to the content area, include CCSS citations where appropriate*

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**General Education Teacher commentary:**

**W11-12.9: Research to Build and Present Knowledge**– draw evidence from literary or informational texts to support analysis, reflection, and research.

**STUDENT** is relatively concise in writing and seems very deliberate with his expression. There are not many grammatical errors outside of spelling trouble.

**Resource Specialist Teacher commentary:** **STUDENT** utilizes academic tone in his writing. He can develop complete and accurate sentences, as well as convey his message.

**General Education Teacher commentary:**

**W11-12.1: Text Types and Purposes**–write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**STUDENT** needs to elaborate in his analysis and prevent ideas from being trapped in his mind and not making it onto the paper.

**Resource Specialist Teacher commentary:** **STUDENT** really struggles with spelling. He needs assistance in spelling and makes a lot of grammatical errors.

**Suggested CCSS-aligned grade-level goal to include in new IEP:** I propose maintaining this goal.

**MATH**

**Current IEP goal(s)** -By November 2022, **STUDENT** will be able to factor a quadratic expression to reveal the zeros of the function it defines with 80% accuracy in 3 out of 4 trials.

→ **Was the goal met? Provide assessment data and any anecdotal information to support your answer:**

**General Education Teacher commentary:** Student met goal as evidenced by grade from last semester.

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**Resource Specialist Teacher commentary:** see above.



<p align="center"><b>Math Strengths</b></p> <p align="center"><i>Cite specific areas of strength related to the content area, include CCSS citations where appropriate</i></p>	<p align="center"><b>Math Areas of Need</b></p> <p align="center"><i>Cite specific areas of need related to the content area, include CCSS citations where appropriate</i></p>
<p><b>General Education Teacher commentary:</b> STUDENT's strengths in math include proving theorems about lines and angles (HSG-CO.C.9). Given parallel lines intercepted by a transversal, STUDENT is able to identify the angle relationship and create an equation to solve for the angles measure. Another area of strength includes proving theorems about triangles (HSG-CO.C.10). Given measures of angles in a triangle, STUDENT can create an equation to find the missing angles.</p> <p><b>Resource Specialist Teacher commentary:</b> STUDENT excels at math per my observation STUDENT is able to solve equations of angles and access most of his grade level material.</p>	<p><b>General Education Teacher commentary:</b> Areas of need or improvement include explaining triangle congruence (ASA, SAS and SSS) and rigid transformations. Given triangles with identical markings, STUDENT can identify the given markers, but needs to work on identifying congruence (HSG-CO.B.8)</p> <p><b>Resource Specialist Teacher commentary:</b> The new lesson that they are currently working on involving triangular congruence STUDENT is struggling a bit with identifying congruence.</p>
<p><b>Suggested CCSS-aligned grade-level goal to include in new IEP:</b> By May 2022, STUDENT will be able to calculate surface area and volume for complex objects with 70% accuracy.</p>	

**WORK HABITS/VOCATIONAL EDUCATION/BEHAVIOR**

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**Current IEP goal(s)** - no goal on current IEP

<p align="center"><b>Work Habits/VE/Behavior Strengths</b></p>	<p align="center"><b>Work Habits/VE/Behavior Areas of Need</b></p>
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General Education Teacher commentary: STUDENT is very bright and a deep thinker. Sometimes this gets trapped in his mind when it comes to writing but this is less so the case when he is sharing out ideas in a more informal, vocal way during class discussions.

Resource Specialist Teacher commentary: STUDENT is very driven and motivated to succeed. He advocates well for himself when he does not understand a concept and needs additional support. He is well behaved and a pleasure to have in class.

General Education Teacher commentary: STUDENT would benefit from a weekly tutoring check-in with English so that we can better organize his due assignments and collect what he has completed. He often lets his week grace period lapse without turning in each assignment. He is granted extended time and needs to submit all work to better track his progress.

Resource Specialist Teacher commentary: I would like to see STUDENT focus more on his sight words because I believe this will build his confidence in writing as well as reading.

Suggested goal to include in new IEP (if applicable): **CCSS.ELA-LITERACY.L.8.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### ACCOMMODATIONS

This student currently has the following accommodations on their IEP:

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- Extended time on tests/assignments, as needed
- Additional academic support in ELA/math classes

→ Provide any recommendations for accommodations that should be added or removed for the upcoming year:

**General Education Teacher commentary: STUDENT would benefit from having access to calculator and testing in a separate setting.**

**ANYTHING ELSE TO SHARE?**

*(optional)*

**General Education Teacher commentary: STUDENT advocates well for himself and surrounds himself with a strong academic peer group. He sometimes shuts down from anxiety, but he rebounds well.**

**Resource Specialist Teacher commentary: STUDENT tries very hard and wants to be successful.**