

Slide 1 – Introduction



Ohio requires that all Individualized Education Programs (IEPs) be standards based.

The Ohio Department of Education, Office for Exceptional Children (ODE/OEC), has developed this resource - [Going Places with a Standards-based IEP - the GPS-IEP](#) - to provide updated information and assistance related to developing IEP goals that align with Ohio's academic content standards, benchmarks, and indicators.

The GPS-IEP introduces you to a *Seven-Step Process to Creating Standards-based IEPs*. As you work through this seven-step process, you will see a yellow road sign at the beginning of each step that indicates the section of Ohio's IEP to which the step applies.

At the end of this resource, you will find a list of scenarios and links to resources. The *Seven-Step Process to Creating Standards-based IEPs* has been applied to each of the scenarios. The sections of the IEP that relate to the seven-step process have been completed for each scenario. You may work through the scenarios online and print out the completed sections of the IEP.

The Links section includes a list of each of the documents and resources that are referenced throughout the GPS-IEP, as well as other information that may be of assistance to you when developing IEPs. Several of the documents and resources may also be downloaded or linked to from various pages within the GPS-IEP.

Slide 2 – What is a "Standards-based IEP?"



It is important to remember that a free, appropriate public education (FAPE) must be provided in the least restrictive environment (LRE), must be individually tailored to meet the unique needs of each child with a disability, and must be documented in each child's written Individualized Education Program (IEP).

A "standards-based IEP" is an IEP that contains goals based on the academic content standards and the age-appropriate grade-level benchmarks and indicators that are not merely a repetition of the standards, but goals that serve as roadmaps, identifying the necessary learning that a child needs to achieve the grade-level benchmarks and indicators.

The term, standards-based IEP, describes both a document and a process. The IEP is:

- A process that is just as important as the product;
- A communication tool between parents, school, and others;
- A method for joint planning, problem solving, and decision making; and
- A plan to provide the opportunity for children with disabilities to learn the same challenging academic content as all children learn.

Child progress on learning the information in the academic content standards is measured by classroom assessments and by the Ohio Achievement Assessments (OAAs) and the Ohio Graduation Tests (OGTs). As these tests are based on the benchmarks included in the academic content standards, aligning IEP goals with the benchmarks and indicators ensures that children with disabilities receive instruction in the content on which they are assessed.

Slide 3 – Purpose of the GPS-IEP



The GPS-IEP is based on a *Seven-Step Process to Creating Standards-based IEPs* that was developed by Project Forum at the National Association of State Directors of Special Education (NASDSE), with support from the U.S. Department of Education. These seven steps serve as a guide to ensure that IEPs are aligned with the academic content standards and provide children with disabilities access to the general education curriculum. The seven steps are:

Step 1: Consider the child.

Step 2: Examine classroom and child data to determine where the child is functioning in relation to the standards and the grade-level benchmarks and indicators.

Step 3: Develop the present levels of academic achievement and functional performance.

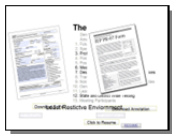
Step 4: Develop measurable annual goals, including benchmarks or objectives that are aligned with the academic content standards.

Step 5: Assess and report a child's progress throughout the year.

Step 6: Identify specially designed services including specially designed instruction, accommodations, and/or modifications needed for the child to access and progress in the general education curriculum.

Step 7: Determine the most appropriate statewide assessment option.

Slide 4 – Links to the IEP



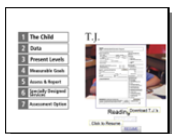
Please note that this process does not identify all the information that is to be documented in the IEP. The steps apply to:

- Section 3 – Profile;
- Section 6 – Measurable Annual Goals;
- Section 7 – Description of Specially Designed Services; and
- Section 12 – State and District-wide Testing.

As the team develops the Specially Designed Instruction, Least Restrictive Environment (LRE) must be the first consideration.

Specific directions for completing Ohio's IEP form are included in the [Annotations for the IEP Form](#).

Slide 5 – The Seven Steps



As we work through the seven-step process, we will look at how each step applies to the development of the IEP and will include information from T.J.'s IEP. T.J. is in the sixth grade. A review of his most recent

evaluation team report (ETR) indicates that T.J. has been determined to have a learning disability and he is not achieving adequately in the areas of reading fluency skills and reading comprehension.

[Completed sections of T.J.'s IEP](#) can be printed out and used as a reference as you work through the seven-step process.

Slide 6 – Step 1 – Consider the Child



IEP team members need to know the child in order to make informed decisions about each child's strengths and needs. The team will want to gather information that includes the child's:

- Interests;
- Learning styles;
- Strengths;
- Needs; and
- Future plans and long-range educational outcomes.

Knowing the child's future plans and long-range educational outcomes will assist the IEP team in prioritizing the child's needs and in developing goals and objectives that will have the greatest impact on the child's progress.

If a child has a large number of needs and they cannot reasonably be addressed within a year, the IEP team should prioritize the child's needs. A matrix that includes the following questions can be helpful for the IEP team members as they prioritize needs:

- Is the child's need aligned to the general curriculum?
- How does the child's need have an impact on future performance?
- Does the need have an impact on the child's level of independence?
- Is it necessary for subsequent learning?
- Is it necessary for postsecondary education or work?

Slide 7 – How does the disability affect access?



This type of information may be included in the Profile of the IEP, Section 3. The Profile can be referred to as the "big picture" of the child and may also include:

- Background information about the child;
- The parents' concerns for the education of the child;
- Relevant medical and safety information; and
- The child's performance on state and district-wide assessments.

Slide 8 – The Profile

Let's take a look at the information T.J.'s IEP team included in the Profile.

T.J. is interested in animals and volunteers at a veterinarian's office. T. J. would like to have a job working with animals after he graduates. He also enjoys watching movies, playing games on the computer, and skateboarding.

T.J. has received special education services since the 4th grade. T.J. has identified needs in the area of reading (decoding and word analysis). He does not like to read and does not read at home. T. J.'s parents report that he becomes anxious when homework assignments require a lot of reading, and they assist him with reading these assignments.

A review of T.J.'s previous IEPs reveals that he has received various accommodations. T.J. benefits from the use of graphic organizers for assignments that require reading and having material read to him when the focus is not on evaluating his reading. T.J. is more successful when allowed to show what he knows in alternative ways (especially oral and visual presentations) besides writing.

T. J. likes school and being with his friends. He excels in science, a class where the teacher uses a cooperative learning approach that involves students working together in teams and presenting information in a variety of ways including posters and skits.

Slide 9 – Step 2 – Examine classroom and child data to determine where the child is functioning in relation to the standards and the grade-level benchmarks and indicators.



Prior to examining data, IEP teams review the academic content standards, benchmarks, and grade-level indicators to review what children are expected to know and be able to do at a specific grade level. Since we are looking at how each step in the seven-step process applies to a sixth grade child, let's zero in on the standard for Reading Process. This particular standard has a benchmark for grades 4 thru 7. Remember the benchmarks are organized in grade-level bands. Now let's look at the indicators for sixth-grade.

Reading Process Academic Content Standard

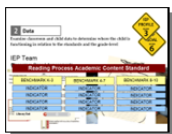
Benchmark

Make meaning through asking and responding to a variety of questions related to text.

Comprehension Reading Indicators

Select, create, and use graphic organizers to interpret textural information. Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of grade-appropriate texts, electronic and visual media

Slide 10 – Step 2 Continued



Once IEP teams have considered the standards, benchmarks, and indicators for a specific grade level, they review data from classroom-based assessments and recent state and district-wide assessments to determine where the child is functioning in relation to the standards, benchmarks, and indicators.

Teachers administer assessments prior to instruction that provide information about whether or not the child is exceeding, meeting, or not meeting particular grade-level indicators. These assessments provide the child's performance data in relation to peers in the classroom and may be formal or informal. For example, a pre-assessment may simply be reviewing a recent sample of a child's writing to determine if specific skills or content have been learned.

When reporting results on statewide assessments, IEP teams need to move beyond reporting just the performance level and scale score to reporting performance on each standard.

Slide 11 – Data Resources



ODE has provided several resources to assist teachers and administrators with understanding the Ohio Achievement Assessment results and the Ohio Graduation Tests results. These are posted on the ODE Web site. Teachers will find a variety of reports that assist in analyzing the test data in the password-protected [Educator's Workroom](#) on the [Ohio's Statewide Testing Portal](#). If you do not have access to the Educator's Workroom, check with your building principal to determine if a password can be made available for your use.

Slide 12 – T.J.'s Profile

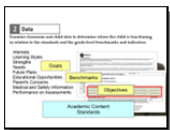


T.J.'s IEP includes information on his past performance on the Ohio Achievement Tests in the Profile.

T. J.'s performance on the Ohio Achievement Tests in the 5th grade was:

- Reading -- Basic**
 - Below proficient performance in the areas of informational text and literary text
 - Below proficient in acquisition of vocabulary and reading process
- Mathematics -- Proficient**
 - Above proficient in measurement
 - Near proficient performance in the areas of geometry and spatial sense; patterns, functions, and algebra; and data analysis and probability
 - Below proficient in number, number sense, and operations
- Science -- Proficient**
 - Above proficient performance in scientific practices
 - Near proficient performance in physical science, earth and space sciences
 - Below proficient performance in life sciences

Slide 13 – Types of Information



Multiple sources of information assist the IEP team in developing the profile, determining the present levels of performance, identifying the child's needs, and connecting the IEP goals, benchmarks, and/or short-term objectives to the academic content standards.

Slide 14 – T.J.'s Reading Needs



Based on their review of information about T.J., the IEP team determined that T.J. has needs for specially designed services in the areas of reading fluency and reading comprehension. Continued skill development in reading is essential for T.J. and has an impact on his future performance in school, his functioning as an independent adult, and is necessary for postsecondary education and his future employment.

The IEP Team will focus on T.J.'s reading fluency needs first.

Slide 15 – Step 3 – Develop the present levels of academic achievement and functional performance.



Specific data about the child's functioning in relation to the standards is documented in the present levels of performance and provides the baseline for developing measurable annual IEP goals.

The IEP team should consider the following information when developing the present levels of performance statements:

- Progress on the child's previous IEP;
- The child's most recent evaluation team report (ETR);
- Results of curriculum-based assessments and ongoing progress monitoring;
- Information included in the profile; and
- How the characteristics of the child's disability affect progress in the general curriculum.

When developing the Present Levels, do Not use the child's disability label. The fact that the child has a learning disability is not as important as how that learning disability affects his or her participation and progress in the general education curriculum. For example, a child's limited vocabulary knowledge may affect his or her progress in achieving benchmarks and grade-level indicators in reading, as well as have an impact on the child's understanding of other content area material such as social studies.

Information regarding the category under which a child is determined to be eligible for special education and related services is documented in the child's evaluation team report (ETR) - Not in the child's IEP.

Slide 16 – Present Levels of Performance (PLOPs) Statements



Present levels of performance statements

- Are written in understandable and measurable terms and based on objective information;
- "Understandable terms" means that terms used are clear to all members of the IEP team and avoid the use of educational jargon and acronyms.

- “Measurable terms” means terms used are observable, specific, and based on current data that serve as a starting point and permits tracking of the child’s progress.
- Reflect the results of assessment data such as the child’s most recent performance on state and district-wide assessments, classroom-based tests, and progress monitoring data; and
- Include information provided by teachers and the parents.

In Ohio’s IEP, the Goals are developed from the needs identified in the Present Levels of Performance (PLOPs). Each Present Level of Performance statement provides the baseline data for developing the measurable annual goal that immediately follows the statement.

Slide 17 – T.J.'s Present Levels of Academic Achievement and Functional Performance



T.J.'s first IEP Goal includes this present levels statement.

When given a list of basic sight words in April, 2009, T.J. correctly identified 60 out of 100. T. J. can identify one syllable words correctly. When given a 145 word passage from fifth-grade reading material in April, 2009, T.J. read only 60 words compared to an average of 139 words per minute by peers. T.J. uses context clues to gain meaning. He does not independently use the decoding strategy of segmenting words into familiar patterns. This has implications for T.J.'s learning in other content areas. Sixth grade students are expected to monitor their own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking, or summarizing what has been read so far in text. T.J.'s slow reading pace affects the amount of material he is able to read within an instructional period in all academic areas and affects his comprehension. He is able to complete work involving reading when the reading material is supported by visuals and when sixth-grade classroom material is read to him.

Slide 18 – Present Levels of Performance (PLOPs) Resources



Specific directions for completing the IEP are included in [Annotations for the IEP PR-07 Form](#).

IEP teams can determine whether their levels of performance statements are well written by using the [“Evaluate Your IEP Present Levels”](#) checklist.

Slide 19 – Step 4 – Develop measurable annual goals, including benchmarks or objectives that are aligned with the academic content standards.



IEP goals are the roadmap that brings the child from where he or she is currently functioning to where the child needs to be in relation to the grade-level benchmarks and indicators. Goals are based on the child’s present levels of performance.

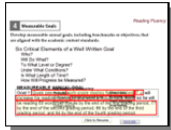
Slide 20 – IEP Goals



IEP goals:

- Address the child's needs that result from the disability.
- Provide access to the general education curriculum. In developing IEP goals, the IEP team needs to select goals that answer the question "What skills does the child require to master the content of the curriculum?" rather than "What curriculum content does the child need to master?"
- IEP goals set expectations for levels of academic and functional achievement in one year. IEP teams write goals with the intent that they be accomplished during a school year.

Slide 21 – Goals: Critical Elements



A well-written goal has six critical elements. The elements may appear in any order but all six elements must be included.

- Who?
This relates to the child for whom the goal is written.
- Will do what?
This is observable behavior describing what the child will do to complete the goal.
- To what level or degree?
This relates to criteria and mastery of the goal. Criteria states how many times the behavior must be observed for the goal to be considered completed. Mastery states the level of achievement required.
- Under what conditions?
These are the conditions that describe the situation, setting, or given material that will need to be in place for the goal to be completed.
- In what length of time?
This is the timeframe in which the goal is completed.
- How will progress be measured?
This is performance data. In Ohio's IEP, this information is documented by selecting a method or methods from a list provided.

Methods for Measuring Progress	
Curriculum-based Assessments	Checklists
Portfolios	Running Records
Observations	Work Samples
Anecdotal Records	Inventories
	Rubrics

Slide 22 – Evaluate Goals



The IEP team may determine if their goals contain each of the critical elements by using the “[Evaluate Your IEP Goals](#)” checklist.

The IEP team must prioritize the goals for the child, determine how carrying out these goals that are individually tailored to meet the unique needs of the child will provide the child a free, appropriate public education (FAPE) in the least restrictive environment (LRE), and document this information in the child’s written IEP.

Slide 23 – T.J.’s Goal



T.J.’s Goal:

Given sixth-grade reading material and using a one-minute probe, T.J. will orally read a passage and increase his reading fluency to 100 words per minute by the end of the school year.

This goal addresses T.J.’s need to improve word recognition and fluency skills and reflects the Word Recognition and Fluency Standard, a K-3 standard.

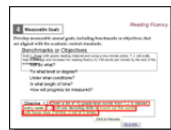
Academic Content Standard

Word Recognition Fluency (K-3)

Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text

Mastery of the skills included in this standard assist students in reading quickly and accurately with comprehension. Although this standard does not go beyond the third grade, reading fluency continues to develop past the primary grades. A fluent reader is able to focus on comprehension rather than decoding individual words. Increasing his reading fluency will allow T.J. to focus on comprehension rather than decoding individual words and will assist T.J. in meeting the sixth grade indicators for comprehension strategies.

Slide 24 – Writing Benchmarks and Objectives

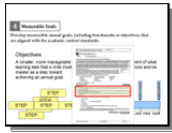


Once the goals have been developed, the next step is to write the benchmarks or objectives that describe how the child will reach the annual goals. Objectives or benchmarks contain the same six elements as goals.

- Who?
- Will do what?
- To what level or degree?
- Under what conditions?

- In what length of time? If a length of time is not included in an objective, the objective will be worked on until accomplished or throughout the school year.
- How will progress be measured?

Slide 25 – Objectives or Benchmarks



"Objectives" mean smaller, more manageable learning tasks that a child must master as a step toward achieving an annual goal. Objectives break the skills described in the annual goal into discrete components that, when mastered, allow the child to successfully obtain the goal.

Objectives may be sequential steps or they may be implemented simultaneously.

"Benchmarks" mean specific statements of what the child should know and be able to do. Benchmarks describe how far the child is expected to progress toward the annual goal and by when. Benchmarks establish expected performance levels that allow for regular checks of progress that coincide with the reporting periods for informing parents of the child's progress toward achieving the annual goals.

Objectives or benchmarks serve as a plan, the "how to," for reaching the annual goals. They are used to monitor progress throughout the year. An IEP team may use either objectives or benchmarks, depending on the needs of a child.

Slide 26 – T.J.'s Objectives for Goal 1



T.J.'s Reading Goal

Goal 1: Given sixth-grade read material and using a one-minute probe, T/J. will orally read a passage and increase his reading fluency to 100 words per minute by the end of the school year.

The IEP team decided to use objectives to implement T.J.'s reading fluency goal.

Objective 1.1: T.J. will use repeated readings to increase fluency of instructional level material with an accuracy of less than 5 errors per 100 words.

Objective 1.2: Given a list of 10 grade-level words from T.J.'s classes every week, T.J. will use decoding skills to sound out the words with fewer than 2 errors, 2 out of 3 times.

Objective 1.3: T.J. will segment words into familiar patterns in order to decode unfamiliar words with 75% accuracy on 3 out of 4 attempts.

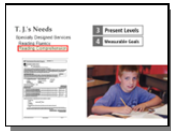
A method for reporting T.J.'s progress toward this goal is determined in the next step.

Slide 27 – IEP Goals



In Ohio's IEP, measurable annual goals with benchmarks or objectives are recorded in Section 6, Measurable Annual Goals.

Slide 28 – Next Step



With T.J.'s reading fluency goal complete, the IEP Team repeats steps three and four to develop a goal for T.J.'s reading comprehension needs.

Slide 29 – T.J.'s Goal 2 Present Levels of Academic and Functional Performance



This Present Levels of Performance (PLOP) statement reviews T.J.'s needs in the area of reading comprehension.

T. J. does not accurately answer comprehension question that follow his reading. He answers both orally and in writing literal and inferential questions with 65% accuracy when sixth-grade material is read to him. Peers are answering comprehension questions with 85% accuracy. T.J. does not independently refer to chapter titles, headings, bold words, or captions when attempting to locate answers within text. This affects T.J.'s progress in the general education curriculum. Sixth graders are expected to answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of grade appropriate print texts and electronic and visual media.

In the classroom, T.J. benefits from having grade level material read to him and thoroughly explained.

Slide 30 – T.J.'s Reading Goal 2



Using the present levels statement for reading comprehension, the IEP Team developed a second goal for T.J.

Given sixth-grade print texts and material read aloud, T.J. will demonstrate comprehension of the material by responding in writing to comprehension questions that include literal, inferential, and evaluative questions with 80% accuracy in four out of five trials in one year.

This goal is aligned to the Reading Process Standard in the English Language Arts Academic Content Standards. This standard includes comprehension strategies.

**Reading process:
Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard**

Students develop and learn to apply strategies that help them to comprehend and interpret information and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with text. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self monitor their own comprehension by asking and answering questions about the text, self-correcting errors, and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

The goal is based on the benchmark for grades 4 thru 7 –

Making meaning through asking and responding to a variety of questions related to the text - - -

And the sixth-grade indicator –

Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate texts and electronic and visual media.

Slide 31 – T.J.'s Objectives for Goal 2



T.J.'s Reading Goal

Goal 2: Given sixth-grade print texts and material read aloud, T.J. will demonstrate comprehension of the material by responding to comprehension questions that include literal, inferential, and evaluative questions with 80% accuracy in four out of five trials in one year.

T.J.'s IEP team developed these objectives that break down the skills T.J. needs to master to reach his annual goal for reading comprehension:

Objective 2.1: Given sixth-grade reading material and material read aloud, T. J. will listen to the comprehension questions for the selected text to infer the meaning of the text. He will demonstrate his understanding of what he has read by posing questions about the text with 80% accuracy in three out of four structured reading activities over a two week period by the end of the school year.

Objective 2.2: Given sixth-grade reading material and material read aloud, T. J. will use look backs, skimming, scanning, and read-ons to answer comprehension questions with 80% accuracy in three out of four trials over a two week period by the end of the school year.

Objective 2.3: T.J. will use text structures (such as chapter titles, headings, bold words, captions) to locate answers to comprehension questions with 80% accuracy on 3 out of 4 attempts.

The GPS-IEP shows only two of T.J.'s goals. T.J.'s completed IEP would include all of the goals that the IEP team determines are needed to provide T.J. a free, appropriate public education (FAPE) in the least restrictive environment (LRE). The IEP team would document this information on T.J.'s IEP.

Slide 32 – Step 5 – Assess and Report



Step 5: Assess and report a child's progress throughout the year.

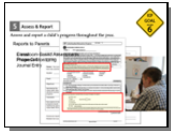
When T.J.'s IEP team developed his goals and objectives, they also decided how T.J.'s progress would be reported to his parents.

T.J.'s IEP team, as required, will provide T.J.'s parents with a written progress report each time report cards and interim reports are issued.

IDEA requires that parents be informed of their child's progress toward meeting the annual goals. The IEP team may also report progress on the objectives or benchmarks but that is not required. However, for children taking the alternate assessment, IDEA requires that progress must be reported on the objectives and/ or benchmarks, as well as goals.

The IEP team must provide written progress reports to parents at least as often as children without disabilities receive report cards and interim reports. IEP progress reports, regular report cards, and interim reports provide parents a means of monitoring the child's learning and identify what action, if any, is needed to help the child succeed in the general education curriculum.

Slide 33 – Reports to Parents



Reports to parents do not need to be lengthy but do need to be informative. The report to parents must include a statement of the goals with a written report of where the child is currently functioning in that goal area. If the IEP team decides to provide progress reports more frequently than regular report cards and interim reports are provided, these reports may be provided through other methods such as e-mails, phone calls, or journal entries.

If data from ongoing classroom-based assessments, progress monitoring, or other forms of evaluation indicate the child is making little or no progress during the year, the IEP team reviews and, if appropriate, revises the child's IEP to ensure the child is being provided with the supports and services needed to access and make progress in the general education curriculum.

In Ohio's IEP, goals and methods for reporting progress are recorded in Section 6, Measurable Annual Goals.

See Optional Progress Report.

Slide 34 – Step 6 – Identify specially designed services including specially designed instruction, accommodations, and/or modifications needed for the child to access and progress in the general education curriculum.



Support for the child with a disability begins with high quality general education instruction. If additional supports are needed, changes first need to be made to how the instruction is designed and delivered.

“Specially designed instruction” is defined in IDEA as an adaptation to the content, methodology, or delivery of instruction. Specially designed instruction is provided when a child has needs that result from a disability and has barriers to making progress in the general education curriculum.

Specially designed instruction is instruction that supports the child with a disability to accomplish his or her IEP goals and narrows the gap between the child's present levels of performance and the age-appropriate grade-level benchmarks and indicators.

An IEP team decides what type and amount of services the child needs:

- To achieve the annual goals and objectives or benchmarks;
- To be involved in and make progress in the general education curriculum; and
- To participate in nonacademic and extracurricular activities.

Slide 35 – T.J.'s Specially Designed Services



T.J.'s IEP describes the specially designed instruction that will be provided to him in the area of reading:

- **Direct instruction (with a multisensory approach) in basic reading skills, to include phonics, vocabulary, analysis of the structure of words, and contextual analysis to determine the meaning of new words, and guided repeated oral reading practice.**
 - This instruction will be provided by the intervention specialist in the resource room for 60 minutes per week. The IEP Team must include in the IEP an explanation of as to why this instruction is not delivered in the regular education classroom.
- **Intervention in the area of reading to include modeling, corrective feedback, repeated practice, and comprehension skills development.**
 - Interventions will be provided by the regular education teacher and the intervention specialist co-teaching in the regular education classroom for 75 minutes per week.
- **Reinforce reading fluency development by providing opportunities for paired reading in all academic content areas.**
 - Regular education teacher will provide T.J. opportunities for paired reading for 30 minutes per week in the regular education classroom.

T.J.'s specially designed services will be provided for the duration of the IEP and during the entire regular school year and should be noted that way on the IEP.

Slide 36 – Accommodations or Modifications



Accommodations are changes made in the way materials are being presented or in the way the child demonstrates learning, as well as changes in setting, timing, and scheduling, with the expectation that the child will reach the standard set for all children. The types of accommodations that a child may receive are based on the child's individual needs. IEP teams cannot add accommodations that are “nice” but not “necessary.” Some accommodations may be appropriate for classroom instruction but not be allowable for assessments. Information about allowable accommodations for testing is included in Step 7.

Modifications alter the course content that will be taught to the child. Modifications of the curriculum will result in the child being taught something different or being taught the same information but with the complexity of the material significantly altered from that being taught to the child's same age and grade-level peers.

Information about Accommodations and Modifications is available in the [Guidance Document](#).

Slide 37 – T.J.'s Accommodations



These are T.J.'s accommodations. In Ohio's IEP, services to be provided are documented in Section 7, Specially Designed Services.

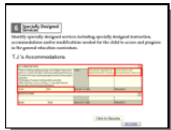
T.J. will be provided the following accommodations in all subject areas:

- Tests containing reading passages and multiple choice items read to T.J. (unless the test is measuring reading performance).
- Content from large reading passages presented using graphic organizers.
- Audiotapes (and material read aloud) for required reading will be provided.
- When the focus is not on writing, J.J. may show what he knows with oral and visual presentations.

These accommodations will be provided by the intervention specialist and the regular education teacher in the resource room and the regular education classroom. These accommodations will be provided to T. J. in all subject areas for the duration of the IEP and during the regular school year.

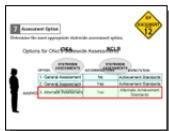
T. J. does not require any modifications.

Slide 38 – T.J.'s Accommodations Continued



T. J. is capable of mastering content presented in the sixth grade if he is provided with assistance for reading. T.J.'s accommodations - reading material to him, using graphic organizers, and audio tapes - address his reading needs. These accommodations will "level the playing field" for T.J. They will give him access to instruction in subject areas that oftentimes require reading assignments such as social studies and science. Without these accommodations, T.J. will not be able to "keep up" with what is expected of a sixth grader.

Slide 39 – Step 7 – Determine the most appropriate statewide assessment option.



Both IDEA and NCLB require that all children with disabilities participate in statewide assessments. IDEA also requires that all children with disabilities participate in district-wide assessments.

An IEP team has three options to consider when deciding how a child with disabilities will participate in the state assessments:

1. Participation in the general statewide assessments without accommodations.

These are the same assessments taken by children without disabilities.

2. Participation in the general statewide assessments with allowable accommodations.

These are the same assessments taken by children without disabilities but with appropriate accommodations.

3. Participation in an alternate assessment based on alternate achievement standards.

This assessment option is intended for children with the most significant cognitive disabilities that prevent them from attaining grade-level achievement standards.

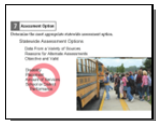
Slide 40 – IEP Team



The IEP team, including the parents, must make annual decisions about how the child will participate in statewide testing. The [Decision Making Framework](#) developed by the Ohio Department of Education will assist the team in making this decision.

The IEP team is also responsible for determining the appropriate accommodations the child requires in order to fully participate in all statewide assessments. These decisions should also be made annually. A [list of allowable assessment accommodations](#) developed by ODE will assist the team members when making decisions about accommodations. IEP teams should reference this document each year as it is updated annually.

Slide 41 – Statewide Assessment Options



The IEP team members should use data from a variety of sources when determining how a child will participate in the statewide assessment program. The IEP team is required to explain the reasons for its decision for children who are assigned to the alternate assessments.

The criteria identified in the [Decision Making Framework](#) will assist the team in documenting their decision. The child must meet all four of the following criteria to participate in the alternate assessment:

- Has a significant cognitive disability;
- Requires substantial modifications to the general education curriculum;
- Requires instruction focused on application of state standards through essential life skills; and
- Requires instruction multiple levels below age/grade level.

The information used to decide how a child will participate in the statewide assessment program must be objective and valid. IEP teams should not base their testing decisions solely on any of the following factors:

- The child's particular disability or disabilities;
- The child's placement;
- The amount of special education services provided to the child; or

- Whether the child's school or school district will show better overall performance if the child participates in an alternate assessment rather than the regular assessment.

Slide 42 – T.J.'s Statewide Testing



T.J.'s IEP team determined that he would participate in the general education assessments that are administered to all children. He will be provided with accommodations in reading and math tests - directions, questions, and answer choices will be read aloud for T.J.

Slide 43 – Review of IEPs



IDEA requires that IEPs be reviewed at least annually. If the review of a child's IEP results in revisions, the IEP team follows the seven-step process to create a revised standards-based.

Slide 44 – Scenarios (Under Construction)



Let's look at how the seven-step process can be applied to the development of IEPs for several children from preschool age to secondary school age, each of whom has different needs due to the disability each has. You can print out the completed sections of the IEP for each child here or at the end of each scenario and work through the interactive scenarios online. Remember only the sections of the IEP to which the seven-step process applies have been completed for each of the scenarios.

- **K.D** (cognitive disability, fifth grade, alternate assessment);
- **Shawn** (twice exceptional, fourth grade, difficulty with social skills, general assessment);
- **Michael** (sensory disabilities, fourth grade, general assessment with accommodations);
- **Jodi** (cognitive disability, 11th grade, planning to go to community college, general assessment with accommodations);
- **D.J.** (two year old with communication delay, transitioning from Help Me Grow); and
- **Kevin** (cognitive disability, tenth grader with limited speech, alternate assessment).

Slide 45 – Links



Links to Documents;

- [T.J.'s IEP Form](#)
- [IEP Annotations document](#)

- [Evaluate Your IEP Present Levels](#)
- [Evaluate Your IEP Goals](#)
- [Prioritizing Needs](#)
- [OP-6 – Progress report 1.0 Optional form](#)
- [IDEA Across time](#)
- [History of Special Education in Ohio](#)
- [Accommodations and Modifications](#)

Links to Websites:

- [Ohio Department of Education](#)
- [Ohio's Testing Portal](#)
- [Accommodations and Modifications \(in Ohio's Guidance Document\)](#)
- [Options for Ohio Statewide Tests \(AA-MAS\)](#)
- [EdResourcesOhio \(Guidance Document, Ohio forms\)](#)