

Draft

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Duration: Special Education and Related Services: From: 02/11/2005 to: 02/10/2006

Student: Pablo Marquez DOB: 05/17/91 School: Grade: 4

III. Present Level(s) of Educational Performance

Include specific descriptions of strengths and needs that apply to current academic performance, behaviors, social/emotional development, other relevant information, and how the student's disability affects his/her involvement and progress in the general curriculum.

Pablo can read a short passage independently. He is able to answer basis questions that are directly stated in the passage. He needs instruction with inferences, cause and effect, sequencing, and understanding longer passages.

IV. Annual Goal and Objectives

A. Annual Goal: Type: Instructional

Pablo will demonstrate adequate comprehension reading skills.

B. Benchmarks or Short-Term Objectives

* When given a paragraph to read independently, Pablo will be able to understand the figurative language used.

Criteria for Mastery: With 80% accuracy

* When given a passage read with an adult, Pablo will be able to sequence, predict events, and possible outcomes.

Criteria for Mastery: With 80% accuracy

* When given a passage read with an adult, Pablo will be able to answer questions that are not directly stated in the text.

Criteria for Mastery: With 80% accuracy

* When given a passage to read with the teacher, Pablo will be able to state the meaning of vocabulary words that are located within the passage.

Criteria for Mastery: With 80% accuracy

C. How progress toward the annual goal will be measured:

Teacher observation and record, Teacher-made test

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Student: Pablo Marquez DOB: 05/17/94 School: _____ Grade: 05

III. Present Level(s) of Educational Performance

Include specific descriptions of strengths and needs that apply to current academic performance, behaviors, social/emotional development, other relevant information, and how the student's disability affects his/her involvement and progress in the general curriculum.

Pablo can write a complete sentence when extra time is given. He can verbally tell an adult what details he would like to add in a story. He can fill out a graphic organizer with teacher assistance. He needs help on organization of a story, details to enhance the meaning, and paragraph structure.

IV. Annual Goal and Objectives

A. Annual Goal: Type: Instructional

Pablo will be able to write a complete sentence that includes details, organize a paper for clarity, and form paragraphs within a paper.

B. Benchmarks or Short-Term Objectives

* When given a prompt, Pablo will be able to put thoughts on paper in the form of a graphic organizer.

Criteria for Mastery: 4 times out of 5

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* When given a graphic organizer, Pablo will be able to separate ideas into paragraphs.

Criteria for Mastery: 4 times out of 5

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* When given a writing assignment, Pablo will write complete sentences that include details about the main idea.

Criteria for Mastery: With 80% accuracy

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* When given a prompt, Pablo will be able to write a story that is well organized and broken up into 3-5 paragraphs.

Criteria for Mastery: 4 times out of 5

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C. How progress toward the annual goal will be measured:

Teacher observation and record, Teacher-made test, writing samples, county writing test.

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Student: Pablo Marquez DOB: 05/17/94 School: _____ Grade: 4

III. Present Level(s) of Educational Performance

Include specific descriptions of strengths and needs that apply to current academic performance, behaviors, social/emotional development, other relevant information, and how the student's disability affects his/her involvement and progress in the general curriculum.

Pablo can add and subtract with and without regrouping. He can multiply and divide one step problems. He can draw a picture to represent a fraction. He needs to be able to multiply and divide with 2 and 3 digits. He also needs to be able to add and subtract fractions with like denominators. He needs to also work on word problems. He has a hard time choosing the correct operation to use.

IV. Annual Goal and Objectives

A. Annual Goal: Type: Instructional

Pablo will be able to increase calculation ability of multiplication, division, and fractions, and will work on problem solving skills

B. Benchmarks or Short-Term Objectives

* When given a multiplication problem that includes 3 digits by 2 digits, Pablo will be able to solve for the answer.

Criteria for Mastery: With 80% accuracy

* When given a division problem that includes 3 digits divided by 2 digits, Pablo will be able to solve for the answer.

Criteria for Mastery: With 80% accuracy

* When given fractions with like denominators, Pablo will be able to add and subtract.

Criteria for Mastery: With 80% accuracy

* When given a word problem, Pablo will be able to choose the correct operation using word clues from the problem.

Criteria for Mastery: 4 times out of 5

* When given a word problem that includes extra information, Pablo will be able to decide what information is needed to solve for the answer.

Criteria for Mastery: 4 times out of 5

C. How progress toward the annual goal will be measured:

Teacher observation and record, Teacher-made test, End-of-year exam