

# **SMART IEP Reading Goals**

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# Today's Objectives

- Set the stage: Writing IEPs in the Endrew era
- Learn the steps in an "if-then" diagnostic assessment flowchart to determine a student's instructional needs
- Walk through a student case study
- Set appropriate IEP goals based on various data sources collected
- Share resources!



### **Grounding in the Process**



## De Minimis Educational Benefit

- Endrew F. v. Douglas County School District R1, 798 F.3d 1329
- The Supreme Court ruled that Individualized Education Programs (IEPs) must give students with disabilities more than a **de minimis**, or minimal, educational benefit.

# The Purpose of the IEP

- "The IEP must aim to enable the child to make progress. After all, the essential function of an IEP is to set out a plan for pursuing academic and functional advancement" (Endrew F., 2017, p. 11)
- "To meet its substantive obligation under the IDEA, a school must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances." (Endrew, 2017, p. 16)

## **Appropriately Ambitious**

 A child's IEP need not aim for grade-level advancement if that is not a reasonable prospect. But that child's educational program must be appropriately ambitious in light of his circumstances, just as advancement from grade to grade is appropriately ambitious for most children in the regular classroom. The goals may differ, but every child should have the chance to meet challenging objectives...

## What Does This Mean for IEP Teams?

- Avoid procedural violations in the development of the IEP that could, in and of themselves, constitute a denial of FAPE.
- Ensure **meaningful parent involvement** in IEP meetings.
- Base the present levels of academic achievement and functional performance on academic and functional assessments and other relevant and meaningful data.
- Ensure that annual academic and functional IEP goals are challenging, appropriately ambitious, and measurable.

National Center on Intensive Intervention

## What Does This Mean for IEP Teams?

- Develop and implement special education services, related services, and program modifications that are reasonably calculated to enable a student to make progress appropriate in light of his/her needs
- Continuously monitor and measure a student's progress using real data



#### "If you can't show progress, the Supreme Court says, you're not providing FAPE."

"You cannot show progress unless you have data."

- Mitchell Yell

# Goal Writing: A Non-Example

What if you had a student (Ray) who just finished second grade and:

- Scored in the 14<sup>th</sup> %ile on passage comprehension and low average on reading recall
- Read 18 cwpm on DIBELS end-of-year 2<sup>nd</sup> grade ORF passage (goal is 72 cwpm)
- Read with 67% accuracy (goal is 96%)
- Scored at the 1<sup>st</sup> grade level on high frequency words
- Scored at the K level in word recognition, phonics and spelling

# Goal Writing: A Non-Example

• Is this an appropriate goal for Ray?

When given a 3<sup>rd</sup> grade passage, Ray will read 60 words per minute with 91% accuracy and be able to answer a variety of comprehension questions with 70% accuracy in 3 out of 4 trials.

## **Goal Writing**

 Need to assess underlying foundational skills to determine appropriate instructional goals in the area of reading on the IEP

# **Goal Writing**

- What would be more appropriate goals for Ray?
- First, we will need to collect more specific diagnostic information . . .

### **Types of Assessment**

#### **Types and Frequency of Effective Assessment Systems**

S	Screening	Progress Monitoring	Diagnostic Assessment
	<ul> <li>Beginning of year, middle of year, and end of year</li> <li>Can be the same tool used for progress monitoring</li> <li>Often curriculum- based like DIBELS or AIMSweb</li> </ul>	<ul> <li>At least three times a year</li> <li>More frequent, to guide ongoing modi- fication of the curricu- lum, particularly for students falling behind peers</li> <li>Curriculum-based measurement and curriculum-embed- ded measurement</li> </ul>	<ul> <li>If student fails to reach progress moni- toring benchmarks</li> <li>Tools that identify specific skill gaps</li> </ul>

#### Source: CORE Assessing Reading: Multiple Measures 2<sup>nd</sup> Edition

### Diagnostic Assessment Plan for Students in Grades 2-12



Adapted from CORE Assessing Reading Multiple Measures

### **STEP 1: Assess Reading Comprehension**

- DIBELS 8<sup>th</sup> Edition: Maze
- CORE Reading Maze Comprehension Test
- AimswebPlus Reading Comprehension
- EasyCBM Reading Comprehension

## DIBELS 8<sup>th</sup> Edition: Maze

#### The iPhone

Over ten years ago now, the Apple Corporation launched the iPhone. People lined

up around the block red Apple sto when	ores all over the United States on the day it went with
on sale. Somewhere between one Villages	quarter and three quarters of a million phones what
were sold on just the first weeke very	end. Later that year, old one iPhone began to sell in the
Europe, and never over the next seven round	years, it backwards gradually became available in almost hopefully
all in the world. Now, a like	about one billion iPhones have made been sold. would
The iPhone was not my first the	smart phone. But it was at the first to combine a

## **Decision Point**



## **Step 2: Assess Oral Reading Fluency**

- DIBELS Oral Reading Fluency
- easyCBM Passage Reading Fluency
- Aimsweb Plus Oral Reading Fluency
- FastBridge CBMreading
- MASI-R Oral Reading Fluency Measures

## DIBELS 8<sup>th</sup> Edition: ORF

#### DIBELS 8th Edition Oral Reading Fluency

Benchmark ORF 5.Middle

Examiner script	Reminders	
Please read this (point to passage) out loud.	Start timer	When student says first word.
If you get stuck, I will tell you the word, so you can keep reading. When I say 'Stop' I may ask you to tell me about what you read, so do your best reading.	Prompts	Student hesitates: wait 3 seconds; give correct word; mark the missed word as incorrect.
Start here (point to first word of first paragraph of passage). Ready? Begin.	Discontinue	Student does not get any words correct within the first line: discontinue ORF.

#### **Animal Tools**

(13)
(25)
(40)
(50)
(64)
(78)
(92)
(108)
(117)
(132)
(148)
(158)
(168)

## **Decision Point**



Reading comprehension requires the activation and coordination of several skills and processes. A compromise in one or more of these skills and processes can result in difficulties in comprehending text.

Kilpatrick, 2015, page 136

# **Reading Comprehension**

- Word Reading (we've ruled this out!)
- Vocabulary
- Syntax
- Background Knowledge
- Inferencing
- Attention
- Metacognition
- Working Memory
- Visual-Spatial-Perceptual Skills
- Knowledge of Genre and Text Structures

## If Fluency Low, Assess Decoding AND Phoneme Awareness



Common Misunderstandings About the Role of Phoneme Skills and Phonics Skills in Reading

- Many children do not need phonics
- Phonemic awareness only relates to early learning of CVC words
- Phonemic awareness is not involved in sightword acquisition
- Not thought to be worth training after first grade
- If a student doesn't develop this by second grade, they never will

## **Reading Fluency**

Poor fluency signals a problem, but what precisely is the problem? There is no clear evidence in the research literature to suggest that fluency represents its own problem unrelated to other aspects of reading.

Kilpatrick, 2015

# **Route to Reading Fluency**



Kilpatrick, 2015

## **Two Levels of Word Reading Deficits**

- What distinguishes skilled word readers from poor word readers?
- 1. The ability to identify unfamiliar words by sounding them out.
- 2. The ability to remember the words they read.

# Phonemic Skills in Word Reading



Kilpatrick, 2019

## Step 3: Assess Phonic Decoding AND Phoneme Awareness

#### • Phonic Decoding:

- HM Phonics/Decoding Screening Test
- CORE Phonics Survey
- CORE Spanish Phonics Survey
- Really Great Reading Diagnostic Decoding Surveys

#### • Phoneme Awareness:

- DIBELS Phonemic Segmentation Fluency
- CORE Phoneme Segmentation Test
- CORE Phoneme Deletion Test
- CORE Spanish Phoneme Deletion Test
- Phonological Awareness Screening Test (PAST)

## **Phonic Decoding**

#### Houghton Mifflin Phonics/Decoding Screening Test

ame			Grade	Date
			Phonics/Decoding Summary	Sheet
lphabet	Skills		Г	Commente (Observations
/26	(21)	Task 1.	Letter names—uppercase	Components/Observations
_/26	(21)	Task 2.	Letter names—lowercase	
_/23	(18)	Task 3.	Consonant sounds	
/5	(4)	Task 4.	Long-vowel sounds	
/5	(4)		Short-vowel sounds	
isk 5. Re	ading a	nd Decodin	g Skills	
_/10	(8)	Α.	Short vowels in CVC words	
_/10	(8)	В.	Short vowels, digraphs, and - <i>tch</i> trigraph	
_/20	(16)	C.	Short vowels and consonant blends	
_/10	(8)	D.	Long vowels	
_/10	(8)	E.	r- and l-controlled vowels	
_/10	(8)	F.	Vowel diphthongs	
			Multisyllabic Words:	
_/24	(19)	G.	Two-syllable words	
/8	(6)	H.	Multisyllabic words	
ask 6. Sp	elling S	kills		
_/5	(4)	Α.	Initial consonants	
_/5	(4)	В.	Final consonants	
_/5	(4)	С.	CVC words	
_/5	(4)	D.	Long-vowel words	

kidnap	pugnad	quilbrap
compete	slifnate	prubkin
depend	sunop	wopam
zero	zubo	yodu
locate	potife	zuride
stable	grickle	morkle
further	tirper	pharbid
outlaw	doipnoe	loymauc

H.

G.

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caravan	petimel
marmalade	dorlishane
momentum	bolansun
velveteen	matlopeen

## **Really Great Reading**

Examin		r Real Words see one they	No Try	Sight Word	Error Grid Observations Check the appropriate boxes: Reads sound by sound, then blends word Possible b/d or b/p reverse			Quick to guess Slow		
sigr	4	you			Sound Added or	Cons	onant	Short		
_	5	are			Omitted	Initial	Final	Vowel		
s	6	rag		NA						
lord	7	lid		NA					Consonant Diaraphi	
ν Σ	8	dot		NA					ch, sh, ck,	
ΰ	y	hom		NA					Letters qu	
	10	rich	_	NA			NA			
els P	12	shop		NA		NΔ	TYPA			
Vow	13	tack		NA		NA.	NΔ			
ort or	14	quit		NA		NA	101			
- 2	15	moth		NA			NA			Blend
	16	dust		NA					NA	
& wels	17	step		NA					NA	
s puis	18	trip		NA					NA	
shor Shor	19	pond		NA					NA	
	20	brag		NA					NA	
21-26	TI.	re cat hid in a box. He fresh fish <i>is</i> still on <i>the</i> wet grass.							NA	NA
36-42	<b>Si</b> 43	x flat shells <i>were</i> in <i>my</i> bath. Nonsense Words Vop		NĂ					NA	NA
υ ×	44	yud		NA					NA	NA
υ	45	zin		NA					NA	NA
	46	keb		NA					NA	NA
2	47	shap		NA		NA				NA
дÞ	48	thid		NA		NA				NA
big	49	chut		NA		NA				NA
	50	weck		NA			NA			NA
	L	(out of 50 total)	No Try	Sight Word	Sound Added or	Initial	Final	Short Vowel	Digraph & Letters qu	Blend

## **Really Great Reading**

5010		Error Grid						
	No Try	Sound Added or Omitted	Consonant		Short Vowel	Consonant Digraph: sh, ch, th, ph	Observations Check the appropriat boxes:	
1 fut			Initial	Final	_	Trigraph: dge, tch	Reads : by sour	ound id, then
ž 2 shab			NA				blends	word b/d or
3 thox			NA				b/prev	ersal
4 lutch				NA				o guess
s phim			NA				Blend	
6 gred						NA		
7 strob						NA		Advance
<sup>8</sup> misp						NA		Vowel
۶ yume					NA	NA	NA	
10 weag					NA	NA	NA	
11 jaib					NA	NA	NA	
2 12 soam					NA	NA	NA	
13 foom					NA	NA	NA	
14 vawk					NA	NA	NA	
15 soid					NA	NA	NA	
16 zout					NA	NA	NA	
17 foy				NA	NA	NA	NA	
18 fird					NA	NA	NA	
19 gorf					NA	NA	NA	
20 lerm					NA	NA	NA	
Error Column Totals								
	No Try	Sound Added or Omitted	Initial Cons	Final onant	Short Vowel	Digraph & Trigraph	Blend	Advance Vowel
	Mul	ti-Syllable	Words	;				Incorrec
Nonsense Words	or No Try				Rec	I Words		or No Tr
21 kimplut			26	fanta	stic			
22 gruckle			27	sever	al			
23 slafnode			28	attac	hed			
24 dirper			29	recog	inize			-
25 panventic			30	lotior		C. 41		-
Muiti-Syliable Nonsense Word Errors				L	Multi	-syllable Rec	a word Errors	
I	Words Re	ad Correc	llv (out	of 30 tot	a)			

## **Phoneme Awareness**
# **Phonemic Segmentation Fluency**

#### **DIBELS 8th Edition** *Phonemic Segmentation Fluency*

Benchmark PSF 1.Beginning

Examiner script			Reminders	
I am going to say a word. After I in the word. So, if I say 'am,' you	say it, you tell me all the soun would say /a/ /m/.	ds	Start timer	After you give the first word.
Let's try one (1 second pause).			Prompts	Student hesitates: wait 3 seconds;
Tell me the sounds in 'it'.			give the next word; score the missed word as incorrect.	
CORRECT	Very good. The sounds in			
Student says /i/ /t/	it' are /i/ /t/.		Discontinue	Student does not get any sounds
INCORRECT	The sounds in 'it' are /i/			correct in the first 5 words: dis-
Student gives any other response	sounds in 'it.'			continue i Si.
OK. Here is your first word.				
for	here		who	
/f/ /or/	/h/ /ear/		/h/ /oo/	/6
on	wave		both	
/o/ /n/	/w/ /A/ /v/		/b/ /0/ /th	/ /8
ball	food		then	
/b/ /o/ /l/	/f/ /oo/ /d/		/TH/ /e/ /n	/ /9
tell	bit		ask	
/t/ /e/ /l/	/b/ /i/ /t/		/a/ /s/ /k/	/9
A			<b>.</b> .	

# **CORE** Phoneme Segmentation Test

Directions: Have students use different-colored blocks to show the number of phonemes in each of the Pra Items. Then administer the test. Mark "+" to indicate a correct response or "-" to indicate an incorrect response Record students' exact responses on the blank lines. Practice Items: sit (s-i-t); shop (sh-o-p) 1. thumb (th-u-m) (+) (-) 2. skate (s-k-â-t) (+) (-) 3. shriek (sh-r-â-k) (+) (-)	actice Ionse.
Practice Items: sit (s-i-t); shop (sh-o-p)         1. thumb (th-u-m)       (+) (-)         2. skate (s-k-ā-t)       (+) (-)         3. shriqk (ch-r-ā-k)       (+) (-)	
1. thumb (th-u-m)       (+) (-)         2. skate (s-k-ā-t)       (+) (-)         3. shriek (sh-r-ā-k)       (+) (-)	
2. skate (s-k-å-t) (+) (-)	
3 $shriek(sh-r-\bar{e}-k)$ (+)(-)	
4. large (l-ar-j) (+) (-)	
5. drop (d-r-o-p) (+) (-)	
6. flew (f-l-oo) (+) (-)	
7. chalk (ch-au-k) (+) (–)	
8. germ (j-er-m) (+) (–)	
9. spread (s-p-r-e-d) (+) (-)	
10. train (t-r-ā-n) (+) (-)	
11. stork (s-t-or-k) (+) (-)	
12. bolt (b-ō-l-t) (+) (-)	
13. glare (g-l-air) (+) (–)	
14. crowd (k-r-ou-d) (+) (-)	
15 point (p-pi-p-t) $(+)(-)$	

## **CORE** Phoneme Deletion Test

Name		Grade	D	ate
Directions: Follo response or "-" to student cannot in Part C, discont Response colum	w the format used in the Practice Items to a o indicate an incorrect response. Write dow complete any of the items in Parts A or B, inue testing. Remember that this is an aud n tells how the student's answer should so	administer the items for n incorrect responses, liscontinue testing. If itory assessment. Stud and, not how it should	or each level. Mar but do not corre the student canr lents do not see t be spelled.	k "+" to indicate a correct ct the student. If the not do at least two items he items. The Correct
Part A: Initial	Sound (Late Kindergarten, Grade 1)	Part C: First Sc	ound of a Cons	onant Blend (Grade 2)
Practice Items		Practice Items		
Say cat now	say it without the /k/(at)	Say slip now:	say it without th	ne /s/(lip)
TEST ITEM				. the /k/(loud)
1. (t)ower	our (+) (–)	11. (f)reight	rate (4	) (_)
2. (c)old	old (+) (-)	12. (p)laved	laid (+	) (-)
3. (b)ake	ache (+) (–)	13. (s)weet	wheat (+	) (-)
4. (s)ize	eyes (+) (-)	14. (b)reak	rake (+	) (-)
5. (l)ow	owe (+) (-)	15. (s)pill	pill (+	) ()
Part B: Final So Practice Items	ound (Grade 1)	Part D: Embed (Grade	ded Sound of a 3)	a Consonant Blend
Say seat now	say it without the /t/(sea)	Practice Items		
Say <i>rake</i> now	say it without the /k/(ray)	Say slip now s	ay it without th	e /l/(sip)
TEST ITEM	CORRECT RESPONSE	Say <i>play</i> now	say it without tl	ne /l/(pay)
6. to(n)e	toe (+) (–)	TEST ITEM	CORRECT RES	PONSE
7. droo(p)	drew (+) (-)	16. b(l)end	bend (+)	(-) <u> </u>
8. ti(m)e	tie (+) (-)	17. t(w)in	tin (+)	(-)
9. ro(d)e	row (+) (-)	18. g(r)ow	go (+)	(-)
10. pla(c)e	play (+) (-)	20. $li(f)t$	(+) 190	(-)
				()

### Phonological Awareness Screening Test (PAST)

	PHONO	LOCICAL AWARD		
	SCREEND	NC TEST (DA CT) -		
	David A	A Kilpatrick Ph D @ 2010 2014		
	Adapted from the	e levels used in McInnis (1999) & Rosner (1973)		
Name:				
Teacher:		_ Date: Grade	Age	
		D.O.B.: Evaluator:		
INSTRUCTIONS: See 1	Equipped for Reading Success Cha	Dier 11: "Assessment of Diversity in the		
RESULTS:	Comment	Figure 71: "Assessment of Phonological Awareness" for d	letailed instructions on the PAST.	
Basic Syllable	/12 /12	Highest Correct Level:		
Onset-Rime	/10/10	(Levels not passed below the highest	t correct level)	
Advanced Phoneme	/10/10			
Test Total	/20/20 /52/20	Highest Automatic Level:		
Approximate Grade I and	/52	(Non-automatic levels below highest	automatic level)	
Note: The grade levels listed th	roughout the PAST are actimated by	late K/early 1st 1st late 1st/early 2nd	2nd late 2nd to adult	
		ised on various research studies and clinical experience. T	hey are not formalized norms.	
Basic Syllable Levels (1	I.1	SYLLABLE LEVELS		
The state of the severs if	I E/ - procoboalt. 111	deramin E2		
LEVEL D "Say sidew	alk Now and all	idergarien; E3 - mid to late kindergarten)		
LEVEL D "Say sidew FEEDBACK: "If you say side	alk. Now say sidewalk bu	t don't say side."	Correct Automatic	
LEVEL D "Say sidew, FEEDBACK: "If you say sidew D1 (side)walk	alk. Now say sidewalk bu walk without saying side, you get	t don't say side." walk. Okay See how that works?"	Correct Automatic	
LEVEL D "Say sidew. FEEDBACK: "If you say sidew D1 (side)walk D2 (dol)phin	alk. Now say sidewalk bu walk without saying side, you get (door)way (car)net	t don't say side." wak. Okay? See how that works?" <sup>1</sup> week(end)	Correct Automatic	
LEVEL D "Say sidew. FEEDBACK: "If you say <u>siden</u> D1 (side)walk D2 (dol)phin	<i>alk.</i> Now say sidewalk bu walk without saying side, you get (door)way (car)pet	work: Okay? See how that works?" <sup>1</sup> week(end)	Correct Automatic	
LEVEL D "Say sidew FEEDBACK: "If you say sidew D1 (side)walk D2 (dol)phin LEVEL E "Say tornade FEEDBACK: "If you say to say	alk. Now say sidewalk bu walk without saying side, you get (door)way (car)pet	wake gaiten; E.5 - mid to late kindergarten) t don't say side." wake Okay? See how that works?" <sup>1</sup> week(end) mor(ning) on't say tor."	Correct Automatic	
LEVEL D "Say sidew FEEDBACK: "If you say sidew D1 (side)walk D2 (dol)phin LEVEL E "Say tornade FEEDBACK: "If you say tornad E2 (tor)mado	Alk. Now say sidewalk bu walk without saying <u>side</u> , you get (door)way (car)pet Now say tornado but du do without saying <u>tor</u> , you get <u>neo</u>	walk gaiten; E.5 - mid to late kindergarten) t don't say side." walk. Okay? See how that works?" <sup>1</sup> week(end) mor(ning) on't say tor."	Correct Automatic /3 A:/3 /3 A:/3	
LEVEL D "Say sidew. FEEDBACK: "If you say side D1 (side)walk D2 (dol)phin LEVEL E "Say tornade FEEDBACK: "If you say tornad E2 (tor)nado E3 (in)strument	Alk. Now say sidewalk bu walk without saying side, you get (door)way (car)pet p. Now say tornado but du do without saying tor, you get nad (per)mission	walk gaiter, E.5 - mid to late kindergarten) t don't say side." walk. Okay? See how that works?" <sup>1</sup> week(end) mor(ning) on't say tor." to Let's try another one." (de)partment	Correct Automatic	
LEVEL D "Say sidew. FEEDBACK: "If you say side D1 (side)walk D2 (dol)phin LEVEL E "Say tornade FEEDBACK: "If you say tornat E2 (tor)nado E3 (in)strument	Alk. Now say sidewalk bu walk without saying side, you get (door)way	addrganten; E.5 - mid to late kindergarten;         t don't say side."         weak. Okay? See how that works?" <sup>1</sup> week(end)         mor(ning)         on't say tor."         (b. Let's try another one."         (de)partment         (fa)vorite	Correct Automatic /3 A:/3 /3 A:/3 /3 A:/3 /3 A:/3	
LEVEL D "Say sidew. FEEDBACK: "If you say side D1 (side)walk D2 (dol)phin LEVEL E "Say tornade FEEDBACK: "If you say tornad E2 (tor)nado E3 (in)strument	Alk. Now say sidewalk bu walk without saying side, you get (door)way (car)pet p. Now say tornado but du do without saying tor, you get new (per)mission (con)centrate	walk gallen; E3 - mid to late kindergarten) t don't say side." walk: Okay? See how that works?" <sup>1</sup> week(end) mor(ning) on't say tor." do. Let's try another one." (de)partment (fa)vorite Basic Syllable Total:	Correct Automatic	
LEVEL D "Say sidew FEEDBACK: "If you say sider D1 (side)walk D2 (dol)phin LEVEL E "Say tornad FEEDBACK: "If you say tornet E22 (tor)nado E3 (in)strument	AL. Now say sidewalk but walk without saying <u>side</u> , you get (door)way (car)pet <b>b. Now say tornado but du</b> do without saying <u>tor</u> , you get <u>nac</u> (per)mission (con)centrate	<pre>water gattern; E.5 - mid to late kindergarten;) t don't say side." weak(end) mor(ning) on't say tor." (b_let's try another one.* (de)partment (fa)vorite Basic Syllable Total: SET_RIME LEVEL 6</pre>	Correct Automatic /3 A:/3 /3 A:/3 /3 A:/3 /3 A:/3 /3 A:/3 /12 A:/12	
LEVEL D "Say sidew FEEDBACK: 'If you say sidew D1 (side)walk D2 (dol)phin LEVEL E "Say tornade FEEDBACK: 'If you say tornade E2 (tor)nado E3 (in)strument Onset-Rime Levels (kinde	alk. Now say sidewalk but walk without saying <u>side</u> , you get (door)way (car)pet o. Now say tornado but du do without saying <u>tor</u> , you get <u>neo</u> (per)mission (con)centrate II. ON prgarten to mid first grade)	<pre>water gattern; E.5 - mid to late kindergarten;) t don't say side." weak(end) mor(ning) on't say tor." /// Let's try another one." // (de)partment (fa)vorite Basic Syllable Total: /// SET-RIME LEVELS</pre>	Correct Automatic	
LEVEL D "Say sidew FEEDBACK: "If you say sider D1 (side)walk D2 (dol)phin LEVEL E "Say tornade FEEDBACK: "If you say torned E2 (tor)nado E3 (in)strument Onset-Rime Levels (kinde LEVEL F "Say joke. Not	alk. Now say sidewalk but walk without saying <u>side</u> , you get (door)way (car)pet o. Now say tornado but du tig without saying tor, you get nea (per)mission (con)centrate II. ON prgarten to mid first grade) w say joke but don't say fi	<pre>water gattern; E.5 - mid to late kindergarten;  t don't say side." weak(end) mor(ning) on't say tor." fo. Let's try another one.* (de)partment (fa)vorite Basic Syllable Total: SET-RIME LEVELS //"</pre>	Correct Automatic	
LEVEL D "Say sidew FEEDBACK: "If you say sidey D1 (side)walk D2 (dol)phin LEVEL E "Say tornado FEEDBACK: "If you say tornad E3 (in)strument Onset-Rime Levels (kinde LEVEL F "Say joke. Noo FEEDBACK: "If you say toke wi (boke → oak	alk. Now say sidewalk but walk without saying <u>side</u> , you get (door)way (car)pet o. Now say tornado but du dg without saying <u>for</u> , you get <u>neo</u> (per)mission (con)centrate II. ON trgarten to mid first grade) w say joke but don't say /j thout the [/], you get <u>oak</u> ; joke-oa	<pre>watergarten; E.5 - mid to late kindergarten; t don't say side." weak(end) mor(ning) on't say tor." /// Let's try another one." (de)partment (fa)vorite Basic Syllable Total: SET-RIME LEVELS //" ak</pre>	Correct Automatic	
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## Phonological Awareness Screening Test (PAST)

Syllable Level	D and E	PreK to K
Onset-Rime Level	F and G	K to mid Grade 1
Basic Phoneme Level	H and I	Early to Late Grade 1
Advanced Phoneme Level	J, K and L	Early to Late Grade 2
Advanced Phoneme Level	Μ	Early Grade 3 and Older

Kilpatrick, 2016

## **Decision Point**



# **Reading Assessment**

Special considerations:

- Include a timed element to PA tasks
- Include nonsense word tasks in addition to regular word reading
- Timed nonsense words tasks a better assessment of a student's proficiency in phonic decoding than untimed tasks
- Students may sometimes mimic fluent reading

Kilpatrick, 2015

## Student Case Study

- 8 years old
- female
- 3<sup>rd</sup> Grader
- middle of the school year

# Step 1: Reading Comprehension (Maze)

- DIBELS Next 3<sup>rd</sup> grade Maze
- Adjusted score of 0
- GOAL = 11+
- Well below benchmark

# Step 2: Oral Reading Fluency

- DIBELS Next 3<sup>rd</sup> Grade ORF
- <u>Passage 1</u>: 15 cwpm with 63% accuracy
- <u>Passage 2</u>: 13 cwpm with 65% accuracy
- GOAL = 86 cwpm with 96% accuracy
- Well below benchmark

# Step 3: Phonic Decoding and Phoneme Awareness

- DIBELS Next Nonsense Word Reading Fluency
- Score of 30 CLS and 1 WWR
- GOAL = 54+ CLS and 13+ WWR at the beginning of grade 2
- Well below benchmark for the beginning of grade 2
- Student tried to use a sound out strategy for each word. She often missed the vowel sound in the CVC nonsense words. She also had difficulty with words with b's and d's.

Step 3: Phonic Decoding and Phoneme Awareness (cont.)

- Houghton Mifflin Phonics/Decoding Screening Test
- (See next three slides.)

Phonics/Decoding Skills	Criterion for Mastery	Score	Criterion Met?	Items Missed
Letter Names - Uppercase	21/26	26	$\checkmark$	
Letter Names – Lowercase	21/26	25	V	Missed q (said p)
Consonant Sounds	18/23	20	V	Missed /d/ (said /b/), missed /x/, missed q (said /p/)
Long-Vowel Sounds	4/5	5	V	
Short-Vowel Sounds	4/5	5	V	
Short Vowels in CVC Words	8/10	5		A lot of difficulty with the nonsense words in this section (e.g., vop, dit, keb, laz)
Short Vowels, Digraphs and <i>-tch</i>	8/10	3		Difficulty with both real and nonsense words in this section (e.g., chop, rich, wheck, shom, thax, phitch, chud) – but errors typically weren't on the digraphs in the words.
Short Vowels & Consonant Blends	16/20	5		Difficulty with both real and nonsense words in this section (e.g., quit, plan, fast, sank, limp, held, stig, brab, qued, snop, dran, frep, nast, kimp, jelt). She often would get the first and last sounds in a word correct, but not the rest of the word. Blends were difficult.
Long Vowels	8/10	4		Difficulty with both real and nonsense words in this section (e.g., lute, paid, loe, bine, joad, soat). The errors typically were on the long vowel sounds.
r- and l-controlled vowels	8/10	1		Difficulty with both real and nonsense words in this section (e.g., bark, horn, chirp, term, cold, ferm, dall, gorf, char). The errors typically were on the r- and I-controlled vowels. Again, she often could read the first and last sound correctly, but not that rest of the word.

Phonics/Decoding Skills	Criterion for Mastery	Score	Criterion Met?	Items Missed
Vowel diphthongs	8/10	1		Difficulty with both real and nonsense words in this section (e.g., few, down, hawk, coin, voot, rew, fout, zoy, bawk). Difficulty with the vowel dipthongs and again guessing on words based on first and last sounds.
Spelling	16/20	9		<ul> <li>letter reversal for the letter p</li> <li>is able to segment words into phonemes to help spell</li> <li>does not accurately identify each phoneme in words (e.g., wrote jif for "drive" and froc for "fork.")</li> <li>does not know common orthographic patterns (e.g., doubling the I and s at the end of a word)</li> <li>does not know how to spell vowel teams such as oi, oa, and ee.</li> <li>(See attached copy of spelling test.)</li> </ul>

	fit			tawn	coin
2	man			ZFlot	float
X	gan	DEN	-	3 Step	steep
	L'I			AJif	drive
- 4-	Hand			5 Spoon	
	Ruh				
0	Flod				
2		leg			
P	fal.	sell			
N	Jac	ess			
Þ	frag	fork			
X		Varn			
2	urn Cio				
3-14	sip	shap			
7	Tub				
0	100				

Step 3: Phonic Decoding and Phoneme Awareness (cont.)

- DIBELS Next Phonemic Segmentation Fluency
- Score of 43 sounds per minute
- GOAL = 40+ at the beginning of first grade
- "at benchmark" for beginning of first grade
- Student could fluently segment words such as mind, give, moon, and mouse, but had a difficult time segmenting words with parts such as ds (birds), ong (song), all (hall), nce (since).

Step 3: Phonic Decoding and Phoneme Awareness (cont.)

- Phonological Awareness Screening Test (PAST)
- 15/52 correct
- 12/52 automatic
- Mixed results. Student scored at the kindergarten level based on her performance across tasks, but was able to delete and substitute phonemes at the basic phoneme level when the phoneme was at the beginning of a word (e.g., "Say grew. Now say grew, but instead of /g/ say /t/.") which is a first grade skill.

# **Present Level of Performance**

- Describes the level of development or achievement and how the child applies his or her learning in one or more of the following areas: oral expression, listening comprehension, basic reading skills, reading fluency, reading comprehension, written expression, math calculation, and math reasoning.
- May include strategies applied in learning and prefered learning styles.

- Skills/activities not considered academic or related to the child's academic achievement
- Considered routine everyday activities
- Examples: communication, social skills, behavior, organization, self-care, fine and gross motor

#### **Academic Performance**

**Functional Performance** 



### Present Level - Academic Achievement and Functional Performance

#### Must be ....

- Current
- Relevant
- Objective
- Measureable
- Understandable



### Present Level - Academic Achievement and Functional Performance

Common Errors in Writing Present Levels...

- Over reliance on test scores from the initial and three-year special education evaluations;
- Vague descriptions on how the disability affects the involvement and progress in the general education curriculum; and
- Absence of appropriate baseline data for developing the annual goals

Using Progress Monitoring Data to Write Present Levels of Performance

- Describe concrete, measurable skills that have relevance to overall competence in a domain (e.g., reading, mathematics)
- Use a valid and reliable assessment tools
- Focus on outcomes
  - What outcomes are desired?
  - What do present levels say about a student's current progress toward meeting those outcomes?
  - Compare to peers or proficiency standards

National Center on Intensive Intervention

### Present Level of Performance - Decoding

 Case study student is currently reading 30 CLS and 1 WWR per minute as measured by DIBELS Next Nonsense Word Fluency (NWF) probes. The benchmark goal for the beginning of second grade is 54+ CLS and 13+ WWR per minute.

# Setting Goals Based on Logical Practices

Team members must know...

- How the goal was set
- Why the goal was set that way
- The intensity of the intervention provided to meet the goal

Knowing the goal helps educators select appropriate interventions to help students reach the goal.



Specific – clearly focused; answers who, what, where, when, etc. Measurable – establishes concrete criteria for measuring progress Attainable – reasonable chance of being achieved

Relevant – achievement will make a significant difference to the student's ability to make progress

Time Based – the goal has a begin date and time frames for progress monitoring and follow-up



## **Goal Writing Template**

Goal Component	Explanation
Given what	<ul> <li>means Under what conditions?</li> <li>Accommodations (change materials, procedures, alternative response, formats, etc.)</li> <li>Assistive Technology (dictation software, calculators, visuals, etc.)</li> <li>Specialized Instruction</li> <li>Instructional Strategies (prompts, graphic organizers, etc.)</li> <li>Modification (change the standard)</li> <li>Environmental (classroom with predictable routines, etc.)</li> </ul>
Who	meansThe Student
Will do what	<ul> <li>Means Observable Behaviors</li> <li>Actions: create, make, analyze, sequence, summarize, complete, describe, attempts, builds, reads, etc.</li> </ul>
How Often	<ul> <li>means Frequency</li> <li>Daily, weekly, during content area, throughout the school day, when work is expected, etc.</li> </ul>
How Accurately	<ul> <li>means How well or independently</li> <li>Percentage of accuracy, with how much assistance, etc.</li> </ul>
Mode of Measurement	means Assessment (as measured by)  Progress monitoring Teacher Observation Curriculum Based Assessments Behavioral Data Formative Assessments Self-Charting Progress Classroom Progress (grades) Student Work Samples and others

# Example of SMART Reading Goal

- Reading Skill: Decoding
- Academic Standard: Know and apply gradelevel phonics and word analysis skills in decoding words. Decode multisyllabic words.
- Sample IEP Goal: By the end of the IEP period, when given a list of 40 multisyllabic words containing closed, open, consonant-vowel-e, and vowel team syllable types, the student will be able to decode 36/40 words correctly as measured by teacher records.

## **Goal Writing: Ray**

Student goals need to address the following areas:

- Reading: Phonological Awareness
- •Reading: Advanced Letter-Sound Correspondences
- •Reading: Word Reading
- •Reading: Spelling

Goal Area: Reading: Advanced Letter-Sound Correspondences

Goal: Given a teacher-developed list of digraphs, trigraphs, and vowel teams, Ray will identify each sound within one second with 95% accuracy by the next reporting period.

Related Content Standards(s): CCSS.ELA–LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words

How will progress be measured: Teacher-developed lists of randomly ordered digraphs, trigraphs, and vowel teams.

How progress will be reported, including frequency: Ray's progress will be monitored weekly. His response time and accuracy will be graphed.

## **Goal Writing: Case Study Student**

Student goals need to address the following areas:

- Reading: Phonological Awareness
- •Reading: Advanced Letter-Sound Correspondences
- •Reading: Word Reading
- •Reading: Spelling

#### Goal Area:

Goal:

Related Content Standards(s): CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words

How will progress be measured:

How progress will be reported, including frequency:

# Goal Setting: Case Study Student

Case study student will improve her score on Nonsense Word Reading Fluency from an average of 30 CLS and 1 WWR to a score of 54 CLS and 13 WWR by the next reporting period.

Progress monitor weekly using NWF probes. Graph CLS and WWR.

# **Goal Setting Strategies**

There are three validated approaches to setting goals:

- 1. Benchmarks
- 2. National norms for weekly ROI
- 3. Intra-individual framework

#### National Center on Intensive Intervention

#### Handout: Overview of Goal Setting Strategies

#### Option 1. Using Benchmarks

- Description: Identify the grade level winter or end-of-year benchmark and use for goal.
- Advantages:
- > Easy-to-use when progress monitoring tool provides benchmarks.
- Tracks progress toward grade-level expectations.
- > Efficient for setting goals for large numbers of students
- Considerations:
  - Not appropriate for those students significantly below or above benchmark. To determine appropriateness, ensure that the expected weekly growth is also realistic (e.g., no more than twice average growth, at least average growth)

#### Option 2. National Norms for Rate of Improvement (ROI)

Description: Identify average growth per week (ROI) for grade and number of weeks left in the instructional period (when we want the goal to be reached). Use the following to calculate a realistic goal.

#### ROI × # Weeks + Baseline Score = GOAL

#### Advantages:

- > Provide more realistic goal when using benchmarks are not appropriate
- Considerations:
  - > If a student is behind, matching the ROI norm will maintain the same level of achievement gap.
  - > Some progress monitoring tools provide recommendations for "ambitious" ROIs.
  - When national norms are not available, consider using local norms or estimating ROI by dividing growth between benchmark periods by the number of weeks of instruction.

#### Option 3. Intra-individual Framework

- Description: Uses an individual growth rate based on past performance instead of a national normed growth rate.
- SROI × 1.5 × # Weeks + Student's Baseline Score (mean of 3 most recent acores) GOAL

- Advantages:
  - Provides valid goal setting strategy in situations where students are performing far below grade level and typical growth rates are not appropriate.
- Considerations:
  - > Use three most recent data points to calculate baseline score.
  - > Calculate student's ROI (SROI) based on at least eight data points
  - Why 1.5? Since the current SROI is insufficient to close the achievement gap, we want to increase current growth by at least half (x 1.5).
  - A more ambitious goal may be set if appropriate (e.g., if after several weeks of progress monitoring, the current SROI exceeds the goal SROI).



### **Passing the Stranger Test**

If you were handed your partner's IEP could you implement?

- Do the goals connect to the PLAAFP?
- What questions do you have?
- What progress do you expect to see and how will you know if you meet it?





## **Appropriately Ambitious Goals**

Look at one of your goals
Is the goal appropriately ambitious in light of the child's circumstances?

 According to the plan, what do you need to do to monitor and report progress?



## Resources

## National Center on Intensive Intervention

https://intensiveintervention.org/

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	National Center on INTENSIVE INTERVENTION at American Institutes for Research ■	Search Q D	
	Intensive Tools Implementation Inte Intervention - Charts - Support - Mat	rvention Information Voices from the Field arials - For	
<	National Center on Intensive Interver         Approach         NCI builds the capacity of state and local education agencies, un tsakeholders to support implementation of intensive intervention is behavior for students with severe and persistent learning and/or bortext of their multi-tiered system of support (MTSS) or special education tensive intervention is data-based individualization (DBI), an integrates the systematic use of assessment data, validated intervention.         Learn More	Artion Mission and versities, practitioners, and other literacy, mathematics, and ehavioral needs, othen in ducation services. NCII's approach research-based process that rentions, and intensification	Validated Intervention Program (e.g., Tier 2, Standard Protocol, Secondary Intervention)
	Explore all <b>State and Local</b> <b>Leaders</b> Find tools and resources to support implementation of intensive intervention for school, district, and state administrators and staff responsible for leading MTSS and special education initiatives.	Explore all <b>Trainers &amp; Coaches</b> Find tools and resources to help trainers and coaches support professional learning about intensive intervention.	
	Explore all Explore all Explore all Explore all Explore all Educators Educators for and resources to support general and special education teachers, interventionists, school psychologists, school counselors, and other school-based personnel working with students with intensive academic and behavioral needs.	Explore all Explore and Explore Ex	

## **Goal Setting**

https://intensiveintervention.org/resource/using-academic-progress-monitoring-

individualized-instructional-planning-dbi-training

National Center INTENSIVE	ON INTERVENTIO at American Institutes	N for Research ■		Search	
Intensive Intervention <del>-</del>	Tools Charts <del>-</del>	Implementation Support <del>-</del>	Intervention Materials <del>-</del>	Information For	Voices from the Field
Using Aca Planning	ademic Pro (DBI Profe	ogress Mon ssional Lea	itoring for I arning Serie	ndividualize es Module 2	ed Instructional 2)
Resource Type: Train Developed By: Nati	ning Modules onal Center on Intens	ive Intervention			Latest Resources
This training module d process by (a) providir monitoring data to set intensive needs. The module is intende monitoring assessmer intended for coaches s activities to facilitate p	emonstrates how acad g approaches and too ambitious goals, make d to be delivered by a t t. It includes a PowerP supporting school or dis anning and application	emic progress monitoring s for academic progress r instructional decisions, ar rained, knowledgeable pr oint presentation with spe trict implementation of DE of training content.	fits into the Data-Based monitoring and (b) showi nd plan programs for ind ofessional who have exp eaker notes and handout 31, is also included and p	Individualization (DBI) ng how to use progress ividual students with berience with progress s. A coaching guide, rovides suggested	DOCUMENTS Resource List: Academic Assessment, Instruction, and Intervention for English Learners WEBINARS Count me In! Supporting Students in Your Class with Math Difficulty WEBINARS Make Your Course Count: Preparing
PowerPoint Slides (5	08 Compliant Version)			P	Educators to Support Students with Math Difficulty
PowerPoint Slides &	Notes				See more
Handout 1: Overview	of Academic Progress	Monitoring Goal Setting		Ŵ	
Handout 2: Andrew				ß	
Coaching Guide				ß	

### Using Informal Academic Diagnostic Data to Guide Intensive Instruction

#### https://intensiveintervention.org/resource/informal-academic-diagnostic-assessmentusing-data-guide-intensive-instruction-dbi

National Center or INTENSIVE IN	TERVENTIO	N for Research ■		Search	Q		
Intensive Intervention -	Tools Charts <del>-</del>	Implementation Support -	Intervention Materials -	Information For <del>-</del>	Voices from	the Field	
Informal Ac Intensive Ir	ademic l	Diagnostic n (DBI Profe	Assessme essional Le	nt: Using Da earning Serie	ata to ( es Mo	Guide dule 5)	
Resource Type: Training Developed By: Nation	g Modules al Center on Intens	vive Intervention			Latest F	Resources	
This training module, <i>Info</i> four sections that (a) prov monitoring in reading and analysis of curriculum-bar provide guidance on iden mathematics.	ormal Academic Diag ride an overview of a I mathematics, (b) re sed measures for th titifying what type of a	gnostic Assessment: Usir administering common ge aview graphed progress r e purpose of identifying s skills the intervention sho	ng Data to Guide Intens eneral outcome measur nonitoring data, (c) intra skill deficits in reading a uld target to be most ef	<i>ive Instruction</i> , includes es for progress oduce error or miscue nd mathematics, and (d) fective in reading and	DOCUMEN Resource Assessme Interventio WEBINARS Count me Your Class	ITS List: Academic ant, Instruction, and on for English Learners In! Supporting Students in s with Math Difficulty	n
The module is intended to presentation with speaker	be delivered by a t r notes and handout cademic Progress M	trained, knowledgeable p ts. Ionitoring Measures	rofessional. It includes	a PowerPoint	WEBINARS Make You Educators	3 r Course Count: Preparing to Support Students with	9
Part 2: Reviewing Graph	hed Data			90 90	Math Diffic	ore	
Part 3: Miscue and Skill	s Analysis			Q <sub>0</sub>			
Part 4: Identifying Targe	t Skills in Reading a	nd Math		¢,			
### Iris Center

#### https://iris.peabody.vanderbilt.edu/



#### Welcome to the IRIS Center

The IRIS Center is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-one, through the use of effective evidencebased practices and interventions.

# **Developing High Quality IEPs**

https://iris.peabody.vanderbilt.edu/module/iep01/#content



## How Administrators Can Support the Development of High-Quality IEPs

https://iris.peabody.vanderbilt.edu/module/iep02 /





 Kilpatrick, D. (2019). Why Phonemic Proficiency is Necessary for All Readers. Webinar sponsored by CORE: <u>https://www.corelearn.com/webinar-download-why-</u> <u>phonemic-proficiency-is-necessary-for-all-readers/</u>



### https://sitesed.cde.state.co.us/course/view.php?id=132



### Equipped for Reading Success



A Comprehensive, Step-by-Step Program for Developing Phonemic Awareness and Fluent Word Recognition

David A. Kilpatrick, Ph.D.



## For Additional Information:

### • See:

https://www.oregon.gov/ode/students-and-family/ SpecialEducation/RegPrograms BestPractice/Pages/ Dyslexia.aspx

### • Contact:

Carrie Thomas Beck Dyslexia Specialist Oregon Department of Education <u>carrie.thomas-beck@state.or.us</u> 503.947.5833