Individualized Education Program

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Meeting Date:	3/26/2013	**Purpose of IEP Meeting:**	Annual Review
Student Name:	Stacy Student	**GTID#:**	
Date of Birth:	1/1/2001	**Eligibility Category(s):**	Specific Learning Disability
School:			
Grade:	Grade 9	**IEP Implementation Date:**	4/5/2013
School Year:	20012/2013	**IEP Ending Date:**	3/25/2014
Parent(s):			
Address:	, ,		
Phone (home):		**Phone (cell):**	
Phone (work):		**Email:**	

TEAM MEMBERS IN ATTENDANCE

REQUIRED MEMBERS

Parent:	did not attend
Parent:	
Local Education Agency Representative(LEA):	Pam Principal
Special Education Teacher:	Phyllis Hart, Case Manager
Regular Education Teacher:	Reggie Teacher, English
Student (age 18 or if transition is being discussed):	Stacy Student
Agency representative (responsible for transition services):	

ADDITIONAL MEMBERS

Name/Title:	Matt Mathis, Math Co-Teacher
Name/Title:	Susie Scientist, Science Teacher
Name/Title:	
Name/Title:	
Name/Title:	
Name/Title:	
Name/Title:	

I. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Results of initial or most recent evaluation and results of state and district assessments:

Stacy is a fifteen year old first year freshman at Ridgeland High School who has been receiving special education services in a co-teaching setting in Language Arts, Science, and Social Studies.

INDIVIDUAL TEST RESULTS:
On 1/10/12, an eligibility review was held and the committee determined that Stacy continued to meet eligibility requirements as a student with a Specific Learning Disability. Although Stacy's most recent psychological testing is more than two years old, the information regarding her intellectual ability and processing deficits continues to provide valuable information for the IEP team in planning for her needs. According to the KABC-II (given 5/6/2009) Stacy showed average intellectual ability. On the VMI (also given 5/6/09), Stacy performed far below average, which indicated a processing problem with visual-motor integration skills. Her KABC-II Simultaneous Index score was below average and indicated processing problems with organization skills. Results of the CTOPP (also given 5/6/09) showed below average skills in auditory discrimination.

GROUP TEST RESULTS:
Stacy has not yet taken EOCT exams at the high school level. Her most recent test scores are from 8th grade in the Spring of 2012:

CRCT (score of 800 or higher is required to meet grade level standards)
NOTE: Accommodations of small group and extra time were made for all subtests. On all subtests except math, the test questions were also read to her.

Reading = 798 (did not meet standard)
Language Arts= 790 (did not meet standard)
Math = 821
Science = 803
Social Studies = 817

GA 8th Grade Writing Test (score of 200 is needed to meet standard) = 197.

REPORT CARD GRADES:
Stacy's current averages as of 3/25/13 are: English I = 71, Algebra I B = 75, Introduction to Health Care = 94, Physical Science = 83. At the end of the first semester, she had the following grades: Reading Strategies = 70, Algebra I A= 79, Health/PE = 82, Government = 78. She passed all her classes first semester, earning 4 credits toward graduation. She also received final passing grades in all subjects at the end of 8th grade last spring.

OTHER DATA:
Stacy has had zero office referrals this year. She has been tardy to school one time and has two unexcused absences this semester.

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Student Name: Stacy Student   **IEP Dates: from** 04/05/2013 **to** 03/25/2014   **DOB:** 01/01/2001   **GTID:**

PROGRESS TOWARD PREVIOUS IEP GOALS:

Goal #1: Reading
Stacy mastered this goal. Stacy answers literal comprehension questions related to content area text with 80% accuracy as shown on the most recent classroom work samples from Physical Science class. She also performed well in her Reading Strategies class first semester and work samples collected from that class in January also demonstrate that Stacy can perform this skill.

Goal #2: Written Expression
Stacy did not fully master this goal. Writing samples provided from March 2013 show that Stacy can write a one page paper related to a given topic with adequate vocabulary usage. She generally uses correct capitalization and ending punctuation. However, she continues to struggle with run-on sentences and paragraph organization.

Goal #3 Work Habits
Stacy did not fully master this goal. She is now coming to class with appropriate materials 80% of the time. However, she continues to struggle with keeping up with long-range assignments and her grades are lowered due to late or incomplete assignments. She currently has three zeros in English Lit for work not turned in and one to two instances of assignments turned in late in each of her other classes.

Description of academic, developmental and/or functional strengths:

According to the CRCT results from Spring 2012 and current report card grades, Stacy performs well in Mathematics. She enjoys the challenge of solving mathematical equations and states that she enjoys working with numbers. She is a very bright young lady who is goal driven and fully understands what she must do to accomplish her goals. Her teachers state that she has many friends and is pleasant to have in the classroom.

Description of academic, developmental and/or functional needs:

According to GWT and CRCT results (Spring 2012), work samples and IEP progress monitoring data from March 2013, Stacy's greatest weaknesses are in English and Language Arts due to her reading, spelling, and writing deficiencies.

She struggles to independently spell grade level words as well as commonly used vocabulary. However, the team is not recommending a separate spelling goal at this time. Stacy has had several years of spelling instruction but continues to struggle. The team feels that an assistive technology solution may be the appropriate way to address this need.

Stacy also has weaknesses in paragraph organization and sentence structure. Work samples provided from her English class in March 2013 show 8-10 sentence fragments or run-on sentences per page. Analysis of the provided work samples also shows that Stacy did not include a clear topic sentence with supporting details and concluding thought on any of the four samples. She needs to continue to work on proper sentence structure. She needs to read over her draft and be able to identify the run-on sentences, sentence fragments, and make corrections. Paragraph development and organization also continue to be areas needing instruction. Stacy needs to learn to make an outline to organize her thoughts into main idea, supporting details, and conclusion.

In the area of reading, data from the Spring 2012 CRCT showed a weakness in vocabulary and reading comprehension. Stacy met her annual goal related to literal reading comprehension. Now she needs to continue to work on comprehension of grade level content area passages, with an emphasis on inferential questions. As she progresses through high school, content area text will become more and more specialized and difficult. Pre-teaching of important vocabulary terms and highlighting important information will help her to focus on important concepts in her reading material and understand the meaning. In addition, use of visual aids/graphic organizers will assist her in gleaning important information from text. Stacy has shown improved performance on classroom tests in content areas, when test questions are read to her as an accommodation.

Informal reading inventory samples using grade level content area texts from March 2013 show that she can make predictions regarding outcome and draw conclusions about 50% of the time, Her ability to summarize important information over text read was at about 45% accuracy. Her ability to identify characters' mood/feelings, relationships, and author's point of view was at about 30%.

In the area of classroom work habits, data from teachers' grade books in March 2013 show that Stacy currently has three zeros in English Lit for work not turned in and one to two instances of assignments turned in late in each of her other classes. Stacy needs to develop more independent strategies (such as an electronic calendar) for keeping up with her assignments and deadlines, rather than relying on adults to remind her.

Because of her difficulty with organization, it has been helpful to allow her extra time to process verbal questions before requiring a response (5-6 seconds of think time). Alternatively, the teacher could also try warning Stacy in advance before calling on her (for example: "Stacy, I am going to come back to you in a minute and ask you to tell me ....").

Because of Stacy's visual-motor integration difficulties, when she gets in a hurry to complete an assignment, her handwriting becomes almost illegible. Giving her extra time (time and a half) to complete her classwork or tests has been helpful and allows her to take her time in writing and produce legible written work. Because Stacy needs extended time on classroom tests in content areas, she will need small group administration in order to provide this accommodation.

Parental concerns regarding their child's education:

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Stacy's parents want to see her reach her career goals and graduate high school. They want her to be able to obtain a nursing degree and live out her life long dreams in that profession. Although her mom did not attend today's meeting, she has reported concerns regarding Stacy's study habits. The mom continues to have to check up on Stacy to make sure she is turning in her work and completing homework. She would like Stacy to become more independent with this.

Impact of the disability on involvement and progress in the general education curriculum (for preschool, how the disability affects participation in appropriate activities):

Stacy has been diagnosed with a Specific Learning Disabiliy. Based on assessment results from January 2012, GWT and CRCT scores from Spring 2012, and current work samples from March 2013, Stacy shows weaknesses in Reading and Written Expression. Moreover, processing deficits continue to be evident in auditory discrimination, organization, and visual-motor integration.

In Stacy's particular case, her difficulties with auditory discrimination are evident in her independent written work which often contains misspelled words. In addition, her auditory discrimination problems have resulted in struggles with reading and written composition skills and she is currently performing below grade level. Organizational problems are evident in her continued trouble organizing her written ideas into proper paragraph form as well as her difficulties with keeping up with assignments and remembering to turn them in. Visual-motor difficulties are still evident in her written work; especially when she gets in a hurry to finish something, her handwriting becomes almost illegible.

II. CONSIDERATION OF SPECIAL FACTORS

a) **Does the student have behavior which impedes his/her learning or the learning of others?:**   ○ Yes   ◉ No

If yes, consider the appropriateness of developing a Behavior Intervention Plan.
Behavior Intervention Plan developed?:   ○ Yes   ◉ No
Refer to Behavior Intervention Plan for additional information.

b) **Does the student have Limited English proficiency?:**   ○ Yes   ◉ No
If yes, consider the language needs as related to the IEP and describe below.

c) **Does the student have blindness/visual impairment?:**   ○ Yes   ◉ No
If yes, provide for instruction in Braille and the use of Braille, unless the IEP Team determines that instruction in Braille is not appropriate for the student after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media, including evaluation of future needs for instruction in Braille or the use of Braille. Describe below.

d) **Does the student have communication needs?:**   ○ Yes   ◉ No
If yes, consider the communication needs and describe below.

e) **Is the student deaf or hard of hearing?:**   ○ Yes   ◉ No
If yes, consider and describe the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode. Describe communication needs below.

f) **Does the student need assistive technology devices or services?:**   ◉ Yes   ○ No
If yes, describe the type of assistive technology and how it is used. If no, describe how the student's needs are being met in deficit areas.

g) **Does the student require alternative format for instructional materials?:**   ○ Yes   ◉ No
If yes, specify format(s) of materials required below.

☐ Braille   ☐ Large type   ☐ Auditory   ☐ Electronic text

f) The IEP team is requesting consultation by the Assistive Technology Specialist to assist in planning for Stacy's needs, especially in regards to spelling/writing and organization/time management. Once the consultation process has been completed, any necessary amendment to the IEP will be made.

III. TRANSITION SERVICE PLAN

A transition service plan must be completed no later than entry into 9th grade or by age 16, whichever comes first, or younger, if determined appropriate by the IEP team and updated annually. If transition service plan is developed, attach to the IEP:

A transition plan is required due to age/grade. It has been completed and is attached (The transition plan form is located under special education forms manager for this student).

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IV. MEASURABLE ANNUAL GOALS

#	Measurable Annual Goals: Academic and/or functional goals designed to meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum or to meet each of the child's other educational needs that result from the disability.	Criteria for Mastery	Method of Evaluation
1	Given an assigned topic, Stacy will write a one page paper containing at least three paragraphs with emphasis on proper paragraph organization and sentence structure.	4 out of 5 consecutive opportunities, meeting 80% of rubric criteria	writing assignments and work samples
2	Given content area grade-level text passages, Stacy will correctly answer literal and inferential comprehension questions.	with 80% accuracy for 4 out of 5 consecutive opportunities	content area work samples
3	Given an electronic or written calendar, Stacy will use it to record/keep up with important due dates and assignments with minimal prompting.	9 of 10 consecutive assignments turned in on time in each class	self-monitoring system, teacher grade book, and assignment log

REPORT OF STUDENT PROGRESS

When will the parents be informed of the child's progress toward meeting the annual goals?

Progress report to be sent every nine weeks grading period.

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V. MEASURABLE ANNUAL GOALS & SHORT TERM OBJECTIVES/BENCHMARKS

Academic and/or functional goals designed to meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum or to meet each of the child's other educational needs that result from the disability.

MEASURABLE ANNUAL GOAL: Given an assigned topic, Stacy will write a one page paper containing at least three paragraphs with emphasis on proper paragraph organization and sentence structure.

#	Short term objectives/benchmarks: Measurable, intermediate steps or targeted sub-skills to enable student to reach annual goals.	Criteria for Mastery	Method of Evaluation
1a.	When given sample written selections, Stacy will identify errors in complete thoughts (run-on sentences, and sentence fragments) with minimal prompting.	identifies all run-on sentences and fragments in at least 3 of 4 consecutive attempts	work samples
1b.	When given an assigned topic, Stacy will develop an outline of her ideas with minimal prompting.	meets outline rubric on at least 3 of 4 consecutive attempts	written samples
1c.	After completing a draft paper based on her outline, Stacy will proofread and highlight any run-on sentences or fragments.	identifies all run-on sentences/fragments in at least 3 of 4 consecutive attempts	written samples
1d.	After proofreading her paper for mistakes, Stacy will make needed corrections to her written product.	3 of 4 consecutive attempts meeting at least 90% of rubric	final paper

MEASURABLE ANNUAL GOAL: Given content area grade-level text passages, Stacy will correctly answer literal and inferential comprehension questions.

#	Short term objectives/benchmarks: Measurable, intermediate steps or targeted sub-skills to enable student to reach annual goals.	Criteria for Mastery	Method of Evaluation
2a	Given a content area selection and graphic organizer, Stacy will complete the graphic organizer to make predictions or speculations about the text based on her prior knowledge regarding the subject.	80% accuracy on 2 of 3 consecutive assignments	graphic organizers
2b	After reading a given literature selection, Stacy will identify characters' mood or feelings, relationships to other characters, and the author's point of view in the written material.	80% on 2 of 3 consecutive assignments	classroom discussions with observational data recorded by teacher
2c	After reading a given content area selection, Stacy will draw a conclusion as to outcome, stating specific reasons that are presented or implied in the text.	80% accuracy on 2 of 3 consecutive assignments	written work samples
2d.	After reading a given content area selection, Stacy will summarize the important information in verbal, graphic, or written form.	80% accuracy on 3 of 4 consecutive assignments	recordings, graphic organizers, work samples

MEASURABLE ANNUAL GOAL: Given an electronic or written calendar, Stacy will use it to record/keep up with important due dates and assignments with minimal prompting.

#	Short term objectives/benchmarks: Measurable, intermediate steps or targeted sub-skills to enable student to reach annual goals.	Criteria for Mastery	Method of Evaluation

3a	Given instruction in use of an electronic or written calendar, Stacy will record daily and long-term assignments/due dates in an electronic or written calendar with minimal prompting.	9 of 10 consecutive assignments correctly recorded	assignment calendar compared to Grade Book assignments
3b	When given a long-term assignment (ex. project, etc.) with a model plan for completion, Stacy will develop a plan for completion including short-term steps/deadlines toward final completion on time.	teacher satisfaction on 2 of 3 plans	written plans
3c	Given the plan she has developed for assignment completion, Stacy will use an electronic or written prompt to remind her about her short-term steps and deadlines and follow her plan.	self monitoring checklist matches that of teacher on at least 7 of 9 steps in the plan(s)	plan/self monitoring checklist compared to teacher monitoring of deadlines
3d	Using her electronic or written calendar, Stacy will turn in daily and long-term assignments on time with minimal prompting.	no more than one late assignment per class in a whole semester	teacher Grade Books, teacher reports

REPORT OF STUDENT PROGRESS

When will the parents be informed of the child's progress toward meeting the annual goals?

Progress report to be sent every nine weeks grading period.

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VI. STUDENT SUPPORTS

To advance appropriately toward attaining annual goals; to be involved and progress in the general curriculum; to be educated and participate with other children in academic, nonacademic and extracurricular activities, the following accommodations, supplemental aids and services and/or supports for school personnel will be provided:

Instructional Accommodations:
Pre-teach vocabulary and concepts
Use of highlighter
Extended time: time and one half for homework/classwork
Use of concrete examples or visual aids/cues (such as Thinking Maps)
Allow extra time to process verbal questions before requiring response (5-6 seconds of think time)

Classroom Testing Accommodations:
Extended time--time and a half
Small group
Test questions read to her in language arts, science, and social studies

Supplemental Aids and Services:
Assignment Calendar

Case Manager will continue to contact parent via email to apprise regarding any missing assignments (bi-weekly). However, the goal is for Stacy to become more independent as the year progresses, with the need for the parent contact projected to be eliminated by the end of the year.

Supports for School Personnel:
A copy of the IEP Supports/Testing Accommodations will be provided.

VII. ASSESSMENT DETERMINATION FOR DISTRICT AND STATEWIDE ASSESSMENTS FOR GRADES K-12

a)   The student will participate in the following regular required assessments (Each state mandated test and subtest must be considered individually and documented below).

Specific Testing Accommodations (Accommodations used for assessment must be consistent with accommodations used for classroom instruction/testing and specified in the IEP. Some accommodations used for instruction may not be allowed for statewide assessment. Refer to the GaDOE Student Assessment Handbook for the only allowable accommodations. Conditional accommodations are only allowable for students who meet eligibility criteria.) All subtests must be considered individually. If the CRCT-M is considered, the Participation Guidelines for the CRCT-M must be completed and attached.

Test	Subtest	Setting	Timing/Scheduling	Presentation	Response	Standard or Conditional (Conditional on the GHSGT is called Nonstandard)
EOCT	English I	(3) Small group	(37) Extended time	(18) Orally read test ques. (reader /assis.tech, Eng.only)		S
EOCT	Phy Science	(3) Small group	(37) Extended time	(18) Orally read test ques. (reader /assis.tech, Eng.only)		S
EOCT	Algebra I/ Math I	(3) Small group	(37) Extended time			S
EOCT	Biology	(3) Small group	(37) Extended time	(18) Orally read test ques. (reader /assis.tech, Eng.only)		S
EOCT	U S History	(3) Small group	(37) Extended time	(18) Orally read test ques. (reader /assis.tech, Eng.only)		S

b)   The student will participate in the Georgia Alternate Assessment (GAA):   ○ Yes   ◉ No
    If yes, provide a statement of why the child cannot participate in regular required assessment.

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VIII. SPECIAL EDUCATION

Instruction/Related Services in General Education Classroom/Early Childhood Setting:

Options Considered	Service	Frequency	Initiation of Services (mm/dd/yy)	Anticipated Duration (mm/dd/yy)	Provider Title	Content Specialty Area
☑	Consultative	30 min/wk	4/5/2013	3/25/2014	Special Education Teacher	Mathematics
☑	Collaborative					
☑	Co-teaching	1 segment/day per course/term	4/5/2013	3/25/2014	Regular Education and Special Education Teachers	Language Arts, Science, Social Studies
	Supportive Services					
	Related Services					

IX. SPECIAL EDUCATION

Instruction/Related Services Outside of the General Education Classroom:

Options Considered	Service	Frequency	Initiation of Services (mm/dd/yy)	Anticipated Duration (mm/dd/yy)	Provider Title	Content Specialty Area
☑	Separate Class	1 segment/day for one term	4/5/2013	3/25/2014	Special Education Teacher	Study Skills
☐	Separate School					
☐	Home Instruction					
☐	Residential					
☐	Hospital/Homebound					
	Supportive Services					
	Related Services					

X. PARTICIPATION WITH PEERS

The explanation of the extent, if any, to which the child will not participate with peers without disabilities in the regular class and/or in nonacademic and extracurricular activities:

Due to Stacy's weaknesses in organization, she has trouble completing and turning in assignments on time as well as with producing a well-organized written composition. In addition, because of her weaknesses in auditory discrimination, she is performing below grade level in inferential reading comprehension and written expression. She requires specialized and direct instruction on independent organization and time management skills. She also needs focused and intensive remediation on inferential reading comprehension and written expression skills which are pre-requisite to grade level common core standards. She also needs pre-teaching of important content area vocabulary and concepts before they are introduced in the general classroom setting. This level of differentiation is not feasible in the general education classroom. For all these reasons, she needs separate class services in order to receive this specialized instruction.

XI. EXTENDED SCHOOL YEAR

a) **Are extended school year services necessary?:** ○ Yes ● No ○ NA
If yes, complete the section below.

b) **Goals to be extended or modified:**

Service	Frequency	Initiation of Services (mm/dd/yy)	Anticipated Duration (mm/dd/yy)	Provider Title	Location

XII. DOCUMENTATION OF NOTICE OF IEP MEETING

Date	Method of Notification			By Whom
1st Notification				
3/12/2013	☑ Invitation			Phyllis Hart
2nd Notification				
3/18/2013	☐ Invitation ☐ Reminder notice	☑ Phone Call ☐ Other :	☐ In Person	Phyllis Hart
3rd Notification				
3/25/2013	☐ Invitation ☐ Reminder notice	☐ Phone Call ☑ Other :	☐ In Person Text Message	Phyllis Hart

XIII. PARENT PARTICIPATION IN THE IEP PROCESS

The following documents were provided to parent(s):
- ☑ Parental Rights in Special Education
- ☑ Individualized Education Program (IEP)
- ☐ Eligibility Report(s)
- ☐ Evaluation
- ☐ Other:

The parent did not attend the meeting. A draft copy of the IEP was developed at the meeting and sent home to the parent. A final copy will be sent after verification.

If parent did not attend the meeting, complete below:
On: 3/26/2013
the documents were: ☐ Mailed   ☐ Given In Person   ☑ Sent via Student
                                      ☐ Other

Strengths-Based IEPs: Fact Sheet

A strengths-based IEP is...

✓ An approach that leverages a student's abilities to help work on weaknesses.

✓ A way to combine standards-based IEPs with a growth mindset that helps students believe they can improve their abilities.

✓ A process that can lead to more self-awareness and self-advocacy.

A strengths-based IEP is *not*...

⊗ A superficial look at strengths. Abilities are thoughtfully woven into IEP goals.

⊗ An adults-only process. Students are encouraged to help identify strengths and actively participate in IEP meetings.

⊗ Just about strengths and weaknesses. It also focuses on interests and preferences.

This new kind of IEP reframes how IEP teams talk about—and use—strengths

Too often, IEP teams discuss a student's strengths by saying things like "What I like about this student is…." These comments can be hard to connect to the rest of the IEP in actionable ways. But IEP teams can reframe the strengths discussion so it focuses on abilities: *"What does the student do well?"*

For example, for students who struggle in math, what do they do well in that subject? Are they good at using a calculator? Do they prefer to work independently or in groups? Strengths-based IEPs aim to start with a strength for each of the skill sets described in the student's present level of performance.

Teacher training in strengths-based IEPs can help schools work on...

Using **strengths finders** to identify abilities, interests and preferences	Preparing students to participate in **IEP meetings** and self-advocate	Helping weave strengths into **IEP goals** as a way to set high expectations	Expanding **IEP templates** to focus on strengths, interests and preferences

Spotlight: Student-led IEPs

Student participation in IEP meetings can deepen the discussion about strengths, interests and preferences. It can also help students set ambitious goals and meet them. That's what happened at Georgia's Rutland Middle School, where student-led IEPs have had a big impact on kids with dyslexia and other learning issues. These students not only learned about their strengths and weaknesses. Several kids set a goal of no longer needing special education in high school—and a handful reached this goal by the end of the first semester of ninth grade.

Data Driven
by Abby Sakovich M.S., CCC-SLP

What is Progress Monitoring?

Progress monitoring is the process in which educators repeatedly and scientifically assess a student's performance to determine whether instruction is effective. Teachers monitor student progress on an individual basis or as part of a group. The academic, social, or behavioral needs of a student typically determine the type of progress measured.

Why Monitor Progress?

- Educators can make better decisions about instruction when informed.
- Effective progress monitoring boosts accountability.
- Regular data collection facilitates frequent and efficient communication with other professionals and parents regarding student progress.
- Progress monitoring encourages higher expectations for students.
- Well-designed progress monitoring lowers Special Education referrals.

Progress Monitoring Dos

- DO obtain an accurate baseline. Appropriate assessment is key to determining a student's current level of performance.
- DO set appropriate goals and determine an appropriate length of time to target goals. (See Handy Handout #471 on tips for writing SMART goals.)
- DO determine age-appropriate, reliable, and valid tools to use while progress monitoring.
- DO develop a system for how and when to progress monitor (daily, weekly, monthly, etc.)
- DO schedule meeting times with other professionals and parents to discuss progress and adjust instruction as appropriate.

Whether tracking the progress of one student or one hundred, develop a system that works for your classroom and the individual needs of your students. Find or develop quick and easy to use tools that facilitate fidelity of implementation. If you are struggling to develop a progress monitoring system, reach out to the intervention specialist or intervention team leader in your school. He/She should be able to help you determine a starting place for your students and set you on the path to progress monitoring success.

Resources

Office of Special Education Programs (OSEP). "Common Questions for Progress Monitoring." Accessed September 8, 2017. https://www.osepideasthatwork.org/node/135

National Center on Response to Intervention. "Progress Monitoring Brief Series Brief #1: Common Progress Monitoring Omissions: Planning and Practice." Accessed September 8, 2017. http://www.rti4success.org/sites/default/files/RTI%20ProgressMonitoringBrief1-Planning%20and%20Practice.pdf

https://www.osepideasthatwork.org/node/135

http://www.rti4success.org/essential-components-rti/progress-monitoring?page=1

More FREE Handy Handouts®, go to www.handyhandouts.com

Helpful Products

The list of Super Duper® products below may be helpful when working with children who have special needs. Visit www.superduperinc.com and type in the **item name or number in our search engine**. If you're viewing this Handy Handout on a computer, click the links below to see the product descriptions.

MagneTalk Turns & Topics
Item #GB-46

Big Vocabulary Nouns Photo Cards
Item #BIG-753

Webber Problem Solving Photo Lotto
Item #BGO-176

Webber Photo Cards Function Pair-Ups
Item #WFC-62

Special Education Eligibility Categories

by Natalie Dahl, M.S., CCC-SLP

In order to receive special education services at school, a student must: (a) have a formal evaluation by a Special Education Team; (b) meet at least one of 13 different categories; and (c) meet the "3 Prongs of Special Education." When the team meets to discuss the "3 Prongs of Special Education," they must conclude that:

- The student has a disability.
- The disability adversely affects the student's educational performance at school.
- The student requires specially designed instruction in order to gain access to the general curriculum.

The 13 categories under which a student can qualify for special education services are:

1. <u>Autism</u> – The student has a developmental disability that significantly affects verbal and nonverbal communication and social interaction (i.e., engaging in repetitive activities and movements, resisting change in routines, and responding unusually to sensory experiences).

2. <u>Deaf-Blindness</u> – The student has a combination of hearing and vision impairments that severely affects communication and development.

3. <u>Deafness</u> – The student has a severe hearing impairment that affects his/her ability to process language, with or without amplification.

4. <u>Emotional Disturbance</u> – The student exhibits one or more of the following characteristics over a long period of time:

- inability to learn that cannot be explained
- inability to build or maintain relationships with peers and teachers
- inappropriate behavior or feelings in normal circumstances
- unhappy or depressed mood
- tendency to develop physical symptoms or fears because of personal or school problems
- schizophrenia

5. <u>Hearing Impairment</u> – The student has a permanent or inconsistent hearing impairment.

6. <u>Intellectual Disability</u>* – From a very young age, the student has a significantly below-average IQ and decreased functional skills.

Note: In years past, "Mental Retardation" (MR) was the term used to describe intellectual disabilities; however, this term is no longer used or acceptable.

7. <u>Multiple Disabilities</u> – The student has several disabilities (not including deaf-blindness), that severely affect his/her education.

8. <u>Orthopedic Impairment</u> – The student has severe difficulty as the result of a birth defect, disease, or other physical impairment (e.g., cerebral palsy or amputation).

9. <u>Other Health Impairment</u> – The student has decreased strength, energy, or attention that affects his/her educational performance stemming from chronic or acute health problems (e.g., ADHD, diabetes, epilepsy, etc.).

10. Specific Learning Disability – The student has difficulty understanding and/or using spoken or written language. This may affect his/her ability to listen, think, speak, read, write, spell, or do mathematical calculations. This is **not** due to other disabilities (visual, hearing, motor, or intellectual), disadvantages (environmental, cultural, or economic), or an emotional disturbance.

11. Speech or Language Impairment – The student has a communication disorder that affects fluency (stuttering), articulation, language, and/or voice.

12. Traumatic Brain Injury – The student has acquired a brain injury affecting one or more areas: cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, abilities, motor abilities, psychosocial behavior, physical functions, information processing, and speech. This does **not** apply to a brain injury occurring at birth or one that is degenerative.

13. Visual Impairment Including Blindness – The student has a vision impairment affecting his/her education, even with correction.

Members of the special education team include a school psychologist, special education teacher, speech-language pathologist, and/or other related service providers. This team will work together to evaluate your student and determine the most appropriate way for him/her to receive services or help at school. If you suspect that your child/student may need special education services, contact your local school and request an evaluation.
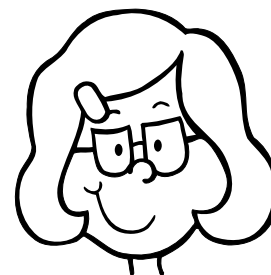
Resources

"Categories of Disability under IDEA," Center for Parent Information and Resources, accessed December 20, 2016, http://www.parentcenterhub.org/wp-content/uploads/repo_items/gr3.pdf.

"Disability Profiles," Special Education Guide, accessed December 20, 2016, http://www.specialeducationguide.com/disability-profiles/.

"Building the Legacy: IDEA 2004," U.S. Department of Education, accessed December 21, 2016, http://idea.ed.gov/explore/view/.

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Jeepers Peepers Game
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Anytime Artic
Item #ATA-88

Understanding Evaluation Terminology

by Staci Jackson, M.A., CCC-SLP

The evaluation process can be daunting. It's often full of new information that is confusing and overwhelming. Many speech-language pathologists and teachers use unfamiliar terms when sharing evaluation results with parents. This explanation of frequently used terms listed below may help you understand the vocabulary often used in speech-language evaluation reports.

Frequently Used Terms:

Speech – a verbal means of communicating that includes:

> *Articulation* – how speech sounds are made. (Children must learn to how to produce the "r" sound in order to say "rabbit" instead of "wabbit.")
> *Voice* – using the vocal folds and breathing to produce sound. Voice is often described by its quality – hoarseness or loss of voice.
> *Fluency* – the rhythm of speech. Hesitations or stuttering can affect fluency.

Language – socially shared rules involving receptive, expressive, and pragmatic skills:

> *Receptive language* – ability to understand spoken words (following directions, listening to and understanding a story, grouping items by category).
> *Expressive language* – ability to verbally express thoughts and ideas (answering questions, telling a story, describing an item).
> *Pragmatics* – ability to use language in specific situations (greeting an unfamiliar person, using and understanding humor, taking turns) and having an understanding of social rules.

Standardized Tests – tests administered in a consistent or standard manner with the same questions, administration, and scoring procedures for all test-takers.

Standard Score – a score based on a scale with an average score or mean of 100. A standard score allows the comparison of a student's performance across different tests and/or between peers. (For most assessments, 85-115 is the average range.)

Percentile Rank – compares a student's standard score with that of other students his/her age or grade. (A percentile ranking of 75 indicates that 75% of the students who took the same standardized test received the same score or lower.)

Descriptive Classification or Category – describes a student's performance compared with same-age peers (Below Average, Average, Above Average, etc.).

Standard Deviation – how spread out the numbers or values are in a set of data. It tells how far a student's standard score is from the average or mean. The closer the standard score is to the average, the smaller the standard deviation.

Stanine – measures a student's performance based on an equal interval scale of 1 to 9. (A Stanine of 5 is average.)

Grade Equivalent – compares a student's performance to a school grade equivalent. (A grade equivalent of 1.5 indicates the student's performance is at the 5th month of 1st grade)

Age Equivalent – compares a student's performance to a chronological age.

*This information and the bell curve that follows is intended to provide you with an understanding of terminology frequently used in standardized testing and should not be used to interpret the results of speech-language assessments. Only a certified speech-language pathologist can interpret speech-language evaluations. To find a certified speech-language pathologist in your area, please visit www.asha.org .

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CAAP-2 Complete Kit
Item #CAAP12

MAVA-Complete Kit
Item #MAVA-22

Writing Useful IEP Goals
by: Lindsey Wegner, M.A., CCC-SLP

We all set goals for ourselves. Goals help us change something we want to improve about ourselves. For students needing support to improve their academic skills and succeed in school, an *Individualized Education Plan* (IEP) can help. Members of an IEP team, including a parent, write an IEP that includes academic goals that the student should be able to accomplish within a school year.

The IEP team (including a parent) develops goals for an IEP based on:

- The student's present level of performance.
- Reports from the parent(s) and teacher(s).
- Evaluations and performances on state, formal, and informal assessments.

When creating student goals, the IEP team should keep this acronym in mind–
SMART:

Each goal should:

- Be **S**pecific and focus on one skill.
- Be **M**easurable in order to monitor progress.
- Use **A**ction words to describe how to address the skill.
- Be **R**ealistic by keeping the student's abilities in mind.
- Be **T**ime-limited and attainable within a school year.

The number of goals the team develops depends on the student. The IEP team should create only a manageable number of goals by considering one goal for each "big" area of concern.

In the IEP meeting, it is important to determine which team member is responsible for helping the student reach his/her goals. The team can also decide that several members of the team can work with the student on the same skills if they believe it will help the student improve his/her overall achievement in attaining a goal.

The *Individuals with Disabilities Education Act – 2004 (IDEA)* also requires a student's IEP to include a description of the student's progress toward his/her annual goals, the method(s) used for measuring the student's progress, and when parents can expect to receive periodic progress reports outlining their student's goals and progress thus far.

Remember, at any time during the school year, a parent has the right to request a meeting with the IEP team to discuss and/or adjust IEP goals if necessary. The IEP is a "working document" that can be altered at any time with approval by the members of the IEP team.
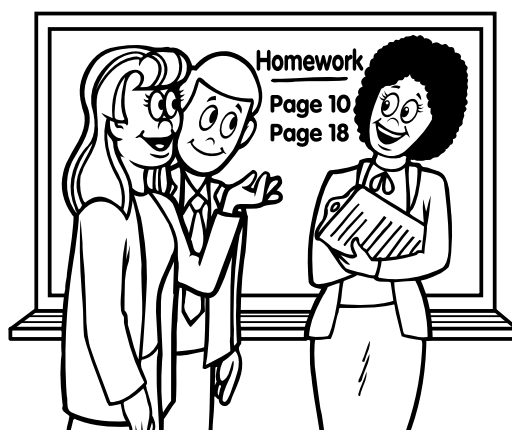
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SLP's IEP Companion
Item #LS-1153

Autism: A Guide for Educators, Clinicians, & Parents
Item #TP-297

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Accommodations vs. Modifications: What's The Difference?

By Erica M. Zollman, M.Ed., CCC-SLP

Oftentimes, students with an Individualized Education Program (IEP) receive classroom and/or testing *accommodations* or *modifications*. We hear these terms used interchangeably; however, they have very different meanings and serve two distinct purposes. An IEP team carefully chooses accommodations and modifications that are unique to each student.

What is the difference between accommodations and modifications?

Accommodations alter *how* a student learns. They do not change what the student is expected to learn. Accommodations describe an alteration of the environment, curriculum format, or equipment that allows an individual with a disability to pursue a regular course of study and/or complete assigned tasks. Within a classroom, accommodations take the form of physical or environmental changes, such as changing the timing, setting, formatting, response, or presentation of material. For example, the teacher may seat a student easily overwhelmed or distracted from noisy parts of a classroom; or a student having difficulty reading may listen to an audio recording of the text. Other classroom accommodations may include:

- Providing a student with extra time to complete assignments.
- Having breaks during instruction.
- Using large print books and worksheets.
- Having sign language interpreters.
- Using specialized keyboards.

Formal or standardized testing situations may also include accommodations, depending upon the needs of the student. Ideally, a student's testing accommodations are similar to the accommodations provided in the classroom. Accommodations **do not** allow altering the scoring of a standardized test or content of the information presented.

Modifications describe very fundamental changes in the curriculum. They may include altering the standard expectations for a course or assessment, as the student may be unable to learn all of the material, or particular portions of the material presented. Within the classroom, modifications can include shortening assignments or providing texts that are easier to read. For an elementary student with cognative imparments in a general education class, assignments might be reduced in number or modified signifcantly. When applied to standardized testing, modifications *do* impact

the interpretation of the test results. Additionally, modifications may take the form of an "alternate assessment," in which a test may not cover the same material as the standard exams.

It is important for parents, teachers, and administrators to be aware of the differences between accommodations and modifications when creating educational programs for students. With appropriate accommodations and modifications in place, IEP teams can help set students up for success.
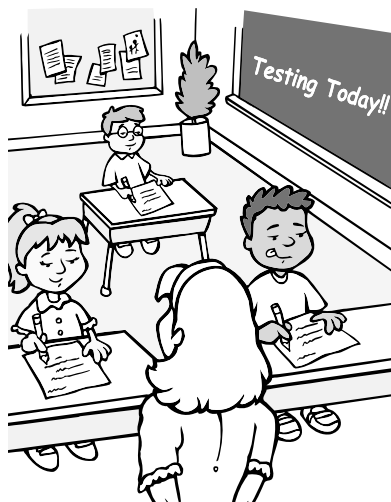
References

Strom, Erich. 2013. *Accommodations and modifications: How they're different.* Retrieved February 2016 from https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/accommodations-and-modifications-how-theyre-different

DO-IT Disabilities, Opportunities, Internetworking, and Technology. 2015. *What is the difference between accommodation and modification for a student with a disability?* Retrieved February 2016 from http://www.washington.edu/doit/what-difference-between-accommodation-and-modification-student-disability

Bouchillon, Esther. Study.com. 2014. Modifications for special education students: definition & checklist. Retrieved February 2016 from http://study.com/academy/lesson/modifications-for-special-education-students-definition-checklist-quiz.html

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Least Restrictive Environment
by Abby Sakovich M.S., CCC-SLP

The Least Restrictive Environment (LRE), in general, refers to the setting in which a student receives special education services. Specifically, LRE refers to a federal law requiring every school district to ensure students with disabilities are educated with typically developing students as much as possible. How that plays out depends on the individual needs of a student.
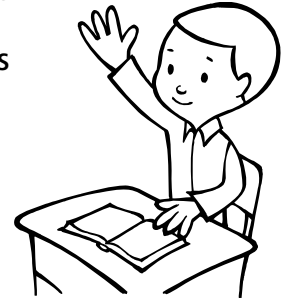
When a student enters special education, a team of professionals and the student's parents draft an Individualized Education Program (IEP). The IEP is a document detailing the ins and outs of a student's special education services. Federal law requires that an IEP describe how a student's disability impedes access to the general education curriculum. From this description, the services a student will receive, how often delivery will occur and by whom are decided. Sometimes the IEP team determines a student is unable to participate fully in the general education setting even with supplementary aids and services and requires removal from this setting to a special classroom, program, or school. If the level of LRE is not feasible in the general education classroom, this determination is made only after attempting education in the general education setting.

No single factor exists when determining LRE, but a school district should consider the following:

- Does the student benefit more academically in the general education classroom with supplemental aids and services, or in the special education classroom?
- Where will the student receive maximum nonacademic benefit (i.e., social interaction) with typically developing peers?
- Does the student's disability affect the teacher and other students in the classroom negatively? In other words, if a student's behavior or need for direct instruction takes up a large portion of the classroom teacher's time, education in the general education setting may not be appropriate.

School districts may not make LRE decisions based solely on the following:

- Category of disability
- Severity of disability
- System/schedule of delivery
- Availability of services
- Availability of space
- Administrative convenience

Students who receive education in a special classroom or program have the right under federal law to participate in nonacademic and extracurricular activities as appropriate. This means that a school district must maximize a student's opportunities to participate with typically developing peers at lunch, recess, clubs, etc. The law requires an IEP to include a statement describing the related services provided allowing students to participate in nonacademic activities. Finally, the IEP team must document its rationale for a student's placement in a special education program (if removed from the general education classroom), as well as a student's level of participation in nonacademic activities.

An IEP that effectively addresses LRE should include the following:

1. IEP goals addressing a student's educational needs.

2. A description of how the curriculum is accessible to the student. Does the curriculum need modifying? Which supplemental aids and services are required? Etc.

3. If a student is not fully participating in the general education curriculum, IEP goals should relate to and be based on the activities and curriculum of the general education classroom.

If you have questions about any part of your child's IEP, contact the case manager and ask for clarification. IEP team members (parents included) have the right to call a meeting at any time to discuss progress, make changes, or add services when warranted to a student's IEP.

References:

"Special Education Rights and Responsibilities," Disability Rights California, accessed 11/21/2017, http://www.disabilityrightsca.org/pubs/504001Ch07.pdf.

"Least Restrictive Environment (LRE): What You Need to Know," by Amanda Morin (2017). Accessed 11/21/2017, https://www.understood.org/en/school-learning/special-services/special-education-basics/least-restrictive-environment-lre-what-you-need-to-know

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Webber Photo Cards Function Pair-Ups
Item #WFC-62

Is It Possible to Revise My Child's IEP Once I Sign It?

by Becky L. Spivey, M.Ed.

What is an IEP?

Every student in public schools enrolled in special education services has an IEP (Individualized Education Program). An IEP is a legal and binding document outlining objectives, measurable goals, expectations, and the services provided to an individual student. School personnel use the IEP as a guide to ensure students are receiving the maximum amount of support services they qualify for under the Individuals with Disabilities Education Act (IDEA) 2004 or Public Law 108-446.
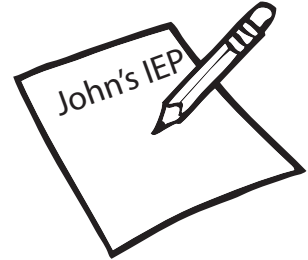
After an extensive evaluation determines that a student qualifies for special education services, a designated team of staff members from the school /district meet at length to discuss how the special education program can promote the student's achievement. This team meets and writes the initial IEP and, after requesting the parents' presence at a conference, reviews it with the parents. At this time, the team notes any concerns or input the parents may have. If parents do not show up for the meeting and do not ask to reschedule, the meeting may take place without them. However, the IEP becomes active and services will begin *only* with the parents' written consent.

After a designated period of time, the team reconvenes with the parents and presents an evaluation of the student's progress. At this time, the team and/or parent may suggest changes to the goals and support services, or the IEP may stand as is if the services are meeting the student's needs sufficiently. Any changes to the IEP must have parental consent before implementation.

Can parents request a revision of the IEP before the next scheduled IEP meeting?

Parents have the right to request a meeting of the IEP team to discuss making changes to the IEP; *however, there are procedures to follow. To call a meeting of the IEP team, some districts require a written request with at least a 10-day notice (or more) in order to give members of the team sufficient notice to attend.*

IDEA law states, *"There should be as many meetings a year as a child may need."* This is from Appendix A to the IDEA regulations. If school personnel tell parents that a revision of the IEP is not possible, they may not know the law. Some school personnel have limited knowledge of IDEA laws regarding special education and know only what they hear in an in-service training or by word-of-mouth.

Parents of a student with a disability should educate themselves on IDEA laws. Information regarding IDEA laws as they apply to special education, specifically IEPs, is

readily available on the internet. You can find answers quickly to your questions or information on how to address your concerns in the IDEA (Individuals with Disabilities Education Act) Public Law 108-446 statute and regulations. Special education service providers should make sure teachers and other staff members have a copy of the IDEA statute and provide one for parents before the initial IEP meeting. For an overview of the IDEA statute and regulations, go to http://idea.ed.gov/explore/view/p/,root,statute,

For a more parent-friendly translation and commentary on IDEA 2004 Public Law 108-446, go to the National Center for Learning Disabilities website

http://www.ncld.org/images/stories/Publications/AdvocacyBriefs/IDEA2004ParentGuide/idea2004parentguide.pdf

Special Education coordinators in every school district have access to copies of IDEA 2004 and will be able to discuss parent concerns or answer questions regarding the student's IEP.

For an accurate, current, reliable, and *extensive* library of information about special education law, education law, advocacy for children with disabilities, the rights of students enrolled in special education, and FAQs regarding IDEA, go to http://www.wrightslaw.com/.

Resources

National Center for Learning Disabilities. (April 2006) *A comprehensive guide to your rights and responsibilities under the Individuals with Disabilities Education Act (IDEA 2004)*. Retrieved from http://www.ncld.org/images/stories/Publications/AdvocacyBriefs/IDEA2004ParentGuide/idea2004parentguide.pdf

U.S. Department of Education. (2004). *Building the Legacy of IDEA 2004*. Retrieved January 2012 from http://idea.ed.gov/explore/view/p/,root,statute,

Wrightslaw. (2012). *How can I get my child's IEP changed?* Retrieved from http://www.wrightslaw.com/advoc/ltrs/iep_revise.htm

Wrightslaw. (2012). *IDEA 2004*. Retrieved from http://www.wrightslaw.com/idea/index.htm

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Making a Difference for America's Children 2nd Edition
Item # TP-29703

Autism: A Guide for Educators, Clinicians, and Parents
Item # TP-297

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What do you know about a 504?
A Complete Guide to Section 504 for Parents and Teachers

by Becky L. Spivey, M.Ed.

What is a 504?

The correct term is *504 Plan*. If your student has a physical or mental health disability that limits one or more major life functions, he/she may be eligible for educational accommodations under a 504 Plan. A federal civil rights law supports the 504 Plan in Section 504 of the Rehabilitation Act of 1973.This is the part of the federal civil rights law that prohibits discrimination against public school students with disabilities and includes students with learning and attention issues who meet certain criteria.

Much like an IEP, but yet very different, a 504 Plan can help students with learning and attention issues participate fully in the general education curriculum. A 504 Plan outlines how specific measures including accommodations (adjustments to the learning environment), modifications (changes in what a student is taught or expected to learn), and other services can help meet a student's specific needs. These adjustments are in an effort to "remove barriers" to learning.

Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools

Did you know that…

- Students with disabilities are eligible for Section 504 services, including modifications, even if the student performs very well academically?
- All public schools and all public charter and magnet schools that receive Federal financial assistance must comply with Section 504?

U.S. Department of Education
Office for Civil Rights
December 2016

Beyond the information provided by the team of special educators in your child's school, there is a now a treasure trove of information available and provided by US Department of Education to serve as a resource guide for all parents and educators alike.

Do you have questions about getting or maintaining services for your child or student with a disability?

In an effort to eliminate discrimination against students with disabilities, the Office for Civil Rights (OCR) offers the following resource guide. This guide provides extensive information (and answers to questions that OCR has received) to increase understanding among parents and members of the school community of the Federal civil rights laws that protect students with disabilities in public schools, and in particular, Section 504 of the Rehabilitation Act of 1973 (Section 504).

Download and print the following document:

Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools by the U.S. Department of Education, Office for Civil Rights, December 2016.

http://www2.ed.gov/about/offices/list/ocr/index.html
Updates to this resource guide will be available at this website.

This resource guide is in the public domain. The U.S. Department of Education, Office for Civil Rights, grants authorization to reproduce this document completely, or in part; December 2016.

This document explains how…

- Educators can tailor an effective 504 Plan to meet their students' needs.
- Students' informal accommodations will have the law behind them when formalized in a 504 plan.
- Parents need to be proactive about participating in their child's 504 meetings.

In reading this document, parents in particular will:

- Learn extensively about their student's educational and civil rights in school.
- Know the school's obligations for students with disabilities.
- Understand the required procedures ensuring your student's services and access to programs.

Resources

US Department of Education Office for Civil Rights. 2016. Retrieved January 2017 from http://www2.ed.gov/about/offices/list/ocr/index.html

 Wrightslaw. Discrimination: Section 504 and ADA AA Retrieved January 2017 from

http://www.wrightslaw.com/info/sec504.index.html

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Big Vocabulary Nouns Photo Cards
Item #BIG-753

Webber Photo Cards Function Pair-Ups
Item #WFC-62

IEP Binder Checklist *Put the newest items on top in each section*

Communication

	To be updated:	Date updated:		
School contact list	Yearly or as new members join the team			
Communication log	Every time you have a meeting, call or other important interaction with the school			
Letters and emails to and from the school	As often as needed (File after noting them in the communication log)			

Evaluations

Request/referral for evaluation	Every three years or more often, if needed			
Consent to evaluate	(Tip: Keep this—and the referral—on top to help check if the evaluation is done in a timely manner)			
School evaluations	At least every three years			
Private evaluations (if your child has had any)	Every time your child is evaluated privately			

IEP

Copy of Parent's Rights & Safeguards	Yearly (Keep this on top so you can easily show the school you don't need another copy)			
IEP	Yearly or more often, if changes are made (and, if your child has had a 504 plan, include that too)			
Prior Written Notice and meeting notes	Yearly or more often, if additional meetings take place			

Report Cards/Progress Notes

Reports cards and progress reports	As often as they come from the teacher or school			

Sample Work

Samples of schoolwork	At least monthly or as often as you see signs of progress or concern			
Standardized tests	Whenever the results are sent home			

Behavior

School handbook and school calendar	Yearly			
Behavior Intervention Plan (if your child has one)	Yearly or as often as changes are made			
Disciplinary notices	Any time your child receives one			

Glossary of Assessment Terms

Ability. A characteristic that is indicative of competence in a field. (See also aptitude.)

Ability Testing. Use of standardized tests to evaluate an individual's performance in a specific area (i.e., cognitive, psychomotor, or physical functioning).

Achievement tests. Standardized tests that measure knowledge and skills in academic subject areas (i.e., math, spelling, and reading).

Accommodations. Describe changes in format, response, setting, timing, or scheduling that do not alter in any significant way what the test measures or the comparability of scores. Accommodations are designed to ensure that an assessment measures the intended construct, not the child's disability. Accommodations affect three areas of testing: 1) the administration of tests, 2) how students are allowed to respond to the items, and 3) the presentation of the tests (how the items are presented to the students on the test instrument).
Accommodations may include Braille forms of a test for blind students or tests in native languages for students whose primary language is other than English.

Age Equivalent. The chronological age in a population for which a score is the median (middle) score. If children who are 10 years and 6 months old have a median score of 17 on a test, the score 17 has an age equivalent of 10-6.

Alternative assessment. Usually means an alternative to a paper and pencil test; refers to non-conventional methods of assessing achievement (e.g., work samples and portfolios).

Alternate Forms. Two or more versions of a test that are considered interchangeable, in that they measure the same constructs in the same ways, are intended for the same purposes, and are administered using the same directions.

Aptitude. An individual's ability to learn or to develop proficiency in an area if provided with appropriate education or training. Aptitude tests include tests of general academic (scholastic) ability; tests of special abilities (i.e., verbal, numerical, mechanical); tests that assess "readiness" for learning; and tests that measure ability and previous learning that are used to predict future performance.

Aptitude tests. Tests that measure an individual's collective knowledge; often used to predict learning potential. See also ability test.

Assessment. The process of testing and measuring skills and abilities. Assessments include aptitude tests, achievement tests, and screening tests.

B

Battery. A group or series of tests or subtests administered; the most common test batteries are achievement tests that include subtests in different areas.

Bell curve. See normal distribution curve.

Benchmark. Levels of academic performance used as checkpoints to monitor progress toward performance goals and/or academic standards.

C

Ceiling. The highest level of performance or score that a test can reliably measure.

Classroom Assessment. An assessment developed, administered, and scored by a teacher to evaluate individual or classroom student performance.

Competency tests. Tests that measure proficiency in subject areas like math and English. Some states require that students pass competency tests before graduating.

Composite score. The practice of combining two or more subtest scores to create an average or composite score. For example, a reading performance score may be an average of vocabulary and reading comprehension subtest scores.

Content area. An academic subject such as math, reading, or English.

Content Standards. Expectations about what the child should know and be able to do in different subjects and grade levels; defines expected student skills and knowledge and what schools should teach.

Conversion table. A chart used to translate test scores into different measures of performance (e.g., grade equivalents and percentile ranks).

Core curriculum. Fundamental knowledge that all students are required to learn in school.

Criteria. Guidelines or rules that are used to judge performance.

Such tests usually cover relatively small units of content and are closely related to instruction. Their scores have meaning in terms of what the student knows or can do, rather than in (or in addition to) their relation to the scores made by some norm group. Frequently, the meaning is given in terms of a cutoff score, for which people who score above that point are considered to have scored adequately ("mastered" the material), while those who score below it are thought to have inadequate scores.

Criterion-Referenced Tests. The individual's performance is compared to an objective or performance standard, not to the performance of other students. Tests determine if skills have been mastered; do not compare a child's performance to that of other children.

Curriculum. Instructional plan of skills, lessons, and objectives on a particular subject; may be authored by a state, textbook publisher. A teacher typically executes this plan.

D

Derived Score. A score to which raw scores are converted by numerical transformation (e.g., conversion of raw scores to percentile ranks or standard scores).

Diagnostic Test. A test used to diagnose, analyze or identify specific areas of weakness and strength; to determine the nature of weaknesses or deficiencies; diagnostic achievement tests are used to measure skills.

E

Equivalent Forms. See alternate forms.

Expected Growth. The average change in test scores that occurs over a specific time for individuals at age or grade levels.

F

Floor. The lowest score that a test can reliably measure.

Frequency distribution. A method of displaying test scores.

G

Grade equivalents. Test scores that equate a score to a particular grade level. Example: if a child scores at the average of all fifth graders tested, the child would receive a grade equivalent score of 5.0. Use with caution.

I

Intelligence tests. Tests that measure aptitude or intellectual capacities (Examples: Wechsler Intelligence Scale for Children (WISC-III-R) and Stanford-Binet (SB:IV).

Intelligence quotient (IQ). Score achieved on an intelligence test that identifies learning potential.

Item. A question or exercise in a test or assessment.

M

Mastery Level. The cutoff score on a criterion-referenced or mastery test; people who score at or above the cutoff score are considered to have mastered the material; mastery may be an arbitrary judgment.

Mastery Test. A test that determines whether an individual has mastered a unit of instruction or skill; a test that provides information about what an individual knows, not how his or her performance compares to the norm group.

Mean. Average score; sum of individual scores divided by the total number of scores.

Median. The middle score in a distribution or set of ranked scores; the point (score) that divides a group into two equal parts; the 50th percentile. Half the scores are below the median, and half are above it.

Mode. The score or value that occurs most often in a distribution.

Modifications. Changes in the content, format, and/or administration of a test to accommodate test takers who are unable to take the test under standard test conditions. Modifications alter what the test is designed to measure or the comparability of scores.

N

National percentile rank. Indicates the relative standing of one child when compared with others in the same grade; percentile ranks range from a low score of 1 to a high score of 99.

Normal distribution curve. A distribution of scores used to scale a test. Normal distribution curve is a bell-shaped curve with most scores in the middle and a small number of scores at the low and high ends.

Norm-referenced tests. Standardized tests designed to compare the scores of children to scores achieved by children the same age who have taken the same test. Most standardized achievement tests are norm-referenced.

O

Objectives. Stated, desirable outcomes of education.

Out-of-Level Testing. Means assessing students in one grade level using versions of tests that were designed for students in other (usually lower) grade levels; may not assess the same content standards at the same levels as are assessed in the grade-level assessment.

P

Percentiles or percentile ranks (PR). Percentage of scores that fall below a point on a score distribution; for example, a score at the 75th percentile indicates that 75% of students obtained that score or lower.

Performance Standards. Definitions of what a child must do to demonstrate proficiency at specific levels in content standards.

Portfolio. A collection of work that shows progress and learning; can be designed to assess progress, learning, effort, and/or achievement.

Power Test. Measures performance unaffected by speed of response; time not critical; items usually arranged in order of increasing difficulty.

Profile. A graphic representation of an individual's scores on several tests or subtests; allows for easy identification of strengths or weaknesses across different tests or subtests.

R

Raw score. A raw score is the number of questions answered correctly on a test or subtest. For example, if a test has 59 items and the student gets 23 items correct, the raw score would be 23. Raw scores are converted to percentile ranks, standard scores, grade equivalent and age equivalent scores.

Reliability. The consistency with which a test measures the area being tested; describes the extent to which a test is dependable, stable, and consistent when administered to the same individuals on different occasions.

S

Scaled score. Scaled scores represent approximately equal units on a continuous scale; facilitate conversions to other types of scores; can use to examine change in performance over time.

Score. A specific number that results from the assessment of an individual.

Speed Test. A test in which performance is measured by the number of tasks performed in a given time. Examples are tests of typing speed and reading speed.

Standard score. Score on norm-referenced tests that are based on the bell curve and its equal distribution of scores from the average of the distribution. Standard scores are especially useful because they allow for comparison between students and comparisons of one student over time.

Standard deviation (SD). A measure of the variability of a distribution of scores. The more the scores cluster around the mean, the smaller the standard deviation. In a normal distribution, 68% of the scores fall within one standard deviation above and one standard deviation below the mean.

Standardization. A consistent set of procedures for designing, administering, and scoring an assessment. The purpose of standardization is to ensure that all individuals are assessed under the same conditions and are not influenced by different conditions.

Standardized tests. Tests that are uniformly developed, administered, and scored.

Standards. Statements that describe what students are expected to know and do in each grade and subject area; include content standards, performance standards, and benchmarks.

Stanine. A standard score between 1 to 9, with a mean of 5 and a standard deviation of 2. The first stanine is the lowest scoring group and the 9th stanine is the highest scoring group.

Subtest. A group of test items that measure a specific area (i.e., math calculation and reading comprehension). Several subtests make up a test.

T

T-Score. A standard score with a mean of 50 and a standard deviation of 10. A T-score of 60 represents a score that is 1 standard deviation above the mean.

Test. A collection of questions that may be divided into subtests that measure abilities in an area or in several areas.

Test bias. The difference in test scores that is attributable to demographic variables (e.g., gender, ethnicity, and age).

V

Validity. The extent to which a test measures the skills it sets out to measure and the extent to which inferences and actions made on the basis of test scores are appropriate and accurate.

z-Score: A standard score with a mean of 0 (zero) and a standard deviation of 1.