

Present Levels of Performance	Needs & Concerns	Goals & Objectives	Accommodations & Modifications	Services & Placement	Progress Toward Goals
<ul style="list-style-type: none"> •13 years old •7th grader •Comprehension on 5th grade level •Weak content area vocabulary •3rd grade decoding skills affect comprehension •Written work shows good understanding of structure (i.e. connecting ideas) •Weaknesses in grammar and spelling •Weak long-term memory affects knowledge of Math facts and problem solving speed •Can add and subtract with regrouping •Level 1 Vocational indicates intent to attend a 4 year college and pursue a teaching career •Shows frustration (by putting head on desk and refusing to continue working) when confronted with difficult assignments 	<ul style="list-style-type: none"> •Weak content area vocabulary •3rd grade decoding skills affect comprehension •Weaknesses in grammar and spelling •Weak long-term memory affects knowledge of Math facts and problem solving speed •Shows frustration (by putting head on desk and refusing to continue working) when confronted with difficult assignments 	<ul style="list-style-type: none"> •Using vocabulary enhancement strategies, Susan will increase her content area vocabulary to approach grade level. •Using a multi-sensory reading program for multi-syllable words, Susan will improve her decoding skills to approach grade level •Using a structured explicit writing program which scaffolds lessons, Susan will write an essay approaching grade level •Will use Math fluency strategies to improve knowledge of Math facts and problem solving abilities •Using modeling and role playing strategies, Susan will improve her ability to respond appropriately when frustrated 	<p><i>Instructional</i></p> <ul style="list-style-type: none"> •Preview vocabulary in content area reading assignments •Make vocabulary pick lists available Multi-sensory reading program •Peer Reader •Structured, scaffolded writing program •Work with a peer editor on writing assignments •Frequent opportunities to assume leadership role in class activities •Provide pick list or checklist of steps for problems involving Math computation •Use of calculator when leaning more complex processes •Modeling •Role-playing •Chunking assignments into manageable parts <p><i>Assessment Accommodations:</i></p> <ul style="list-style-type: none"> •Time and a half •Separate location •Test read aloud except when it interferes with the construct of the test •Directions read aloud 2 more times than the standard number of times provided for all students 	<ul style="list-style-type: none"> •Special class in community school •Counseling 1:40:3 	<ul style="list-style-type: none"> •Progress has been noted since last year •Progress reports will be filled out



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