

Illuminate: Connecting the Dots 4/2015

Let's take a look at a case study to see how Illuminate gathers and combines information in order for us to write meaningful and easily understood IEPs.

We'll examine Cliff, a 4th grade student with a basic reading need. Here's what we know so far:

- 1] On a 4th grade AIMSweb passage, Cliff is able to read **43** words correctly per minute. However, the standard or expectation is 105 words read correctly.
- 2] Cliff's teacher has chosen to monitor him at the 3rd grade level where he can currently read **36** words correct per minute. She has chosen goal for Cliff to grow by 1.5 words each week which translates to a year end goal of **90** correct words per minute.

Student Strength Add

What is the strength of the student with regard to their area of eligibility? *

Cliff is able to read 36 words correctly at the 3rd grade level on an AIMSweb CBM passage.

Describe the Demonstrated Need Using Baseline Data.

Cliff can read 43 words correctly per minute at the 4th grade level while the expectation is 105 words per minute.

What is the impact of this need? (eg. This will impact the student's ability to...)

Reading Fluency/Decoding ▼

⊙ Reading Fluency/Decoding – The deficits impact the student's ability to read grade level text

Benchmark Information

Sort Order Number:

Demonstrated Need:

Cliff can read 43 words correctly per minute at the 4th grade level while the expectation is 105 words per minute.

Goal:

Read on-level text with purpose and understanding.

Role(s) Responsible:

X Designated Case Manager

Modified Goal Description:

Cliff will increase his reading rate by 1.5 words per week on 3rd grade level passages by reading

Performance Criteria

90 words correctly per minute

Length of Time:

in 1 year.

Find and Link a Standard

Benchmark Objective

Sort Order Number

0

What is the evaluation procedure? *

AIMSweb ▼

Assessment of progress *

Every two weeks ▼

Baseline Value *

36

Target Value Performance Criteria *

90

Target Value Criteria *

words per minute

Number of Reporting Periods *

4

What is seen on the printed IEP:

Present Level of Academic Achievement and Functional Performance (PLAAPF):

Cliff is able to read 36 words correctly at the 3rd grade level on an AIMSweb CBM passage. Cliff can read 43 words correctly per minute at the 4th grade level while the expectation is 105 words per minute. These deficits impact the student's ability to read grade level text

Standard Designation: [CCSS.LA.RF.3.4.a](#)

Annual Goal: [Cliff will increase his reading rate by 1.5 words per week on 3rd grade level CBM passages by reading 90 words correctly per minute in 1 year.](#)

Standard: [Read on-level text with purpose and understanding.](#)

Role(s) Responsible: Designated Case Manager

Short-Term Objectives	Schedules
<ul style="list-style-type: none">• Cliff will increase his reading rate by 1.5 words per week on 3rd grade level CBM passages by reading 49.5 words per minute by the end of the reporting period 1 based on the following procedures(s): AIMSweb• Cliff will increase his reading rate by 1.5 words per week on 3rd grade level CBM passages by reading 63 words per minute by the end of the reporting period 2 based on the following procedures(s): AIMSweb• Cliff will increase his reading rate by 1.5 words per week on 3rd grade level CBM passages by reading 76.5 words per minute by the end of the reporting period 3 based on the following procedures(s): AIMSweb• Cliff will increase his reading rate by 1.5 words per week on 3rd grade level CBM passages by reading 90 words per minute by the end of the reporting period 4 based on the following procedures(s): AIMSweb	Every two weeks

Student Strength Add

What is the strength of the student with regard to their area of eligibility? *

Cliff is able to read 36 words correctly at the 3rd grade level. |

Describe the Demonstrated Need Using Baseline Data.

Cliff can read 43 words correctly per minute at the 4th grade level while the expectation is 105 words per minute.

What is the impact of this need? (eg. This will impact the student's ability to...)

Reading Fluency/Decoding

- Reading Fluency/Decoding - The deficits impact the student's ability to read grade level text
- Reading Fluency/Decoding - These deficits interfere with the student's ability to decode.
- Reading Fluency/Decoding - These deficits make it difficult for the student to complete any task in the sound blending and decoding of words.
- Reading Fluency/Decoding - The student's English Language Arts (ELA) progress is impacted when signs or traditional written letters.
- Reading Fluency/Decoding - This will make it difficult for the student to complete some tasks in the grade reading.
- Reading Fluency/Decoding - Transition/Post-Secondary - The deficits impact the student's ability to reach secondary goals

Benchmark Information

Save Benchmark

Sort Order Number:

Demonstrated Need:

Cliff can read 43 words correctly per minute at the 4th grade level while the expectation is 105 words per minute.

Goal:

Read on-level text with purpose and understanding.

Role(s) Responsible: *

✖ Designated Case Manager

Modified Goal Description: *

Cliff will increase his reading rate by 1.5 words per week on 3rd grade level CBM passages by reading

Performance Criteria: *

90 words correctly per minute

Length of Time: *

in 1 year.

Find and Link a Standard

Save Benchmark



Benchmark Objective

Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Sort Order Number

What is the evaluation procedure?

Assessment of Progress

Baseline Value

Target Value
Performance Criteria *

Target Value Criteria

Number of Reporting Periods



Present Level of Academic Achievement and Functional Performance (PLAAPF):

Cliff is able to read 36 words correctly at the 3rd grade level. Cliff can read 43 words correctly per minute at the 4th grade level while the expectation is 105 words per minute. The deficits impact the student's ability to read grade level text

Standard Designation: CCSS.LA.3.RF.3.4.a

Annual Goal: Cliff will increase his reading rate by 1.5 words per week on 3rd grade level CBM passages by reading 90 words correctly per minute in 1 year.

Standard: Read on-level text with purpose and understanding.

Role(s) Responsible: Designated Case Manager

Short-Term Objectives	Schedules
<ul style="list-style-type: none"> •Cliff will increase his reading rate by 1.5 words per week on 3rd grade level CBM passages by reading 49.5 words per minute by the end of reporting period 1 based on the following evaluation procedure(s): AIMSweb •Cliff will increase his reading rate by 1.5 words per week on 3rd grade level CBM passages by reading 63 words per minute by the end of reporting period 2 based on the following evaluation procedure(s): AIMSweb •Cliff will increase his reading rate by 1.5 words per week on 3rd grade level CBM passages by reading 76.5 words per minute by the end of reporting period 3 based on the following evaluation procedure(s): AIMSweb •Cliff will increase his reading rate by 1.5 words per week on 3rd grade level CBM passages by reading 90 words per minute by the end of reporting period 4 based on the following evaluation procedure(s): AIMSweb 	Every two weeks