

Kristen Smith

From: listserv-bounces@ilispa.org on behalf of Shinn Mark [markshinn@me.com]
Sent: Friday, October 01, 2010 10:50 AM
To: Joel Grafman
Cc: listserv@ilispa.org
Subject: Re: [ISPA-Rtl-listserv] Setting Annual IEP goals using CBM data.

Give SLA to determine PLOP (Present Level of Performance) because it is consistent with the language of law and regulation. The score on an SLA where the student reads as well as other kids is the PLOP or Current Level of Performance.

OK. Let's say for a Grade 6 student, the PLOP is Grade 4. Kid has a significant performance discrepancy and I want to write an individualized goal for frequent PM, as in an IEP goal.

1. I will set the TIME FRAME--1 year, expiration of the IEP or anniversary date.
2. I will need to set GOAL MATERIAL--where I would expect that student to be at the end of the time frame if the intervention does what it is intended. For IEP goals, my goal material should reflect REDUCING THE GAP. For this student, then, a team might judge Grade 6 material to be suitable. It reduces the gap. In 1 year, the student (conceptually) will be about a year behind peers, not 2.
3. I need to define SUCCESS using a Criterion of Acceptable Performance. I see 4 methods and in my preference, they go as follows. Local Norm, Standards-Based (link to high stakes tests), National Norm, and Rate of Improvement.

This process is described in a variety of published articles, book chapters, in an AIMSweb manual on writing goals that is readily accessible I believe, even if you don't have a subscription.

Other comments below.

On Oct 1, 2010, at 10:36 AM, Joel Grafman wrote:

> Hi everyone,
>
> I'm looking for some ideas/feedback on how to set CBM IEP goals across grade levels. Here's a scenario: A student has his annual review in March and a goal is written for progress monitoring using R-CBM. We know at the current time that this 6th grade student's reading performance falls between the 10th and 25th percentiles on 4th grade level probes and we believe that he can consistently reach the Average range on 4th grade level probes by the beginning of June. The problem lies in setting a goal all the way till March of the following school year.

Not sure I understand why. We've purportedly been writing annual IEP goals for 30 years.

> We know that by the following fall the student will most likely be reading grade level probes at one grade higher than we're currently progress monitoring (5th grade).

Grade 5 wouldn't reduce the gap. I would argue you can be more ambitious.

> But, we aren't benchmarking him

