

## WHAT IS A STANDARDS-DRIVEN IEP?

ALL students are expected to progress toward the Colorado Content Standards. How students receiving special education services will demonstrate their learning and progress toward those standards is determined through the process of developing the IEP (Individualized Education Program).

## CHARACTERISTICS OF A STANDARD-DRIVEN IEP

- Assessment information includes curriculum-based data
- Statements of the current educational performance are related to district standards which have been prioritized for classroom instruction, state and district assessments, as well as student need
- Strengths and needs are related to the academic content and access skills
- Goals and objectives address the critical academic content and access skills. The goals/objectives need to be strategic (important to child), measurable, attainable, results-driven, and time-bound.
- Measurements of progress include specific descriptions of classroom/district assessments as well as individualized, applied performance demonstrations

## RATIONALE FOR STANDARDS-DRIVEN IEPs

\*IDEA establishes that the IEP must include...

- a statement of the student's present level of functioning regarding involvement and progress in the general curriculum
- a statement of measurable annual goals, including benchmarks or short term objectives, must be related to:
  1. the student's involvement and progress in the general education curriculum
  2. meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum
  3. meeting each of the child's other educational needs that result from the child's disability

\*Individuals with Disabilities Education Act, 1997

The targets for ALL students in Colorado:

- ♦ grade-level benchmarks and proficiencies
- ♦ achievement of long-range educational outcomes that support graduation, post-secondary education, career development, community participation, and independent living.

## TERMS

**Content Standards** – statements of what students should know and be able to do by the time they finish their public education

**Benchmarks** - statements of what students should know and do by certain levels or times

**Modified/Expanded Benchmarks** – alternate content, instructional level, and/or performance of a student’s learning; they allow meaningful participation and enhanced learning experiences

**Key Components** – essential concepts/skills of the Colorado Model Content Standards

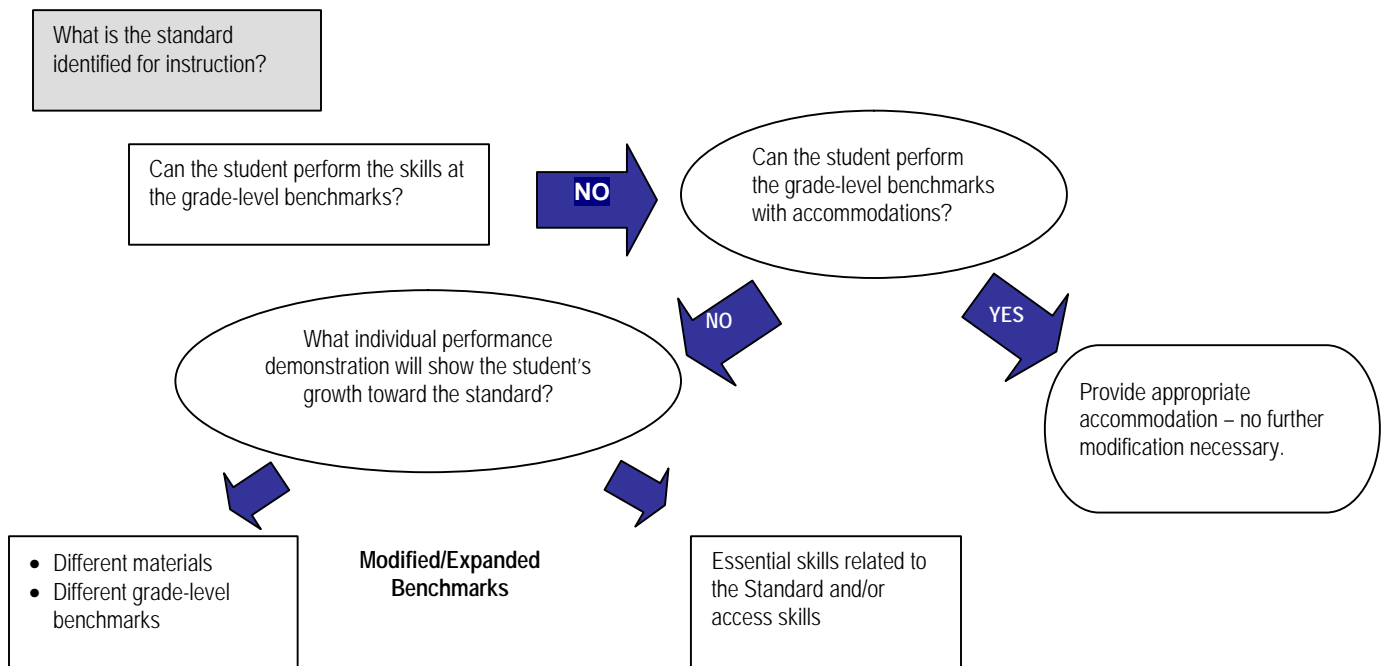
**Accommodations** – alternate ways of accessing or demonstrating learning without substantially changing the content, instructional level or performance; they provide for equal opportunity

**Access Skills** – underlying skills students need to reach specific indicators of content standards, life outcomes, career development and community membership [Includes: communication and basic language; decision-making and problem-solving; self-advocacy and self-determination; physical/mobility management; inter/intra-personal relationships; organization; use of technology; career exploration and development]

**General Education Curriculum** – includes Colorado Content Standards and nonacademic areas such as career/vocational, healthful living, practical living skills and citizenship. It is curriculum designed to prepare students for high school graduation and adult life.

**A standards-driven IEP should be based upon the long-range educational outcomes of the student.**

Once a priority area of need has been identified, the following process can be employed to determine appropriate programming for the student.



## ASSESSMENT

The IEP team will determine how a student will demonstrate progress toward the goals, such as: assessments used at the student's grade-level to measure progress toward the standards; individualized performances that demonstrate growth toward the standards and attainment of access skills; individualized performances that demonstrate application in real-life settings of skills attained.

The IEP must also address how the student will participate in state and district assessments. The IEP team must determine if the student will take the CSAP (Colorado Student Assessment Program) with or without accommodations or the Alternate (CSAP-A). They must also determine if the student will participate in district large scale assessments or the district alternate. The district alternate assessment system (Body of Evidence) might reference the student's growth through the use of the following: performance assessments; structured observation; interviews and record reviews; progress reports; personal communications; student self-assessment; IEP goals and objectives; etc.

## FREQUENTLY ASKED QUESTIONS

**Must each IEP Goal be a content standard?** No. The goal statements should be linked to one of the content standards, its key components, or an access skill and should be prioritized based on the student's individual needs and the identified post-school outcomes.

**Should a standard be used as a goal statement?** No. It is not appropriate to use a standard as a goal statement. However, a standard should be linked to a goal and be customized to meet the individual needs of the student and to provide access to the general education curriculum. Thus, IEP teams may write goals that will address a Standard, Off Grade-Level Benchmarks, an Access Skill, or a Key Component.

### ***Additional Information***

Additional information/documents are available from the **Special Education webpage** located on the CDE website. [<http://www.cde.state.co.us/cdesped/index.htm>] In particular, several documents are located as links from the following buttons:

Standards & Assessment

Then either of these two buttons:

Assessments for Students with Disabilities

Standards for Students with Disabilities