

PAWZ = Participant Action Work Zone



1. Review Present Levels of Academic Achievement

- Describe the current academic achievement and functional performance of the student - referencing both the grade and instructional levels
 - Interpret assessment data noted: summative, formative, benchmark, and diagnostic
- Describe the student's disability-related needs in an observable and measurable way
- Describe what is and is not working to advance learning
- Describe progress in the general education curriculum – related to standards aligned instruction (Be sure to discuss both grade level and instructional level)

2. Identify student needs

- Use the assessment data that is clearly interpreted into meaningful statements to identify and determine student needs
 - formative
 - summative
 - benchmark
 - diagnostic

3. Prioritize student needs considering the skills that are essential to be developed to advance achievement

- Use information found on **SAS** to assist in choosing and prioritizing 3-5 skills that will be reflected in IEP goals, including...
 - Standards, anchors, eligible content, and elements from the curriculum framework
 - Common Core Emphasis Guides
 - Progression Maps

4. Determine the Standard, Anchor, or element from the Curriculum Framework that correlates with each need

- Begin with the grade level standard that is closest to the stated need
- View the anchor, eligible content, and elements from the curriculum framework related to the standard and... that best captures what the student needs to do to build skills

5. Write the goal - aligning it to a Standard, Anchor, or element from the Curriculum Framework

- Check that the goal contains all of the elements on the next page
- Ensure that a parent, supervisor, or another teacher can describe and implement what the student needs to do in one year's time

6. Monitor student progress

- Choose a progress monitoring tool that will measure progress toward the goal
- Use the progress monitoring data to guide instruction

Elements of a Standards Aligned IEP Goal

Condition	Name	Skill/ Behavior	Performance Criteria		
<p>Describe the situation in which the student will perform the skill/behavior</p> <p>Materials, settings, accommodations</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Given visual cues... • During lectures in math... • Given a graphic organizer... 		<p>Describe skill or behavior in <u>measurable, observable</u> terms using action verbs</p> <p>What will s/he DO?</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Locate • Divide • Analyze • Choose <p>Remember... <i>SAS's Standards, Big Ideas, Competencies and elements from the Curriculum Framework provide the content for goals.</i></p>	<p>The expected level the student must demonstrate for mastery</p> <p>How well?</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • % of the time • With a minimum of __ on a rubric • #times/# times • With the # or % accuracy 	<p>Number of times needed to demonstrate mastery</p> <p>How consistently?</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • For 3 consecutive opportunities • 2 times per month • Weekly 	<p>Measure of progress</p> <p>What is used to see if progress toward the goal is being made?</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Graph • Checklist • Rubric