

Sample | Present Level of Performance

“Student W” is a 12 year old student in the 7th grade. He qualifies for special education services under an Emotional Impairment (current MET 2/27/08). He currently receives Social Work services through the school district. Academically, “Student W” is a fluent reader, with strong decoding skills, and excels in spelling. The Burns and Roe IRI shows that “Student W” is able to fluently decode text up to the 6th grade level and but struggles to infer at grade level. When looking at last year’s goals, “Student W” is progressing well. He is able to retell key information from grade level text as well as provide 5 details (using the 5 W’s) with 100% accuracy, as evidenced by classwork. However, due to “Student W”’s difficulty to make inferences in texts, he should continue with a comprehension goal in which he utilizes strategies to make connections within and between texts (R.CM. 07.03).

His writing samples show improvement due to the use of prewriting organizers that help him to write focused paragraphs with a main idea and supporting details. Further goals in written expression are not necessary for “Student W”. When given the Steenburgen Math assessment, “Student W” computed correct equivalent fractions with 100% accuracy, and continues to show improvement with adding and subtracting fractions. In order to succeed in the general education curriculum it is necessary for “Student W” to begin working to extract key information from applied problems. He should utilize strategies such as highlighting and locating key words in order to solve applied problems involving operations with integers. (N.FL07.07)

Within all classrooms, “Student W” struggles to turn in homework and, occasionally, has difficulty completing classwork. Based on Social Work goals from last year, “Student W” tends to be focused 3 out of 5 times per week in his Extended Core class. “Student W” is forming some relationships with his peers and works well with a partner for in-class activities, as shown by teacher observation. As evidenced by teacher checklists, “Student W” is, generally, respectful to adults. However, in 5 out of 6 classes, he rarely complies with adult requests or directives, without complaints. He volunteers and participates in 2 out of 6 classes and is rarely disruptive. “Student W” is always prepared with materials such as a planner, pencil and notebook, when he arrives to class, but struggles to start the activities on his own. He should utilize a strategy in order to begin self-starting his academic tasks without being prompted. “Student W”’s inability to return homework to school and self-start his school work make it difficult for “Student W” to obtain passing grades in the 7th grade curriculum without social work support and academic goals.