

IEP DATES			
<b>IEP Team Meeting</b> <b>10/15/2013</b>	<b>Initial IEP</b> Offer of a FAPE: 10/15/2013 Implementation: 10/15/2013	<b>Annual/Review IEP</b> Offer of a FAPE: 10/15/2014 Implementation:	<b>Redetermination IEP</b> Offer of a FAPE: 10/15/2016 Implementation:

### Individualized Education Program (IEP) Demographic Information

<b>Student</b>	Last: Smith	First: Marty	M: Scott	Birth Date: 08/05/2001	Gender: Male	Grade: 7	UIC: 00001122
Native Language or Other Communication Mode: English							
Address: 123 State Drive				City: Howell		State: MI	Zip: 48843
Resident District: Howell Public Schools		Operating District: Howell Public Schools		Attending Building: Howell Middle School			
<b>Parent</b>	Last: Smith	First: John	M: Lee	Relationship to Student: Father			
Native Language or Other Communication Mode: English							
Address (if different):				City:		State:	Zip:
Home Phone: 517-548-5555		Work Phone: 517-548-4444		Pager/Cell: 517-548-3333			
Email: <a href="mailto:john.smith@gmail.com">john.smith@gmail.com</a>							

PURPOSE OF MEETING	
Check one of the following: <input checked="" type="checkbox"/> Initial IEP <input type="checkbox"/> Annual/Review IEP <input type="checkbox"/> Redetermination IEP	Check all others that apply: <input type="checkbox"/> Change of Placement <input type="checkbox"/> Suspension/Expulsion  <input type="checkbox"/> Graduation/Age 26  <input type="checkbox"/> Other: _____  <input type="checkbox"/> Secondary Transition  <input type="checkbox"/> Change of Eligibility  <input type="checkbox"/> Other: _____

..... **OFFICE USE** .....

PARENT CONTACT			
Parent/guardian/surrogate invited and explained purpose of meeting by:	<u>Ms. Russell</u> <small>Person</small>	Phone	<u>10/03/2013</u> <small>Date</small>
Follow-up contact by:	<u>Mrs. Liedel</u> <small>Person</small>	<b>Invitation by Mail</b> <small>Method</small>	<b>10/05/2013</b> <small>Date</small>
<b>Results:</b>	Ms. Russell spoke with parent to set up an IEP meeting time. Mrs. Liedel sent an invitation to the parent in the mail as confirmation of the date and time chosen.		

**IEP MEETING PARTICIPANTS IN ATTENDANCE**

Check the box  indicating the IEP participant(s) who can explain the instructional implications of evaluation results.

Student (must invite at age 16 and older)

**John Smith**

Parent/Guardian/Surrogate

**Jane Smith**

Parent/Guardian/Surrogate

Agency Providing Secondary Transition Services  
(consent on file)

Other

**Ms. Russell**

District Representative/Designee

**Mr. Sparty**

General Education Teacher

**Mrs. Liedel**

Special Education Teacher

Ms. Liedel

MET Representative (required for initial and all other  
multidisciplinary evaluations)

Mr. Green, Psychologist

Other

**Parent and District Agreement on Attendance Not Necessary**

These members are absent; their curricular area/related services are not being modified or discussed in the meeting:

**Parent Consent for Excusal Prior to Meeting**

These members are absent and have submitted written input to the IEP team, including the parent, prior to the meeting:

**ELIGIBILITY FOR SPECIAL EDUCATION**

Eligible     Ineligible

Area of disability (primary):                      **Specific Learning Disability**

Area of disability (secondary):

If the student is determined ineligible as a student with a specific learning disability (SLD), provide a statement of the basis for the determination of ineligibility:

If the student is determined eligible as a student with an SLD, check all that apply:

- Oral expression             Listening comprehension             Written expression             Basic reading skill  
 Reading fluency skills         Reading comprehension             Mathematics calculation             Mathematics problem solving

Determination of eligibility was made in accordance with IDEA regulations at § 300.306(c)(1).

## Present Level of Academic Achievement and Functional Performance

### FACTORS TO CONSIDER

#### General

The IEP team must consider each of the following:

The strengths of the student:

Marty is a very outgoing and energetic young man. He has lots of friends and is very sociable. He loves to make things and help others fix things. He learns best when he works with others and uses the computer.

The concerns of the parent for enhancing the education of the student:

His parents are concerned about his lack of progress in school. They are worried that he will begin to dislike school. They are also concerned with his self esteem because he is always comparing himself to his older brother and he feels like the "stupid" son.

Describe the academic/pre-academic achievement results of the most recent evaluation(s) of the student in all areas of education that are affected by child's disability (e.g., narrative summary of baseline data, specific tests and results, progress reports, baseline data, graphs, etc.):

In the classroom his teacher is concerned with his inconsistent performance. He is highly verbal and knowledgeable about a variety of subjects and seems to learn best when he sees something explained. She is concerned about his reading, math and writing skills and inability to complete tasks on time. He is functioning well below grade level in math and reading.

#### Special Factors

The IEP team must consider the following for the student (check boxes to indicate consideration):

- The communication needs of the student.
- The need for assistive technology devices and services for the student.

The IEP team must consider the following for the student, as appropriate (check all that apply):

- The use of positive behavioral interventions and supports, and other strategies, to address behavior because the student has behavior that impedes his or her learning or the learning of others.
- The language needs of the student because the student has limited English proficiency.
- Braille instruction because the student is blind or visually impaired.
- The mode of language and communication because the student is deaf or hard of hearing.

## Needs-Based Present Level of Academic Achievement and Functional Performance

After reviewing the student's progress in the general education curriculum and any prior special education goals and objectives, describe how the student accesses or makes progress in the general education curriculum based on grade level content standards for the grade in which the student is enrolled or would be enrolled based on age.

	<p><b>Baseline Data</b> Report and describe baseline data such as curriculum-based assessments, student work, teacher observations, parent input, and other relevant data for each area of need.</p>	<p><b>Impact and Resulting Needs</b> Describe how the student's academic, developmental, and functional needs affect involvement and progress in the general education curriculum or participation in appropriate activities for preschool students.</p>
<p><b>GENERAL EDUCATION CURRICULUM</b> <i>Involvement and progress in the general education curriculum, or participation in age-appropriate activities for preschool students.</i></p> <p><input type="checkbox"/> Considered, not applicable</p>	<p><b>Cognitive:</b> Wechsler Intelligence Scale for Children-Fourth Edition( WISC-IV) 9/15/2013 Full scale IQ 113 Verbal Score 102 (55th percentile) Perceptual Reasoning Index 124 (94th percentile) Working Memory 97(39th percentile) Processing Speed Index 120 ( 92nd percentile)</p> <p>His IQ is in the high average range. His verbal comprehension skills are not as well developed as his perceptual organizational skills. His working memory places him in the average range while his processing speed places him in the superior range.</p>	<p><b>Impact:</b> In the classroom, he will find tasks that require verbal comprehension skills difficult. He will be more successful in paper pencil tasks than tasks that require using his working memory.</p> <p><b>Resulting Needs:</b> He will need information presented to him in ways other than just orally. He may benefit from directions being written out for him to follow and having copies of classroom notes.</p>
	<p><b>Reading:</b> Brigance Diagnostic Inventory of Basic Skills 9/13/2013 On the Word Recognition subtest he was able to read one and two syllable words but could not read any words that had three or more syllables.</p> <p>On the word analysis subtest he correctly read words with single initial consonant sounds and words with short vowel sounds. He had difficulty reading words that had long vowel and silent e, and vowel blends in certain words.</p> <p>On the reading comprehension subtest Marty had difficulty with passages that were written at a third grade level</p>	<p><b>Impact:</b> In the classroom he will find grade level reading expectations difficult. He will struggle to comprehend and decode grade level text.</p> <p><b>Resulting Needs:</b> He will need direct instruction in reading strategies to improve his reading comprehension and decoding skills. He will also need standard classroom accommodations if he is struggling.</p>
	<p><b>Mathematics:</b> KeyMath Assessment Overall grade equivalent 3.1. On this subtest he scored below the average range when compared to other children in his grade. He had difficulty with multiplication, division, fractions and word problems.</p>	<p><b>Impact:</b> In the classroom he will find grade level math expectations difficult. He will struggle with fractions, multiplication, division and problem solving.</p> <p><b>Resulting Needs:</b> In math he will need direct instruction in problem solving. If he is struggling with basic math calculation involving multiplication, division, and/or fractions, he may need to use a multiplication table and/or calculator. He will also need standard classroom accommodations if he is struggling.</p>
	<p><b>Writing:</b> Written Language Portfolio Observations 9/20/2013 According to the teacher, he avoids using pre-writing tools such as graphic organizers. As a result his stories are not fully developed and don't follow a chronological sequence. He often makes grammatical and mechanical errors when he writes. His spelling errors make his writing difficult to read. He has a difficult time self editing his own</p>	<p><b>Impact:</b> In the classroom he will find grade level writing expectations difficult. He will struggle to organize his writing and compose and write grammatically correct paragraphs on a topic.</p> <p><b>Resulting Needs:</b> In writing he will need direct instruction in organization and development of grammatically correct paragraphs on a topic. He will also need standard classroom accommodations if he is struggling.</p>

	work.	
<b>SECONDARY TRANSITION ASSESSMENTS</b> <i>Age-appropriate assessment related to training, education, employment, and independent living skills.</i>  <input checked="" type="checkbox"/> Considered, not applicable		Impact:
		Resulting Needs:
<b>COMMUNICATION/ SPEECH &amp; LANGUAGE</b>  <input checked="" type="checkbox"/> Considered, not applicable		Impact:
		Resulting Needs:
<b>SOCIO-EMOTIONAL/ BEHAVIORAL</b>  <input type="checkbox"/> Considered, not applicable	Based on teacher observations, Marty is frequently off-task and has difficulty completing assignments.	<b>Impact:</b> In the classroom, he begins many assignments yet struggles to complete any of them. His off task behavior may impact his grades and classroom performance.
		<b>Resulting Needs:</b> If he is struggling to stay on task he will need redirection from his teacher.
<b>PERCEPTION/MOTOR/ MOBILITY</b> <i>Gross and fine motor coordination, balance, and limb/body mobility.</i>  <input checked="" type="checkbox"/> Considered, not applicable		Impact:
		Resulting Needs:
<b>ADAPTIVE/INDEPENDENT LIVING SKILLS</b> <i>Skills for academic success and independent living.</i>  <input checked="" type="checkbox"/> Considered, not applicable		Impact:
		Resulting Needs:
<b>MEDICAL</b> <i>Health, vision, hearing, or other physical/medical issues.</i>  <input checked="" type="checkbox"/> Considered, not applicable		Impact:
		Resulting Needs:

## Annual Goals and Short-Term Objectives

### <sup>1</sup>Area of Need (From PLAAFP): Reading

#### Content/Grade Level Expectation upon which the goal will be based:

R.MT.07.01

Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

R.WS.07.05

Acquire and apply strategies to identify unknown words and construct meaning

**Annual Goal:** Marty will demonstrate an ability to decode and comprehend texts up to a 4th grade level by October 2014 through the use of multiple reading strategies.

<b>Short Term Objectives (At least two per goal)</b>	<b><sup>1</sup>Evaluation</b>	<b><sup>2</sup>Criteria</b>	<b><sup>3</sup>Schedule for Evaluation</b>
R.WS.07.05 Marty will demonstrate an ability to use decoding strategies such as using context clues, chunking etc when reading texts of increasing complexity up to the fourth grade level, 8/10 times.	Teacher observation during guided reading, DRA book level/Running Records	<b>Q1:</b> 2/10 times <b>Q2:</b> 4/10 times <b>Q3:</b> 6/10 times <b>Q4:</b> 8/10 times	Weekly for observation, Quarterly for DRA
R.MT.07.01 Marty will demonstrate an ability to use comprehension strategies such as, predicting, questioning, rereading, etc. when reading texts of increasing complexity to the 4th grade level, 8/10 times he reads.	Teacher Observation during guided reading, Developmental Reading Assessment (DRA)	<b>Q1:</b> 2/10 times <b>Q2:</b> 4/10 times <b>Q3:</b> 6/10 times <b>Q4:</b> 8/10 times	Weekly for observation, Quarterly for DRA

### Status of Objectives (update on progress)

<b>Date</b>	<b><sup>4</sup>Status Obj.1</b>	<b>Status Obj. 2</b>	<b>Status Obj. 3</b>	<b>Comments</b>
<b><sup>1</sup> Evaluation</b> S Student's Daily Work D Documented Observation R Rating Scale T Standardized Test (specify) O Other (specify above)	<b><sup>2</sup> Criterion</b> _____% Accuracy __of__ Rate (cpm) __ Achievement Level Other (specify above)	<b><sup>3</sup> Schedule for Evaluation:</b> W – Weekly; D – Daily; M- Monthly; Q – Quarterly grading O – Other (specify)	<b><sup>4</sup> Status of Progress on Objectives</b> 1 Achieved/Maintained 2 Progressing at a rate sufficient to meet the annual goal for this objective 3 Progressing below a rate sufficient to meet the annual goal for this objective (explain above) 4 Not applicable during this reporting period 5 Other (specify above)	

<sup>1</sup> Area: Write Annual Goal and Objectives for each area, such as:

- Academic Subject: Mathematics, Reading Comprehension, Reading Fluency, Basic Word Study Skills, Social Studies, Language Arts
- Functional area (self care, social skills, behavior, adaptive behavior)
- An area of disability such as speech/language behavior, motor functioning

**Area of Need (From PLAAFP): Mathematics****Content/Grade Level Expectation upon which the goal will be based:****D.RE.07.01**

Represent and interpret data using circle graphs, stem and leaf plots, histograms, and box-and-whisker plots, and select appropriate representation to address specific questions.

**A.PA.07.11**

Understand and use basic properties of real numbers: additive and multiplicative identities, additive and multiplicative inverses, commutativity, associativity, and the distributive property of multiplication over addition.

**Annual Goal:** Marty will improve his math problem solving skills up to a fourth grade level by October 2014 through the use of strategies.

<b>Short Term Objectives (At least two per goal)</b>	<b><sup>1</sup>Evaluation</b>	<b><sup>2</sup>Criteria</b>	<b><sup>3</sup>Schedule for Evaluation</b>
D.RE.07.01 When given a graph, Marty will answer word problems related to the data on the graph with 80% accuracy, $\frac{1}{5}$ times.	Class work, Homework	<b>Q1:</b> 80% accuracy 1/5 times <b>Q2:</b> 80% accuracy 2/5 times <b>Q3:</b> 80% accuracy 3/5 times <b>Q4:</b> 80% accuracy 4/5 times	Monthly
D.RE.07.01, A.PA.07.11 Marty will demonstrate an ability to use strategies such as, eliminating extra information and using key words to solve one and/or two step word problems that involve multiplication and/or division with 80% accuracy $\frac{1}{5}$ times he is presented with problems.	Class work, Homework	<b>Q1:</b> 80% accuracy 1/5 times <b>Q2:</b> 80% accuracy 2/5 times <b>Q3:</b> 80% accuracy 3/5 times <b>Q4:</b> 80% accuracy 4/5 times	Monthly

**Status of Objectives (update on progress)**

<b>Date</b>	<b><sup>4</sup>Status Obj.1</b>	<b>Status Obj. 2</b>	<b>Status Obj. 3</b>	<b>Comments</b>
<b><sup>1</sup> Evaluation</b> S Student's Daily Work D Documented Observation R Rating Scale T Standardized Test (specify) O Other (specify above)	<b><sup>2</sup> Criterion</b> _____% Accuracy ____of__ Rate (cpm) ____ Achievement Level Other (specify above)	<b><sup>3</sup> Schedule for Evaluation:</b> W – Weekly; D – Daily; M- Monthly; Q – Quarterly grading O – Other (specify)	<b><sup>4</sup> Status of Progress on Objectives</b> 1 Achieved/Maintained 2 Progressing at a rate sufficient to meet the annual goal for this objective 3 Progressing below a rate sufficient to meet the annual goal for this objective (explain above) 4 Not applicable during this reporting period 5 Other (specify above)	

**Area of Need (From PLAAFP): Writing****Content/Grade Level Expectation upon which the goal will be based:****W.PR.07.02**

Apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast)

**W.PR.07.05**

Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups

**Annual Goal:** Marty will demonstrate an ability to compose and write grammatically correct paragraphs by October 2014 through the use of graphic organizers and checklists.

<b>Short Term Objectives (At least two per goal)</b>	<b><sup>1</sup>Evaluation</b>	<b><sup>2</sup>Criteria</b>	<b><sup>3</sup>Schedule for Evaluation</b>
W.PR.07.02 Marty will demonstrate an ability to use pre-writing strategies such as graphic organizers, when writing narrative or informational pieces 80% of time.	Class work, Teacher Observations	<b>Q1:</b> 20% of the time <b>Q2:</b> 40% of the time <b>Q3:</b> 60% of the time <b>Q4:</b> 80% of the time	Monthly
W.PR.07.05 Marty will demonstrate an ability to use grade level checklists to self-edit his own writing with 80% accuracy in fixing punctuation, grammar, and mechanical errors.	Class work, Teacher Observations	<b>Q1:</b> 20% accuracy in error correction <b>Q2:</b> 40% accuracy in error correction <b>Q3:</b> 60% accuracy in error correction <b>Q4:</b> 80% accuracy in error correction	Monthly

**Status of Objectives (update on progress)**

<b>Date</b>	<b><sup>4</sup>Status Obj.1</b>	<b>Status Obj. 2</b>	<b>Status Obj. 3</b>	<b>Comments</b>
<b><sup>1</sup> Evaluation</b> S Student's Daily Work D Documented Observation R Rating Scale T Standardized Test (specify) O Other (specify above)	<b><sup>2</sup> Criterion</b> _____% Accuracy __of__ Rate (cpm) __ Achievement Level Other (specify above)	<b><sup>3</sup> Schedule for Evaluation:</b> W – Weekly; D – Daily; M- Monthly; Q – Quarterly grading O – Other (specify)	<b><sup>4</sup> Status of Progress on Objectives</b> 1 Achieved/Maintained 2 Progressing at a rate sufficient to meet the annual goal for this objective 3 Progressing below a rate sufficient to meet the annual goal for this objective (explain above) 4 Not applicable during this reporting period 5 Other (specify above)	

## Supplementary Aids and Services

Supplementary aids and services are provided to enable the student:

- To advance appropriately toward attaining the annual goals.
- To be involved and progress in the general education curriculum and to participate in extra-curricular and other nonacademic activities.
- To be educated and participate in activities with other students with disabilities and nondisabled students.

<b>Supplementary aids and services are needed at this time:</b>		
<b>Ongoing Instruction and Assessment</b> Scheduling, Presentation, Response, etc.	<b>Time/Frequency/Condition</b>	<b>Location</b>
Seated near teacher or positive peer role model	Daily	All Classes
<b>Curriculum Supports and Adjustments</b> Directions, Grading, Handwriting, Assignments, Tests, Books, etc.	<b>Time/Frequency/Condition</b>	<b>Location</b>
Repeat, restate, clarify directions	Daily	All Classes
Provide graphic organizers	For longer writing tasks	All Classes
Provide a copy of classroom notes and study guides	For quizzes and tests	All Classes
Reinforce student writing all assignments and due dates in his agenda/planner. Allow extra time to complete assignments.	For assignments extend due date 1 to 5 days	All Classes
Take tests individually or in a small group	For tests written above his current reading level (grade 3) or when he is unable to concentrate in the whole group setting	All Classes
<b>Supports and Modifications to the Environment</b> Classroom Environment, Health-Related Needs, Physical Needs, Assistive Technology, Behavioral, Training Needs, Social Interaction Supports for the Student, etc.	<b>Time/Frequency/Condition</b>	<b>Location</b>
Allow use of talking processor or electronic spell checker for writing tasks	Written tasks	All Classes
Allow use of calculator	For tests that involve multiplication, division, and/or fractions	Math Class
<b>Other Supports, Accommodations, and Modifications</b>	<b>Time/Frequency/Condition</b>	<b>Location</b>
<b>All aids and services identified will begin on the implementation date of the IEP and continue for the duration of the IEP.</b>		

**OR**

**Supplementary aids and services are not needed at this time.**

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**Least Restrictive Environment**

To the maximum extent appropriate, the student will be educated with students who are nondisabled; and special classes, separate schools, or other removal of the student from the general education environment occurs only when the student's needs cannot be met satisfactorily in general education with supplemental aids and services. Exception:

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## Grades K-9 Assessment—Participation and Provisions

Based on Grade Level, Independence Level, and English Language Proficiency

### State Assessments: Grades 3-9

Is a state assessment administered at the grade level(s) covered by this IEP?  Yes  No

If a state assessment is being administered, indicate in the Assessment column in which assessment the student will participate. If the IEP team determines the Michigan Educational Assessment Program (MEAP) is not appropriate, see the MEAP-Access eligibility criteria at [www.michigan.gov/meap-access](http://www.michigan.gov/meap-access) to determine if MEAP-Access is appropriate. If the IEP team determines that the student must take an alternate assessment (MEAP-Access, MI-Access, or a district-determined social studies assessment) instead of a particular MEAP assessment, complete the Rationale column.

Identify any individual appropriate **accommodations** that are necessary on these state assessments. See the *Revised Assessment Accommodation Summary Table* at [www.michigan.gov/meap](http://www.michigan.gov/meap).

Assessment Area	Assessment	Rationale The MEAP is Not Appropriate/The alternate assessment is appropriate because:	Accommodations
<b>Reading</b> Grades 3-8	<input type="checkbox"/> MEAP <input checked="" type="checkbox"/> MEAP-Access <input type="checkbox"/> MI-Access: <input type="checkbox"/> Functional <input type="checkbox"/> Supported <input type="checkbox"/> Participation	Marty will take the MEAP-Access because he qualifies as having a learning disability in reading.	Test read aloud; Repeat, restate, and clarify directions; Take test individually or in a small group
<b>Writing</b> Grades 4 and 7	<input type="checkbox"/> MEAP <input checked="" type="checkbox"/> MEAP-Access <input type="checkbox"/> MI-Access: <input type="checkbox"/> Functional <input type="checkbox"/> Supported <input type="checkbox"/> Participation	Marty will take the MEAP-Access because he qualifies as having a learning disability in writing.	Test read aloud; Repeat, restate, and clarify directions; Take test individually or in a small group
<b>Mathematics</b> Grades 3-8	<input type="checkbox"/> MEAP <input checked="" type="checkbox"/> MEAP-Access <input type="checkbox"/> MI-Access: <input type="checkbox"/> Functional <input type="checkbox"/> Supported <input type="checkbox"/> Participation	Marty will take the MEAP-Access because he qualifies as having a learning disability in mathematics.	Test read aloud; Repeat, restate, and clarify directions; Take test individually or in a small group
<b>Science</b> Grades 5 and 8	<input checked="" type="checkbox"/> MEAP <input type="checkbox"/> MI-Access: <input type="checkbox"/> Functional <input type="checkbox"/> Supported <input type="checkbox"/> Participation		Test read aloud; Repeat, restate, and clarify directions; Take test individually or in a small group
<b>Social Studies*</b> Grades 6 and 9	<input checked="" type="checkbox"/> MEAP <input type="checkbox"/> District-Determined Assessment		Test read aloud; Repeat, restate, and clarify directions; Take test individually or in a small group

\* If the MEAP Social Studies Assessment is not appropriate for the student, the IEP team MUST identify a district-determined assessment until there is a state-developed MI-Access Social Studies Assessment.

**District-wide Assessments: Grades K-12**

Is a district-wide assessment administered at the grade level(s) covered by this IEP?  Yes  No

If a district-wide assessment is being administered, indicate in the Assessment column in which assessment the student will participate. If the IEP team determines that district-wide assessment is not appropriate and that the student must take an alternate assessment identify the alternate assessment and complete the Rationale column.

Identify any individual appropriate **accommodations** that are necessary on these assessments.

<b>Assessment</b>	<b>Rationale The District Assessment is Not Appropriate/The alternate assessment is appropriate because:</b>	<b>Accommodations</b>
<input checked="" type="checkbox"/> <b>District-wide</b> <input type="checkbox"/> <b>Alternate</b>  <b>Mathematics, Reading, Writing, Science, and Social Studies 7<sup>th</sup> Grade Common Assessments</b>		Test read aloud; Repeat, restate, and clarify directions; Take test individually or in a small group; Allow use of calculator for mathematics test

## Grades 10-12 Assessment—Participation and Provisions

Based on Grade Level, Independence Level, and English Language Proficiency

### State Assessment—Michigan Merit Exam: Grades 11-12

For students at grade level 11: In which assessment will the student participate?  Michigan Merit Exam (MME)  MI-Access

For students at grade level 12: For **MME retest** eligibility, see details in the *MME Student Eligibility* document at [www.michigan.gov/mme](http://www.michigan.gov/mme). Will the student participate in the MME?  Yes  No

If the IEP team determines the student will participate in the MME, identify any individual appropriate **accommodations** that are necessary on these state assessments. See the *MME Chart of Accommodations Dates – ACT-Approved and State-Allowed* at [www.michigan.gov/mme](http://www.michigan.gov/mme).

Assessment Area	Accommodations
English/Language Arts	
Mathematics	
Science	
Social Studies	

### State Assessment—MI-Access: Grade 11

For Grade 11: If the IEP team determines the MME is not appropriate, identify the alternate assessment in which the student will participate and complete the Rationale column. Identify any individual appropriate **accommodations** that are necessary on these state assessments. See the *Revised Assessment Accommodation Summary Table* at [www.michigan.gov/mi-access](http://www.michigan.gov/mi-access).

Assessment Area	MI-Access/ Alternate Assessment	Rationale The MME is Not Appropriate/The alternate assessment is appropriate because:	Accommodations
English Language Arts Grade 11	<input type="checkbox"/> Functional <input type="checkbox"/> Supported <input type="checkbox"/> Participation		
Mathematics Grade 11	<input type="checkbox"/> Functional <input type="checkbox"/> Supported <input type="checkbox"/> Participation		
Science Grade 11	<input type="checkbox"/> Functional <input type="checkbox"/> Supported <input type="checkbox"/> Participation		
Social Studies* Grade 11	<input type="checkbox"/> District-Determined Assessment		

\* If the MME Social Studies Assessment is inappropriate for the student, the IEP team MUST identify a district-determined assessment until there is a state-developed MI-Access Social Studies Assessment.

**District-wide Assessments: Grades K-12**

Is a district-wide assessment administered at the grade level(s) covered by this IEP?  Yes  No

If a district-wide assessment is being administered, indicate in the Assessment column in which assessment the student will participate. If the IEP team determines that district-wide assessment is not appropriate and that the student must take an alternate assessment identify the alternate assessment and complete the Rationale column.

Identify any individual appropriate **accommodations** that are necessary on these assessments.

<b>Assessment</b>	<b>Rationale The District Assessment is Not Appropriate/The alternate assessment is appropriate because:</b>	<b>Accommodations</b>
<input type="checkbox"/> <b>District-wide</b> <input type="checkbox"/> <b>Alternate</b>		

**ELPA/NAEP (Grades K-12)**  
**Assessment—Participation and Provisions: ELPA**  
 Based on Grade Level, Independence Level, and English Language Proficiency

**State Assessment: English Language Proficiency Assessment (ELPA)**

The Home Language Survey (HLS), a Title VI reporting requirement, is given to all students at the time of enrollment.

Please consider these two questions annually:

Is the student's native tongue a language other than English?  Yes  No

Is a language other than English spoken in the student's home or environment?  Yes  No

When either answer is **Yes**, complete the following section.

Assessment Level and Grade for Spring ELPA and ELPA Initial Screening	Initial Screening	Spring ELPA
<b>Level I</b> —Grade K		
<b>Level II</b> —Grades 1-2		
<b>Level III</b> —Grades 3-5		
<b>Level IV</b> —Grades 6-8		
<b>Level V</b> —Grades 9-12		

For additional information regarding ELPA or the ELPA screener, or to identify any individual appropriate **accommodations** that are necessary for each of the ELPA domains, see the *Revised Assessment Accommodation Summary Table* at [www.michigan.gov/elpa](http://www.michigan.gov/elpa).

Assessed Domains	Accommodations
Listening	
Reading	
Writing	
Speaking	

**Assessment—Participation and Provisions: NAEP**  
 Based on Grade Level, Independence Level, and English Language Proficiency

**National Assessment: National Assessment of Educational Progress (NAEP)**

Is a NAEP assessment administered to the student's district at the grade level(s) covered by this IEP?  Yes  No

Has the student participated in the Michigan Educational Assessment Program (MEAP) in the subject being tested?  Yes  No

Can the student participate in the NAEP with allowable **accommodations**? See the *Revised Assessment Accommodation Summary Table* at [www.michigan.gov/naep](http://www.michigan.gov/naep).  Yes  No

Can the student participate in the NAEP with allowable accommodations, even if the student did not participate in the MEAP, or needs accommodations not allowed by the NAEP?  Yes  No

Assessment	Participation	If <b>YES</b> , for each content area, indicate any assessment accommodation(s) that the student may need. If <b>NO</b> , state the reason why a specific NAEP assessment is not appropriate.
	<input type="checkbox"/> Yes <input type="checkbox"/> No	

## Special Education Services and Programs

Related Service/Rule Number	Direct/Consult	Specific Amount of Time and Frequency	Location	Duration*
		____ to ____ min/hrs ____ to ____ wk/mo/yr		
Program/Rule Number	Departmentalized	Specific Amount of Time and Frequency	Location	Duration*
Resource Room	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	600 min per week	Resource Room	10/15/2013-10/15/2014

The program(S) listed above is included under the ISD operational Plan (R 340.1832e).

Is the severity of the student's impairment such that it requires a licensed practitioner authorization for daily personal care services?  Yes  No

\* All programs and services listed above will begin on the implementation date of the IEP and continue for the duration of the IEP, unless otherwise indicated above in the column "Duration."

### EXTENDED SCHOOL YEAR (ESY) SERVICES

Extended School Year (ESY) services were considered.

- It was determined that no ESY services are needed.  
 Current annual goals address one or more skills that require ESY services.  
 ESY has not yet been determined—data will be collected and a decision made in an IEP or Amendment to be held by {Date}.

Service	Specific Amount of Time and Frequency	Location	Duration

### EDUCATIONAL ENVIRONMENT

The district ensures that, to the maximum extent appropriate, the student will be educated with students who are nondisabled; and special classes, separate schools, or other removal of the student from the general education environment occurs only when the student's needs cannot be met satisfactorily in the general education setting with supplemental aids and services.

Age 6-26 \_\_\_\_\_  Age 3-5 \_\_\_\_\_  Age 0-2 \_\_\_\_\_

### SPECIAL TRANSPORTATION

Yes (specify):

No