



EVA Special Education Performance Task: Draft IEP (Selected Portions) & Program Planning

Student: "Adrian Smith" Grade: 4 Gender: M Race: Two or more Language: English Teacher Name: _____

IEP Meeting Date 05.29.25

Date: _____

SPECIAL FACTORS

A. Does the student exhibit behavior that impedes his/her learning or the learning of others?	Yes _____	No X
<i>If YES, the IEP addresses the use of positive behavioral interventions and supports, and other strategies, to address that behavior(s).</i>		
B. Does the student have limited English Proficiency?	Yes _____	No X
<i>If YES, the IEP team must consider the language needs of the student as those needs relate to the student's IEP.</i>		
C. Is the student blind or visual impaired?	Yes _____	No X
<i>If YES, Braille needs are addressed in the IEP, or an evaluation of reading/writing needs is completed and a determination is made that Braille is not appropriate.</i>		
D. Does the student have communication needs?	Yes _____	No X
<i>If YES, the IEP addresses communication supports, services, and/or instruction.</i>		
E. Is the student deaf or hard of hearing?	Yes _____	No X
<i>If YES, the IEP addresses the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.</i>		
F. Does the student need assistive technology devices or services?	Yes X, TTS, STT, MT, NL	No _____

<i>If YES, the IEP addresses assistive technology devices or services.</i>
G. Does the student require one or more specialized formats (braille, large print, audio, and/or digital text) of educational materials because blindness or other disability prevents effective use of standard print materials? Yes _____ No X
<i>If YES, alternate format(s) is/are identified in the IEP.</i>

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Student's overall strengths, interests, and preferences
Adrian is very good at drawing, being creative with ideas for superhero costumes/masks. He is patient when it comes to others, helpful, and accepting. Adrian is very helpful, kind and patient, especially with younger siblings. He seems to enjoy sharing toys or snacks without being asked and will easily compromise during playtimes with friends.

Input from parent(s) in the areas of academic achievement and functional performance, including concerns for enhancing the education of their child
Adrian tends to give up very easily, on games or things he is unsure of. Almost disconnecting from the conversation when it comes to things like homework. Or he will get visibly annoyed about the homework most days. I am hoping we can help Adrian become more eager to learn. I am concerned that Adrian tends to give up easily when tasks become difficult either mentally or physically. He will seem to disconnect from what is being said or give very dry "OK" responses when he does not want to engage with schoolwork or chores. Adrian tends to be very passive when peers are being unkind which I worry can be taken advantage of by others.

Present level of academic achievement (i.e. reading, writing, mathematics, etc), including most recent performance on State or district-wide assessments: - Strengths of the student - Needs of the student

Present level of functional performance (not limited to, but may include communication, social skills, behavior, organization, fine/gross motor skills, self-care, self-direction, etc), including the results of initial or most recent formal or informal assessments/observations:

- Strengths of the student
- Needs of the student

COMMUNICATION: Not an area of need / specially designed instruction.

FINE/GROSS MOTOR: Parent expressed that Adrian struggles with his handwriting and other fine motor skills, as well as some sensory regulation (clothing). The team agreed to complete an OT evaluation.

BEHAVIOR: Not an area of need / specially designed instruction.

INDEPENDENT LIVING SKILLS: Not an area of need / specially designed instruction.

ORGANIZATION/STUDY SKILLS: This is an area of monitor as Adrian gets older. He is currently not understanding enough of the grade level curriculum to be able to complete any work. Right now, he struggles to have his materials ready for class and small groups.

EVALUATION DATA:

Kaufman Test of Educational Achievement, 3rd Edition –

Academic Skills Battery Composite: SS 54, 0.1 PR, Very Low - Reading Composite: SS 54, 0.1 PR, Very Low - Decoding Composite: SS 62, 1 PR, Low - Math Composite: SS 52, PR 0.1, Very Low - Written Language Composite: SS 45, PR <0.1

Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V) - Verbal Comprehension: SS 76, PR 5, Very Low - Fluid Reasoning: SS 67, PR 1, Extremely Low - Working Memory: SS 76, PR 5, Very Low - Processing Speed: SS 53, PR 0.1, Extremely Low - Full Scale IQ: SS 58, PR 0.3, Extremely Low

Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2) - Phonological Awareness: SS 77, PR 6, Poor - Rapid Symbolic Naming: SS 92, PR 30, Average

How the student's disability affects involvement and progress in the general education curriculum

Adrian demonstrated cognitive deficits in several areas, including processing speed. This weakness in processing speed may make it more difficult for him to process information given to him verbally. · This may mean that Adrian may need extra time to complete tasks and may need information provided in multiple ways and several times in order to process and comprehend academic information and requests. Adrian also demonstrated cognitive deficits in working memory. This relative weakness in working memory may make it more difficult for him to remember

information necessary for academic success. · In mathematics, Adrian may struggle to remember information such as math facts, and equations. · When reading, Adrian may struggle to remember sound blends, how to spell certain words, the story or directions that were given. · Appearing forgetful may present itself as defiant behavior such as refusal or distracted behaviors. Instead, Adrian may be struggling to initiate, organize and/or execute tasks. Due to his educational disability, Adrian will require specially designed instruction, accommodations and supports in order to best access instruction and materials.

Will the student participate in any Statewide Assessments during this IEP period?

- No, Statewide Assessment not conducted at student's grade level (at time of testing)
- **Yes** (student's grade level at time of testing **4th**) *If yes, describe participation decisions below:*

Area	Participation (select one per assessment area)	Explanation State why student cannot participate in standard assessment and why particular alternate assessment selected is appropriate for student.	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)
ELA	• Standard • Standard w/ Designated Supports and/or Accommodations • Extended Assessment		Text to speech (items only) Speech to text Separate setting, small group 5 or less
Math	• Standard • Standard w/ Designated Supports and/or Accommodations • Extended Assessment		Text to speech (items and stimuli) Speech to text Multiplication table Number line Separate setting, small group 5 or less
Science	• Standard • Standard w/ Designated Supports and/or Accommodations • Extended Assessment		
Social Studies	• Standard • Standard w/ Designated Supports and/or Accommodations • Extended Assessment		
Kindergarten Assessment	• Standard • Standard w/ Designated Supports and/or Accommodations		

ELPA	• Standard • Standard w/ Designated Supports and/or Accommodations	Exemption Decisions (identify appropriate domains) Up to a maximum of three domains may be exempted, but only in very rare and documented circumstances. All exemptions must be reviewed and documented in the student's IEP or 504 plan prior to the student beginning ELPA21. All cases of domain exemptions on ELPA21 are subject to monitoring by ODE. • Listening • Reading • Writing • Speaking	
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ANNUAL ACADEMIC AND FUNCTIONAL GOALS AND OBJECTIVES (copy table below as needed for additional goal areas)

Goal Area: Reading
Annual Measurable Goal:
Objectives (if needed):
Baseline of goal (present level):

Goal Area: Writing
Annual Measurable Goal:
Objectives (if needed):
Baseline of goal (present level):

Goal Area: Mathematics
Annual Measurable Goal:
Objectives (if needed):
Baseline of goal (present level):

SERVICE SUMMARY

Specially Designed Instruction	Provider	Role	Anticipated Location	Time	Frequency	State Date	End Date
Reading	LEA	Special Ed Teacher	Resource Room	60	Per week		
Writing	LEA	Special Ed Teacher	Resource Room	30	Per week		
Mathematics	LEA	Special Ed Teacher	Resource Room	60	Per week		

Related Services	Provider	Role	Anticipated Location	Time	Frequency	State Date	End Date
None							

Supplementary Aids/Services; Accommodations	Provider	Role	Anticipated	Time	Frequency	State	End
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			Location			Date	Date

Supplementary Aids/Services; Modifications <i>With the provided data, would you consider modifications to be appropriate for this student?</i>	Provider	Role	Anticipated Location	Time	Frequency	State Date	End Date

Supports for School Personnel	Provider	Role	Anticipated Location	Time	Frequency	State Date	End Date
Special Education to General Education consultation	LEA	Case Manager	All school settings	60 min	Per year		

NONPARTICIPATION JUSTIFICATION

Describe the extent (including amount), if any, to which the child will not participate with nondisabled children in the regular classroom and in extracurricular and other nonacademic activities:	Provide explanation justifying the removal, if any:
150 minutes / week for services in reading, writing, and mathematics provided in a resource room	Adrian demonstrated cognitive deficits in several areas, including processing speed. This weakness in processing speed may make it more difficult for him to process information given to him verbally. · This may mean that Adrian may need extra time to complete tasks and may need information provided in multiple ways and several times in order to process and comprehend academic information and requests. Adrian also demonstrated cognitive deficits in working memory. This relative weakness in working memory may make it more difficult for him to remember information necessary for academic success. · In mathematics, Adrian may struggle to remember information such as math facts, and equations. · When reading, Adrian may struggle to remember sound blends, how to spell certain words, the story or directions that were given. · Appearing forgetful may present itself as defiant behavior such as refusal or distracted behaviors. Instead, Adrian may be struggling to initiate, organize and/or execute tasks. Due to his educational disability, Adrian will require specially designed instruction, accommodations and supports in order to best access instruction and materials.

END OF IEP DRAFT

Questions related to the above student (all required)

What additional information, considerations or questions might inform your planning and services delivery?

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What tools and methods would you use to monitor IEP goal progress on this student?

Should a student not show up for scheduled SDI sessions and/or parents not respond to phone/email contact attempts, what steps would you take to address this and get the student engaged?