

CCS ALIGNED GOALS

Reading

6th Grade Reading (RI.6.2)

Present Level:

Given a grade-level READING text, STUDENT is able to summarize the text including the central idea and supporting details, in 0 of 5 assessments.

Goal:

READING – Using supports such as a graphic organizer and sentence frames, STUDENT will increase the ability to summarize a grade-level text, including its central idea and supporting details, from 0 of 5 to 4 of 5 (80%) assessments. **(RI.6.2)**

7th Grade Reading (RI.7.2)

Present level:

Given a READING passage, STUDENT is able to determine the central idea of a text and explain how it is supported by at least one key detail, in 0 of 5 attempts.

Goal:

READING - Using supports such as a graphic organizer and sentence frames, STUDENT will improve the ability to determine the central idea of a text and explain how it is supported by at least one key detail from 0 of 5 attempts to 4 of 5 attempts. **(RI.7.2)**

8th Grade Reading (RI.8.2)

Present level:

Given a grade-level reading text, STUDENT is currently able to determine the theme and support it using at least three key details, in 0 of 5 attempts.

READING - Using supports such as a graphic organizer or a theme worksheet, STUDENT will improve the ability to determine the theme of a text and support it using at least three key details, from 0 of 5 attempts to 4 of 5 attempts. **(RI.8.2)**

WRITING

6th Grade Writing (L.6.2)

Present Level:

Given a WRITING sample with 2 writing convention errors related to capitalization, punctuation, and/or spelling, STUDENT is able to correct the errors in 0 of 5 assessments.

Goal:

WRITING – Given a writing sample with 2 writing convention errors related to capitalization, punctuation, and/or spelling, STUDENT will use supports such as a conventions checklist to increase the ability to correct the errors from 0 of 5 to 4 of 5 assessments.

7th Grade Writing (W.7.2)

Present level:

Given a class-based WRITING task, STUDENT can introduce a topic, develop it with relevant details, and conclude in 0 of 5 attempts.

Goal:

WRITING – Using supports such as a writing checklist, STUDENT will improve the ability to introduce a topic, develop it with relevant details, and provide a conclusion from 0 of 5 attempts to 4 of 5 attempts. (W.7.2)

8th Grade Writing (W.8.1)

Present level: Given an argumentative writing topic, STUDENT is able to support a claim with at least one piece of relevant evidence in 0 of 5 attempts

WRITING – Using supports such as a writing checklist or the RACES strategy, STUDENT will improve the ability to support a claim with at least one piece of relevant evidence, from 0 of 5 attempts to 4 of 5 attempts.

OR

--> Writing (L.8.2)

Present Level:

Given a class-based writing assignment, STUDENT is able to demonstrate a grade-level command of English conventions (capitalization, punctuation, and spelling) in 0 of 5 assignments.

WRITING – Using supports such as a conventions checklist, STUDENT will improve the ability to demonstrate a grade-level command of English conventions (capitalization, punctuation, and spelling) when writing, from 0 of 5 assignments to 4 of 5 assignments.

MATH

6th Grade Math (6.R.P)

Present Level:

Given MATH problems which use ratio concepts to describe the relationship between two quantities, STUDENT is currently able to solve 0 of 10 problems.

Goal:

MATH – Using supports such as visual representations or manipulatives, STUDENT will increase the ability to use ratio concepts to describe the relationship between two quantities, from 0 of 10 to 8 of 10 problems. (6.R.P)

7th Grade Math (7.R.P)

Present level:

Given MATH problems which analyze proportional relationships to solve real-world and mathematical problems, STUDENT is currently able to solve 0 of 10 problems.

Goal:

MATH – Using supports such as visual representations or manipulatives, STUDENT will increase the ability to analyze proportional relationships to solve real-world and mathematical problems, from 0 of 10 to 8 of 10. (7.R.P)

8th Grade Math (8.EE.B.5)

Present level:

Given MATH problems which represent proportional relationships in two different ways, STUDENT is currently able to solve 0 of 10.

Goal: MATH – Using supports such as a graph modeling a word problem, STUDENT will increase the ability to represent a proportional relationship in two different ways (e.g., a distance-time graph, and a distance-time equation), from 0 of 10 problems to 8 of 10 problems. (8.EE.B.5)

BEHAVIOR: Goals based on Goalbook SEL standards (moderate to intense support)

Behavior (SM.2A.MS SELF-MANAGEMENT) (stay on task)

Present Level:

BEHAVIOR: Given a class-based task which causes frustration, STUDENT is able to use a pre-taught calming strategy to reduce frustration and stay on task is 0 of 5 instances.

Goal:

BEHAVIOR: Given a class-based task which causes frustration, STUDENT will use supports such as a list of calming strategies, to increase the ability to use a pre-taught calming strategy to reduce frustration and stay on task from 0 of 5 to 4 of 5 instances. (SM.2A.MS SELF-MANAGEMENT)

Behavior (SE.3A.MS SELF-EFFICACY) (task initiation)

Present Level:

BEHAVIOR - Given a class-based task, STUDENT is able to demonstrate agency in work habits by beginning the task and working toward completion in 0 of 5 instances.

Goals

BEHAVIOR - Given a class-based task, STUDENT will use supports such as a list of calming strategies to increase the ability to demonstrate agency in work habits by beginning the task and working toward completion, from 0 of 5 to 4 of 5 instances. (SE.3A.MS SELF-EFFICACY)

Behavior (Goalbook) (come to class prepared)

Present Level:

BEHAVIOR - Given a typical school schedule, STUDENT is able to arrive at classes on time with all materials ready and accessible in 0 of 7 class periods.

Goal:

BEHAVIOR – Given a typical school schedule, STUDENT will use supports such as a self-monitoring checklist to increase the ability to arrive at classes on time with all materials ready and accessible, from 0 of 7 class periods to 6 of 7 class periods. (GOALBOOK)

Behavior (SM.2A.MS SELF-MANAGEMENT) (anger management)

Present Level:

BEHAVIOR – STUDENT is able to manage his emotions (by identifying the causes of positive and negative stress) so that he can begin to self-regulate his behavior.

Goals:

BEHAVIOR – Using skills such as learning to identify the causes of positive and negative stress, STUDENT will increase his ability to manage his emotions so that he

can begin to self-regulate his behavior, from 0 of 5 to 4 of 5 opportunities. (SM.2A.MS SELF-MANAGEMENT)

Impact Statement Example which includes Student Strengths

STUDENT is a 7th grade student who likes video games, like Beach Buggy. STUDENT has liked math in the past, but less so recently. Supports such as a whiteboard help the student think through steps in math. STUDENT is interested in tech and is excited about taking Computer Apps this year. STUDENT benefits from additional time to process instructions and transitions.

In READING, STUDENT has difficulty determining the main idea of text and explaining how it is supported by at least one key detail (RI.7.2). In WRITING, STUDENT has difficulty introducing a topic, developing it with relevant details, and providing a conclusion (W.7.2). In MATH, STUDENT struggles to use properties of operations as strategies to generate equivalent expressions (7.EE.A.1). In BEHAVIOR, STUDENT has struggled with using pre-taught calming strategies in moments of frustration in order to stay on task. (SM.2A.MS SELF-MANAGEMENT)

STUDENT's documented Specific Learning Disability impacts progress toward these grade level standards and expectations. STUDENT requires specially designed instruction in READING, WRITING, MATH, and BEHAVIOR.