Need to Grid to Goals to Progress Monitoring
Caroline: Math Goal

Caroline's Math	
Present Levels of Academic Achievement and Functional Performance (PLAAFP)	Caroline is included for Algebra I class, with the support of a special education co-teacher in the classroom. She is cooperative in class, although she has three missing assignments this year. Accommodations that work for her include breaking assignments into chunks, frequent feedback and encouragement, and use of graphic organizers or drawings. Caroline has scored at the Below Basic Level on the last three 4Sight Math Benchmark assessments (which assess skills on 11th grade standards/anchors). Her Scaled Scores have continually increased since beginning at the Low Below Basic level in fall of 2007. Most frequent errors are in Numbers and Operations, including basic computation with fractions, decimals, and percents, and Algebraic concepts. On AIMSS Algebra Foundations probes, since January 2008, she has improved from 7 correct answers to 13 correct answers on a five minute probe administered biweekly. Areas of difficulty on the probes include manipulating expressions and solving one step equations and simplifying expressions. She states that she enjoys seeing her progress on the math probes. Caroline also uses Keys2Work during her Resource period to address her specific needs with numbers and operations. Her deficits in basic math and algebra skills will impact her ability to be successful in a cosmetology program or with independent living.
Need	**Caroline needs to improve skills in math, including numbers and operations and algebraic concepts.**
Grid	***Improve skills in algebraic concepts and numbers and operations, including using math software**
Measurable Annual Goal	Given a biweekly Algebra I curriculum-based assessment, Caroline will increase her score from 13 correct answers per 5 min time period to 22 correct/5 min. for three out of five consecutive probes. *Anchors:* *M11.A.3.1 Apply the order of operations in computation and in problem solving situations* *M11.D.2.1 Write, solve, and/or graph linear equations and inequalities using various methods*
Progress Monitoring (how)	LS Teacher and Caroline will chart number of correct answers on each Algebra assessment.
Progress Monitoring (when)	Biweekly throughout the school year.

Sample Progress Monitoring Chart for Caroline:

Goal within one year's time: 22 problems correct.

Caroline's Math Progress

Number correct

| 24 |
| 22 |
| 20 |
| 18 |
| 16 |
| 14 |
| 12 |
| 10 |

Oct. 7   Oct. 21   Nov. 4   Nov. 18   Dec. 2   Dec. 16   Dec. 23
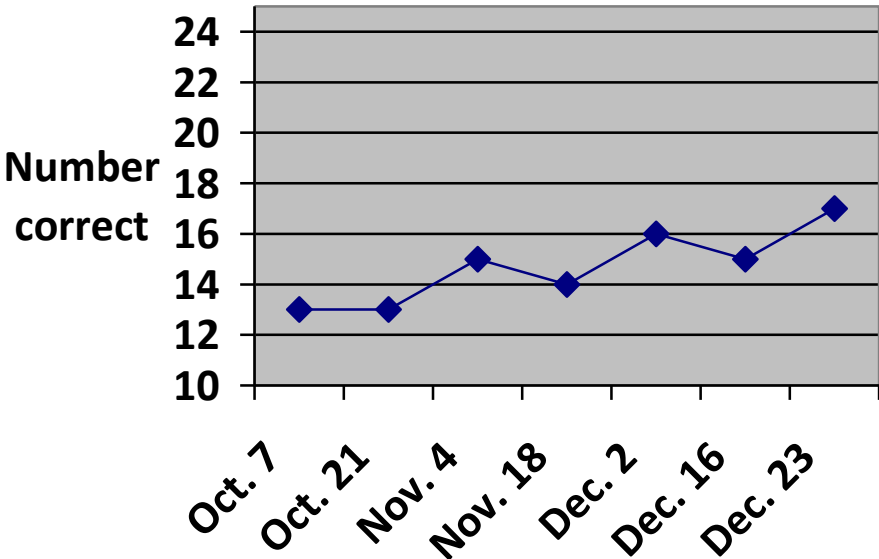
Is Caroline on track to meet her goal?

Need to Grid to Goals to Progress Monitoring

Need to Grid to Goals to Progress Monitoring

Phillip: Writing Goal

Phillip's Writing	
Present Levels of Academic Achievement and Functional Performance (PLAAFP)	Phillip's English teacher describes his writing as "functional." He uses word processing for longer writing assignments, and with use of the spelling and grammar check, produces short, concise sentences, although without a great deal of variety. Analysis of assignments completed on word processor indicates that his average sentence length is 7.7 words, with 2 or fewer errors of grammar or omission of words per 100 words. He met last year's goal of improving his writing using word processing. Analysis of shorter, pencil and paper writing tasks, from three different classes, indicates the following: Phillip typically writes 5-10 word sentences, with average length of 6.8 words. On a typical sequence of four sentences (approximately 30 words) , he makes on average 2 errors of capitalization, end punctuation, grammatical errors of tense or case, or omitting words without realizing it. On the same passage he averages 1-2 spelling errors (usually of longer words rather than sight words). When he is reminded to read his passage aloud or to himself, or to use a rubric or spelling guide, he is able to correct about 50% of these errors. Phillip needs to improve the quality and accuracy of his writing in order to meet the expectations of a career in auto body or in a post-secondary program.
Need	Improve written language by using a consistent strategy for proofreading and self-correcting of errors.
Grid	***Continue to improve writing and editing skills using self monitoring strategy.**
Measurable Annual Goal	Given consistent use of a strategy (SCOPE*) and spelling tools of his choice, Phillip will review his writing to include 100% correct spelling, punctuation, capitalization, and grammar on 6 out of 6 randomly selected short writing assignments, in content area classes, at the CTE, or on applications. *Standards: 1.5.11.F Edit writing using the conventions of language*
Progress Monitoring (how)	LS Teacher will use a brief checklist to review punctuation, capitalization, and grammar of first four sentences of randomly selected writing assignments from various classes. This will be done biweekly. Teacher will note number of each kind of error, but only chart the total number.
Progress Monitoring (when)	Approximately once a week, continuing throughout the school year.

Sample Progress Monitoring Data Collection Sheet for Phillip:

Date: Class:	Date: Class:
Assignment Description:	Assignment Description:
Total # of words in first 4 sentences:	Total # of words in first 4 sentences:
• Spelling (# errors)	• Spelling (# errors)
• Punctuation (# errors)	• Punctuation (# errors)
• Capitalization (# errors)	• Capitalization (# errors)
• Grammar (# errors)	• Grammar (# errors)
Summary: Total errors	Summary: Total errors

Progress Monitoring Chart for Phillip:
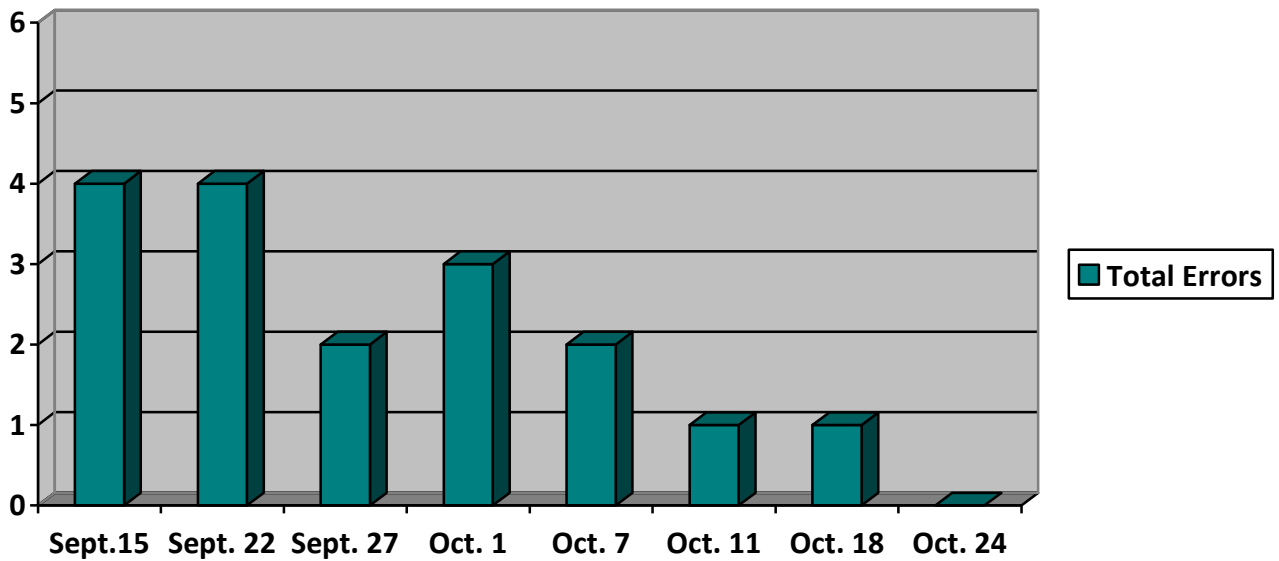
Total number of errors in first four sentences of randomly selected writing assignments.

Is Phillip making progress in eliminating his writing errors?