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## Individual Education Program (IEP)

**From: 9/18/15**  
[ X ] Annual

**To: 9/18/16**  
[ ] Addendum

### Student Information

**Student:** Rocio Alvarez Birthdate: 06/02/1998 Grade: 11th Grade  
(first) (last)

**Student ID:** 5656565 Gender: F Ethnic Group: White - Hispanic

**School:** Tennessee High School

**District:** Tennessee District

<b>Primary Disability:</b>	Intellectual Disability	<b>Re-evaluation of Eligibility Date:</b>	05/2/2014
<b>Secondary Disability:</b>	None		

**Medical Information:** At this time Rocio does not have medical concerns or take medication.

Relationship to Student: Parents  
Name: Sebastian and Martina Alvarez  
Address: 100 Main Street, Anytown, TN, XXXXX

Home Phone:  
Work Phone:

Student Name: Rocio Alvarez

DOB: 06/02/1998

### Current Descriptive Information

**Describe the student's strengths:** Rocio is polite, respectful and gets along with her peers. She is willing to participate and take risks. She demonstrates motivation and following directions. When using manipulatives, Rocio enjoys math and is able to compute addition and subtraction problems and some multiplication problems.

**Describe the concerns of the parents regarding their student's education:** Rocio's parents would like for her to continue to improve her reading comprehension and functional academic skills. They would also like Rocio to continue to explore different career options by participating in Work-Based Learning and visiting different post-secondary programs and job sites.

**Describe how the student's disability affects involvement and progress in the general curriculum:** Rocio's ability to master regular classroom academic objectives is markedly delayed. She benefits from small group instruction and repetition to learn skills. She tries to complete various assignments, but struggles doing basic tasks. She is significantly below grade level in her academics. This impacts her mastery of standards and participation in the general education classroom

### Present Levels of Performance

Levels of functioning, should when applicable, include norm reference and/or criterion references data, as well as descriptive information of the student's deficit areas

Source of Information	Area Assessed	Date	Exceptional Yes/No
Transition Checklist/Interview	Transition	8/28/15	Yes
Present Level of Performance:  Rocio's strengths are a willingness to take one step directions and getting along with others. Her areas of need are being aware of health and safety issues and working independently. Rocio has expressed an interest in working with animals and has identified a local veterinarian clinic and pet grooming business as possible employment options. Being able to work independently and follow multi-step directions are critical to her success and are impacting her mastery of standards.  Rocio has attempted to take her driver's license permit test, but has not passed the test. She would like to be independently mobile but will need to use public transportation and/or family friends to access the community at this time.			

Source of Information	Area Assessed	Date	Exceptional Yes/No
Woodcock-Johnson III Normative Update Tests of Achievement (WJ-III NU Ach)/Curriculum Based Measure	Academics – Reading Comprehension	9/14/15	Yes
<p data-bbox="111 352 527 409">Present Level of Performance Subtest – Reading Comprehension</p> <p data-bbox="111 443 1959 561">Rocio’s decoding and fluency skills have improved one half year. The results of Rocio’s Passage Comprehension test confirm that she is below grade level in the area of reading comprehension. Her SS is 62 and her GE (grade equivalent) is 4.2. She requires accommodations and additional instructional supports to be successful in the general education classroom throughout the day, as reading and learning from reading are a large part of core instruction at the high school level. Her current reading skill level is impacting her mastery of reading standards.</p> <p data-bbox="111 596 1969 704">Rocio has been given a reading comprehension CBM every other week to monitor her comprehension and determine appropriate next steps for intervention. When given a 3 minute comprehension probe, Rocio has improved her correct answer on the probe from 11 correct answers to 18 correct answers. These scores indicate that Rocio has improved from the middle of 3<sup>rd</sup> grade to the middle of 4<sup>th</sup> grade year. The cut off score for middle of 4<sup>th</sup> grade year is 17 correct answers.</p>			

Source of Information	Area Assessed	Date	Exceptional Yes/No
Woodcock-Johnson III Normative Update Tests of Achievement (WJ-III NU Ach)	Academics – Math Calculation	9/14/15	Yes
<p data-bbox="111 967 474 1024">Present Level of Performance: Subtest – Math Calculation</p> <p data-bbox="111 1058 1953 1149">Rocio is working significantly below grade level in the area of math calculation. Her SS has increased from 65 to 70 and her GE (grade equivalent) increased from 4.5 to 5. She is able to compute basic facts but is not yet able to compute multi-step calculations or calculate fractions and decimals (other than money) successfully. This impacts her mastery of math standards, as she is working on foundational math skills.</p> <p data-bbox="111 1183 1965 1302">Rocio’s performance on a curriculum based measure indicated she was able to solve 10 problems correctly, placing her performance at the 50th percentile on an instructional level probe. Her most recent progress monitoring probes at her instructional level result in consistently achieving 13 problems correct. This places her at the 75<sup>th</sup> %ile on a 4<sup>th</sup> grade calculation probe. She is making reasonable growth during intervention. Not having mastery of basic multiplication, division, and fractions impacts her performance with grade level math content and state level assessments.</p>			

Source of Information	Area Assessed	Date	Exceptional Yes/No
Woodcock-Johnson III Normative Update Tests of Achievement (WJ-III NU Ach)	Academics – Math Problem Solving	9/14/15	Yes
Present Level of Performance:			

Subtest – Math Problem Solving

Rocio is below grade level in this area of math problem solving. Her SS is 60 with a GE (grade equivalent) of 4. Rocio is not able to reason through what information is needed, what is not, and how to use the information given to calculate an answer. She requires visual and verbal prompts in the area of math reasoning. This impacts her mastery of math standards as she is working on foundational math skills.

Source of Information	Area Assessed	Date	Exceptional Yes/No
Woodcock-Johnson III Normative Update Tests of Achievement (WJ-III NU Ach)/Curriculum Based Measure	Academics – Basic Reading Skills	9/14/15	Yes

Present Level of Performance  
Subtest – Basic Reading Skills

Rocio's score in the area of word identification indicates improvement. Her standard score increased from 60 to 65, and her grade equivalent scores increased from 4 to 4.6. Rocio is able to read many words by sight or with minimal decoding. She struggles with longer, unfamiliar words out of context. However, she is behind her grade level peers to a degree that impacts her mastery of all standards as reading is required in all core areas.

Rocio has been given a fluency CBM every week to monitor her decoding/fluency skills and determine appropriate next steps for intervention. At the beginning of the IEP, when given an instructional level probe, Rocio was reading 47 WCPM when given a 3<sup>rd</sup> grade reading passage. This placed her just above the 25<sup>th</sup> %ile for the fall norms. Her most recent progress monitoring data indicates she is reading 75 WCPM based on fall norms. This also places her above the 25<sup>th</sup> %ile based on the fall norms. Her current ROI is .75 and the typical ROI is .66.

Source of Information	Area Assessed	Date	Exceptional Yes/No
Adaptive Behavior Inventory (ABI)	Adaptive Behavior	9/16/15	Yes

Present Level of Performance:  
Subtest – General Adaptive Behavior

Two of Rocio's teachers evaluated her adaptive behaviors compared to another student of the same age. Rocio's oral communication skills, self-care, social, leisure and school/home living skills are all close to that expected of her same age peers. She is able to independently find her classes. She knows the day of the week and can write her name and address. She can use a calculator for basic problem solving and can make small purchases independently. She will follow safety rules if she understands them. She can name five occupations, but cannot fill out an application independently. Her work skills need improvement as she gets easily distracted, but never argues when she is corrected. She does not attempt difficult tasks without prompting. Her struggles with reading and writing impact her writing letters, completing an application or short response task, reading the newspaper, or using resources like dictionaries, and mastering standards.

SAMPLE DRAFT