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| **Present Level of Performance:** | | | | | | | | |
| **How does the student’s disability affect his or her involvement in and progress in the general education curriculum? List the student’s current level (baseline data) and the assessment where the data was obtained. (State how the goal links to the postsecondary goal).** | | | | | | | | |
| The student currently takes notes, however they are often out of order or incomplete. He inconsistently uses organization tools, makes a work plan with assistance, and only makes changes to his plan with assistance as measured by a score of 4 on a 16 point high school level organization rubric. His difficulty in organization causes him to fall behind in the general curriculum. In order to be successful working in the construction field the student will need to improve his organization skills. | | | | | | | | |
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| **General Education Content Standard(s): (Idaho Content Standards, Common Core, Idaho Work Place Competencies, Idaho Extended Content Standards)**  Idaho Work Place Competencies 1.8 Utilize scheduling techniques to ensure that jobs are completed by the stated due date. | | | | | | | | |
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| **Annual Goal: Must list the condition or level of instruction, the behavior or skill, and the criteria** (must be aligned to baseline data identified in the Present Level of Performance): | | | | | | | | |
| The student will improve his organization skills by keeping complete notes in order, using a planner/agenda to track deadlines and tasks, making a plan of action, and updating the plan when needed to a score of 12 for three consecutive weeks. | | | | | | | | |
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| **Evaluation Procedure**: | | | | | | | | |
| **Monitor/Chart Progress** | | **Specific Assessment** | | **Rubric** | **Assessment Name** | | | High school level organization rubric |
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| **Schedule of Data Collection:** | | | | | | | | |
| **Hourly** | **Daily** | | **Weekly** | **Bi-Weekly** | | **Other** |  | |
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| Organization (time, material and information management) | | | | |
| Criteria | Not Proficient (1) | Partially Proficient (2) | Proficient (3) | Highly Proficient (4) |
| Keeps notes in order and complete | Takes notes, but notes are often out of order or incomplete. | Takes complete notes, but notes are keep out of order or orders notes, but notes are incomplete. | Takes complete notes and orders notes completely with no more than one reminder. | Takes complete notes and orders notes correctly. |
| Use of planners/agendas to track deadlines or tasks | Does not list assignments or track deadlines without prompting. | List assignments, but does not track deadlines/completion of tasks. | Lists assignments and tracks deadlines/  completion of tasks with no more than one reminder. | Lists assignments and tracks deadlines/  completion of tasks. |
| Makes a work plan of action (time management) | Makes a work plan only with assistance. | Makes a work plan with partial assistance. | Makes a work plan with no more than one reminder. | Makes a work plan independently |
| Changes work plan when necessary | Changes work plan only with assistance. | Changes a work plan with partial assistance. | Changes a work plan with no more than one reminder. | Changes a work plan independently |

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| **Present Level of Performance:** | | | | | | | | |
| **How does the student’s disability affect his or her involvement in and progress in the general education curriculum? List the student’s current level (baseline data) and the assessment where the data was obtained. (State how the goal links to the postsecondary goal).** | | | | | | | | |
| The student currently is scoring 6 out of 16 points on a high school level work habit rubric. He brings his supplies and book to class approximately once a week, completes work only with assistance, uses time in class when given multiple prompts by an adult, and obtains an average grade of 70% on the assignments he completes. His difficulty handing in and completing assignments causes him to fall behind in the general curriculum. In order to be successful attending a culinary program the student will need to improve his work habits. | | | | | | | | |
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| **General Education Content Standard(s): (Idaho Content Standards, Common Core, Idaho Work Place Competencies, Idaho Extended Content Standards)**  Idaho Work Place Competencies 6.1 Apply self-management in the workplace. | | | | | | | | |
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| **Annual Goal: Must list the condition or level of instruction, the behavior or skill, and the criteria** (must be aligned to baseline data identified in the Present Level of Performance): | | | | | | | | |
| The student will improve his work habits by bringing his own supplies to class, completing work on time, uses time in class effectively, completing work accurately, to a score of 13 for three consecutive weeks. | | | | | | | | |
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| **Evaluation Procedure**: | | | | | | | | |
| **Monitor/Chart Progress** | | **Specific Assessment** | | **Rubric** | **Assessment Name** | | | High school level work habit rubric |
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| **Schedule of Data Collection:** | | | | | | | | |
| **Hourly** | **Daily** | | **Weekly** | **Bi-Weekly** | | **Other** |  | |
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| Work Habits (responsibility, classwork/homework, self-direction) | | | | |
| Criteria | Not Proficient (1) | Partially Proficient (2) | Proficient (3) | Highly Proficient (4) |
| Brings own supplies and book to class. | Brings supplies and book to class less than 4 times over week. | Brings supplies and book to class 6 -8 times two weeks. | Brings supplies and book to class 10 times over two week. | Brings supplies and book to class 10 times two week and has material on desk before class begins. |
| Completes/submits work on time. | All assignment are completed/  submitted late or not submitted. | Completes and submits work with 2 or more late assignments over two weeks. | Completes and submits work with no more than 1 late assignment over two weeks. | Completes and submits all work on time. |
| Uses of class time | Does not use the time given in class to complete assignments. | Uses class time to complete assignments with prompting from teacher and does not ask for help without prompt. | Uses class time to complete assignments, but will not ask for help without teacher prompt. | Will use class time to complete assignments and asks for help when needed. |
| Completes work accurately | Scores below 65% based on assignment criteria. | Scores 65-80% based on assignment criteria. | Scores 80-90% based on assignment criteria. | Scores 90-100% based on assignment criteria. |

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| **Present Level of Performance:** | | | | | | | | |
| **How does the student’s disability affect his or her involvement in and progress in the general education curriculum? List the student’s current level (baseline data) and the assessment where the data was obtained. (State how the goal links to the postsecondary goal).** | | | | | | | | |
| The student is currently scoring 8 out of 25 points on a high school level test-taking rubric. He can orally explain his test schedule, but does not know how to develop a plan. He can identify one test strategy, but cannot list how to use it. He can identify the topic a test will cover, but cannot provide details. He is not able to list or advocate for his accommodations and can list one strategy for answering multiple-choice questions, but he cannot identify strategies to answer other types of questions. His difficulty in preparing and taking tests causes him to fall behind in the general curriculum. In order to be successful in college the student will need to improve his test taking skills. | | | | | | | | |
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| **General Education Content Standard(s): (Idaho Content Standards, Common Core, Idaho Work Place Competencies, Idaho Extended Content Standards)**  Idaho Work Place Competencies 1.2 Read for information and understanding 1.8 Utilize scheduling techniques to ensure that jobs are completed by the stated due date 6.2 Use reference materials to obtain information appropriate to a given problem, topic, or situation. | | | | | | | | |
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| **Annual Goal: Must list the condition or level of instruction, the behavior or skill, and the criteria** (must be aligned to baseline data identified in the Present Level of Performance): | | | | | | | | |
| The student will use test taking skills (develop a study plan for time and location to study), use tools/strategies for studying for test (highlighting, practice, study group, etc.), identify critical test content, identify and use test accommodations on his IEP, identify strategy for answering different types of tests questions as measured by a score of measured by a score of 20 out of 25 points on the High School Level Test Taking Rubric for three consecutive tests taken in classes. | | | | | | | | |
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| **Evaluation Procedure**: | | | | | | | | |
| **Monitor/Chart Progress** | | **Specific Assessment** | | **Rubric** | **Assessment Name** | | | High school level test taking rubric |
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| **Schedule of Data Collection:** | | | | | | | | |
| **Hourly** | **Daily** | | **Weekly** | **Bi-Weekly** | | **Other** | Following test schedule | |
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| Test Taking | | | | | |
|  | Not Proficient (1) | Partially Proficient (2) | Proficient for middle school (3) | Proficient for high school (4) | Highly Proficient (5) |
| Time Management | Doesn’t know the test date and time; Has no plan written or stated orally | Orally can identify test date and time; Has written “study” for a plan and no other components; | Test date and time recorded in assignment notebook; have developed a written plan which includes two of the following components: date(s), location, beginning and ending time for each study date; | Test date and time recorded in assignment notebook; have developed a written plan which includes: date(s), location, beginning and ending time for each study date; Identifies 1 characteristics for a good study | Test date and time recorded in assignment notebook; have developed a written plan which includes: date(s), location, beginning and ending time for each study date;  Identifies 2 or more characteristics for a good study location; frequency of study time matches the importance of the test; dates do not demonstrate cramming |
| Test Tools | Cannot state and/or describe tools/  strategies | State and describe one tool/strategy | State and describe two tools/strategies (cannot be similar tools; for example all three cannot relate to using the textbook or all three cannot be different people quizzing them) | State and describe three tools/strategies (cannot be similar tools) | State and describe four or more tools/strategies (cannot be similar tools) |
| Test Content | Cannot identify the topic | Can identify what topic the test will cover | Can identify what topic the test will cover; can provide some detail but not sufficient for the test type and importance; can identify the test question format(s); identifies the strategy of reviewing answers/  proofreading whenever the student has finished a test with time remaining | Can identify what topic the test will cover; can identify sufficient detail of test content for the type and importance of the test; can identify the test question format(s); identifies the strategy of reviewing answers/  Proofreading whenever the student has finished a test with time remaining; identifies at least one strategy for taking an educated guess at question with an unknown answer | Can identify what topic the test will cover; can identify sufficient detail of test content for the type and importance of the test; can identify the test question format(s); can predict some questions; identifies the strategy of reviewing answers/  proofreading whenever the student has finished a test with time remaining; identifies more than one strategy for taking an educated guess at question with an unknown answer |
| Self-advocacy for test-taking  (request for accommodations) | Can identify no test acc. on his/her IEP/504 plan; | Can identify 1 test acc. on his/her IEP/504 plan | Can identify all test acc. his/her IEP/504 plan | Can identify all test acc. on his/her IEP/504 plan; can identify 1 solution for dealing with test distractors in a test situation; does not refuse needed test acc.; | Can identify all test acc. on his/her IEP/504 plan; demonstrates ability to ask for test acc.; can identify 1 solution for dealing with distractors in a test situation; demonstrates the ability to ask for clarification when part of the test or test directions is unclear |
| Test-taking Strategies | Identifies one strategy for 1 type of question: multiple choice, essay,  DBQ essay, short answer, T/F, fill in the blank, matching; | Identifies one strategy for 3 types of questions: multiple choice, essay,  DBQ essay, short answer, T/F, fill in the blank, matching | Identifies one strategy for 5 types of questions: multiple choice, essay, DBQ essay, short answer, T/F, fill in the blank, matching | Identifies at least one strategy for answering each type of question: multiple choice, essay, DBQ essay, short answer, T/F, fill in the blank, matching | Identifies more than one strategy for all types of questions: multiple choice, essay, DBQ essay, short answer, T/F, fill in the blank, matching |

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| Organization (time, material and information management) | | | | |
| Criteria | Not Proficient (1) | Partially Proficient (2) | Proficient (3) | Highly Proficient (4) |
| Keeps notes in order and complete | Takes notes, but notes are often out of order or incomplete. | Takes complete notes, but notes are keep out of order or orders notes, but notes are incomplete. | Takes complete notes and orders notes completely with no more than one reminder. | Takes complete notes and orders notes correctly. |
| Use of planners/agendas to track deadlines or tasks | Does not list assignments or track deadlines without prompting. | List assignments, but does not track deadlines/completion of tasks. | Lists assignments and tracks deadlines/  completion of tasks with no more than one reminder. | Lists assignments and tracks deadlines/  completion of tasks. |
| Makes a work plan of action (time management) | Makes a work plan only with assistance. | Makes a work plan with partial assistance. | Makes a work plan with no more than one reminder. | Makes a work plan independently |
| Changes work plan when necessary | Changes work plan only with assistance. | Changes a work plan with partial assistance. | Changes a work plan with no more than one reminder. | Changes a work plan independently |

Total\_\_\_\_\_\_\_\_\_\_

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| Work Habits (responsibility, classwork/homework, self-direction) | | | | |
| Criteria | Not Proficient (1) | Partially Proficient (2) | Proficient (3) | Highly Proficient (4) |
| Brings own supplies and book to class. | Brings supplies and book to class less than 4 times over week. | Brings supplies and book to class 6 -8 times two weeks. | Brings supplies and book to class 10 times over two week. | Brings supplies and book to class 10 times two week and has material on desk before class begins. |
| Completes/submits work on time. | All assignment are completed/  submitted late or not submitted. | Completes and submits work with 2 or more late assignments over two weeks. | Completes and submits work with no more than 1 late assignment over two weeks. | Completes and submits all work on time. |
| Uses of class time | Does not use the time given in class to complete assignments. | Uses class time to complete assignments with prompting from teacher and does not ask for help without prompt. | Uses class time to complete assignments, but will not ask for help without teacher prompt. | Will use class time to complete assignments and asks for help when needed. |
| Completes work accurately | Scores below 65% based on assignment criteria. | Scores 65-80% based on assignment criteria. | Scores 80-90% based on assignment criteria. | Scores 90-100% based on assignment criteria. |

Total\_\_\_\_\_\_\_\_\_\_

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| Test Taking | | | | | |
| **Criteria** | **Not Proficient (1)** | **Partially Proficient (2)** | **Proficient for middle school (3)** | **Proficient for high school (4)** | **Highly Proficient (5)** |
| Time Management | Doesn’t know the test date and time; Has no plan written or stated orally | Orally can identify test date and time; Has written “study” for a plan and no other components; | Test date and time recorded in assignment notebook; have developed a written plan which includes two of the following components: date(s), location, beginning and ending time for each study date; | Test date and time recorded in assignment notebook; have developed a written plan which includes: date(s), location, beginning and ending time for each study date; Identifies 1 characteristic for a good study | Test date and time recorded in assignment notebook; have developed a written plan which includes: date(s), location, beginning and ending time for each study date;  Identifies 2 or more characteristics for a good study location; frequency of study time matches the importance of the test; dates do not demonstrate cramming |
| Test Tools | Cannot state and/or describe tools/  strategies | State and describe one tool/strategy | State and describe two tools/strategies (cannot be similar tools; for example all three cannot relate to using the textbook or all three cannot be different people quizzing them) | State and describe three tools/strategies (cannot be similar tools) | State and describe four or more tools/strategies (cannot be similar tools) |
| Test Content | Cannot identify the topic | Can identify what topic the test will cover | Can identify what topic the test will cover; can provide some detail but not sufficient for the test type and importance; can identify the test question format(s); identifies the strategy of reviewing answers/  proofreading whenever the student has finished a test with time remaining | Can identify what topic the test will cover; can identify sufficient detail of test content for the type and importance of the test; can identify the test question format(s); identifies the strategy of reviewing answers/  Proofreading whenever the student has finished a test with time remaining; identifies at least one strategy for taking an educated guess at question with an unknown answer | Can identify what topic the test will cover; can identify sufficient detail of test content for the type and importance of the test; can identify the test question format(s); can predict some questions; identifies the strategy of reviewing answers/  proofreading whenever the student has finished a test with time remaining; identifies more than one strategy for taking an educated guess at question with an unknown answer |
| Self-advocacy for test-taking  (request for accommodations) | Can identify no test acc. on his/her IEP/504 plan; | Can identify 1 test acc. on his/her IEP/504 plan | Can identify all test acc. his/her IEP/504 plan | Can identify all test acc. on his/her IEP/504 plan; can identify 1 solution for dealing with test distractors in a test situation; does not refuse needed test acc.; | Can identify all test acc. on his/her IEP/504 plan; demonstrates ability to ask for test acc.; can identify 1 solution for dealing with distractors in a test situation; demonstrates the ability to ask for clarification when part of the test or test directions is unclear |
| **Criteria** | **Not Proficient (1)** | **Partially Proficient (2)** | **Proficient for middle school (3)** | **Proficient for high school (4)** | **Highly Proficient (5)** |
| Test-taking Strategies | Identifies one strategy for 1 type of question: multiple choice, essay,  DBQ essay, short answer, T/F, fill in the blank, matching; | Identifies one strategy for 3 types of questions: multiple choice, essay,  DBQ essay, short answer, T/F, fill in the blank, matching | Identifies one strategy for 5 types of questions: multiple choice, essay, DBQ essay, short answer, T/F, fill in the blank, matching | Identifies at least one strategy for answering each type of question: multiple choice, essay, DBQ essay, short answer, T/F, fill in the blank, matching | Identifies more than one strategy for at all types of questions: multiple choice, essay, DBQ essay, short answer, T/F, fill in the blank, matching |

Total\_\_\_\_\_\_\_\_\_\_