

Short Paper #5
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IN 620

Part 1: The VA Regulations describe very clearly what should be included in a student's Present Level of Performance (as part of the IEP document). Write a sample thorough Present Level of Performance for an imaginary student. You may select the age, grade, disability, etc. You will need to make up assessment data as part of this activity.

Daniel is a 9-year-old rising third-grader identified as a student with a specific learning disability that affects him in the area of written expression. Due to weaknesses in his working memory, he has difficulty with phonological awareness, omitting or repeating words, and organizing his thoughts. Daniel received instruction from general education and special education teachers in a collaborative inclusion class for all of his core subjects. Daniel has participated in physical education, music, and art in the general education setting.

Results from Daniel's initial IEP that occurred last year (December 2020) indicated that Daniel has overall average cognitive abilities with a processing deficit in the area of working memory. Standard scores from the Wechsler Intelligence Scale for Children-Fourth Edition were: Verbal Comprehension 87, Perceptual Reasoning 85, Working Memory 68, Processing Speed 87, and Full Scale 85. (Standard scores from 85-115 are considered in the average range.) His scores from the Woodcock-Johnson Tests of Achievement-III were: Broad Reading 76, Broad Math 75, and Broad Written Language 68. A brief emotional screening yielded results in the average range, and teachers noted no concerns.

Daniel's teachers report that he loves to be a class helper in the classroom and with his peers. He is the first person to volunteer to help out and always walks with students outside when they need a partner for gym class. Daniel has many friends in the classroom and is concerned when someone does not come to school. Daniel can be too social at times and may need simple reminders to stay on task.

According to teacher reports based on observations, informal writing assessments, and classroom work conducted from September through November, Daniel has difficulties putting his ideas into writing. When he does write, he makes frequent mistakes in punctuation and grammar. Daniel could benefit from using a computer with his writing assignments to help him with his punctuation and grammar. Daniel can verbalize his thoughts out loud, but when it comes to getting his thoughts on paper, he is unable to organize his information. Daniel could benefit from using graphic organizers to help him organize his thoughts. His sentences will often not make sense because he has misused words and not understood their meaning. At times, Daniel will use the same word repeatedly in the same paragraph. Daniel also struggles with noun/verb agreement and has problems creating simple sentences that make sense. Daniel could benefit from additional instruction in written expression strategies to help him access the general curriculum. At times, Daniel will be off-task to avoid his writing assignment. His assignments

are often unfinished. Daniel's written expression skills are below average for his grade level; his skills are comparable to those of a first-grader. Daniel takes longer to complete his writing assignments than his peers, and he often gets frustrated. Daniel would benefit from extra time to organize and work on his writing assignments.

Part 2: Based on the Present Level of Performance you have drafted, develop two sample Measurable Annual Goals that are directly linked to weaknesses described in the Present Level of Performance.

1. Daniel will use a graphic organizer to brainstorm ideas about a skill level reading before writing on 4 out of 5 trials with an average accuracy rate of 80% by 12/15/22.
2. When given a topic, Daniel will write a complete sentence, which demonstrates proper use of the noun, verb, adjective, and adverb in 5 sentences on 4 out of 5 trials with an average accuracy of 80% by 12/15/22.