

NEW BRAUNFELS INDEPENDENT SCHOOL DISTRICT
SPECIAL EDUCATION SERVICES
INDIVIDUAL EDUCATION PLAN
School Year _____ - _____

page ____ of ____

NAME _____ SCHOOL _____ GRADE _____

Reading Level _____ Math Level _____ Initiation Date of Services _____

CONTENT AREA: LANGUAGE ARTS - WRITING (Beginning Writer)

Present Level of Performance: _____

Annual Goal: The student will attain/master ____ of the ____ targeted benchmarks/objectives at the specified mastery level.

Time in special education setting: _____ hours per week for duration of school year _____ weeks
 until anniversary ARD

Person(s) implementing: _____ special education teacher _____ special education aide
_____ general education teacher _____ speech-language pathologist or licensed assistant
_____ parent _____ other: _____

check one: A= progress toward general curriculum B= other educational needs related to disability

A	B	Benchmarks / Objectives	Evaluation Criteria and Procedure	PROGRESS REVIEW								
				Mastery Level		Date	Date:	Date	Date:	Date	Date:	Regression
		<p>Writing/Penmanship/Capitalization/Punctuation The student is expected to</p> <ul style="list-style-type: none"> ✓ a) write first and last name ✓ b) write capital letters, using correct formation, appropriate size, and spacing ✓ c) write lower case letters, using correct formation, appropriate size, and spacing ✓ d) write messages that move left-to-right on a page ✓ e) write messages that move from top-to-bottom on a page ✓ f) use word spacing ✓ g) use letter spacing ✓ h) use margins ✓ i) gain an increasing control of penmanship <ul style="list-style-type: none"> _____ pencil grip _____ paper position _____ stroke _____ posture ✓ j) use basic capitalization and punctuation <ul style="list-style-type: none"> _____ capitalizing the word "I" _____ capitalizing names _____ capitalizing first letters in sentences _____ using periods _____ using question marks _____ using exclamation points ✓ k) check writing for capitalization, punctuation, and spacing l) other: 	<p>Demonstrated performance in the specified number of writing samples indicated:</p> <ul style="list-style-type: none"> a) _____ b) _____ c) _____ d) _____ e) _____ f) _____ g) _____ h) _____ i) _____ j) _____ k) _____ # of observed instances l) _____ 									

Progress Review Codes: S = satisfactory progress to achieve annual goal by year end U = unsatisfactory progress toward annual goal.
M = mastered X = not yet addressed

NAME _____

✓ ✓ ✓ ✓ ✓	<p>Writing Purposes The student is expected to</p> <p>a) write to record ideas and reflections b) write to discover, develop, and refine ideas c) write to communicate with a variety of audiences d) write in different forms for different purposes (such as lists to record, letters to invite or thank, and stories or poems to entertain) e) other:</p>	<p>Demonstrated performance in the specified number of writing samples indicated:</p> <p>a) _____ b) _____ c) _____ d) _____</p>						
✓ ✓ ✓ ✓ ✓	<p>Composition/Writing Process The student is expected to</p> <p>a) generate ideas before writing on a self-selected task b) generate ideas before writing on assigned tasks c) develop drafts d) revise selected drafts for varied purposes (including to achieve a sense of audience, precise word choices, and vivid images) e) use available technology to compose text f) other:</p>	<p># of observed instances</p> <p>a) _____ b) _____ c) _____ d) _____ e) _____</p>						
✓ ✓ ✓ ✓	<p>Spelling The student is expected to</p> <p>a) begin to use more high frequency words (core words) in writing b) write with more proficient spelling of regularly spelled patterns such as _____ consonant-vowel-consonant (CVC) (<i>hop</i>) _____ consonant-vowel-consonant-silent e (CVCe) (<i>hope</i>) _____ one syllable words with blends (<i>drop</i>) c) write with more proficient spelling of inflectional endings, such as plurals (-y to -i, and add -es) d) spell single syllable words that have _____ r controlled vowels (e.g. <i>burn, star</i>) _____ final consonants <i>f. l. s</i> (e.g. <i>cuff, doll, miss</i>) e) other:</p>	<p>a) _____ writing sample documents b) _____% accuracy* c) _____% accuracy* d) _____% accuracy*</p> <p>*using spelling inventory(s)</p>						
✓ ✓ ✓ ✓	<p>Grammar/Usage The student is expected to</p> <p>a) write a complete sentence with _____ noun(s) and verb(s) _____ appropriate end punctuation b) use singular and plural forms of regular nouns c) compose sentences with interesting, elaborated subjects d) edit writing toward standard grammar and usage in final drafts, including _____ subject-verb agreement _____ pronoun agreement _____ appropriate verb tenses, including <i>to be</i> e) other:</p>	<p>Demonstrated performance in the specified number of writing samples indicated:</p> <p>a) _____ b) _____ c) _____ d) _____</p>						

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✓		Evaluation The student is expected to a) identify the most effective features of a piece of writing using criteria generated by the teacher and class b) respond constructively to others' writing c) determine how his/her own writing achieves its purposes d) other:	# of observed instances a) _____ b) _____ c) _____						
✓		Inquiry/Research The student is expected to a) write or dictate questions for investigating b) record his/her own knowledge of a topic in a variety of ways (such as by drawing pictures, making lists and showing connections among ideas) c) take simple notes from relevant sources (such as classroom guests, books, and media sources) d) compile notes into outlines, reports, summaries, or other written efforts using available technology e) other:	Demonstrated performance in the specified number of writing samples indicated: a) _____ b) _____ c) _____ d) _____						
		Other:							

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