

NEW BRAUNFELS INDEPENDENT SCHOOL DISTRICT  
SPECIAL EDUCATION SERVICES  
INDIVIDUAL EDUCATION PROGRAM  
School Year \_\_\_\_ - \_\_\_\_

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_ GRADE \_\_\_\_\_

Reading Level \_\_\_\_\_ Math Level \_\_\_\_\_ Initiation Date of Services \_\_\_\_\_

**CONTENT AREA: ENGLISH I**

**Present Level of Performance:** \_\_\_\_\_

**Annual Goal: The Learner will master \_\_\_\_ of the \_\_\_\_ targeted objectives at the specified mastery level.**

Time in special education setting: \_\_\_\_\_ hours per week for duration of  school year  \_\_\_\_\_ weeks

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	Objectives	Evaluation Criteria and Procedure	PROGRESS REVIEW							
				Date	Date:	Date	Date:	Date	Date:	Date	Regression
	✓	<b>Reading - Vocabulary Development</b> <b>When reading selections at a _____ grade level, the learner will</b> ✓ <u>a) determine meaning of words through context</u> ✓ <u>b) use reference material to determine word meaning</u> ✓ <u>c) identify the relation of word meanings through</u> _____ analogies _____ synonyms _____ antonyms _____ other: d)	_____ % accuracy on _____ tests _____ classwork _____ homework _____ _____								
	✓	<b>Reading - Comprehension</b> <b>When reading selections at a _____ grade level, the learner will</b> ✓ <u>a) establish a purpose for reading</u> ✓ <u>b) modify reading strategy when understanding breaks down</u> ✓ <u>c) construct graphic organizers to represent text</u> ✓ <u>d) identify main idea</u> ✓ <u>e) identify supporting details</u> ✓ <u>f) summarize reading in _____ paragraphs</u> ✓ <u>g) draw conclusions, generalizations or predictions</u> ✓ <u>h) arrange events in sequential order</u> ✓ <u>i) identify cause and effect</u> ✓ <u>j) distinguish between fact and opinion</u> k)	a) state purpose for _____ pieces b) demonstrated _____ # of times c) demonstrated _____ # of times d-j) _____ % accuracy on _____ tests _____ classwork _____ homework _____								

**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>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p><b>Reading - Analyzing Elements</b>  <b>When reading selections at a _____ grade level, the learner will</b></p> <p>a) recognize the theme</p> <p>b) identify the basic conflicts</p> <p>c) identify the following poetic elements:          _____ metaphor          _____ simile          _____ personification          _____ onomatopoeia          _____ effect of sound on meaning</p> <p>d) identify bias and persuasive techniques</p> <p>e)</p>	<p>_____ % accuracy          on          ___ tests          ___ classwork          ___ homework          ___          ___</p>								
<p>✓</p> <p>✓</p> <p>✓</p>	<p><b>Reading for a Purpose</b>  <b>When reading selections at a _____ grade level, the learner will</b></p> <p>a) follow _____ step directions</p> <p>b) locate information (with / without) assistance from          _____ encyclopedia          _____ atlas          _____ almanac          _____ dictionary          _____ bibliography          _____ parts of a book          _____ Internet          _____ other:</p> <p>c) interpret graphs, diagrams, and charts</p> <p>d)</p>	<p>a) _____ % accuracy</p> <p>b) accurately locate _____ pieces</p> <p>c) _____ % accuracy</p>								
<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p><b>Listening and Speaking</b>  <b>The learner will</b></p> <p>a) speak to a group</p> <p>b) evaluate own speaking performance</p> <p>c) use feedback to set goals for future presentations</p> <p>d) use appropriate language and conventions for task</p> <p>e) use nonverbal strategies to improve speaking (pitch tone of voice, posture, eye contact, etc.)</p> <p>f) make relevant contributions to discussions</p> <p>g) choose valid evidence or examples to support claims</p> <p>h)</p>	<p>a) at least _____ times</p> <p>b) complete _____ self-evaluations</p> <p>c) establish _____ goals</p> <p>d-g) teacher observation</p>								
<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p><b>Viewing / Representing</b>  <b>The learner will</b></p> <p>a) recognize genres of media and identify characteristics of each</p> <p>b) evaluate the persuasive techniques of media messages</p> <p>c) recognize how visual or sound techniques convey messages in media</p> <p>d) compare different media coverage of the same event</p> <p>e) use a variety of forms or media to communicate a message</p> <p>f)</p>	<p>a-d) _____ % accuracy on          ___ tests          ___ classwork          ___ homework          ___</p> <p>e) at least _____ pieces</p>								

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