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SELPA Guide

Present Levels of Performance, Goals, and Progress Reporting Requirements Under IDEA 04

Under the provision of IDEA 04 and California's conformity law (AB 1662), benchmarks/objectives are no longer required to be included in IEPs for students who take part in standard assessment procedures (STAR testing). This change, although eliminating the requirement for substantial paper work, places a larger responsibility on the educational professional to write present level of performance statements and goals with more scrutiny than was previously the practice.

Present Levels

Both state and federal law have expanded the definition of present level of performance. It is now required to include "A statement of the individual's present levels of academic achievement *and functional* performance." It both limits and expands from the previous definition of what shall be included in the statement. That is: (A) The manner in which the disability affects involvement and progress in the general education curriculum; (B) *For preschool* children, as appropriate, the manner in which the disability affects participation in appropriate activities; and (C) *For students who take alternate assessments, a description of benchmarks or short-term objectives.*

Statements of present level of performance are critical in the development of goals that are measurable. Therefore present levels must contain an observable and measurable performance/behavior. This statement should be the starting level for the goal, which in turn is the beginning point of instruction.

Goals

The law now requires that the IEP contain "A statement of measurable annual goals, including academic *and functional* goals." For goal statements to be usable they must contain a measurable outcome to be obtained by the end of the IEP; usually 12 months. This outcome must be based on the measurable performance/behavior reported in the present level.

Goals should then be based on the student's current educational need. They should be developed for each area in which the student has an identified need based on California Content Standards or necessary for the student to learn so they may access and make progress in the general education curriculum.

The components that must be contained in goals are listed in the chart below:

◆ WHO:	student
◆ DOES WHAT:	observable behavior
◆ WHEN:	by reporting date
◆ GIVEN WHAT:	conditions
◆ HOW MUCH:	mastery, criteria
◆ HOW WILL IT BE MEASURED:	performance

ACSA/CARS+ Goals and Objective Project

Without the components noted a goal will not be compliant with the new legal requirements.

Progress Reporting

The wording of the portion of the law concerning progress reporting has changed, although the intent appears to be similar to its previous form. California law has been amended to read that included in the IEP will be:

“A description of the manner in which the progress of the pupil toward meeting the annual goals describe” [above] “will be measured and when periodic reports on the progress the pupil is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards, will be provided.”

This means that, accompanying the goals, there must be a statement that describes when parents or the individual with educational rights will receive progress reports and how such reports must address progress toward the measurable outcome in the goal. It is important to note that the passage above speaks of reports being quarterly or with the issuance of report cards. These suggestions must serve as a guide for minimum reporting.

Note: Italicized words are new to state and federal law

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