Directions & Sample IEP Progress Reporting by Domain

Date Completed: Enter the date completed.

Reporting Period: Enter the month that progress is being reported. The months should match with the months indicated on the IEP for progress reporting. REMINDER: Written progress reports using Easy IEP must be sent out as often as report cards for general education for the student’s school and the date must coincide with each month that report cards are sent out.

Goal Status: Omit this item. Do not report anything in this area any longer.

Comments: Enter the progress on each IEP objective.

The following are sample objectives with sample progress reporting for each objective. Progress reporting must match the mastery criteria (e.g., percent, number of trials, etc.) that are written in the objectives. It is not sufficient to indicate that “progress is satisfactory” or that “objective not introduced”. (If there is a series of objectives with increasing mastery criteria explain that in the progress report.)

Academic Performance

Measurable Annual Goal: Anthony will improve his ability to state the factors and multiples of numbers and use fractions, decimals and percents to solve math problems from a level of needing frequent adult assistance and support to a level of independently solving problems.

Objective: 1. When presented with a number, Anthony will state its factors and multiples with 80% accuracy over 3 trials as measured by data collection using daily assignments and informal assessments.

Objective: 2. Given 10 problems that require the use of fractions, decimals or percents, Anthony will solve the problems with 80% accuracy over 3 trials measured by data collection using daily assignments and informal assessments.

Reporting Period: March

Comments: 1. Anthony states factors and multiples with 60% accuracy in 3 of 3 trials. 2. Anthony solves 10 math problems using fractions, decimals or percents with 60% accuracy in 2 of 3 trials.

Academic Performance

Measurable Annual Goal: Anthony will increase his writing skills from his current level writing only 28 correct word sequences in five minutes to writing 40 correct word sequences in five minutes.

Objective: 1. When given a prompt and 5 minutes to write, Anthony will write 32 correct word sequences with 85% accuracy as measured by teacher records.

Objective: 2. When given a prompt and 5 minutes to write, Anthony will write 36 correct word sequences with 85% accuracy as measured by teacher records.

Objective: 3. When given a prompt and 5 minutes to write, Anthony will write 40 correct word sequences with 85% accuracy as measured by teacher records.
Objective: 4. When given a self written piece and a personal word wall, Anthony will independently edit his writing for sight words with 75% accuracy over 5 trials as measured by teacher records.

Objective: 5. When given purpose for writing, Anthony will begin working within 1 minute or ask for help on 3 of 4 opportunities as measured by teacher records.

Reporting Period: November

Comments: 1. Anthony writes 34 correct word sequences with 85% accuracy. Anthony has met mastery criterion for this objective and is now working on objective 2, then will move to objective 3.
4. Anthony independently edits his writing for sight words with 63% accuracy over 5 trials. 5. Anthony begins working within 1 minute or asks for help on 2 of 4 opportunities.

Academic Performance

Measurable Annual Goal: Anthony will increase his reading skills from his current level of reading a third grade passage at about 56 correct words per minute with very few self corrections to a level of reading a third grade passage at 70 words per minute making some self corrections when meaning is lost.

Objective: 1. When given a written word, Anthony will correctly read CVCV and CVVC words with 80% accuracy over 5 trials as measured by teacher records.

Objective: 2. When Anthony has made an error while reading, he will identify a strategy (like looking for chunks, using context, applying known phonics rules or recognizing when what he has read does not sound right or make sense) that could help him decode the word he has misread on 3 of 4 opportunities as measured by teacher records.

Objective: 3. When given a 3rd grade passage, Anthony will read the passage at a rate of 60 correct words per minute over 3 trials as measured by teacher records.

Objective: 4. When given a 3rd grade passage, Anthony will read the passage at a rate of 65 correct words per minute over 5 trials by as measured by teacher records.

Reporting Period: January

Comments: 1. Anthony correctly reads CVCV and CVVC words with 54% accuracy over 5 trials. 2. Anthony identifies a decoding strategy for 2 of 4 opportunities. 3. Anthony reads a 3rd grade passage at a rate of 52 correct words per minute over 3 trials. 4. This objective will be worked on when Anthony has mastered objective 3.

Communication

Measurable Annual Goal: Anthony will improve his ability to respond appropriately to information contained in lessons from a level of inaccurate responses requiring multiple teacher prompts and models to a level of requiring no more that 4 prompts/cues.

Objective: 1. When given vocabulary from a lesson, Anthony will demonstrate comprehension of the vocabulary by giving an example, providing a synonym/antonym and/or using the word in a meaningful grammatically correct sentence with 80% accuracy over 3 trials as measured by observation and charting.
Objective: 2. After listening to/reading a lesson at his interest/instructional level, Anthony will demonstrate various techniques to organize/retain information (outlining, note taking, graphic organizers, etc) on four out of five consecutive opportunities as measured by observation and charting.

Objective: 3. Following a lesson/story, Anthony will accurately summarize the lesson/story and recalls 4 facts in sequential order from the lesson/story on 3 of 4 opportunities as measured by observation and charting.

Objective: 4. After listening to/reading a fiction selection at his interest/instructional level, Anthony will accurately answer comprehension questions including those calling for inference with 80% accuracy over 3 trials as measured by observation and charting.

Reporting Period: March   Goal Status:

Comments: 1. Anthony demonstrates comprehension of vocabulary with 47% accuracy over 3 trials. 2. Anthony demonstrates techniques to organize and retain information for 2 of 5 opportunities. 3. Anthony accurately summarizes a lesson/story and recalls 2-3 facts for 3 of 4 opportunities. 4. Anthony answers comprehension questions with 63% accuracy over 3 trials.

Emotional, Social & Behavioral Development

Measurable Annual Goal: Anthony will demonstrate improvement in following directions and handling anger within the school setting from needing 1:1 adult assistance to monitoring his peer and staff interactions when angry to maintaining physical and verbal control with minimal assistance or adult intervention.

Objective: 1. When given a directive, Anthony will respond as directed without arguing or sweating with no more than 5 in-class time-outs per week over an 8 week period as measured by daily behavior logs.

Objective: 2. After feedback or correction, Anthony will accept the feedback or correction without getting angry or swearing with no more than 3 out of classroom interventions per week over an 8 week period as measured by daily behavior logs.

Reporting Period: November   Goal Status:

Comments: 1. Anthony follows directions without arguing or swearing with an average of 3 in-class time-outs per week over an 8 week period. 2. Anthony accepts feedback or correction without getting angry or swearing with an average of 2 out of classroom interventions per week over an 8 week period.

Emotional, Social & Behavioral Development

Measurable Annual Goal: Anthony will complete his work assignments and maintain behavioral self control without losing physical control when he is upset from needing frequent adult assistance to needing only verbal reminders.

Objective: 1. Following a verbal reminder, Anthony will work on assignments until completion with no more than 5 direct assists (e.g., sitting by Anthony to help him maintain attention and sustain work) from staff each school day as measured by a daily behavior chart.

Objective: 2. When Anthony is upset or having a conflict with another person, he will maintain physical self-control by not hitting or pushing the other person with no more than 3 out-of-classroom interventions per week over an 8 week period as measured by a daily behavior chart.
Reporting Period: January  Goal Status:

Comments: 1. Following a verbal reminder, Anthony is completing his assignments with an average of 3 direct assists from staff per day. 2. When Anthony is upset, he is maintaining physical self-control and not aggression with an average of 2.2 out-of-classroom interventions per week.

Emotional, Social & Behavioral Development

Measurable Annual Goal: Anthony will display appropriate behaviors (e.g., “calm body”, talking when called upon, staying in the assigned area and remaining on task) at school from a current level of 65% to 85%.

Objective: 1. When entering the classroom, Anthony will find his seat within 1 minute without disruption and without verbal or physical reminders from adults 85% of the time for 4 of 5 opportunities over a two week period as measured by staff logs and observations.

Objective: 2. During instruction and classroom activities, Anthony will maintain attention without leaving the assigned area or being off task 85% of the time for 4 of 5 opportunities as measured by staff logs and observations.

Reporting Period: June  Goal Status:

Comments: 1. Anthony finds his seat within 1 minute without disruption or reminder 72% of the time for 4 of 5 opportunities. 2. Anthony maintains attention, remains in the assigned area and is on task 69% of the time for 4 of 5 opportunities.

Transition: Post Secondary Education & Training

Measurable Annual Goal: Anthony will increase postsecondary training skills in the area of transition from little knowledge to identifying postsecondary institutions (which offer degrees in his career interests) and support services that are available to him.

Objective: 1. When researching to prepare for a career in the area of science, Anthony will list the postsecondary training required to successfully perform the responsibilities from 4 postsecondary institutions as measured by student portfolio.

Objective: 2. When researching to prepare for a career in the area of science, Anthony will compose a questionnaire regarding supportive services pertinent to his needs to be completed with information from at least 3 postsecondary training facilities as measured by student portfolio.

Reporting Period: March  Goal Status:

Comments: 1. Anthony has listed the training requirements for a career in science for 2 of 4 postsecondary institutions. 2. Anthony has composed a questionnaire regarding available supportive service from 2 postsecondary training facilities.

Transition: Post Secondary Education & Training

Measurable Annual Goal: Anthony will understand the meaning of informal, expository or persuasive texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension from a level of understanding with assistance to a level understanding independently.
**Objective:** 1. When given fiction and/or nonfiction materials, Anthony will analyze and draw accurate conclusions about the information contained in the passage with 80% accuracy over 4 of 5 trials as measured by class assignments, informal assessments and teacher observations.

**Objective:** 2. After reading a text, Anthony will make inferences and draw conclusions based on explicit and implied information from texts with 80% accuracy over 4 of 5 trials as measured by class work, reading assessments and teacher observations.

**Reporting Period:** March  
**Goal Status:**

**Comments:** 1. Anthony is analyzing and drawing accurate conclusions with 60% accuracy over 3 of 5 trials.  
2. Anthony is making inferences and drawing conclusions with 50% accuracy over 2 of 5 trials.

**Transition: Post Secondary Education & Training**

**Measurable Annual Goal:** Anthony will increase writing skills by applying standard English conventions and engaging in organization and transitions in the writing process from needing assistance to independently writing using correct punctuation, organization and proper transitions.

**Objective:** 1. When presented with a writing assignment, Anthony will edit the writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure and paragraphing to enhance clarity and readability with 85% accuracy over 4 of 5 trials as measured by teacher records, assessments and teacher observations.

**Objective:** 2. When given a writing assignment, Anthony will revise the writing for clarity, coherence, smooth transitions and unity with 85% accuracy over 4 of 5 trials as measured by class assignments, assessments and teacher observations.

**Reporting Period:** December  
**Goal Status:**

**Comments:** 1. When presented with writing assignments, Anthony can edit for correction grammar with 85% accuracy over 3 of 5 trials when writing simple sentences. He continues to struggle with capitalization and spelling.  
2. When given a writing assignment to revise for clearer writing, Anthony can do this with 50% accuracy over 3 of 5 trials.

**Transition: Post Secondary Education & Training**

**Measurable Annual Goal:** Anthony will increase calculation and problem solving math skills from solving one-step problems to solving multi-step word problems with multiple operations.

**Objective:** 1. Using a calculator, Anthony will correctly calculate math problems involving fractions and division with 80% accuracy over 3 trials as measured by a teacher checklist.

**Objective:** 2. When given examples, Anthony will select the correct math operation to complete multi-step word problems with 80% accuracy over 3 trials as measured by teacher checklist.

**Reporting Period:** November  
**Goal Status:**

**Comments:** 1. Using a calculator, Anthony is currently able to calculate math problems with 30% accuracy over 3 trials.  
2. When given examples, Anthony can select the correct math operation to complete multistep math problems with 50% accuracy over 3 trials.
Transition: Employment

Measurable Annual Goal: Anthony will increase his ability to communicate his need for assistance from shutting down or arguing to verbally requesting assistance.

Objective: When in a social skills group, Anthony will practice requesting help and not argue in 3 out of 4 simulated weekly work activities as measured by a social worker log.

Objective: When engaged in frustrating activities, Anthony will use socially acceptable behavior in 3 of 4 opportunities over a 9 week period as measured by data collected from staff logs, random observations.

Reporting Period: March  Goal Status:

Comments: 1. When in a weekly social skills group, Anthony can request help and not argue or “shut down” 1 of 4 opportunities. 2. When Anthony is frustrated in the classroom he uses socially acceptable behavior like verbally requesting staff assistance 1 of 4 opportunities.