

Summary

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Internet Source 0%
Institution 27%



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IEP Goals and Measuring Progress

<u>IEP Goals</u> <i>(Measureable IEP goals based on the assessment data provided in the PLAAPP)</i>	<u>Action Steps</u> <i>(To achieve each identified goal)</i>	<u>Family</u> <i>(How Dan and his family will be setting goals and measuring progress)</i>
<p>1. With three consecutive trials, Dan will improve his reading accuracy and fluency from 55 words per minute and a reading comprehension rate of 75% to 100 words per minute and 90% comprehension reading ability.</p>	<p>1. Dan will begin by accurately reading 2nd-grade words and phrases to raise his fluency from 95 to 100 words per minute with as few as three errors.</p> <p>2. Consequently, Dan will progress to reading 3rd-grade level phrases and words to raise his fluency from 100 words in 2nd grade to 90 words in a minute in 3rd grade with less than 3 errors and an additional 90% understanding rate, as well as three consecutive trials in measurement.</p> <p>3. He will begin reading 4th-grade literature accurately to enhance his eloquence from 112 words in 3rd grade to 120 words in a minute in 4th grade with 100 percent correctness.</p> <p>4. Additionally, Dan will persistently read 4th-grade words and phrases to achieve a 90% comprehension rate within 4 consecutive trials with as little as 3 to 4 trials.</p>	<p>1. The initial step involvement is setting up these goals and progress.</p> <p>2. Secondly, the family will provide regular feedback which will assist in achieving objectives and progress.</p>
<p>2. Dan will improve his writing capability from 3-5 word sentences to 5-9 word sentences with 3 measurable trials daily working up the major goal, 5-8 word sentences.</p>	<p>1. Dan will receive assistance with prewriting and editing to achieve the key goal of a 5-8-word statement.</p> <p>2. Second, he will attempt to write paragraphs without the benefit of supervision or guidance.</p> <p>3. Thirdly, Dan will attempt writing 5-6 word sentences under the observation of</p>	<p>1. The family can meet if any changes by examining Dan's progress.</p> <p>2. Likewise, the family will evaluate his progress and suggested changes.</p>

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Student: [Submitted to Grand Canyon University](#)

Spelling mistake: **Measureable** → **Measurable**

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assist, assistance (help): **assist** → **help**

assist, assistance (help): **assistance** → **help**

Spelling mistake: **prewriting** → **rewriting**

<p>his teacher or his peers in three consecutive measurable trials.</p> <p>4. Lastly, Dan will write 5-8 word sentences, which include 4 measurable</p>	
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Checks that a sentence starts wit...: **his** → **His**

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<p>3. Dan will improve his listening and direction-taking skills by listening to and following three and four-step oral, handwritten, and written directions with 100 percent accuracy throughout four trials after receiving one to two-step instructions.</p>	<p><u>without assistance</u> but under the</p> <p>1. Dan will pose questions whenever he requires assistance and not rely on his peers for cues.</p> <p>2. Secondly, he will pay attention and adhere to guidelines from 1-2 steps to 3-4 steps with at least 80%, including 4 consecutive trials.</p> <p>3. Thirdly, Dan will attempt writing 3-4 step directions while engaging his teacher for assistance aiming to achieve 85% accuracy.</p> <p>4. Lastly, he will follow the 3-4 written steps and every other written direction to achieve 100% accuracy while asking questions whenever it is required.</p>	<p>1. Dan's family share ideas and thought transformations for monitoring progress.</p> <p>2. Lastly, Dan's family will give him simple directions for school work to be taking directions, help him understand directives.</p>
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Rationale

Because Dan can successfully participate in the fourth-grade math curriculum without exceptional education support, it means that he can enhance all the other shortcomings if he gets the proper assistance. This idea was essential in rationalizing the PLAAFP choices because math is considered a core subject. Therefore, Dan would increase his reading accuracy and fluency by building up his reading capacity from a lower class, in this case, 2nd-grade words and phrases. The main objective, to begin with, is to have at least Dan begin at a level that is below one grade where he is required to be, which would help him build upon his confidence and understanding as he progresses, thus increasing his fluency. Additionally, since Dan currently reads at a 2nd-grade level, the aim would be to advance this level to the 3rd-grade level and progress to 4th grade by providing him with 3rd-grade reading material. By doing this, Dan will comfortably move forward from 55 words per minute with a comprehension skills rate of 75% to 75 words a minute with a reading comprehension rating of 75% to 100 words per minute and 90% comprehension reading ability with three consecutive trials and also improve his confidence while practicing and making his way up to the 4th-grade.

Moreover, using a step-by-step approach, the assistance accorded to Dan by his teacher and peers will increase his 3-4 word sentences to 5-8 word sentences elongating his sentence skills.

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Similarly, this help aims at helping Dan to acquire the necessary abilities for structuring his sentence eloquence and amassing skills in structuring paragraphs. In addition, the rationale behind increasing Dan's direction-taking and listening skills from 1-2 steps to 3-4 steps is empowering him so that he can ask questions freely, thus increasing his thinking and improving the majority of struggles he is facing currently. Lastly, by involving Dan's family, he will feel like he has the right support system that will assist him in achieving these goals because family always comes first, and having the correct people around him, especially during this time, will assist him a lot in handling his situation.

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Agreement error: begin

Passive voice: is required to be

currently: currently → now

Statistically detect wrong use of w...: at → as

assist, assistance (help): assistance → help

verb acquire (get, develop): acquire → get

majority (most, usually) wh...: majority → most

currently: currently → now

assist, assistance (help): assist → help

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