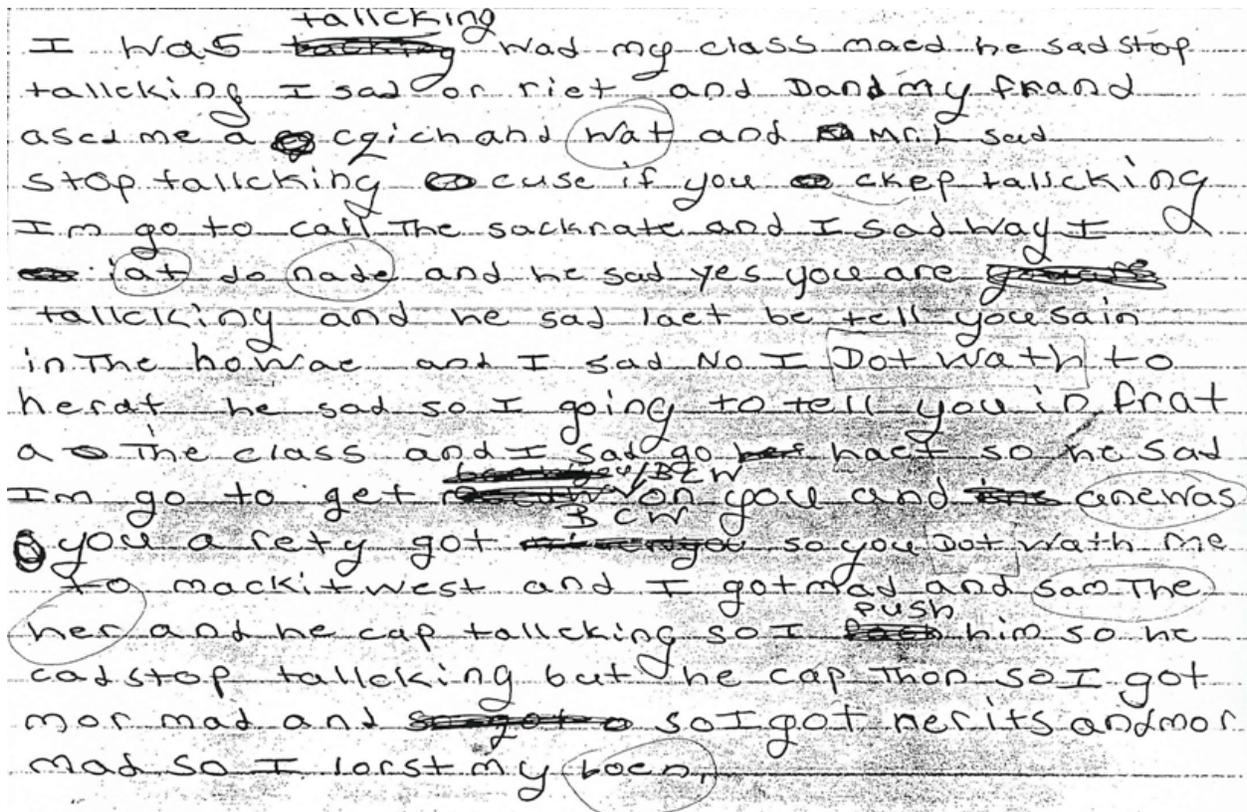


## Aligning the IEP to Common Core State Standards: Case Study Exercise: Amanda

**Background:** Amanda is a 13 year-old girl in the 6th grade. Amanda's parents were born and raised in New York. She lives with her mother and four siblings. Her mother tends to code-switch between English and Spanish. Amanda understands some Spanish but does not use it. She, her siblings, and school peers speak English including dialects of Standard American English, African American English, and Hispanized English. Due to significant family issues, Amanda has missed a great deal of school and has been removed from her mother and placed in foster homes for months at a time. As a result, Amanda has been held back twice and did not proceed to the next grade. However, even compared to her siblings who have experienced similar circumstances, Amanda skills appear delayed.

**Academic Difficulty:** As demonstrated by the writing sample below, Amanda's writing skills are severely delayed. Her reading skills are similarly delayed. In addition, Amanda's reading and listening skills reflect her writing sample here.



I was <sup>talking</sup> ~~talking~~ was my class mad he sad stop  
talking I sad on riet and Dand my friend  
ascl me a ~~cgich~~ and wat and ~~amrl~~ sad  
stop talking ~~o~~ cuse if you ~~o~~ chep talking  
I'm go to call the sackrate and I sad way I  
~~o~~ at do nate and he sad yes you are ~~goad~~  
talking and he sad laet be tell you sain  
in the ho wae and I sad No I Dot Wath to  
her at he sad so I going to tell you in Prat  
a ~~o~~ The class and I sad go ~~her~~ hact so he sad  
I'm go to get ~~beath~~ <sup>BEW</sup> on you and ~~the~~ cne was  
~~o~~ you a sety got ~~me~~ <sup>BCW</sup> so you dot wath me  
to mackit west and I got mad and sam The  
her and he cap talking so I ~~beath~~ <sup>Push</sup> him so he  
cat stop talking but he cap thor so I got  
mor mad and ~~so~~ ~~got~~ so I got ner its and mor  
mad so I lorst my boen



**Step 4. “Unpack” the standard and break it into its component parts.**

*How many parts does the standard have? List them:*

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- 
- 

**Step 5. Analyze the subskills.**

*What skills are needed to perform the common core standard?*

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- 
- 

**Step 6: Develop the Goals.**

*Incorporate CCSS skills into annual IEP goal elements required by NYSED:*

<ul style="list-style-type: none"> <li>• Given conditions and modifications</li> <li>• <i>Student’s name</i> will</li> <li>• Do what? i.e. identify in functional terms an observable skill or behavior</li> <li>• To what extent? E.g. percentage of accuracy</li> <li>• Over what period of time or by when</li> <li>• As evaluated by i.e. method and schedule.</li> </ul>	<p><b>Write an IEP goal with the CCSS for Amanda or an at-risk RTI approach.</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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**Step 7: Create Short-Term Objectives for planning and Benchmarks.**

*How and when will Amanda’s progress be measured during the year?*

Write Short-Term Objectives

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- 

**Step 8: Monitor the Goal.**

*How will Amanda’s progress be monitored?*

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