

# A Six Step Process for Creating an IEP Linked with the Essential Elements

**Step 1: Consider the grade-level content standards for the grade in which the student is enrolled or would be enrolled based on age. Ask:**

- What is the intent of the content standard?
- What is the content standard saying that the student must know and be able to do?

**Step 2: Examine baseline and assessment data to determine where the student is functioning in relation to the grade-level standards.**

**Step 3: Develop the present level of academic achievement and functional performance include (Strengths, Needs, Impact Statement). PLAAFP must be measurable and observable. Ask:**

- What do we know about the student's response to academic instruction (e.g., progress monitoring and assessment data?)
- What programs, accommodations and/or interventions have been successful with the student?
- What have we learned from previous IEPs and student data that can inform decision making?
- Use quantifiable data to support present levels
- What supports does the student need to learn the knowledge and attain the skills to progress in the general curriculum? (include any accommodations, modifications or assistive technology)
- How does the student's disability affect participation and progress in the general curriculum?
- Consider the factors related to the student's disability and how they affect how the student learns and demonstrates what he or she knows.

**Step 4: Develop measurable annual goals (and objectives if student is taking an alternate assessment) aligned with grade-level academic content standards. Ask:**

- What are the student's needs as identified in the present level of performance?
- Are functional needs addressed?
- Does the goal have a specific timeframe?
- What can the student reasonably be expected to accomplish in one school year (skill attainment)?
- Are the conditions for meeting the goal addressed?
- How will the outcome of the goal be measured?

**Step 5: Identify specially designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum. Ask:**

- What need has the greatest impact on skill acquisition toward goal development.
- What assistive technology has been considered?
- What elements of Universal Design for Learning (UDL) have been considered?
- Does the goal include all five components
  1. Who? (Who)
  2. Will do what? (Behavior)
  3. To what level or degree? (Criterion)
  4. Under what conditions? (Context)
  5. Time frame (In what amount of time?)

**Step 6: Assess and report the student's progress throughout the year. Ask:**

- How will progress be reported to parents?