

## SCHOOL DISTRICT PROGRESS REPORT

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Program: \_\_\_\_\_

Date: \_\_\_\_\_

P=Progress Toward Objectives

S=Status of Objectives

Progress Toward Objectives

1=None

2=Limited

3=Moderate

4=Considerable

5=Achieved

6=Not Addressed

this Quarter

Status of Objectives

Y=Yes Expected to Achieve by the IEP Expiration Date

N=Not Expected to Achieve by the IEP Expiration Date

NA=Not Addressed this Quarter

### LANGUAGE ARTS

P S P S P S P S

Dated Comments:

#### READING

##### **AGI The student will develop / increase phonetic / word analysis and synthesis skills**

###### *Instructional Objectives:*

- 1. Utilize directionality with printed material, (e.g. up, down, right, left).
- 2. Discriminate between: colors/shapes/letters/numerals.
- 3. Identify/recall: colors, shapes, letters, numerals.
- 4. Identify: initial/medial/final consonants/consonant blends.
- 5. Identify/recall words that rhyme.
- 6. Identify/recall: short vowels, long vowels, vowel combinations.
- 7. Blend sounds into words.
- 8. Identify/recall base words and endings.
- 9. Select and form: words from root/plurals/compound word families.
- 10. Use syllabication generalizations to decode words.

##### **AGII The student will develop / increase vocabulary and word recognition skills**

###### *Instructional Objectives:*

- 1. Recognize personal vocabulary: name / address (number and street) / birthdate.
- 2. Recognize / recall: common sight words, critical sight words:  Colors  Numbers  Months  Days of the week  Dolch list  Survival words
- 3. Use contextual clues to aid vocabulary and concept development.
- 4. Identify/use: synonyms, antonyms, homonyms, multiple meanings, idiomatic phrases.
- 5. Recognize and respond appropriately to critical vocabularies (e.g., warning signs, medicine labels, traffic signs, etc.).
- 6. Use a variety of strategies to recognize / recall: words, groups of words, sentences (e.g., predictions, context clues, phonics, structural analysis).

##### **AGIII The student will develop / increase reading comprehension skills**

###### *Instructional Objectives:*

- 1. Follow an oral directive containing one or more steps.
- 2. Read and follow simple/complex directions.
- 3. Read orally with appropriate expression.
- 4. Sequence words into a sentence.
- 5. Classify/arrange in sequence: pictures, objects.
- 6. Identify/recall: who, what, where (e.g., in a sentence, paragraph, etc.).
- 7. Identify topic sentence in any position.
- 8. Identify/recall/construct a statement of a central purpose or theme.

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___ 9. Sequence events into a logical order: pictures/sentences/paragraphs.									
___ 10. Distinguish between reality and fantasy.									
___ 11. Distinguish between fact and opinion.									
___ 12. Differentiate between cause and effect.									
___ 13. Under varied conditions determine/use appropriate strategies to read a variety of material: context clues, predictions, phonics, structural analysis.									
___ 14. Integrate information within a text.									
___ 15. Evaluate and react critically to what has been read.									
___ 16. Identify the author's intention (e.g. , entertain, persuade, inform, etc.).									
___ 17. Identify text factors, types, structures, and features (e.g., narrative, informational, and patterns of organization, etc.).									
___ 18. Identify major ideas, events, and supporting information within and across texts.									
___ 19. Meet the minimum requirements of the Language Arts course, _____									
<b>AG IV The student will develop/increase a positive attitude toward reading</b> <i>Instructional Objectives:</i> ___ 1. Identify personal competencies and limitations in reading. ___ 2. Read often in free time. ___ 3. Read a variety of materials for different purposes.									
<b>HANDWRITING</b> <b>AG I The student will develop/increase handwriting skills</b> <i>Instructional Objectives:</i> ___ 1. Hold writing/coloring instruments correctly. ___ 2. Trace/reproduce from a pattern or mode, a variety of: shapes, letters, numerals. ___ 3. Copy/write: manuscript letters, cursive letters, numerals. ___ 4. Copy/write personal information in: manuscript, cursive. ___ 5. Utilize correct left to right progression, alignment, formation, size and spacing.									
<b>WRITTEN EXPRESSION</b> <b>AG I The student will develop/increase grammar and usage skills</b> <i>Instructional Objectives:</i> ___ 1. Identify/recall: nouns, pronouns, verbs, adverbs, adjectives, prepositions, participles. ___ 2. Write/use correctly: nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions. ___ 3. Recognize/use abbreviations. ___ 4. Write/use nouns correctly: singular, plural.									

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___ 5. Write present/past/future tense of a given verb correctly.									
___ 6. Identify/use different types of: sentences, statements, questions, commands, exclamations.									
___ 7. Construct a grammatically correct sentence.									
___ 8. Given a topic, write a paragraph demonstrating knowledge of appropriate grammar and usage.									
___ 9. Add affixes to words to make adjective/nouns/verbs/adverbs.									
<b>AGII The student will develop/increase composition skills</b> <i>Instructional Objectives:</i>									
___ 1. Write a message using words or pictures.									
___ 2. Write personal information									
___ 3. Write simple/complex sentences.									
___ 4. Write a 3-part paragraph using topic sentence, body, conclusion, and format.									
___ 5. Sequence ideas and write a paragraph.									
___ 6. Write direction (e.g. map, recipe, etc.).									
___ 7. Use writing for creative purposes (e.g., story, poem, journal, etc.).									
___ 8. Identify/use different elements of letter writing.									
___ 9. Write a book report.									
___ 10. Write a research paper or report.									
___ 11. Write an essay/personal opinion paper/report.									
___ 12. Proofread writing and make necessary corrections.									
<b>AG III The student will develop/increase punctuation/capitalization skills</b> <i>Instructional Objectives:</i>									
___ 1. Capitalize: sentence/names/titles/pronoun "I".									
___ 2. Punctuate sentences correctly (using period, commas, etc.).									
___ 3. Use apostrophes correctly.									
<b>AG IV The student will develop/increase spelling skills</b> <i>Instructional Objectives:</i>									
___ 1. Spell words with regular/irregular patterns.									
___ 2. Spell common/critical sight words: colors, numbers, months, days of the week, Dolch list, survival words.									
___ 3. Spell personal/critical information (e.g., name, address, parent names, etc.).									
___ 4. Alphabetize words.									
___ 5. Write words/sentences from dictation.									
___ 6. Spell weekly assigned words.									
___ 7. Spell common abbreviations (e.g., Mr., Jan., St. etc.)									
___ 8. Spell words with affixes.									
___ 9. Identify/correct spelling errors.									

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<b>ORAL EXPRESSION</b> <b>AGI The student will develop/increase oral expression</b> <i>Instructional Objectives:</i> ___ 1. Express opinions/ideas/values. ___ 2. Ask questions to gain information. ___ 3. Retell a story/describe a recent event. ___ 4. Participate appropriately in discussion ___ 5. Summarize a discussion ___ 6. Make a presentation (e.g., demonstration, poem, report, etc.). ___ 7. Take part in group play/skit/program. ___ 8. Use a variety of vocabulary words/sentence types when speaking.									
<b>STUDY SKILLS</b> <b>AG I The student will develop/increase study skills</b> <i>Instructional Objectives:</i> ___ 1. Locate/use parts of textbook (e.g., table of contents, glossary, chapter, etc.). ___ 2. Identify/use guide words and alphabetizing skills in various reference materials (e.g., encyclopedia, dictionary, telephone book, etc.). ___ 3. Identify key words and relevant material presented in text. ___ 4. Select appropriate reference sources (s) to locate specific information. ___ 5. Utilize reference materials to prepare a report. ___ 6. Demonstrate library skills (e.g., card catalog, numbering system, etc.). ___ 7. Identify/condense key ideas and concepts in: oral presentation, written presentation (e.g., note taking, outlining, memorization, etc.). ___ 8. Use notes/outlines as study aids. ___ 9. Apply specific strategies for test taking (e.g., key words, relevant materials, T-F, multiple choices, etc.). ___ 10. Utilize a specific strategy for memorizing information/facts (e.g., mnemonic devices, association, rote, etc.).									

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<b>MATHEMATICS</b>										Dated Comments:
<b>CONCEPTS</b>										
<b>AGI The student will develop/increase math concepts skills</b> <i>Instructional Objectives:</i> ___ 1. Identify/use math vocabulary (e.g., number, take away, plus, difference between, integer, sum percentage of, etc.) ___ 2. Identify/recall sets by shape and size: circle and square, big and little, heavy and light. ___ 3. On a quantitative basis indicating same or different identify/recall: objects, numerals. ___ 4. Order objects along various dimensions by: size/length/weight/quantity. ___ 5. Utilize one-to-one correspondence: objects to objects/objects to numerals. ___ 6. Count from ___ to ___ by rote/using objects. ___ 7. Identify/name numerals ___ to ____. ___ 8. Identify proper sets given a numerical set. ___ 9. Describe/name sequential positions (e.g., beginning – middle – end, first – next – last, second – third – fourth – fifth, etc.). ___ 10. Label numbers as odd or even. ___ 11. Count by multiples (e.g., 5's, 10's, etc.). ___ 12. Understand the concept of zero when: used in a set of zeros/as a numerical symbol for zero/when zero is equal to none. ___ 13. Identify/use the concepts "more", "less" and "equal". ___ 14. Write numbers from memory to ____. ___ 15. Use symbols in number comparisons (e.g., <, >, +, -, =, etc.). ___ 16. Identify missing numerals in an ordered set (e.g., 24 ___ 26, -5 ___ -7, etc.). ___ 17. Identify/name the place value of a numeral (e.g., ones, tens, thousands, etc.). ___ 18. Read number words. ___ 19. Transpose problems from horizontal to vertical position. ___ 20. Apply estimation and round off techniques to computations. ___ 21. Solve for the unknown number, (e.g., 3x+21). ___ 22. Recognize/identify the concept of signed numbers.										
<b>COMPUTATION</b> <b>AGI The student will develop/increase math computation skills</b> <i>Instructional Objectives:</i> ___ 1. Compute single digit whole numbers using the operation(s): addition/subtraction/multiplication/division. ___ 2. Identify/use whole number properties: associative, commutative, distributive, transitive. ___ 3. Recall basic facts: addition/subtraction/multiplication/division.										

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_____ 4. Compute two digit whole numbers without regrouping using the operation(s): addition/subtraction/multiplication/division. _____ 5. Compute two digit whole numbers with regrouping using the operation(s): addition/subtraction/multiplication/division. _____ 6. Compute multiple digit whole numbers without regrouping using the operation(s): addition/subtraction/multiplication/division. _____ 7. Compute multiple digit whole numbers with regrouping using the operation(s): addition/subtraction/multiplication/division. _____ 8. Use fractional operations: (e.g., L.C.D., equivalents, mixed numbers, etc.). _____ 9. Compute decimalss fractions using: addition, subtraction, multiplication, division. _____ 10. Convert decimals to fractions/fractions to decimals. _____ 11. Convert decimals to percents/percents to decimals.  <b>APPLICATIONS</b> <b>AGI The student will develop/increase math application skills</b> <i>Instructional Objectives:</i> _____ 1. Identify mathematical operations and steps/process in solving story problems. _____ 2. Identify/use relevant information in solving a story problem. _____ 3. Using a calculator, complete problems in: addition, subtraction/multiplication/division/percentage. _____ 4. Identify/use graphs and tables to obtain information. _____ 5. Solve/estimate problems mentally without paper and pencil, calculators, etc. _____ 6. Apply computational skills for daily living (e.g., checkbook, budgeting, cooking, scheduling, sales tax, tipping, comparison shopping, etc.). _____ 7. Meet the minimum requirements of the Math course  <b>AGII The student will develop/increase money skills</b> <i>Instructional Objectives:</i> _____ 1. Identify/name/state value of coins and bills. _____ 2. Select/compare value of coins and bills. _____ 3. Write/use monetary symbols appropriately. _____ 4. Count out money to specified amount. _____ 5. Make change from a specified amount. _____ 6. Calculate cost and change using price list.	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th style="width:5%;">P</th> <th style="width:5%;">S</th> <th style="width:5%;">P</th> <th style="width:5%;">S</th> <th style="width:5%;">P</th> <th style="width:5%;">S</th> <th style="width:5%;">P</th> <th style="width:5%;">S</th> </tr> <tr> <td style="height: 400px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	P	S	P	S	P	S	P	S									Dated Comments:
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<b>AGIII The student will develop/increase measurement skills</b> <i>Instructional Objectives:</i> _____ 1. Identify/use liquid measurement (e.g., cup, quart, liter, etc.). _____ 2. Identify/use linear measurement (e.g., meter, ½", yard, etc.). _____ 3. Identify/use: mass measurement/weight measurement (e.g., gram, kilogram, oz., lb., etc.). _____ 4. Read/state amounts from basic gauges (e.g., thermometer, speedometer, oven, etc.). _____ 5. Match geometric figures/terms with definition (e.g., circle, right angle, parallelogram, etc.). _____ 6. Calculate perimeter, area, volume, diameter, etc. _____ 7. Use measurement instruments (e.g., ruler, protractor, compass, scales, etc.). _____ 8. Compute/convert like units of measurement (e.g., 1'6" = 1'7"=3'1"). _____ 9. Convert one scale of measurement to another.									
<b>AGIV The student will develop/increase time skills</b> <i>Instructional Objectives:</i> _____ 1. Read/use a calendar. _____ 2. Sequence time units (e.g., days, months, etc.). _____ 3. Identify/use clock and time vocabulary (e.g., Monday, January, holidays, face, minute, hour, fall, etc.). _____ 4. Tell/write time to the nearest _____. _____ 5. Convert/compute units of time.									

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<b>PRE-VOCATIONAL/VOCATIONAL SKILLS</b> <b>CAREER AWARENESS</b> <b>AGI The student will develop/increase career awareness</b> <i>Instructional Objectives:</i> ___ 1. Explore career options by: visitation/taking a class/co-op programs/interest inventory/_____. ___ 2. Identify training requirements for specific career. ___ 3. Identify salary, working conditions, future employment outlook for desired career. ___ 4. State aptitudes required for specific careers. ___ 5. Recognize alternative in making career choices and be able to choose among them. ___ 6. Make realistic career choices with consideration of student's abilities and limitations. ___ 7. Select classes appropriate to academic level and vocational sequence. <b>AGII The student will develop/increase survival skills</b> <i>Instructional Objectives:</i> ___ 1. Identify and describe community/career support services: vocational, rehabilitative,_____. ___ 2. Increase knowledge of public transportation options. ___ 3. Perform applications of money management: checking account/savings account/budget/_____. ___ 4. Practice time skills: calendar/time clock/time table clock/estimate travel time/_____. ___ 5. Use community services to locate employment appropriate to own abilities and disabilities.									
<b>PRE-VOCATIONAL/WORK ADJUSTMENT</b> <i>Instructional Objectives:</i> <b>AGI The student will develop/increase employability skills</b> ___ 1. Practice job seeking skills: application forms/ interview skills/resume writing/want ads/ telephone skills/dress appropriately/_____. ___ 2. Demonstrate personal responsibility: punctuality/ attendance/grooming/_____. ___ 3. Display appropriate interactions on the job with supervisor and co-workers. ___ 4. Accept criticism and redirection. ___ 5. Demonstrate ability to work independently. ___ 6. Maintain self-control and continue to function under stress. ___ 7. Discriminate between acceptable and unacceptable work performance. ___ 8. Identify safe work practices. <b>AGII The student will develop pre-vocational skills</b> <i>Instructional Objectives:</i> ___ 1. Use job related tools, materials, and equipment supervised/unsupervised. ___ 2. Perform assembly and packaging skills supervised/unsupervised.									



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— 3. Perform clerical skills supervised/unsupervised.									
— 4. Perform basic cleaning skills supervised/unsupervised.									
— 5. Perform basic jobs related to plan and lawn care supervised/unsupervised.									
— 6. Perform basic food preparation skills supervised/unsupervised.									
<b>PERSONAL ADJUSTMENT</b>									
<b>PERSONAL AWARENESS</b>									
<b>AGI The student will understand the disability</b>									
<i>Instructional Objectives:</i>									
— 1. Describe the nature and prognosis of the disability.									
— 2. Identify the educational/social/vocational implications of the disability.									
— 3. Describe the basic structure and functioning of the eye and own eye condition.									
— 4. Describe the hearing process and causes of own hearing impairment.									
— 5. Describe the causes of the common physical and health conditions including own.									
— 6. Identify the remediation/adaptive equipment needed to compensate for the handicap.									
— 7. Identify appropriate medical care and treatment necessitated by the disability.									
— 8. Describe family/genetic implications of the disability.									
<b>INDEPENDENT LIVING</b>									
<b>AGI The student will develop personal and social skills necessary for adult independent living</b>									
<i>Instructional Objectives:</i>									
— 1. Identify/use own personal strengths.									
— 2. Identify/list own personal weakness(es) as it relates to the disability.									
— 3. Identify techniques needed for coping with a disability.									
— 4. Identify behaviors which use the disability as a means to avoid tasks and responsibilities.									
— 5. Identify and eliminate inappropriate behaviors characteristic of the disability.									
— 6. Identify techniques needed for coping with death and dying.									
<b>AGII The student will use specialized techniques to adapt the environment for independent daily living</b>									
<i>Instructional Objectives:</i>									
— 1. Demonstrate the use of adaptations/social skills needed for eating and dining.									
— 2. Demonstrate the specialized techniques and adaptations for meal preparation/use of home appliances.									

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___ 3. Demonstrate specialized techniques and adaptations for managing clothing/personal body care. ___ 4. Demonstrate specialized techniques and adaptations for home management/child care.											
<b>AGIII The student will identify available community resources appropriate for persons who are disabled.</b>											
<i>Instructional Objectives:</i>											
___ 1. Identify community agencies which specifically serve own disability.											
___ 2. Identify/use sources that provide these services:											
___ Adaptive equipment      ___ Communicative											
___ Educational            ___ Financial											
___ Legal                    ___ Medical											
___ Mental health         ___ Rehabilitative											
___ Support groups        ___ Transportation											
___ Vocational											
___ 3. Identify recreational activities and social organizations appropriate to the student's abilities and limitations.											
___ 4. Determine the accessibility of community facilities (e.g., government offices, parks, museums, police station, etc.) in relation to the disability.											
___ 5. Identify accessible transportation methods appropriate for the disability.											
___ 6. Identify legal rights and the current laws regarding the disabled.											
___ 7. Identify necessary function for supported/independent living.											
<p align="center"><b>SUPPORT FOR ACADEMICS</b></p>											
<b>INDIVIDUAL SKILLS</b>											
<b>AGI The student will develop an understanding of own abilities as a learner.</b>											
<i>Instructional Objectives:</i>											
___ 1. Take responsibility for communication with parents about school assignments and activities.											
___ 2. Accept constructive criticism.											
___ 3. Budget time after school to include homework.											
___ 4. Use resources available in school: support services/counselors/resource center/library/_____.											
<b>AGII The student will enhance organizational skills related to school success</b>											
<i>Instructional Objectives:</i>											
___ 1. Organize individual folders for each class.											
___ 2. Bring appropriate materials to each class: paper/pencil/pen/folder/book/_____.											
___ 3. Use time efficiently: class time/passing time/_____.											

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<b>SCHOOL SUCCESS</b> <b>AGI The student will pass general and special education classes</b> <i>Instructional Objectives:</i> ___ 1. Attend classes according to school attendance policy. ___ 2. Take tests under one or more of the following conditions: written/read orally/respond orally/extended time. ___ 3. Complete and submit homework/class assignments. ___ 4. Comply with classroom requirements (e.g., dress for PE, participate in class discussion/projects, etc.). ___ 5. Take notes in class. ___ 6. Prepare for tests by: reading book/taking notes/reviewing/_____. <b>AGII The student will take responsibility for success in school</b> <i>Instructional Objectives:</i> ___ 1. Follow daily school schedule. ___ 2. Assume responsibility for missed work due to an absence. ___ 3. Use available supplementary aids for instruction: calculators/tape recorder/taped books/computer and word processor/study guides/note takers/magnifiers/high lighted books/large print books/_____. ___ 4. Ask for assistance from: teacher consultant/classroom teacher/_____. ___ 5. Evaluate quality of own work: compare work with model/proofread and make corrections/demonstrate neatness/_____. ___ 6. Follow the school's code of conduct. ___ 7. Inform the classroom teacher of the nature of their disability and the modifications needed. <p align="center"><b>AFFECTIVE</b></p> <b>SELF-AWARENESS</b> <b>AGI The student will improve self-concept</b> <i>Instructional Objectives:</i> ___ 1. Demonstrate appropriate grooming skills in the school environment. ___ 2. Identify and make a positive statement when asked. ___ 3. Give/accept complimentary comments. ___ 4. Demonstrate a positive demeanor (e.g., eye contact, head erect, audible voice, pleasant facial expression). <b>RELATIONSHIPS</b> <b>AGI The student will improve adult relationships</b> <i>Instructional Objectives:</i> ___ 1. Cooperate with authority/follow a directive. ___ 2. Seek adult aid in resolving problems. ___ 3. Give/accept: affection, praise, criticism.									

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___ 7. Express angry feelings to adults in a non-destructive/non-abusive manner.									
<b>AGII The student will improve peer relationships</b> <i>Instructional Objectives:</i> ___ 1. Use non-abusive language and actions towards peers (e.g., lying, tattling, copying, insults, teasing, threats). ___ 2. Cooperate with others during work/play situations. ___ 3. Reduce/eliminate physical confrontations (e.g., pushing, fighting, etc.). ___ 4. Use possessions of other with permission. ___ 5. Share school materials with others in the school environment. ___ 6. Share friends with others in the school environment. ___ 7. Identify qualities of a desirable friend.									
<b>BEHAVIOR</b> <b>AGI The student will improve self-control</b> <i>Instructional Objectives:</i> ___ 1. Reduce impulsively. ___ 2. Reduce verbally/physically disruptive behavior toward: adults, peers. ___ 3. Verbalize angry feelings as opposed to acting them out. ___ 4. Maintain self-control when faced with failure/disappointment/rejection. ___ 5. Delay need for immediate gratification. ___ 6. Reduce the number of office/counselor discipline referrals.									
<b>AGII The student will improve independent responsible behavior</b> <i>Instructional Objectives:</i> ___ 1. Respect property, rights, and physical safety of others. ___ 2. Describe consequences of breaking rules. ___ 3. Interact without conflict/disruption during unstructured situations. ___ 4. Seek peer/adult attention appropriately. ___ 5. Accept compromise without confrontation. ___ 6. Accept outcome of competitive situations.									
<b>AGIII The student will improve group/classroom behavior</b> <i>Instructional Objectives:</i> ___ 1. Follow class/game rules. ___ 2. Participate in group/class: activities, discussions. ___ 3. Attempt new activities in class. ___ 4. Cooperate with group when working toward a common goal.									
<b>AGIV The student will develop appropriate social-sexual behavior</b> <i>Instructional Objectives:</i> ___ 1. Identify/discuss appropriate versus inappropriate social-sexual behavior.									

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	P	S	P	S	P	S	P	S	Dated Comments:
_____ 2. Describe an appropriate social-sexual behavior when an inappropriate social-sexual behavior occurs.									
_____ 3. Reduce inappropriate touching of self/others.									
_____ 4. Describe alternatives to unwanted/exploitive situations.									
_____ 5. Demonstrate socially acceptable expressions of feelings/emotions in school.									
<b>AGV The student will improve work habits</b> <i>Instructional Objectives:</i>									
_____ 1. Follow daily school schedule.									
_____ 2. Come to class with necessary materials.									
_____ 3. Follow directions, rules and procedures.									
_____ 4. Ask for explanations or directions when needed.									
_____ 5. Develop attending behavior (e.g., eye contact, hand raising, answering upon request, etc.).									
_____ 6. Work on a task for a specified period of time.									
_____ 7. Complete task on time.									
_____ 8. Work independently.									
<b>AGVI The student will improve problem solving skills</b> <i>Instructional Objectives:</i>									
_____ 1. Identify the problem.									
_____ 2. Admit responsibility for behavior in a conflictual situation.									
_____ 3. List/identify/discuss ways to change own behavior.									
_____ 4. Identify/discuss/describe cause and effect relationship (e.g., behavior and consequences, etc.).									
_____ 5. List positive reinforcers that make individual change possible (e.g., materials, non-material rewards, etc.).									
_____ 6. Demonstrate problem solving skills by discussing/attempting possible alternatives.									
_____ 7. Discuss/evaluate pros and cons of attempted alternative behavior.									
<b>INTERACTIONS</b> <b>AGI The student will improve verbal communication</b> <i>Instructional Objectives:</i>									
_____ 1. Respond to verbal cues.									
_____ 2. Engage in conversation with familiar peers/adults.									
_____ 3. Verbally share ideas and suggestions with peers/adults.									
_____ 4. Use appropriate language when relating to others (e.g., greetings, farewells, apologies, etc.).									
_____ 5. Label feelings (e.g., happy, sad, angry, etc.).									
_____ 6. Ask for assistance or clarification in school.									
_____ 7. Use appropriate volume, pitch, intonation, and rate for conversation or interactional experience.									

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	P	S	P	S	P	S	P	S	Dated Comments:
<b>AGII The student will improve nonverbal communication</b> <i>Instructional Objectives:</i> ___ 1. Listen to others without interrupting. ___ 2. Use eye contact when speaking to another. ___ 3. Identify/respond to other people's nonverbal cues. <b>ESSENTIAL LIFE SKILLS</b> <b>SELF-CARE</b> <b>AGI The student will develop feeding and eating skills</b> <i>Instructional Objectives:</i> ___ 1. Coordinate sucking/swallowing/breathing. ___ 2. Drink from a bottle. ___ 3. Gum/mouth/chew a variety of food textures. ___ 4. Self-feed finger food. ___ 5. Feed self using utensils. ___ 6. Drink from cup/straw. ___ 7. Independently obtain food/beverage in: school, restaurant. ___ 8. Manage lunch box/bag/lunch tray/lunch money. ___ 9. Display acceptable table manners within the school environment. ___ 10. Use adaptive feeding equipment. <b>AGII The student will develop toileting skills</b> <i>Instructional Objectives:</i> ___ 1. Demonstrate awareness of need for diaper change. ___ 2. Use toilet when taken. ___ 3. Indicate bathroom needs verbally/nonverbally. ___ 4. Manipulate clothing during toileting. ___ 5. Use toilet independently. <b>AGIII The student will develop dressing skills</b> <i>Instructional Objectives:</i> ___ 1. Cooperative/assist in: undressing, dressing. ___ 2. Remove/put on simple clothing. ___ 3. Remove/put on front opening garments. ___ 4. Remove/put on socks and shoes. ___ 5. Unfasten/fasten/zip/snap/button/velcro/lace/tie. ___ 6. Undress/dress independently. ___ 7. Select appropriate clothing by matching/pointing/verbalizing. ___ 8. Select appropriate clothing supervised/unsupervised. ___ 9. Identify and use the appropriate procedures for choosing/purchasing clothing and accessories for the season or situation. ___ 10. Identify and use the appropriate procedures for cleaning/maintenance/storage of clothing. <b>AGIV The student will develop personal hygiene skills</b> <i>Instructional Objectives:</i> ___ 1. Cooperate/assist/perform in washing: hands, face. ___ 2. Cooperate/assist/perform in: blowing nose, combing/brushing hair, brushing teeth. ___ 3. Bathe/wash/shower/apply deodorant.									



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	P	S	P	S	P	S	P	S	Dated Comments:
___ 4. Develop oral hygiene skills including brush/rinse/floss/_____. ___ 5. Develop skills related to hair/skin/nails/complexion/_____. ___ 6. Identify personal hygiene products. ___ 7. Use personal hygiene products with supervision/without supervision. ___ 8. Develop skills related to cosmetics/perfume/make-up/shaving. ___ 9. Learn adaptive ways to accomplish personal hygiene skill(s) of _____ (enter I.O. #). <b>SOCIAL ADAPTIVE</b> <b>AGI The student will develop attending skills</b> <i>Instructional Objectives:</i> ___ 1. Be aware of/attend to environmental stimuli. ___ 2. Respond to object/person. ___ 3. Focus/maintain attention on presented: task/activity. ___ 4. Interact with object/person. <b>AGII The student will develop self-awareness</b> <i>Instructional Objectives:</i> ___ 1. Show awareness of own hands. ___ 2. Smile at /respond to/identify mirror image. ___ 3. Respond to/verbalize: first, last name. ___ 4. Point to/name body parts on: self, others. ___ 5. Express ownership or possession. ___ 6. Identify self as boy/girl. ___ 7. Show pride in achievements. ___ 8. Speak positively of self. ___ 9. Call positive attention to own performance. ___ 10. Assert self in socially acceptable way in group/new situation. <b>AGIII The student will develop interpersonal relationships</b> <i>Instructional Objectives:</i> ___ 1. Establish/maintain/seek eye contact. ___ 2. Smile/cry/laugh to engage adults attention. ___ 3. Demonstrate ability to impact environment through actions. ___ 4. Develop reciprocal and imitative behavior. ___ 5. Use appropriate social behavior when expressing feelings/needs. ___ 6. Recognize/identify basic feelings in: self, others. ___ 7. Engage in independent play. ___ 8. Engage in peer/adult interaction. ___ 9. Engage in parallel play/role play/cooperative play. ___ 10. Transfer a learned skill/behavior from one situation to another. <b>AGIV The student will develop independent/responsible behavior</b> <i>Instructional Objectives:</i> ___ 1. Respond age appropriately to separation from significant adult. ___ 2. Adjust to school setting. ___ 3. Choose from two/several options.									

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	P	S	P	S	P	S	P	S	Dated Comments:
___ 4. Participate in/follow: class activities, routines. ___ 5. Comply with reasonable requests. ___ 6. Take responsibility for simple chores. ___ 7. Prepare a basic lunch. ___ 8. Follow directions in a group setting with cues/ independently. ___ 9. Ask for adult help when needed. ___ 10. Seek solutions by self prior to asking for adult help. ___ 11. Express needs/wants appropriately. ___ 12. Perform new tasks independently/cooperatively.									
<b>AGV The student will develop basic sexuality awareness</b> <i>Instructional Objectives:</i> ___ 1. Identify/name: body parts, functions. ___ 2. Identify family roles and relationships. ___ 3. Learn/use acceptable sexual behaviors in the school environment. ___ 4. Learn basic facts of human reproduction. ___ 5. Complete/pass a course of study in sexuality education. ___ 6. Identify common family problems and ways of dealing with those problems. ___ 7. Identify and describe responsibilities in marriage. ___ 8. Discuss the economic and personal factors involved in caring for a baby.									
<b>AGVI The student will develop self advocacy skills</b> <i>Instructional Objectives:</i> ___ 1. Use feedback to increase self awareness. ___ 2. Express thoughts, convictions. ___ 3. Make responsible choices independently. ___ 4. Organize self to be goal directed. ___ 5. Act on own behalf.									
<b>INTEGRATIVE SKILLS</b>									
<b>SENSORY</b>									
<b>AGI The student will develop sensory awareness</b> <i>Instructional Objectives:</i> ___ 1. Tolerate/respond to/participate in tactile stimulation activities. ___ 2. Tolerate/respond to/participate in oral motor activities. ___ 3. Tolerate/respond to/participate in movement activities. ___ 4. Tolerate/respond to/participate in visual stimulation activities. ___ 5. Tolerate/respond to/participate in auditory stimulation activities. ___ 6. Tolerate/respond to/participate in smell stimulation activities. ___ 7. Tolerate/respond to/participate in taste stimulation activities.									

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<b>AGII The student will develop perceptual discrimination</b> <i>Instructional Objectives:</i> ___ 1. Use adaptive movements rather than reflexive reactions. ___ 2. Actively explore surrounding through vision/hearing/movement/touch. ___ 3. Localize/respond to/identify sounds in environment. ___ 4. Remove/place objects in container. ___ 5. Remove/place simple shapes in formboard. ___ 6. Match objects to objects/pictures to pictures. ___ 7. Match/point to/name: basic shapes, colors. ___ 8. Identify simple objects by touch. ___ 9. Identify same and different. ___ 10. Match/point to/name: letters, numbers, words.									
<b>AGIII The student will develop memory skills.</b> <i>Instructional Objectives:</i> ___ 1. Localize/track: auditory stimuli, visual stimuli. ___ 2. Uncover face/play peek-a-boo. ___ 3. Uncover a partially/completely hidden toy. ___ 4. Search for removed object. ___ 5. Search for object hidden under one/several/multiple covers. ___ 6. Recall 1/2/3 objects removed from group. ___ 7. Repeat 2/3/4 digit sequences. ___ 8. Recall 1/2/3/4 facts from a story presented orally. ___ 9. Recall activities recently performed.									
<b>COGNITIVE SKILLS</b>									
<b>EARLY COMMUNICATION</b> <b>AGI The student will develop early communication skills</b> Check if student uses: ___ Picture board, ___ Signing, ___ Augmentative device <i>Instructional Objectives:</i> ___ 1. Respond to/use voice intonations. ___ 2. Vocalize randomly. ___ 3. Vocalize when talked to or sung to. ___ 4. Cry/vocalize/laugh to express: needs, feelings. ___ 5. Look at familiar objects/persons when named. ___ 6. Imitate/initiate: vocalizations, words, phrases. ___ 7. Respond to familiar verbal/gestural commands. ___ 8. Use one or more gestures/words meaningfully. ___ 9. Point to/name: people, pictures, objects upon request. ___ 10. Respond to/use action words. ___ 11. Respond to/use negations. ___ 12. Respond appropriately to yes/no questions. ___ 13. Respond appropriately to 1/2/3 step commands. ___ 14. Increase vocabulary. ___ 15. Respond to/use: possessives, pronouns. ___ 16. Combine 2/3 words to create a meaningful phrase or sentence. ___ 17. Initiate verbal interaction with peers/adults. ___ 18. Respond to who/what/where/when/why questions.									

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<b>READING/MATH READINESS</b> <b>AGI The student will develop reasoning skills</b> <i>Instructional Objectives:</i> ___ 1. Pull string to obtain toy. ___ 2. Overcome obstacle to obtain object. ___ 3. Demonstrate understanding of concepts of one and one more. ___ 4. Operate simple cause and effect toys/switches. ___ 5. React in anticipation of familiar /unfamiliar events. ___ 6. Identify cause of a given event/action. ___ 7. Predict the consequence of a given event/action. ___ 8. Engage in imitative/symbolic play. ___ 9. Identify missing parts of objects/pictured objects. ___ 10. Pick up specified number of objects upon request. ___ 11. Match a numeral to a set of objects. ___ 12. Identify larger of two numbers. ___ 13. Identify/interpret meaning from: pictures, drawings, symbols. ___ 14. Represent meaning by producing pictures/drawings/symbols. ___ 15. Discriminate between real and unreal objects/pictures/events. ___ 16. Identify absurdities in pictures. ___ 17. Sequence familiar pictures/events in a logical order.  <b>AGII The student will develop conceptual skills</b> <i>Instructional Objectives:</i> ___ 1. Self imitate events or happenings. ___ 2. Imitate facial/hand/body movements. ___ 3. Demonstrate/identify usage of familiar objects. ___ 4. Recognize/label differences in: size/quantity. ___ 5. Sort/categorize items by attributes. ___ 6. Arrange a series of objects according to size. ___ 7. Recognize/identify opposite attributes. ___ 8. Identify attributes of familiar objects not in view. ___ 9. Demonstrate knowledge of part-whole relationships through assembly of pictures/objects/puzzles. ___ 10. Follow directions involving prepositional concepts. ___ 11. Show/identify left and right sides of body.  <b>FUNCTIONAL READING</b> <b>AGI The student will develop reading skills</b> <i>Instructional Objectives:</i> ___ 1. Recognize/identify written personal information. ___ 2. Recognize/identify: color, calendar, number words. ___ 3. Recognize/identify safety and survival words. ___ 4. Recognize/comprehend simple: phrases, stories, menu, _____.									