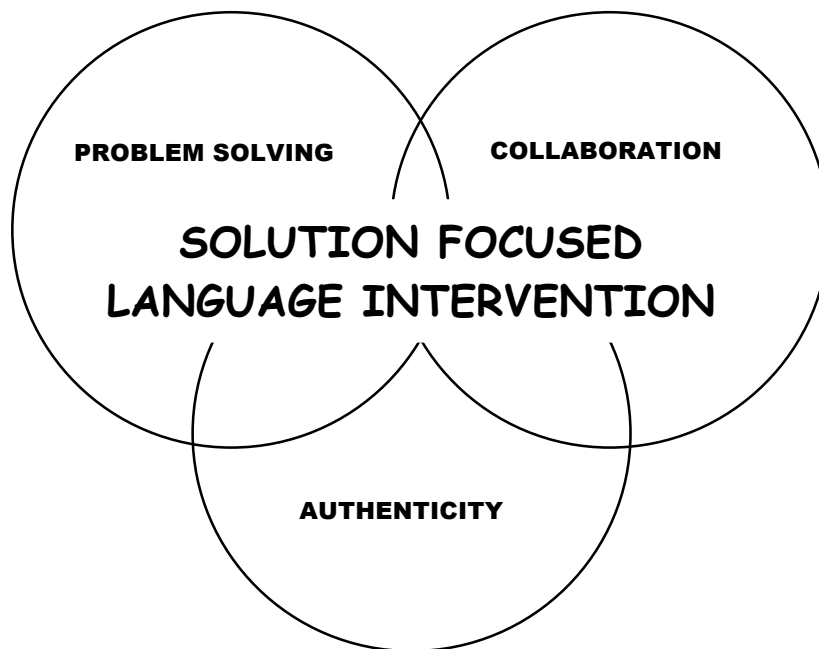# CELF-5 CASE EXAMPLES
ORS Performance Assessment (PA)

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PROBLEM SOLVING   COLLABORATION

SOLUTION FOCUSED
LANGUAGE INTERVENTION

AUTHENTICITY

Case Example Number 1 – Female (6;8)

Clinical Evaluation of Language Fundamentals-Fifth Edition (CELF-5)

Word Structure	5	-1	
Recalling Sentences	3	-3	(-)
Formulated Sentences	3	-3	(-)
Sentence Comprehension	9	+3	(+)
Linguistic Concepts	7	+1	
Word Classes	8	+2	
Following Directions	9	+3	

Mean of Subtest Standard Scores = 6.29 or 6

CELF-5 Composite Scores	**(90%) Level of Confidence**	
Core Language Score	73 + 4	(69-77)
Receptive Language Score	92 + 5	(83-93)
Expressive Language Score	64 + 5	(59-69)
Language Content	88 + 4	(84-92)
Language Structure	73 + 4	(69-77)

Discrepancy Analysis	**(90%) Level of Confidence**		
Receptive Language Score	92 + 5	(83-93)	(+)
Expressive Language Score	64 + 5	(59-69)	(-)
Language Content	88 + 4	(84-92)	(+) **
Language Structure	73 + 4	(69-77)	

WISC-IV Index Scores	**(90%) Level of Confidence**	
Verbal Comprehension	95 + 5	90-100
Perceptual Reasoning	94 + 6	88-100
Working Memory	72 + 8	64-80
Processing Speed	97 + 7	90-104

CASE 1

CASE STUDY NUMBER 1 (FEMALE, 6;8)
PERFORMANCE ASSESSMENT CLASSIFICATION)

PERFORMANCE SAMPLE DESCRIPTIONS	LIST	SPK	SOC COM	READ	WRIT	CRIT THNK	EXEC FUN	STR INT	LRN ADJ	OTH
She is not reading.				√						
She understands stories/materials when I read to the class.	√							√		
Knows numbers and letters; copies all upper case letters correctly										√
She reverses the numbers 6 and 7.				√	√					
She has several speech errors, I understand her; so do the children.		√								
She can't follow spoken classroom directions for paper & pencil tasks.	√						√			
Written directions are not relevant because she is at a pre-primer level.					√					
She is frequently out of her seat and off task.							√		√	
Her language is difficult to understand misarticulation of consonants		√								
She confuses pronouns (him/her).		√								
She overuses some pronouns, "teacher me do this."		√								
She uses the right vocabulary words most of the time.		√								
Her sentences have many grammatical errors		√								
Her sentences are poorly structured.		√								
They are often short and interrupted.		√								
Her long sentences do not make much sense.		√								
She doesn't recognize her errors, makes same mistakes over & over.							√			
Makes the same mistakes over & over-paper/pencil tasks, coloring, art							√			
She is very disorganized.							√			
She does not correct her speech even when you tell her how.	√						√			
When other students understand my directions, she gets confused.	√									
She seems to know the words I'm using.	√									
She has problems making up and putting sentences together with words.		√								
She can't combine sentences very well at all.		√								
She does not know how to use tenses for her verbs.		√								
It is hard to understand what she wants.		√	√							
I don't think she knows what she means to say.		√	√							
She talks in a very repetitive way.		√	√							
Anytime language gets too difficult for her, she tunes me out.	√									
When I read stories where the characters talk, she doesn't get the point.	√									
Rhyming confuses her.	√			√						
She understands and talks about only the most concrete things.	√	√				√				
She doesn't know much about books.				√						
She likes to be read too but won't talk about the story.				√						
She doesn't recognize even common words, knows the golden arches.				√						
Mom doesn't have time to work with her				√						√
Few book in the home				√						
Gets frustrated when she can't get it.									√	
Works in a random sort of way							√			
Often looks at picture books				√						
Doesn't try very much with school work										
Has a good sense of humor							√			√
Watches others to figure out what is said									√	
TOTALS	**9**	**16**	**3**	**9**	**2**	**1**	**8**	**1**	**3**	**3**

PERFORMANCE ASSESSMENT SUMMARY CHECKLIST (Pattern Analysis)

Student Name _____   Date _____

CASE NUMBER 1 (FEMALE, 6;8)
PERFORMANCE PATTERNS AND DESCRIPTIONS

Performance Pattern Summary

(1) Performance Pattern: **Speaking (Articulation)**   Priority _____
    <u>Priority</u>
   ___   1. She has several speech errors
   ___   2. Her language is marked by misarticulation of consonants
   ___   3. She doesn't correct her speech
   ___   4. It is hard to understand her
   ___   5. Her language is difficult to understand

(II) Performance Pattern: **Speaking (Expressive Language)**   Priority _____
    <u>Priority</u>
   ___   1. Her speech is short and interrupted
   ___   2. Her long sentences to not make sense
   ___   3. Has problems making up and putting sentences together
   ___   4. She can't combine sentences very well
   ___   5. It's hard to understand what she wants

(III) Performance Pattern: **Emergent Literacy Skills**   Priority _____
    <u>Priority</u>
   ___   1. She is at the pre-primer level
   ___   2. Rhyming confuses her
   ___   3. She doesn't know much about books
   ___   4. Few books in the home
   ___   5. During storytelling, gets confused when the characters talk
   ___   6. Likes to be read to but won't talk about the story
   ___   7. Often looks at picture books
   ___   8. Doesn't recognize even common words

Present Levels of Performance (Draft)

    * First grade student at Charles Upson Elementary School
    * Qualifies for special education services
    * Severe expressive language-learning disability (average intelligence)
    Patterns:
        Speech - Articulation
            Affects her overall intelligibility
            Passive communicator,
        Expressive Language
            Formulation and Grammar
        Emergent Literacy Skills
            Limited experience with books, stories
            Awareness of print and sound

Interests in books and enjoys story-telling activities - Needs home-school reading connection
to facilitate communicative interactions in both locations.

PRE-IEP (PATTERN SUMMARY)

SUZANNE - CASE STUDY NO. 1 (FEMALE, 6;8)

Student Name _____ **Date** _____

PERFORMANCE PATTERN SUMMARY FOR IEP DEVELOPMENT

Emergent Literacy Skills
    ___   1. Heightened exposure to books, storytelling, print, etc
    ___   2. Phonological awareness
    ___   3. Interactive reading
    ___   4. Home/school reading connection
    ___   5. Awareness of print

Expressive Language
    ___   1. Opportunities to talk (emergent literacy experiences)
    ___   2. Increasing opportunities to respond in class on familiar topics
    ___   3. Practice in planning appropriate sentence patterns
    ___   4. Building knowledge in interest areas to facilitate fluent communication

Articulation of /s/ and /r/
    ___   1. Articulation therapy for misarticulated sounds
    ___   2. Sensory-perceptual training as part of phonological awareness
    ___   3. Classroom support for key words containing target sounds
    ___   4. Speech awareness and practice on storytelling activities

PRESENT LEVELS OF PERFORMANCE

Suzanne is a first grade student at Charles Upson Elementary School. Based upon a battery of standardized test scores, Suzanne qualifies for special education services. These instruments indicate that a severe expressive language-learning disability exists in the presence of average intelligence. Classroom assessment procedures suggest three major performance patterns that place limitations on academic success, negatively impact her sense of competence as a learner, pose major barriers to literacy learning, and reduce her participation in the classroom. These patterns, in order of concern, are: (1) *Emergent Literacy Skills* that show limited experience with books, stories, and awareness of print and sound, (2) *Expressive Language* characterized by difficulties in formulation and grammar, and (3) *Speech - Articulation* that negatively affects her overall intelligibility and causes her to be a passive communicator. These three performance patterns require specialized instruction with a strong focus on language experiences that promote emergent literacy skills and facilitate meaningful expression.

Case Study 1

Suzanne is a 6 year 8 month-old first grader. Her raters were his classroom teacher (Ms. Nelson) and his mother (Mrs. Brender). Suzanne's teacher ranked the problems of most concern to her when she filled out the *ORS Rating Form*. Before interviewing Ms. Nelson, the speech-language clinician completed page 2 of the *ORS Record Form* and transferred the problems Ms. Nelson indicated to be of the most concern or occurring "Always" or "Often" onto the form. She also incorporated Mrs. Bender's ratings, comments, and concerns. During the interview, the clinician obtained examples of the problems listed.

Suzanne's Summary

Case Study 1 is an excellent example of how observation and interviewing can help target a student's most important classroom language-learning needs. In Suzanne's case, the teacher's primary concerns focused on her overall unresponsiveness as a communicator with her and others. She rated all but one speaking item as occurring "Always" or "Often" and her concerns were also in this area. The teacher provided numerous examples of Suzanne's limited responsiveness. She observed this pattern over and over again across all areas of listening, speaking, reading, and writing. She sees Suzanne as a very passive student who gives little to no indication as to what she does or does not understand. Suzanne's mother indicated that she spoke very little at home and chose to watch TV or play in her room by herself. Observation of Suzanne on the playground revealed a child who played next to, but did not verbally or physically interact with, the other children.

Performance on the CELF–5 revealed a discrepancy between receptive and expressive skills. Suzanne scored in the average to low average range receptively, and her expressive score fell more than two standard deviations below the mean. The ratings and examples given suggest a generalized problem in overall communicative responsiveness that severely limits Suzanne's ability to participate in classroom learning interactions. She encounters difficulty putting her expressive skills to work in even simple one-to-one interactions with the teacher and other students. In addition, she also displays other problems with early literacy-based activities and listening skills, but her passivity as a communicator isolates her from practically all classroom-learning interactions.

Classroom intervention should attempt to:

1. Create opportunities for communication between Suzanne and her teacher, and, Suzanne and her classmates.

2. Use scaffolding techniques to help Suzanne express herself, and

3. Use shared book and many other emergent literacy experiences to promote conversational responsiveness and interaction on high interest topics.

In addition, Suzanne's mother should be guided to structure her time at home to actively involve her in emergent literacy activities and through those experiences, provide appropriate opportunities for communicative interaction.

Curriculum-Based Activities & Objectives

Common Core State Standards – Case Study 1 (Suzanne)

Reading Standards

<u>Key Ideas and Details</u>

1. Ask and answer questions about key details in a text.

2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

3. Describe characters, settings, and major events in a story, using key details.

<u>Craft and Structure</u>

1. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

2. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

3. Identify who is telling the story at various points in a text.

4. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Speaking and Listening

<u>Comprehension and Collaboration</u>

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

1. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

2. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

Conversations of Standard English

1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.

a. Print all upper- and lowercase letters.

b. Use common, proper, and possessive nouns.

c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

f. Use frequently occurring adjectives.

g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

h. Use determiners (e.g., articles, demonstratives).

i. Use frequently occurring prepositions (e.g., during, beyond, toward).

j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

2. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Case Example Number 2 - Male (13;8)

Clinical Evaluation of Language Fundamentals–Fifth Edition (CELF-5)

CELF-5 Subtests:	Standard Score	Variation from Subtest Average	
Recalling Sentences	3	-3	(-)
Formulated Sentences	4	-2	
Semantic Relationships	9	+3	(+)
Understanding Paragraphs	6	0	
Word Classes	9	+3	(+)
Sentence Assembly	6	0	
Following Directions	6	0	
Supplementary			
Reading Comprehension	7	+1	
Structured Writing	6	0	
Pragmatics Profile	5	-1	

Mean of Subtest Standard Scores = 6.1 or 6

CELF-5 Composite Scores	**(90%) Level of Confidence**	
Core Language Score	73 ± 5	(68-78)
Receptive Language Score	88 ± 5	(83-93)
Expressive Language Score	67 ± 5	(62-72)
Language Content	82 ± 5	(77-87)
Language and Memory	73 ± 5	(68-78)

Discrepancy Analysis	**(90%) Level of Confidence**		
Receptive Language Score	88 ± 5	(83-93)	(+)
Expressive Language Score	67 ± 5	(62-72)	(-)
Language Content	82 ± 5	(77-87)	***
Language and Memory	73 ± 5	(68-78)	

WISC-IV Index Scores	**(90%) Level of Confidence**	
Verbal Comprehension	93 ± 6	(87 to 99)
Perceptual Reasoning	108 ± 6	(102 to 114)
Working Memory	90 ± 6	(84 to 96)
Processing Speed	101 ± 8	(93 to 109)

CASE 2
CASE STUDY NUMBER 2 (MALE, 13;8)

PERFORMANCE ASSESSMENT CLASSIFICATION) PERFORMANCE SAMPLE DESCRIPTIONS	LIST	SPK	SOC COM	READ	WRIT	CRIT THNK	EXEC FUN	STR INT	LRN ADJ	OTH
His writing contains a number of tense and pronoun errors					√					
Short repetitive written sentences make little sense..					√					
Writing is hard to read because it is so small and deformed letters					√					√
Very few links between written sentences.. no conjunctions.					√	√				
He doesn't seem to build up and break down sentences well in writing.					√					
His communication with teachers is negative and abrupt.			√							
He seems so concrete. Talks about simple things. Poor at relating..		√	√			√				
Can't get subtle meanings when he reads.				√		√				
Doesn't remember character names or relationships.				√		√	√			
Goes off topic all the time when he talks.			√							
Rarely volunteers to talk			√						√	
Sloppy note-taker; writes in a disorganized way.					√		√			
Rarely completes assignments; doesn't remember his work.							√			
He can't distinguish important from unimportant information.				√		√				
Doesn't pay attention or care what others say or think.			√							
He is stubborn; won't change his approach to things.			√							
He doesn't have good study skills.							√			
Gets lost; doesn't follow directions most of the time.	√						√			
He doesn't know where the study questions are.				√			√			
He doesn't finish what he starts.							√			
He gets lost and turns off during lectures.	√						√			
He doesn't recognize his errors in writing.					√		√			
He is hard to have a conversation with; students avoid him.		√	√							
He doesn't edit or revise his written work.					√					
It (his written work) is usually disorganized and sloppy.					√		√			
He acts odd; talks about computers but little else; some sports.			√					√	√	
When he comes up with good ideas, the others won't listen.								√		
It takes him too long to make sense; struggles to get the point out.		√	√							
He rarely socializes with other kids.			√							
Has trouble remembering things; always has an excuse.							√			
He doesn't talk a lot in my class.			√						√	
He seems passive, uninterested and avoids any classroom work.			√						√	
I know he's bright... look at his work on the computer.						√			√	
He doesn't try hard enough on his language skills.							√		√	
He plays baseball and talks some of the time about sports.								√		
Pays attention when he's on the computer.... especially drawing.								√		
Word processes and finds cartoons on the internet.								√		
He's late most of the time.							√			
Likes the computer but not much else.								√		
Brings computer games to school.								√		
The art teacher thinks he's creative; draws pictures of planes & cars.								√		
Will work on the computer but avoids reading.								√	√	
TOTALS >	**2**	**3**	**12**	**4**	**9**	**6**	**13**	**9**	**7**	**1**

CASE NUMBER 2 (MALE, 13;8)
PERFORMANCE PATTERNS AND DESCRIPTIONS

Directions

Step 1: List descriptions by performance area or pattern.
Step 2: Label the performance pattern (e.g., Reading, Study Skills, etc.).
Step 3: Rank performance patterns by degree of difficulty, impact or concern.
Step 4: Prioritize descriptions within each pattern by degree of concern.

PERFORMANCE PATTERNS AND DESCRIPTIONS

(I) Performance Pattern: **Study Skills (Planning & Organization)**   Priority _____

Priority
____   1. Completing Assignments
____   2. Turning work in on time
____   3. Remembering things
____   4. Disorganized and sloppy work
____   5. Finishing assignments
____   6. Sloppy note taker
____   7. Utilizes study questions or guides

(II) Performance Pattern: **Literacy (Writing/Reading Process)**   Priority _____

Priority
____   1. Repetitive sentences make little sense
____   2. Few links between written sentences
____   3. Building up and breaking down sentences
____   4. Revising written work
____   5. Recognizing errors in writing
____   6. Disorganized and sloppy writing
____   7. Distinguish important from unimportant information

(III) Performance Pattern: **Social Communication Skills**   Priority _____

Priority
____   1. Negative communication affect
____   2. Poor at relating to others
____   3. Rarely volunteers to talk
____   4. Passive communicator
____   5. Pays little attention to what others say
____   6. Rarely socializes or communicates with other   students
____   7. Won't talk or communicate   in class

COMMENTS:

(IV) Performance Pattern: **Motivation and Responsibility**   Priority _____

Priority
____   1. Passive, avoids school work
____   2. Always has an excuse
____   3. Doesn't turn work in on time

___   4. Fails to finish assignments
___   5. Doesn't remember his work
___   6. Turns off during lectures
___   7. Difficulty attending to work
___   8. Avoids reading and writing activities

(V) Performance Pattern: **Critical Thinking (Abstract Thinking)**   Priority ____

Priority
___   1. Simple language forms, sentences
___   2. Struggles to understand subtle meanings
___   3. Uses concrete language, talks about simple things
___   4. Difficulty with abstract properties of language, figurative meanings
___   5. Written sentences lack complex forms and structures
___   6. Poor performance on meta-language test tasks

(VI) Performance Pattern: **Sense of Competence (Self Concept)**   Priority ____

Priority
___   1. Little success with academic activities
___   2. Avoidance behaviors
___   3. Passive communicator with low social skills
___   4. History of unsuccessful communication experiences
___   5. Negative attitude wears on teachers
___   6. Perceived negatively by peers
___   7. Needs successful communicative interactions

COMMENTS

PRE-IEP (PATTERN SUMMARY)
CASE STUDY NO. 2 (MALE, 13;8)

Student Name _____   Date _____

PERFORMANCE PATTERNS AND DESCRIPTIONS

Study Skills (Planning and Organization)

___ 1.   Completes - Finishes Assignments
___ 2.   Turns work in on time
___ 3.   Remembers things
___ 4.   Is organized and produces work that is neat in appearance
___ 5.   Takes organized and useful notes
___ 6.   Utilizes study questions or guides

Social Communication Skills
___ 1.   Adopts a positive communication affect
___ 2.   Relates more effectively with peers and teachers
    - Responds more openly to others
    - Pays attention to what others say
___ 3.   Volunteers information in class
___ 4.   Responds effectively when called upon in class

Literacy (Writing/Reading Process)

___ 1.   Writes clearer sentences that make more sense
___ 2.   Establishes more meaningful links between written sentences
___ 3.   Recognizes errors in writing
___ 4.   Revises written work
___ 4.   Writes in a more organized manner
___ 5.   Uses more appropriate grammar and syntax

Abstract Language Reasoning & Critical Thinking

___ 1.   Develops a broader understanding of word meanings in context
___ 2.   Understands language with figurative and multiple meanings.

RELATED AREAS

Motivation and Responsibility

___ 1.   Adopts a more positive attitude toward school work
___ 2.   Accepts responsibility for completing assignments and turning work on time.
___ 3.   Takes pride in submitting work that is neat and organized in appearance.

Sense of Competence (Self Concept)
___ 1.   Experiences success with academic activities
___ 2,   Gains greater confidence on school related tasks
___ 3.   Gains peer confidence and respect

PRESENT LEVEL OF PERFORMANCE

Fred is an eighth grade student at Washington Hunt Middle School. Standardized assessment shows a scatter of scores that fall from one to two standard deviations below average on receptive and expressive language tasks. Classroom Performance Assessment (CPA) suggests four performance patterns and two related areas that limit academic success, reduce his participation in school, and affect his sense of competence as a learner. These patterns, in order of concern are: (1) *Planning and Organizational Skills* that negatively impact study habits, (2) *Social Communication and Social Skills* which limit classroom participation and negatively affect Fred's relationship with teachers and peers, (3) *Written Language Skills* (the writing process itself) as well as editorial skills, and (4) *Abstract Language Reasoning Skills* which limit critical thinking and analysis in several subject areas. While he has some obvious weakness, Fred's sense of competence as a learner, willingness to participate actively in school, and motivation to improve pose major barriers for all teachers. These four areas require targeted instruction and other supports but Fred has considerable potential given his artistic strengths, knowledge of computers and interests in sports. These supportive strengths and interests exist in the presence of average to above average intelligence.

Case Study 2

Freddie is a 13-year, 8 month-old eighth grader. His primary raters were his English teacher who also consulted with several other subject area teachers in Freddie's middle school. In addition, Freddie's mother and father and Freddie himself filled out an *ORS Record Form.* Before interviewing, however, Mrs. Hogle, the clinician completed pages 1 and 2 of the *ORS Record Form* and circled the top-10 concerns of the English teacher. The clinician also included parent and student ratings, comments, and concerns. She filled out the Performance Assessment Interview Form, which appears below. This form is typically used with the student's primary teacher, or in this case, it was used with input from several of Freddie's middle school teachers.

Freddie's Summary

Case Study 2 illustrates how comments brought together from several teachers can serve as the basis for identifying performance areas that should be the focus of intervention. In Freddie's case, his English teacher, Mrs. Altro, was the primary informant, but her comments were based upon her own observations and those from several other teachers. Two other interviews were conducted, one with Freddie and the other with both of his parents.

Teacher concerns were divided into three categories, a) social skills/pragmatic language, b) difficulty with study and organizational skills, and c) overall underachievement. While Freddie has some obvious weaknesses in the areas of reading and writing, all of his teachers felt that he needed to get organized and turn his work in on time. Mrs. Altro was concerned most with Freddie's social communication skills which she felt had severely limited his participation in class and his interactions with others. She was emphatic about his needs in this area, as her top five concerns fell in the speaking area. She also recognized a number of strengths, such as his knowledge of computers, his ability to draw and create in art class, and his knowledge of sports.

Freddie's parents agreed with the teachers' assessment of his listening and speaking difficulties, and agreed that the examples they had given typified his behavior. While his parents are somewhat aware of his reading and writing difficulties, they had less opportunity to observe these behaviors. Freddie also seemed very aware of his difficulties in communicating with his teachers and peers, although he could not give many specific examples of them.

Performance on the CELF–5 indicates that Freddie's receptive language skills are clearly better than his expressive language skills. Freddie's Receptive Language Score lies within the average range, while the score for expressive language is almost two standard deviations below the mean.

Based upon teacher observations, the interview with Mrs. Altrom, comments from other middle school teachers, and discussions with Freddie and his parents, intervention should address performance by:

* Increasing the number of opportunities for Freddie to employ his expressive communication skills on high interest topics such as computers, art, and sports information.

* Using small group sessions to provide Freddie with the opportunity to teach other students about computers while his teacher and peers model effective communication skills.

- Utilizing his computer skills to make improvements in organization and study skills (e.g., data-basing his assignments, developing "what-I-need-to-know" charts, and organizing lecture notes).

Curriculum-Based Activities & Objectives
Common Core State Standards

Reading Standards for Literature

Key Ideas and Details

1. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

2. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. Integration of Knowledge and Ideas

3. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

Writing Standards

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(Grade-specific expectations for writing types are defined in standards 1–3 above.)

2. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of

3. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

1. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

2. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

3. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motive (e.g., social, commercial, political) behind its presentation.

3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)

Language Standards

Knowledge of Language

1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use

2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g. verbal irony, puns) in context.

b. Use the relationship between particular words to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

2. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Developing Functional IEPs

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This handout was developed to show how information from performance assessment can become the deep structure of an IEP. The IEPs shown here are not complete because they require final collaboration and planning by a team. But, the annual goals are realistic given the student's classroom needs. They may not be worded to match every special education director's desires but their criteria are usually driven by fears of legal complications or other misperceptions regarding procedural safeguards rather than actual student needs. Most of you know this to be true so please consider some of the suggestions below as ways you can focus on a "few things done well" and the need for students to achieve meaningful curriculum access.

Critical Points:

1. Include a collaboration plan to ensure a system is in place when you're not there.

2. Stress functional terms for your IEP terminology and classroom activities

3. Focus on meaning-making (academic) skills or supports needed in the classroom. Orient yourself to the following:

    * Skills needed immediately to be successful
    * Strategies that can be used to improve the skills
    * Supports needed to ensure meaning-making occurs
    * Applications to settings outside the classroom

Here are some specific suggestions based on experience and the compliance regulations spelled out in Federal Laws.

Sample IEP Annual Goals
Curriculum Standards

CASE 1

Case No. 1 Annual Goals (Educational Outcome Statements)

Speech - Articulation

1. By May of 2014, Suzanne will develop articulation accuracy for the /s/ and /r/ speech sounds that is 75% or greater.

SOL • present information clearly in a variety of oral and written forms

Emergent Literacy Skills

2. By May of 2014, Suzanne will have acquired emergent skills necessary to support literacy learning in

four areas, narrative structures, phonological awareness, print awareness, and book handling skills. She will achieve a score of 75% or higher on a checklist of emergent literacy skills.

SOL • make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships.

SOL • observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms

Expressive Language

3. By May of 2014, Suzanne will demonstrate improved communicative responsiveness and expressive language participation in classroom reading and writing experiences by increasing her responses to communicative requests by 100% and assertive responses by 50%.

SOL • take turns speaking and respond to others' ideas in conversations on familiar topics

SOL • ask specific questions to clarify and extend meaning

4. By May of 2014, Suzanne will demonstrate improvement in her expressive use of syntax by a 50% reduction in the number of tense and other grammatical areas on a language checklist.

SOL • observe the conventions of grammar and usage, spelling, and punctuation

5. By May of 2014, Suzanne will add 500 words to her word wall, which she can say, read and comprehend.

SOL • present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure

Case 2

Case No. 2 Annual Goals (Educational Outcome Statements)

Planning and Organizational Skills

1. By May of 2014, Fred will develop a computer planning system to facilitate time and task planning for school assignments. He will work with each teacher to identify the task demands normally expected for each subject and create a computer checklist and timing system to ensure work is submitted on time and completely.

Social Communication and Social Skills

2. By May of 2014, Fred will increase the number of positive conversational attempts he has with teachers and peers by 50% Teachers and peers will complete a social interaction checklist at quarterly intervals to assess improvements in social participation.

<u>Literacy Skills</u>

3. By May of 2014, Fred will assemble a portfolio of written language products that show improvements in written language. The written portfolio will be reviewed weekly and quarterly by his teacher and SLP and emphasize critical elements of the writing process.

<u>Abstract Language Reasoning</u>

4. By May of 2014, Fred will demonstrate an understanding of new vocabulary and abstract language expressions by developing a database of new words, subject area scientific terms and figurative expressions expected for his age and grade. This computer portfolio will be reviewed monthly and a quarterly report will be prepared and evaluated by the SLP and subject area teachers. The annual goal will be to increase this list by 1000 words, terms and expressions sorted by topic and curriculum area.

RELATED POINTS AND CONCEPTS FOR CASE NO. 2.

STUDY SKILLS (RELATED POINTS)

- Uses computer skills to make improvements in organization and study skills, e.g.:
    (a) database his assignments,
    (b) develop some "what-I-need-to-know" charts, and
    (c) organize his lecture notes

- Ask all teachers to identify important content in advance of lectures to improve note-taking skills

- Works with the SLP to identify underlying plans for tasks and develop task analysis strategies.

- Develop awareness of expectations (completeness and quality) for curriculum, academic, and life assignments (e.g., papers, lab projects, computer designs, jobs).

-Works with the SLP to identify common schema and scripts for test taking (multiple choice, fill in, true/false, etc.).

- Work with the SLP to practice strategies for estimating time to complete assignments.

SOCIAL COMMUNICATION SKILLS (RELATED POINTS)

Some Other Possible Strategies:

-   Increase the number of opportunities to employ his expressive communication skills on high interest topics such as computers, art, and sports.

-   Use small group sessions to provide opportunities to teach other students about computers while his teachers and peers model effective communication skills.

-   Work with SLP to identify key variables in social interactions & communications.

- Work with the SLP to understand turn-taking and conversational rules for dialogue and conversation.

- Work with the SLP to develop an awareness of how perspective taking (sensitivity to the needs of others) is shown in spoken and nonverbal communication.

LITERACY SKILLS (RELATED POINTS)

Some Possible Strategies:

- Explain portfolio building and target skills, e.g., written grammar, planning and organization, cohesion, abstract reasoning and writing process.

-Develop the ability to plan and organize written language across the curriculum.

- Develop narrative structures for written language (descriptive, expository, argumentative) to facilitate planning and organization to advance reading, writing, listening, speaking interactions.

-Develop an understanding of the logical relationships in written language signaled by conjunctions and transition words.

-Utilize strength and interest topics to facilitate initial written assignments.

-Other areas of emphasis include, editing skills, comparison and contrast, and textual functions.

ABSTRACT LANGUAGE (RELATED POINTS)

Some other strategies;

- Strengthen existing word knowledge and concept formation and developing knowledge of abstract and multiple meanings as a foundation for learning figurative language strategies.

- Focus also on improved listening skills to identify important information in class lectures by using cognitive/linguistic organizational and memory strategies.

- Use word knowledge webs and flow charts designed graphically on the computer.

Teacher Interview (Summary Form)

Student Name _____ Date _____

Teacher _____ Grade/Subject _____

Directions

Step 1: Fill out the information at the top of this form.
Step 2: List the top problems indicated the teacher identified as being most of concern.
Step 3: Indicate the frequency rating given for each.
Step 4: Interview the teacher and obtain specific examples of the problem behaviors.
Step 5: Summarize the information and add additional comments as needed.

Listening   **Behaviors**   **Examples**

Freq
___   1. _____   _____
                                        _____
___   2. _____   _____
                                        _____
___   3. _____   _____
                                        _____
___   4. _____   _____
                                        _____
___   5. _____   _____
                                        _____

Information from Others: Parents, Students, etc.

_____
_____
_____

Speaking   **Behaviors**   **Examples**

Freq
___   1. _____   _____
                                        _____
___   2. _____   _____
                                        _____
___   3. _____   _____
                                        _____
___   4. _____   _____
                                        _____
___   5. _____   _____
                                        _____

Information from Others: Parents, Students, etc.

Reading   **Behaviors**   **Examples**

Freq

___   1. _____   _____
                                                        _____
___   2. _____   _____
                                                        _____
___   3. _____   _____
                                                        _____
___   4. _____   _____
                                                        _____
___   5. _____   _____
                                                        _____

Information from Others: Parents, Students, etc.

_____
_____
_____

Writing   **Behaviors**   **Examples**

Freq

___   1. _____   _____
                                                        _____
___   2. _____   _____
                                                        _____
___   3. _____   _____
                                                        _____
___   4. _____   _____
                                                        _____
___   5. _____   _____
                                                        _____

Information from Others: Parents, Students, etc.

_____
_____
_____

Implications for Intervention:

_____
_____
_____
_____
_____
_____
_____
_____