



OCECD Parent Toolkit

INFORMATION
SHEETS



Be INFORMED.

Be EMPOWERED.

**Be your child's
ADVOCATE.**

Ohio
Coalition
for the
Education
of Children
with
Disabilities
(OCECD)

165 West Center St.
Suite 302
Marion, Ohio 43302

1-844-382-5452

Visit our website at
www.ocecd.org



IEP Progress Report Tips

IEP's are required to include a description of **how** your child's progress toward meeting the annual IEP goals will be **measured**. The current Ohio IEP form lists the following options: Curriculum-Based Assessments, Portfolios, Observations, Anecdotal Records, Short-Cycle Assessments, Performance Assessments, Checklists, Running Records, Work Samples, Inventories, and Rubrics.



The **frequency** for reporting your child's progress also must be documented in your child's IEP for each individual goal.

You **must** be provided with a Progress Report on IEP goals, at least as frequently as children without disabilities receive report cards. Your child's Progress Reports may be

concurrent with the issuance of report cards. However, at the discretion of the IEP team, the decision may be made to require more frequent Progress Reports based on your child's individual needs. If you feel more frequent Progress Reports are needed, be sure to discuss this at the IEP team meeting.

IEP Individualized Education Program		Augustus Who												
6 MEASURABLE ANNUAL GOALS														
NUMBER: 1	AREA: Reading fluency													
PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE														
Augustus read three probes in the third grade level band with over 78 words correct per minute (wcpm) and at 95% accuracy. This places him below benchmark. A typical third-grader should be reading 100 wcpm. Current baseline data shows that Augustus read 70 wcpm on a fourth grade probe.														
MEASURABLE ANNUAL GOAL		METHOD(S)												
Given an unrehearsed text at the fourth grade level, Augustus will read 86 wcpm with at least 95% accuracy in 2 of 3 consecutive running records by the end of the IEP.		h												
METHOD FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOAL														
<table><tbody><tr><td>a. Curriculum Based Assessment</td><td>e. Short-Cycle Assessments</td><td>i. Work Samples</td></tr><tr><td>b. Portfolios</td><td>f. Performance Assessments</td><td>j. Inventories</td></tr><tr><td>c. Observation</td><td>g. Checklists</td><td>k. Rubrics</td></tr><tr><td>d. Anecdotal Records</td><td>h. Running Records</td><td></td></tr></tbody></table>			a. Curriculum Based Assessment	e. Short-Cycle Assessments	i. Work Samples	b. Portfolios	f. Performance Assessments	j. Inventories	c. Observation	g. Checklists	k. Rubrics	d. Anecdotal Records	h. Running Records	
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It is important for you to clarify with the IEP team what data will be used to complete your child's Progress Reports. You may ask to view the records that were used to complete the reports. This will enable you to make informed decisions about your child's educational progress.

Your child's IEP includes a description of how your child's progress toward meeting the annual IEP goals will be measured.

METHOD AND FREQUENCY FOR REPORTING THE CHILD'S PROGRESS TO PARENTS

- ☒ Written report
- ☐ Email
- ☐ Phone call
- ☐ Journal entry
- ☒ The child's progress will be reported to the child's parents each time report cards are issued
- ☐ Other _____

Reported every **4.5** weeks

The IEP documents **how often** your child's progress will be reported to you.

Note: Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability.

Progress Reports are required to provide detailed information about how your child is progressing toward meeting his/her annual IEP goals. A Progress Report of "making progress" is an incomplete report, and does not provide you with an appropriate measure of your child's progress.



Which of these examples gives you more information about the child's progress?

IEP Individualized Education Program PROGRESS REPORT

Whoville Local Schools

Child's Name: Augustus Who
Date: 05/15/2015

Student ID: 329819069
IEP Effective Dates: 5/29/14 to 5/28/15

Grade: 05

MEASURABLE ANNUAL GOAL

STUDENT PROGRESS

1	Given an unrehearsed text at the fourth grade level, Augustus will read 86 wcpm with at least 95% accuracy in 2 of 3 consecutive running records by the end of the IEP.
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Making adequate progress

MEASURABLE ANNUAL GOAL

STUDENT PROGRESS

1	Given an unrehearsed text at the fourth grade level, Augustus will read 86 wcpm with at least 95% accuracy in 2 of 3 consecutive running records by the end of the IEP.
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Augustus read 2 out of 3 unrehearsed fourth grade level texts on:
 5/7/15- 87 wcpm and with 98% accuracy
 5/8/15- 85 wcpm with 95% accuracy
 5/11/15- 88 wcpm with 95% accuracy

Disclaimer: This publication is intended to provide information only, and is not intended as legal advice. You should consult a lawyer if you need legal advice.