

University of Washington  
Experimental Education Unit

**Individualized Education Program**

**Module B:**  
***Procedures for Progress Reports***

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## **IEP Progress Reports**

1. Prior to each grading period, assess student in all IEP objectives that are currently initiated.
2. Prepare IEP Progress Report
3. Send IEP Progress Report and Classroom Narrative home with Progress Report Signature Page
5. Submit completed IEP Progress Report to Compliance at the end of the year

### **Step 1: Complete IEP Progress Report**

#### **1. Enter Goals and Objectives**

- All information for the Goal
- Behavior & criterion for objectives
- Complete one page per goal

#### **2. Rating of Student Performance**

- Rate each objective using 1 to 4 using key on form

#### **3. Provide Data of Student Performance**

- Provide data related to set criterion (e.g., IEP says 80%, student performs skill at 70%; IEP says 4 out of 5 times, student performs 2 out of 5 times)

#### **4. Send Home**

- Send home with the IEP Progress Report Signature Page and Classroom Narrative

**SEE SAMPLE ON NEXT PAGE**

Student's parents will be regularly informed of progress toward annual goals through periodic IEP progress reports. The IEP progress reports will indicate the extent to which progress is sufficient to enable the student to achieve the IEP goals by the end of the school year. The IEP progress reports will be issued as often as report cards are issued to parents of nondisabled students. IEP progress reports are sent home with the student. Parents are to sign an enclosed signature page to indicate receipt of the progress report, and have their child return the signature page to the special education service provider.



### IEP Progress Report

**Directions to Parents/Guardians:** Please sign the enclosed signature page to indicate receipt of this progress report. Returning a signed signature page informs the special education provider of receipt of the report. Any questions about report content should be directed to your child's special education provider.

Exactly from IEP goal page

#### Measurable Annual Goal

Behavior	Baseline to Goal Level	Evaluation Tool for Measuring Progress
John will  <input checked="" type="checkbox"/> increase <input type="checkbox"/> decrease  social-communication skills by follow directions	Baseline performance: Follows 1 step with picture prompt and verbal direction  Goal level performance: Independent performance on following two step directions	<input type="checkbox"/> standardized tests <input type="checkbox"/> criterion-referenced tests <input type="checkbox"/> systematic observation <input checked="" type="checkbox"/> portfolios <input type="checkbox"/> checklists/rating scales <input type="checkbox"/> curriculum-based measurement <input type="checkbox"/> precision teaching <input type="checkbox"/> inventories/surveys <input type="checkbox"/> teacher-developed tests <input type="checkbox"/> rubrics

before or by the anniversary date of this IEP.

**Ratings**  
 4 = Objective met      3 = Significant progress made      2 = some progress made  
 1 = Little or no progress made      NA = Not applicable this grading period

#### Objective/Benchmark

Behavior	Criterion	Date	Rating	Current Performance:	Date	Rating	Current Performance:	Date	Rating	Current Performance:
John will independently follow one-step directions as part of classroom routines and activity related directions given by adults.	Respond within 5 seconds to at least 5 one-step directions on 9/10 times across 3 data collection	12/05	2	John is completing 1 step directions on 7/10 opportunities within 15 seconds.	3/06	3	John in completing 1 step directions on 9/10 opportunities within 10 seconds.			
John will independently follow two-step directions as part of classroom routines and activity related directions given by adults.	Respond within 5 seconds to at least five different two-step directions on 9/10 opportunities across 3 data collection periods	12/05	NA		3/06	1	John is currently working on following one-step directions.			

Indicates progress made from the start of the IEP

Data to support the rating and describe progress

Date should match school report card or progress report timeline

Objective from IEP

## **Step 2: Complete IEP Progress Report Signature Page**

### **1. Enter student information**

- Student Name
- Student ID
- Grade
- Building

### **2. Enter Progress Report Date**

### **3. Send home with IEP Progress Report and Narrative**

**SEE SAMPLE ON NEXT PAGE**

IEP Progress Report  
Parent/Guardian Signature

Student Name John Smith Student ID 981957925

Grade Pre Building EEU

Please sign below to indicate that you received a copy of your child's IEP Progress Report

Please have your child return this Signature Form to his/her Special Education Teacher.

Progress Report Date: 12/05

Parent/Guardian Signature: *Rachel Smith*

Progress Report Date: 3/06

Parent/Guardian Signature: \_\_\_\_\_

Progress Report Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Progress Report Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

### **Step 3: Complete Classroom Narrative**

#### **1. Complete Student information**

- Student's name
- Classroom
- Quarter
- Year

#### **2. Develop Narrative**

- Provide information about the student's
  - Preferred activities
  - Progress on classroom goals
  - Progress on IEP goals
    - More descriptive than the IEP progress report
  - Skills that are still developing (areas that the student continues to work on)
- Present information in an accurate (i.e., true description) and positive manner

**SEE SAMPLE ON NEXT PAGE**



Student's Name: John Smith

Classroom: Room 171

Quarter: Winter Year: 2006

We have all been so excited to see the progress that John has made this quarter and to see him light up when he arrives at school. John is really enjoying play court, where he rides on the tire swing with his friends and laughs as he comes down the slide. He is also learning to catch a ball, and can do so independently from about four feet away. Throwing it back to a partner is a little more challenging.

John has made great strides when it comes to sitting on his mat at circle time. In the beginning of the year, John was able to sit for approximately five minutes before he began to leave the circle. He is now staying with the group and participating during active songs and whole group movement activities such as yoga. His favorite songs right now are the "Wheels on the Bus" and "Shake Your Sillies Out."

John is making good progress on many of his goals in the classroom. He is consistently following one step directions and is off to a good start with two step directions. At snack John is learning to use the Picture Exchange Communication System (PECS) to request food items. He can independently exchange a picture for an item, but is having difficulty discriminating when more than one picture is presented at the same time. During free choice, John is improving his starting to play with a variety of toys and use toys for the intended purpose. He is building roads with blocks and driving cars over the roads with Zack and Slater. John really enjoys playing with Zack and Slater during free choice and is starting to imitate his friends with adult support. He is using a picture schedule to help him get to different areas during free choice.

It has been wonderful to see John grow and to get to know him during the past two quarters. He has shown us that he is capable of so much and we are looking forward to watching him continue to develop this spring.

*Lisa Learn*

Lisa Learn, Head Teacher

*Dustin Hoffman*

Dustin Hoffman, Assistant Teacher