

Process for Referencing Standards: Academic Transition Programs

1. How do the identified standards (or portions thereof) directly and meaningfully relate to living and/or working independently in the community? (If the site is using a cycle of standards, then "identified" relates to the standards to be addressed at this point in the cycle.)

2. Indicate the content standard(s) and how it aligns with transition areas.

3. Could the student achieve the statewide standard, either now or in the future? yes no

4. Are accommodations needed to achieve the standard? Check those needed.

_____ Change the topic.

_____ Change the product.

_____ Change the activities.

- Accommodations must be done without lowering or changing the rigor of the standard.
- Student work is evaluated using the established scoring criteria (0, 1, 2, 3, 4).
- Achievement will be recorded "Pass State."

5. If accommodations will not provide adequate support, are there portions of the standard that could be achieved with modifications?

_____ Eliminate the requirements of a portion of the content standard.

_____ Substitute a content standard from a lower level.

_____ Reduce the rigor stipulated by the performance assessment.

- Modifications require IEP or 504 Plan documentation.
- Achievement will be recorded as "Pass Individual."

◆ If modifications will not provide adequate support, consider exempting.

◆ If exemption is indicated, choose standard from another learning area.

Specify _____

◆ What is the IEP goal that will be attained in lieu of the standard?
