

New Support for State Content Standard Banks

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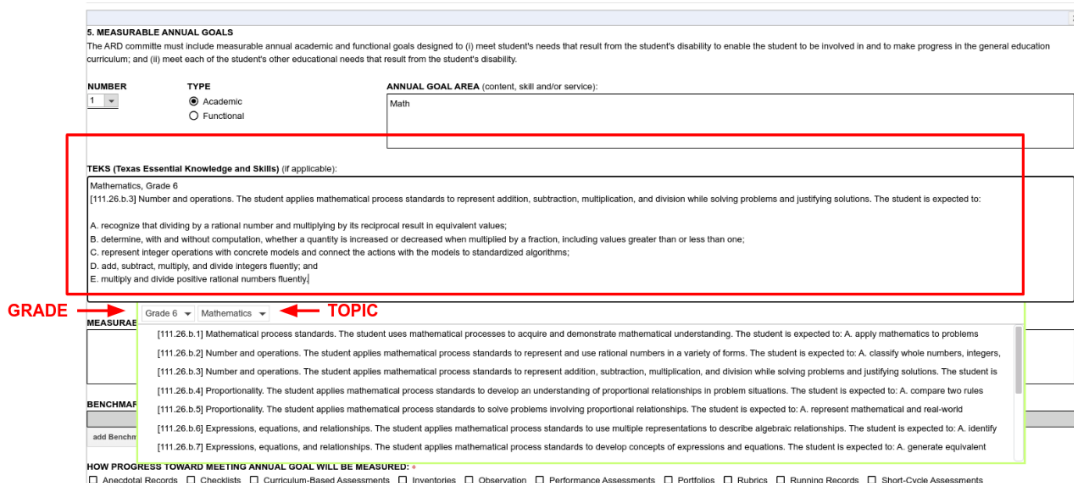
July 18, 2022

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IEP goals are often aligned with state content standards. When included directly within a district's IEP writing program, state content standards help educators save time while writing goals and better align goals with expected academic milestones.

SameGoal now incorporates state content standards into a dropdown bank on IEP goal sections for users in states where state content standards have been made available in the machine-readable IMS Global Competencies and Academics Standards Exchange (CASE) Specification. When provided in this format, content standards are automatically included, updated and maintained within SameGoal. This ensures districts incorporate current content standards into IEP goals, even as the state changes them throughout the year.

Texas is one such state that currently provides content standards in the IMS Global CASE specification. For districts using SameGoal in states that do not yet provide standards in this format, SameGoal will include those states' content standards if/when they become available in the IMS Global CASE specification.



5. MEASURABLE ANNUAL GOALS
The ARD committee must include measurable annual academic and functional goals designed to (i) meet student's needs that result from the student's disability to enable the student to be involved in and to make progress in the general education curriculum; and (ii) meet each of the student's other educational needs that result from the student's disability.

NUMBER
1

TYPE
☒ Academic
☐ Functional

ANNUAL GOAL AREA (content, skill and/or service):
Math

TEKS (Texas Essential Knowledge and Skills) (if applicable):
 Mathematics, Grade 6
 [111.26.b.3] Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to:
 A. recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values;
 B. determine, with and without computation, whether a quantity is increased or decreased when multiplied by a fraction, including values greater than or less than one;
 C. represent integer operations with concrete models and connect the actions with the models to standardized algorithms;
 D. add, subtract, multiply, and divide integers fluently; and
 E. multiply and divide positive rational numbers fluently.

GRADE → Grade 6 ← **TOPIC**
 MEASURE [111.26.b.1] Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: A. apply mathematics to problems
 [111.26.b.2] Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to: A. classify whole numbers, integers,
 [111.26.b.3] Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is
 [111.26.b.4] Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to: A. compare two rules
 [111.26.b.5] Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to: A. represent mathematical and real-world
 [111.26.b.6] Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to: A. identify
 [111.26.b.7] Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to: A. generate equivalent

BENCHMARK
add Benchm

HOW PROGRESS TOWARD MEETING ANNUAL GOAL WILL BE MEASURED:
☐ Anecdotal Records ☐ Checklists ☐ Curriculum-Based Assessments ☐ Inventories ☐ Observation ☐ Performance Assessments ☐ Portfolios ☐ Rubrics ☐ Running Records ☐ Short-Cycle Assessments