





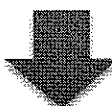


AGENDA

- **Profiles –(setting up students in ULS)**
- **How to connect ULS to IEP**
 - **See handout**
- **Benchmarks**
 - **complete 2 to 3 times a year**
 - **you do not have to complete every benchmark**
- **Checkpoints – pre/post tests for units**
 - **Pre-test prior to introducing unit**
 - **Post-test at completion of unit**
- **Reports**
 - **Toggle graphs**
- **Teacher Resource Section**
 - **Aligning to common core**
 - **Support area**
 - **Webinars**
 - **Data charts**
- **Symbolstix**
 - **Creating worksheets**
 - **Communication boards**

How to Connect Unique Learning System with Your Student's IEP



Step 1	Complete the appropriate profile for your student: <ul style="list-style-type: none"> • Preschool Profile • Academic K-12 Profile • Transition Profile 	
		
Step 2	Look at the Profile Report. Identify areas (e.g. word decoding, word recognition, number sense) that correlate with existing IEP goals and then identify any additional areas you would like to track for your specific student.	
		
Step 3	Use the suggested strategies from the profiles to <i>guide</i> writing your present levels of performance (PLP).	
		
Step 4	Identify which Benchmarking Assessments correlate with the specific skills (e.g. Skill: Word Decoding: L 2 & 3 Benchmarks: Word Decoding Letter Sounds & Word Decoding Word Rimes).	
		
Step 5	Complete the determined benchmarks and analyze the data collected – what does the student already know (PLP) and what skills require further instruction? (goal).	
		
Step 6	Gather data for the identified goal through: <ul style="list-style-type: none"> • Daily work from the monthly lessons. • Monthly Checkpoints. • Benchmarking Assessments (Administer 2 – 4 per year. Use the benchmark history report to show growth). • Other common formative or summative assessments. 	Refer to the Data Collection Sheet as a method to help collect data from daily work samples and common formative assessments.
		
Step 7	Show evidence of progress being made through the reports and the data collection to indicate progress being made on the identified goal.	
		
Step 8	Celebrate your success!	

School Name:

Teacher Name:

Date:

Number of Students Present:

Number of Paraprofessionals:

General:	Routinely Evident	Somewhat Evident	Not Evident	N/A
Unique Learning System materials are evident in multiple instructional areas of the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standards-based instruction reflects the chronological grade band of the students with age and ability respectful materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All team members show consistent responses and interactions with individual students. (e.g., wait time before prompts, responding to communication forms, natural cues to encouraging independence)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Communication / Behavior:	Routinely Evident	Somewhat Evident	Not Evident	N/A
All students are presented with communication opportunities, including verbal and nonverbal modes of expression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of prompting is appropriate to meet the individual student's participation levels, while maintaining the greatest level of independence and addressing appropriate wait time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are offered communication supports (e.g. objects, pictures, text) and technology as needed to increase responses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A socially supported communication environment reflects various levels of student-student-teacher engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Literacy / Reading:	Routinely Evident	Somewhat Evident	Not Evident	N/A
There is evidence of shared reading experiences, including visual supports or voice output options to build on student participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is evidence of differentiated reading instruction to build on word recognition and "learning-to-read" skills. (e.g. word wall, phonics activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age-respectful / leveled reading materials are available and accessible to all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehension activities are scaffold using a variety of formats appropriate to the different levels of students. (e.g. symbol support, text)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Writing Activities:	Routinely Evident	Somewhat Evident	Not Evident	N/A
There is evidence of varied writing activities for all levels of learners including errorless writing, response to literature, book reports, topic paragraphs and journaling activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Math Activities:	Routinely Evident	Somewhat Evident	Not Evident	N/A
There is evidence of math instruction for all level of learners ranging from errorless engagement to full independence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional math reflects application to real life skills (e.g., scenarios, money, measurement and time).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social Studies / Science Activities:	Routinely Evident	Somewhat Evident	Not Evident	N/A
Lessons align with the current topic for the month and presented in age/grade appropriate materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Profiles / Assessments:	Routinely Evident	Somewhat Evident	Not Evident	N/A
Student profiles and assessments are completed and up to date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of data from assessments is being utilized to drive instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Life Skills Activities:
The following life skills instruction was demonstrated during observation:

Assistive Technology:

The following technology was utilized during the observation: (e.g. interactive whiteboard, voice output, communication devices, alternative keyboards, switch-activated software, Apple® iPod, iPad)

- 1.
- 2.
- 3.

Observation / Notes: