

**Jordan School District**  
9361 S 300 E, Sandy, UT 84070  
Office: 801-567-8176 Fax: 801-567-8090

**IEP Progress Report for Marcus MiddleSchool**

To Parents/Guardians of Marcus MiddleSchool  
Martha MiddleSchool

Date: 6/4/2007  
Student ID:  
Grade: 7th Grade  
School: ZZTrainingSchool  
Case Manager: Ostler, Elizabeth

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SE Personal Development - Social Skills

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|-------------|------------|------------------------|---|
| <b>Goal</b> | <b>25%</b> | 1. Sufficient Progress | <p><b><u>Marcus will interpret and understand social situations/stories (making friends, initiating conversations, responding appropriately to others, coping with difficult situations), when presented in a small group setting with 80% mastery in a 10-week grading period, as measured by student responses and data logs.</u></b></p> <p><b><u>Domain:</u></b></p> <p><b><u>Assessments:</u></b></p> <p>6/6/07 -- Marcus is able to correctly identify 1/4 options when given a social story about responding to others in appropriate ways. Candace Dee, School Psychologist</p> |
| <b>Goal</b> | <b>20%</b> | 1. Sufficient Progress | <p><b><u>Marcus will respond appropriately to social cues when presented with opportunities in his classes, at lunch, and during passing time in the halls in 4/5 observations (80%) in a 10-week grading period, as measured by student observations, self-report, and data logs.</u></b></p> <p><b><u>Domain:</u></b></p> <p><b><u>Assessments:</u></b></p> <p>6/6/07 -- In 1/5 observations, Marcus stopped and acknowledged a greeting by a teacher.<br/>Candace Dee, School Psychologist</p>   |
| <b>Goal</b> | <b>20%</b> | 1. Sufficient Progress | <p><b><u>Marcus will acknowledge assistance offered by his teachers and classmates in appropriate ways (saying "No Thankyou"; "Yes, please"; etc.), in 4/5 opportunities (80%) in a 10-week grading period, as measured by student observations, self-report, and data logs.</u></b></p> <p><b><u>Domain:</u></b></p> <p><b><u>Assessments:</u></b></p> <p>6/6/07 -- In 1/5 observations, Marcus shook his head, "No", when a classmate asked if he could help Marcus.<br/>Candace Dee, School Psychologist</p>   |

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SE Personal Development - Social Skills

**Goal**            **0%**            1. Not Addressed            Marcus will use appropriate coping strategies when he is frustrated by asking his teacher for a break in which he can briefly move away from the situation, take some deep breaths, consider his options, and return to the existing task when ready, in 4/5 opportunities (80%) in a 10-week grading period, as measured by student observations, self-report, and data logs.  
Domain:  
Assessments:

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SE/LCCE Work Habits - Exhibiting Appropriate Work Habits & Behaviors

**Goal**            **40%**            1. Sufficient Progress            Marcus will attend class with necessary materials and supplies each class period 80% of the time each 10-week grading period as measured by teacher observations.  
Domain:  
Assessments:

**Goal**            **0%**            1. Not Addressed            Marcus will write class assignments and due dates in his daily/weekly planner each class period, daily over a 10-week grading period as measured by teacher observation \*\*\*GOAL WILL NOT BE ADDRESSED AS PER REQUEST OF PARENT/LEGAL GUARDIAN\*\*\*.  
Domain:  
Assessments:

**Goal**            **50%**            1. Sufficient Progress            Marcus will complete and turn in assignments on time 80% of the time in each of his classes over a 10-week grading period, as measured by teacher charted records and student grades.  
Domain:  
Assessments:

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**How to Read Your Progress Report**

Each Progress Report is based on the teacher's judgment of two factors:

1. Completion of each goal and objective, e.g., 30%, 75%, 100%
2. Current level of achievement on each objective, e.g., Sufficient Progress, Insufficient Progress, Not Addressed, Goal Met

Goals are printed in bold-faced text along with Domain and Assessment information and objectives for each goal are printed in regular text. Notes about student performance on goals and objectives, when available, display on the right side of the page with a light gray background.

If you have any questions about your student's performance on these goals and objectives, please contact your student's teacher for additional information.

When you have finished reading the Progress Report, please keep the Progress Report for your records and complete and return this page, including the Parent Comments form below.

**Parent Comments on Progress Report**

1. Parent/Teacher Conference?
  - Yes Check this box if you want to schedule a conference to discuss this Progress Report with your student's teacher.
  - No Check this box if you do NOT want to schedule a conference.
2. Comments \_\_\_\_\_  
\_\_\_\_\_
3. Your Signature \_\_\_\_\_
4. Phone Home: \_\_\_\_\_ Work: \_\_\_\_\_
5. Date \_\_\_\_\_
6. Please complete and return this page to your student's teacher within five (5) days.

**Parent, Guardian and Student Rights**

Jordan School District is an equal access/equal opportunity institution for education and employment. Questions or complaints regarding the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973 may be addressed to Jordan School District at 9361 S 300 E, Sandy, UT 84070

Federal and State Regulations require that parents, guardians and students be informed of their rights. To obtain a copy of a document describing your rights, please contact your student's school.