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| Document date: **IEP Goals with Objectives/Benchmarks** Page \_\_\_ of \_\_\_ |
| **and Early Childhood Outcomes** |
| **Students Ages 3-5** |
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| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Student’s Name: | District ID: | | State ID: | Grade: | | Sex: | | Native Lang: | Ethnicity: | | Birth Date: | | Age: | | | District: | | School: | | | | | |

Was this child served in the Part C – Infant Toddler Program? Yes \_\_\_\_\_ No \_\_\_\_\_\_\_

If yes, the Infant Toddler Program assessment(s), IFSP, and ECO data may be utilized as part of the IEP process.

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| **Outcome 1: Positive Social-Emotional Skills, including Social Relationships**  **1. Present Level of Performance:**  **a**. **Parent Input:** (Related to strengths and concerns in child’s functioning in this outcome area)  **b. State Approved Anchor Assessment and date completed:**  **c. Summarize the specific skills this child has that are age-appropriate, immediate foundational, and/or foundational skills based on assessments, observations and interviews:**  **Age Appropriate Skills (same age child):**  **Immediate Foundational Skills (younger child):**  **Foundational Skills (much younger child):** |

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| 1. **Early Childhood Outcome Entry, Exit, and Progress Data Collection** (for State reporting purposes only) | | | | | |
| Outcome Area | ECO Entry Rating | \*Annual ECO Rating and Date | \*Annual ECO Rating and Date | ECO Exit Rating | Progress at exit?  Yes/No |
| Positive Social Emotional Skills |  |  |  |  |  |

*\*Enter updated ECO rating and date at the annual review.*

**Check one of the following.**

* \_\_\_\_\_ The child’s functioning is age-appropriate across all or almost all settings and situations (6 or 7).
* \_\_\_\_\_ The child uses a mix of age-appropriate, immediate foundational, and/or foundational skills across setting (5 or lower), team decided no annual goals will be developed this time.
* \_\_\_\_\_ The child uses a mix of age-appropriate, immediate foundational, and/or foundational skills across settings (5 or lower), annual goals are below.

1. **Describe the child’s baseline performance for the annual goal (s) and how participation in pre-academic and non-academic activities and routines is adversely affected.**

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| **2. General Education Content Standard(s):** (List all of the Idaho eGuidelines standards that related to the Annual goal(s) of need) |

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| **3. Annual goal:** (Specific measurable skill(s) and the condition that wouldindicate improved functioningin general education curriculum and setting related to this outcome.)  **4. Evaluation Procedure** (criteria, procedure, and schedule):  **5. Assistive Technology** (if needed):  **6. How and When Progress Toward Goal Is Reported:**  **\*Note\*Note: If the student is not progressing according to target dates, parents will be informed.**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **7. Objectives/Benchmarks** (required if student takes the IAA): | Enter report card dates in the 1st line below. | | | | | | |  |  |  |  |  |  | | A.  Expected Progress:  Target Date: |  |  |  |  |  |  | | B.  Expected Progress:  Target Date: |  |  |  |  |  |  | | C.  Expected Progress:  Target Date: |  |  |  |  |  |  | | D.  Expected Progress:  Target Date: |  |  |  |  |  |  |   (repeat as often as necessary for addition goals related to this outcome) |

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| **\*Progress Codes:** |  | **Progress Projection Codes:** |
| 1 = Completed  2 = In progress | 3 = Not started  4 = Other: | A = Progress is adequate to meet target dates.  B = Progress is inadequate to meet target date. |

1. **Describe the child’s baseline performance for the annual goal (s) and how participation in pre-academic and non-academic activities and routines is adversely affected.**

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| **2. General Education Content Standard(s):** (List all of the Idaho eGuidelines standards that related to the Annual goal(s) of need) |

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