

Sonoma County SELPA IEP Team Decision-making Worksheet

Student Name _____ Grade Level _____ IEP Date _____

STEP 1. Determine how the student participated in the STAR program, and identify the score they received in the previous year.

Student Participation

To what extent does the student access the general education curriculum and grade-level instruction in each subject area?

Did the student score Below Basic or Far Below basic on the CST? Did the student score Proficient or Advanced on Level 2-5 of the CAPA?

CST	Yes	No	Score	Notes
English-Language Arts				
Math				
Science				
CAPA				

STEP 2. Collect objective evidence using multiple measures, to determine how the student may best participate in statewide assessments:

- Test results from STAR assessments – CST or CAPA
- Classroom assessments
- Eligibility assessment data
- Other evaluations and observations

What does assessment data show in regard to the student's progress in the general education curriculum? Check multiple measures over time.

List Multiple Measures	Dates

STEP 3. Evaluate student response to appropriate instruction:

- Progress in the general curriculum
- Special education and related service
- Access to the general education curriculum and instruction
- Progress on grade-level, standards-based goals

In response to appropriate instruction will the student make sufficient progress toward grade-level proficiency?

Progress Demonstrated by Classroom Assignments, Assessments and Observations

What special education and related services have been included in the student's IEP?

Special Education and Related Services	How They Support Access

What instruction accommodations or modifications have been provided based on student needs?

Accommodations and Modifications	Effectiveness

Grade-level, Standards-based Goals

Did the IEP team review the student's goals to ensure they are based on the academic content standards and were goals met?

Content Standard Goals	Yes	No	Met	Not Met/Why
English				
Language Arts				
Math				
Other:				

STEP 4. Select the appropriate assessment

Considering all the information determine whether the student will take:

- CST, with or without accommodations and/or modifications
- CMA with or without accommodations
- CST/CMA combined – subject specific
- CAPA only

STEP 5. Document decisions on the IEP.

Document how the student will participate in statewide assessments and any accommodations that are needed.