

Appendix A

Sample Individualized Performance Criteria Aligned with the breadth and depth, or the scope and sequence, of the Grade-Level, Course Content Standards *(Please note: These examples are provided for instruction and guidance to IEP teams responsible for creating and writing individual performance criteria for students eligible for the Dunn Act. They are not meant to be copied or duplicated in any IEP for any student. IEP team members must always strive to ensure goals and objectives are individualized for each student across each IEP year.)*

Sample 1: English I

IEP Goal	Given teacher instruction, modeling, and guided practices, the student will demonstrate mastery of the grade-level expectations by achieving 3 of 4 objectives by the end of the English I course, which will serve as evidence of proficiency in the course for the purpose of graduation and April Dunn Act.
Objective 1	After listening to a grade-level text read aloud and then reading the text independently, the student will orally summarize the content of the text with 70% accuracy in 3 of 4 trials for each unit of study as measured by rubrics or checklists appropriate to the text.
Objective 2	After listening to a grade-level text read aloud and then reading the text independently, the student will make inferences and draw conclusions about the main details of the text with 70% accuracy in 3 out of 4 trials using at least two of the following: the grade-level passages from the DOE's diagnostic or interim tests, the LEAP 2025 practice tests, or other assessments embedded in a high-quality curriculum.
Objective 3	The student will demonstrate understanding of how to use Standard English grammar and mechanics in writing by scoring 2 of 3 points on the Knowledge and Use of Language Conventions portion of the LEAP 2025 Rubric on at least two different performance-based writing tasks by the end of the course.
Objective 4	By the end of the course and with appropriate supports, the student will provide a written response to at least two performance-based tasks from a high-quality curriculum, the grade-level interim, or grade-level LEAP 2025 practice test and achieve a score 2 of 4 points on the Reading Comprehension/Written Expression portion of the LEAP 2025 rubric or a comparable rubric from a high-quality curriculum.

Sample 2: Algebra I

IEP Goal	Given teacher instruction, modeling, and guided practices, the student will demonstrate mastery of the Louisiana Student Standards for Mathematics (LSSM) through standards-based assessments that will apply to April Dunn Act for course mastery by achieving 3 of 4 objectives by the end of the Algebra I course.
Objective 1	Given a standards-aligned Algebra I assessment, the student will answer multiple-choice, multiple-select, short answer (numerical responses only), and/or technology-enhanced items with 67% accuracy on standards contained within the Major Content category based on standard-aligned assessments, such as LEAP 360 diagnostic and interim assessments, high-quality curriculum module or unit assessments, practice tests, or EAGLE tasks.
Objective 2	Given a standards-aligned Algebra I assessment, the student will answer multiple-choice, multiple-select, short answer (numerical responses only), and/or technology-enhanced items with 67% accuracy on standards contained within the Additional and Supporting Content category based on standard-aligned assessments, such as LEAP 360 diagnostic and interim assessments, high-quality curriculum module or unit assessments, practice tests, or EAGLE tasks.
Objective 3	<p>Given a standards-aligned Algebra I constructed-response, the student will construct and communicate, orally or in writing, a reasonable explanation or justifiable response for at least one constructed-response task for evidence statements and standards contained within the content area of Expressing Mathematical Reasoning (EMR). Proficiency in this area will be defined by meeting at least one of the following criteria as measured by the corresponding task rubric:</p> <ul style="list-style-type: none"> · Earning a minimum score of 2 on a 3-point EMR constructed-response task <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> · Earning a minimum score of 2 on a 4-point EMR constructed-response task
Objective 4	<p>Given a standards-aligned Algebra I constructed-response, the student will provide, orally or in writing, a logical and reasonable sequence of steps to solve an applied mathematical problem for at least one constructed-response task for evidence statements and standards contained within the content area of Modeling and Application (MA). Proficiency in this area will be defined by meeting at least one of the following criteria as measured by the corresponding task rubric:</p> <ul style="list-style-type: none"> · Earning a minimum score of 2 on a 3-point MA constructed-response task <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> · Earning a minimum score of 3 on a 6-point MA constructed-response task

Sample 3: Geometry

IEP Goal	Given teacher instruction, modeling, and guided practices, the student will demonstrate mastery of the Louisiana Student Standards for Mathematics (LSSM) through standards-based assessments that will apply to April Dunn Act for course mastery by achieving 3 of 4 objectives by the end of the Geometry course.
Objective 1	Given a standards-aligned Geometry assessment, the student will answer multiple-choice, multiple-select, short answer (numerical responses only), and/or technology-enhanced items with 67% accuracy on standards contained within the Major Content category based on standard-aligned assessments, such as LEAP 360 diagnostic and interim assessments, high-quality curriculum module or unit assessments, practice tests, or EAGLE tasks.
Objective 2	Given a standards-aligned Geometry assessment, the student will answer multiple-choice, multiple-select, short answer (numerical responses only), and/or technology-enhanced items with 67% accuracy on standards contained within the Additional and Supporting Content category based on standard-aligned assessments, such as LEAP 360 diagnostic and interim assessments, high-quality curriculum module or unit assessments, practice tests, or EAGLE tasks.
Objective 3	<p>Given a standards-aligned Geometry constructed-response task, the student will construct and communicate, orally or in writing, a reasonable explanation or justifiable response for at least one constructed-response task for evidence statements and standards contained within the content area of Expressing Mathematical Reasoning (EMR). Proficiency in this area will be defined by meeting at least one of the following criteria as measured by the corresponding task rubric:</p> <ul style="list-style-type: none"> · Earning a minimum score of 2 on a 3-point EMR constructed-response task <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> · Earning a minimum score of 2 on a 4-point EMR constructed-response task
Objective 4	<p>Given a standards-aligned Geometry constructed-response task, the student will provide, orally or in writing, a logical and reasonable sequence of steps to solve an applied mathematical problem for at least one constructed-response task for evidence statements and standards contained within the content area of Modeling and Application (MA). Proficiency in this area will be defined by meeting at least one of the following criteria as measured by the corresponding task rubric:</p> <ul style="list-style-type: none"> · Earning a minimum score of 2 on a 3-point MA constructed-response task <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> · Earning a minimum score of 3 on a 6-point MA constructed-response task

Sample 4: U.S. History

IEP Goal	Given teacher instruction, modeling, and guided practices, the student will demonstrate mastery of the grade-level expectations by achieving 4 of the 6 objectives by the end of the US History course, which will serve as evidence of proficiency in the course for the purpose of graduation and April Dunn Act.
Objective 1	Given one or more primary sources related to the U.S. history content across the units of study, the student will answer literal and inferential questions, orally or in writing, to demonstrate understanding of those sources with 70% accuracy on 8 of 12 trials based on standards-based assessments and/or high-quality instructional materials.
Objective 2	Given standards-aligned U.S. history item sets, the student will answer selected-response and/or technology-enhanced items with 70% accuracy on 4 of 6 units of study from the U.S. History Companion Document as measured by standards-based assessments from the U.S. history practice test, sample sets, EAGLE sets, and/or high-quality instructional materials.
Objective 3	Given a standards-aligned U.S. history extended-response prompt, the student will provide, orally or in writing, a reasonable claim that addresses the prompt for at least one extended-response task in 4 of 6 units of study from the U.S. History Companion Document measured through student work samples and rubrics or checklists.
Objective 4	Given one or more sources, a standards-aligned U.S. history extended-response prompt, and a reasonable claim addressing the prompt, the student will select at least one relevant piece of evidence related to the claim and provide a logical explanation of how the evidence supports the claim in their own words with at least 70% proficiency in 4 of 6 units of study from the U.S. History Companion Document as measured through student work samples and rubrics or checklists.
Objective 5	Given one or more sources, a standards-aligned U.S. history extended-response prompt, and a reasonable claim addressing that prompt, the student will provide in their own words, orally or in writing, at least one accurate and relevant piece information and/or example from their knowledge of U.S. history and provide a logical explanation of how that information relates to the claim with at least 70% proficiency in 4 of 6 units of study from the U.S. History Companion Document measured through student work samples and rubrics or checklists.
Objective 6	Given a standards-aligned U.S. history task set and visual and verbal support, the student will score at least 4 of 8 points on the extended-response two-dimensional rubric on at least 2 tasks by the end of the U.S. history course.