Given **\_\_\_\_\_\_\_\_\_\_\_** (intervention, direct instrucation, frequency, duration) and **\_\_\_\_\_\_\_\_\_\_\_** (materials)**, ­­­­Rachel** (student) **will \_\_\_\_\_­­­­­\_\_\_\_\_\_\_** (do what to achieve target?) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (with whom?) **to \_\_\_\_\_\_\_\_** (level of mastery or proficiency) **as measured by \_\_\_\_\_\_\_\_\_\_\_\_\_\_** (progress monitoring tool) by the end of 4 weeks.

Sample

Given **a pull out math program, for 30 minutes, 2 times per week, (**intervention, frequency, duration) and **\_” Challenge Math” – Chapter on Pythagorean Theorem (or chapter of interest to student)- by Ed Zacarro**, (materials)**, ­­­­**Ian (student) will **\_\_work through/solve five problems each week** (do what to achieve target?) **\_with the Gifted Resource Teacher** (with whom?) **to a mastery level of 80% or higher** (level of mastery or proficiency)as measured by **the end of unit quiz on the Pythagorean Theorem** (progress monitoring tool) by the end of 4 weeks.

Given **a pull out program, 30 minutes, two times per week** and **art supplies and a computer with a scanner ­­­­**Rachel **will create four drawings related to current news stories for the school newspaper which will then be scanned and uploaded to the online newspaper (one per week) with the Newspaper Advisor being supported by SPED staff to a 75% of mastery** as measured by **the number of completed and submitted drawings (3 out of the 4 at a minimum)** by the end of 4 weeks.