

# INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE

## The Compactor

**Name** \_\_\_\_\_ **Age** \_\_\_\_\_ **Teacher(s)** \_\_\_\_\_ Individual Conference Dates And Persons  
**School** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Parent(s)** \_\_\_\_\_ Participating in Planning Of IEP  
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<u>CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING</u> Provide a brief description of basic material to be covered during this marking period and the assessment information or evidence that suggests the need for compacting.	<u>PROCEDURES FOR COMPACTING BASIC MATERIAL</u> Describe activities that will be used to guarantee proficiency in basic curricular areas.	<u>ACCELERATION AND/OR ENRICHMENT ACTIVITIES</u> Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum.
<b>Understanding the 4 levels of QAR</b>	<b>Students answered questions 1 and 2 correctly</b>	
<b>Use the strategy to answer questions</b>	<b>Students answered questions 3 through 5 correctly</b>	
<b>Identify the level of questions</b>	<b>Students answer question 6 through 9 correctly</b>	
<b>Write/ask questions to each of the levels</b>	<b>Students correctly provide 2 questions for "Author and me" and "Right there."</b>	