

# Writing Measurable IEP Goals and Objectives

- Quincy Conference 2.0
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# SMART GOALS are...

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**Specific**

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**Measurable**

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**Action & Achievable**

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**Realistic & Relevant**

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**Time Limited**

# Standards

## Documenting Common Core, Illinois Social Emotional Learning, and/or Essential Elements on the IEP

*Common Core Standards are always chosen based on the student's grade level even if they are performing significantly below their same age peers. The Essential Elements guide may be a useful resource for all Special Education teachers to see how standards are linked at a lower level.*

<b>Common Core Standards for students who will participate in the PARCC assessment</b>	<ul style="list-style-type: none"><li>• Choose a Common Core Standard on Outreach for each goal page that matches the skill deficit areas your goals/objectives will cover</li><li>• The Common Core standard is not the goal or objective.</li><li>• Align the CCSS referenced in a student's IEP goals with the students <u>GRADE LEVEL</u>, regardless of their performance/instructional level.</li></ul>
<b>Illinois Social Emotional Learning Standards (SEL)</b>	<ul style="list-style-type: none"><li>• Use Illinois Social Emotional Learning standards due to Common Core not covering these skills.</li><li>• Align the Illinois Social Emotional Standard referenced in a student's IEP goals with the students <u>GRADE LEVEL</u>, regardless of their performance/instructional level.</li><li>• A goal/objective should be written if a deficit is noted on the present level page under functional performance.</li><li>• Independence goal/objectives should be written if the student has access or 1:1 para support documented on their IEP using the SEL standards.</li></ul>
<b>Essential Elements for students who will participate in the DLM assessment</b>	<ul style="list-style-type: none"><li>• The Dynamic Learning Maps Essential Elements are specific statements of knowledge and skills linked to the grade-level expectations identified in the Common Core State Standards. The purpose of the Dynamic Learning Maps Essential Elements is to build a bridge from the content in the Common Core State Standards to academic expectations for students with the most significant cognitive disabilities.</li><li>• Choose the students <u>current grade level</u> when choosing an EE aligned with the Common Core Standard.</li><li>• <b>Do not choose the EE on Outreach.</b> Have the Essential Element chart available. First choose the EE at grade level that you are working toward. Then choose the Common Core standard that matches the EE to document on the IEP.</li><li>• You will not choose Common Core Standards that are not addressed through an Essential Element at the students' current grade level.<ul style="list-style-type: none"><li>• Example: Common Core Standard-K.OA.3. Fluently add and subtract within 5. EE- Not applicable. See EE.3.OA.4.- this is addressed as an EE in grade 3.</li></ul></li><li>• Links to print grade level Common Core/Essential Element Charts<ul style="list-style-type: none"><li>• <a href="http://www.isbe.net/assessment/pdfs/dlm/cc-ee-ela.pdf">http://www.isbe.net/assessment/pdfs/dlm/cc-ee-ela.pdf</a></li><li>• <a href="http://www.isbe.net/assessment/pdfs/dlm/cc-ee-math.pdf">http://www.isbe.net/assessment/pdfs/dlm/cc-ee-math.pdf</a></li></ul></li></ul>

# Goals and Objectives

## 34 CFR 300.320(a)(2)(i)(A-B) Annual Goals

- Directly related to PLAAFP
- Goal- statement of what the child will demonstrate or learn within the next **12 months**
- Written in objective and measurable terms
- Avoid vague terminology
  - Progress report yearly on outreach

<https://www.outreachttime.com/index.php>

- **Objective/Benchmarks- break down the goal in smaller more measurable parts.**
    - Monitor student progress in intervals
    - Steps along the way to accomplish the overall goal
    - Report progress quarterly
- They should directly relate to achieving the overall goal.

# Components of a Goal

- An overall goal should answer the following 6 questions:
  - WHO?
  - DOES WHAT?
  - WHEN?
  - GIVEN WHAT CONDITIONS?
  - HOW MUCH?
  - HOW WILL IT BE MEASURED?
    - By answering these questions, you are ensuring that you have a complete and measurable goal.

# WHO and Does What

- WHO: The student
  - Use the student's name
- DOES WHAT: The observable behavior
  - Describe the observable behavior using action words.
  - *Write, list, identify, label, state, define, summarize, explain, retell, paraphrase, illustrate, compare, contrast, use, apply, solve, predict,*

Mary will orally retell at least 5 major events from a text at a 2<sup>nd</sup> grade level after she has silently read the text.

# Right or Wrong

- Kevin will solve 5 one digit addition problems

***OR***

- Kevin will be able to solve 5 one digit addition problems

## Bloom's Taxonomy & Related Verbs Reference Chart

Keep in mind that not all verbs listed are observable and measurable. Be sure to pick those that are both when writing goals, or to be clear about what behavior the student will demonstrate that will allow an observer to assess the action (ex: John will prioritize his assignments by placing a star next to those that must be completed that day.)

Knowledge	Comprehension	Application	Analysis	Synthesis		Evaluation
count define describe draw enumerate find identify label list match name quote read recall recite recognize record reproduce select sequence show state tell view write	classify cite compare conclude demonstrate describe discuss differentiate estimate explain generalize give examples illustrate interpret locate paraphrase predict put into your own words report restate review summarize trace	act administer assess calculate change chart choose collect compute construct contribute demonstrate determine develop discover dramatize draw extend imitate implement interpret interview inform instruct manipulate modify participate predict prepare produce provide relate report select show solve transfer use utilize	analyze break down characterize choose classify compare contrast correlate debate deduce diagram differentiate discriminate distinguish examine illustrate outline point out prioritize research relate separate subdivide organize	adapt categorize collaborate combine communicate compare compile compose construct contrast create design develop devise discuss express facilitate formulate generate hypothesize incorporate individualize initiate	integrate invent make up model modify negotiate organize perform pretend produce progress propose rearrange reconstruct reinforce reorganize report revise rewrite structure substitute support write	appraise argue assess choose compare contrast conclude criticize critique decide defend estimate evaluate interpret judge justify predict prioritize prove rank rate reframe select support



# Does What Comparisons

Non -Measurable Statements	Measurable Statements
<ul style="list-style-type: none"><li>• Shows "anger"</li><li>• Is "cooperative"</li><li>• Will understand math concepts</li><li>• Increase ability to read</li><li>• Demonstrate understanding of counting</li></ul>	<ul style="list-style-type: none"><li>• Shows anger by hitting, kicking, punching others</li><li>• Is cooperative by following the teachers directions with less than 1 prompt within 20 seconds</li><li>• Will understand math concepts by solving a mixture of addition and subtract 1D+1D or 1D-1D</li><li>• Increase ability to read by reading a level D with 95% accuracy, SC rate 1:3, comprehension score of 5/7</li><li>• Demonstrate understanding of counting by rote counting orally from 1-100.</li></ul>

# When?

- Required in the annual goal, but optional in your objectives.
- Annual Goal: required
  - By January 3<sup>rd</sup> of 2017...
  - By the end of the current IEP cycle...
  - By 1/3/2017...
- Objectives: optional
  - end of the 1<sup>st</sup> quarter
  - During the 2<sup>nd</sup> quarter
  - During the 2<sup>nd</sup> semester
  - Upon meeting objective a, b,...

# Given What Conditions and Circumstances

## Could Include:

- Instructional cues
- Supports the student needs
- Grade level materials
- Settings/Environmental Factors
- Time of day

## Conditions may start with phrases such as:

- Given...
- From the \_\_\_\_\_ (text, material, etc..)
- Using...
- When provided with...
- While in a group of two or more other peers...
- After...

# Given What

## Under What conditions and circumstances

- ▶ Given a 3rd grade level reading passage...
  - ▶ With the use of a calculator...
  - ▶ When provided with text on tape...
  - ▶ Given ten 2nd grade level word problems...
  - ▶ During transition periods...
  - ▶ When asked a direct question by a staff member that requires a verbal response...
  - ▶ Given grade-level 2-step word problems involving all operations (+, -, X, ÷) and whole numbers (read aloud if needed)
  - ▶ Given a persuasive or narrative writing prompt and a blank pre-made graphic organizer,
  - ▶ In classroom settings when a teacher asks the if he needs assistance or redirects him back on task,
  - ▶ After reading a text on a 1<sup>st</sup> grade level...
- 
- ▶ *Avoid stating specific curriculums*

# How Much

- Must have criteria for mastery in your overall goal.
- Objectives: Can listed in the objective statement, but must be selected choice boxes in Outreach.
- Describe the performance accuracy of the action need for the goal or short term objective to be considered completed.
  - Assume this is at 100% unless otherwise stated.
  - Objectives- state the lesser value for the first objective and gradually increase % for sequentially based skills.

# How Much?

## Criterion for Mastery

- **Make the criteria appropriate to the behavior you are measuring.**
- **Level of performance in which the goal will be achieved.**
  - Percentages/Accuracy
  - Number Correct
  - Trials \_\_\_\_ out of \_\_\_\_ trials
  - Rate
  - Frequency
  - # of attempts
  - Fluency
  - Time to respond within \_\_\_\_ minutes/seconds
  - Level of prompting (full physical, vs. partial physical, vs. verbal, vs. independent)
  - Duration
  - Quality ratings (scores on scales/rubrics)
  - Number or words/paragraphs written

# Additional Criterion for Mastery Could Include:

- Generalization-Additional conditions under which a behavior will occur.
  - With different people
  - Various environments
  - Varied instructional cues
  - Across times of day

## EXAMPLE:

Given a teacher prompt to count from 1-100, Mary will orally count from 1-100 independently with 95% accuracy in the resource classroom and in her general education classroom.

# Additional Criterion for Mastery Could Include:

- **Maintenance**- perform the task to criterion for a specified period of time.
- EXAMPLE:
  - Given a teacher prompt to count from 1-100, Mary will orally count from 1-100 with the use of a number grid as a visual reminder in the resource classroom and in her general education classroom with no errors 3/3 trials for **three consecutive weeks**.



# Evaluation Procedure

- **Progress Monitoring**
- **Be intentional when selecting evaluation procedure**
- **Possible evaluation procedures**
  - observation logs data charts/ graphs
  - tests
  - work samples collected
  - rating scales
  - running records
  - checklist
  - rubrics
  - CICO-ODR
  - writing Proficiency
  - daily or weekly trials- +/- listed
  - ABC assessment
  - EASY-CBM
  - phonics assessments
  - phonemic awareness assessments
  - teacher made checklist or test

## IEP Writing Goal

Who: \_\_\_\_\_

Does What: \_\_\_\_\_

When: \_\_\_\_\_

Given What: \_\_\_\_\_

How Much: \_\_\_\_\_

How will it be Measured: \_\_\_\_\_

Kim will decode words while reading with 80% accuracy by 1/5/2016.

# Example:

- Goal
  - Mark will increase his ability to solve addition, subtraction, time, and money problems as specific and measured by the short term objectives.
- Objectives
  - Mark will solve addition problems.
  - Mark will solve subtraction problems
  - Mark will tell time to the quarter hour.
  - Mark will count and ID all coins.

# OUTREACH- Objective Bank

- Resource for ideas
- Should not “click and choose”
- Change to an objective answering the “Wh” questions outlined

# Outreach Objective Bank

Goal Statement:

will identify 52 out of 54 letters of the alphabet and the sounds they make on 2 out of 3 attempts by February 2016.

Goal Progress Updates:

+ Add Goal Progress

The goals and short-term objectives or benchmarks shall meet the student's educational needs that result from the student's disability, including involvement in and progress in the general curriculum, or for preschool students, participation in appropriate activities, and shall reflect consideration of the State Goals and Illinois Learning Standards.

When visually shown 26 upper and lowercase letters in isolation (one letter), Mary will name the letter and the sound 2/3 trials with 100% accuracy.

When given up to 5 pictures and 5 letters (corresponding sounds/picture), Mary will match the letter and the picture that represents that sound with all 26 letters 2/3 trials with 100% accuracy.

When given up to 10 lowercase and 10 uppercase magnetic letters on each trial and asked to match upper and lowercase letters, Mary will match the uppercase and lowercase letters in pairs with all 26 letters 2/3 trials with 100% accuracy.

Benchmark or Short-term Objective:

40291

Given the consonants and vowels, the student will identify their sounds

Criteria for Mastery:

2 of 3 trials or  % Accuracy  
 [Other]

Evaluation Procedure:

Observation  Daily Class Work  Charting  
 Daily Log  Formal Tests  Other

Schedule for Determining Progress:

Quarterly

+ Add a Progress Evaluation

Benchmark or Short-term Objective:

40292

The student will match initial single consonant letters with the sounds they represent

Criteria for Mastery:

2 of 3 trials or  % Accuracy  
 [Other]

Evaluation Procedure:

Observation  Daily Class Work  Charting  
 Daily Log  Formal Tests  Other

Schedule for Determining Progress:

Quarterly

+ Add a Progress Evaluation

Benchmark or Short-term Objective:

40298

Match upper and lower case letters.

# Additional Information about Objectives

- Objectives can be written in a variety of ways
  - Component based
  - Sequentially
  - Reduced prompting level
  - Increasing accuracy or trials

# Learning Disability Eligibility Areas

- Reading
  - Basic Reading
  - Fluency
  - Comprehension
- Written Expression
- Math
  - Mathematical Problem Solving
  - Math Calculation
- Oral Expression

It is not mandated that a separate goal page be written for each area of eligibility with math and reading if the student is found eligible, but it is often difficult to cover each area under one goal. **Best practice would be to address each deficit area in a goal/objectives.**

## **Present Level Example #1 Molly**

*Molly is a 5<sup>th</sup> grade student with an eligibility of Specific Learning Disability- Basic Reading, Fluency, Comprehension.*

- **Present Level for Fluency**-When assessing Molly's fluency rate on the most recent evaluation, she was able to read a fourth grade passage with 85% accuracy and a rate of 63.5 words per minute and a 5th grade passage at 51 w/m with 83% accuracy. The fifth grade results placed her at the 5th percentile when comparing her to students of the same age range.
- *Note: The average fourth grade student would read approximately 88-131 words per minute in the to score at the average range. The average 5th grade student would read a range 115-169 words per minute on a fifth grad passage to score in the average range.*



# Example #1: Molly

- *Overall Goal*
  - When given a fourth grade reading passage, Molly will read with intonation, pauses between punctuation and phrasing a minimum of four words while maintaining a 90% accuracy and reading 100 WPM by second quarter of the 2016-2017 school year.
- *Objective A*
  - When given a fourth grade reading passage, Molly will read 75 WPM while maintaining a 90% or above accuracy rate.
  - Criteria for Mastery: 75 WPM and 90% accuracy
  - Evaluation Procedure: Charting and Formal Tests
  - Schedule for determining Progress: Quarterly

# Example #1 Molly

- Objective B
  - When given a fourth grade reading passage, Molly will read 85 WPM while maintaining a 90% or above accuracy upon meeting objective A.
  - Criteria for Mastery: 85 WPM and 90% accuracy
  - Evaluation Procedure: Charting and Formal Tests
  - Schedule for determining Progress: Quarterly
- Objective C
  - When given a fourth grade reading passage, Molly will read 85 WPM while maintaining a 90% accuracy rate upon meeting objective B.
  - Criteria for Mastery: 85 WPM and 90% accuracy
  - Evaluation Procedure: Charting and Formal Tests
  - Schedule for determining Progress: Quarterly

# Questions/Comments on Example #1

- Will you report progress on all three objectives the first quarter of this IEP?
  - *Yes. Objective A will list a WMP and 90% accuracy. If A is not met, B and C will state "Will be addressed upon meeting Objective A" or a similar statement*
- Once Objective A is listed as Met, do you continue to update that objective quarterly?
  - *No. Once it is listed as MET it does not need to be reported on each quarter.*
- What do you do in the fourth quarter of this IEP and Objectives A, B and C are met?
  - *You are reporting progress on the annual goal. The difference has to do with intonation and phrasing*

# Example #2 Mike

- *Overall Goal*
  - When verbally presented with a dictation sentence, Mike will write a 6 word sentence with correct punctuation, spacing, spelling and capitalization with 90% accuracy by December 9, 2016.
- *Objective A*
  - When verbally presented with a dictation sentence, Mike will write a six word sentence with a correctly placed period at the end of the sentence with 90% accuracy.
- *Objective B*
  - When verbally presented with a dictation sentence, Mike will write a six word sentence with a capital letter at the beginning of the sentence with 90% accuracy.

# Example #2 Mike

- *Objective C*
  - When verbally presented with a dictation sentence, Mike will write a six word sentence with correct spacing with 90% accuracy.
- *Objective D*
  - When verbally presented with a dictation sentence, Mike will write a six word sentence with correctly spelled CVC words and words with beginning blends with 90% accuracy.

# Questions for Example #2

- Will you report progress on all four objectives each Quarter?
  - *Yes. Until that objective is met. However, with a goal like this I would expect to report progress all four quarters. The risk is there that if one area improves, another are might decline. We want to see all four areas together at that accuracy rate to meet the annual goal.*

# Reminders

- *The behavior should be described in a way so that the parent, child, and any staff member of any school can look at the IEP goal and understand what skill the child should be demonstrating or achieving without the need for interpretation*
- *Do not list specific programs in goals and objectives*
- *Do not list improvement on an outside evaluation as a measure of meeting a goal/objective*
- *Report progress using the same method as listed as the Criteria of Mastery*
- *Tied to the PLAAFP*
- *Aligned with a Common Core Standard – students current grade level.*
- *Clear descriptions of the knowledge and skills that will be taught.*
- *Observable-see and hear*
- *Refer to the Psychologist report for specific data and deficit areas.*

# Annual Goal Examples- Reading Comprehension

- When read aloud a text on the kindergarten instructional band, John will answer receptively a combination of who, what, and where questions from a field of up to 9 pictures by pointing to the correct answer with 80% accuracy in 4 out of 5 consecutive trials by October 29, 2016.



# Annual Goal Examples: Independence- transfer skills across settings

- By December 2016, Morgan will read independently for 20 minutes, write unknown words on a post-it, ask for help when 5 words have been marked, and write five sentences correctly sequencing events from the chapter 4 out of 5 trials in the general education classroom as measured by charting and observations.

# Annual Goal Examples: Math Word Problems

- When given 5 addition and subtraction word problems, Minnie will identify key words, set the problem up, and solve for the answer with 80% accuracy during the second quarter of the 2016-2017 school year.

# Annual Goal Examples: Speech/Articulation

- Given a variety of therapeutic activities as necessary, Ronnie will improve his production of /r/ during conversational speech to at least 85% accuracy over two consecutive speech sessions in the speech room with minimal prompting by the time of his next annual review in November of 2016.

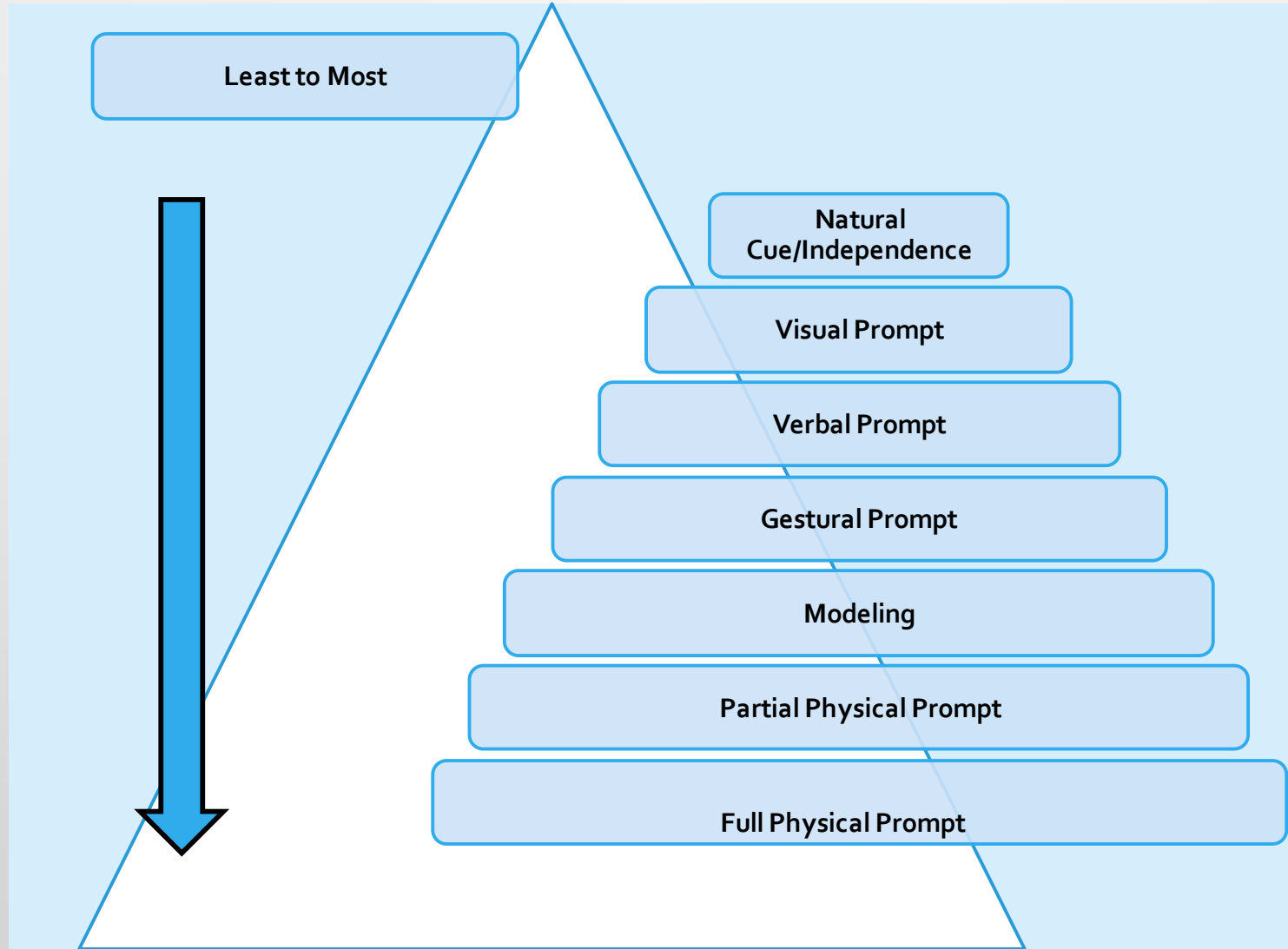
# Annual Goal Examples: Language

- Given a variety of therapeutic materials as necessary, Olga will improve her language skills in the speech room to at least 85% accuracy in the areas of following directions, categorization, antonyms, and grammar given minimal prompting by the time of her next annual review in December of 2016.

# Annual Goal Examples: Language

- Given a variety of therapeutic activities within the speech therapy room, Kimmie will increase her receptive and expressive skills as she targets similarities/differences, grammar, and nonliteral language with minimal prompting over two consecutive speech sessions in the speech room with at least 85% accuracy or in 9 of 10 trials by the time of her next annual review in December of 2016.

# PROMPT HIERARCHY



# Annual Goal Examples: Social Interaction using prompt hierarchy

**Goal:** Given at least 5 opportunities for social interaction during a leisure recreation activity with peers in one day (lunch, free reading time, recess) (no prompt), Mary will demonstrate appropriate (arms distance, sitting side by side) social proximity to peers on 4/5 observations.

Objective 1: Given at least 5 opportunities for social interaction during a leisure recreation activity with peers (lunch, free reading time, recess) and a verbal and physical prompt from the teacher, Mary will demonstrate appropriate (arms distance, sitting side by side) social proximity to peers on 4/5 observations documented through charting.

Objective 2: Given at least 5 opportunities for social interaction during a leisure recreation activity with peers (lunch, free reading time, recess) and a verbal prompt from the teacher, Mary will demonstrate appropriate (arms distance, sitting side by side) social proximity to peers on 4/5 observations documented through charting.

# Annual Goal Examples: Behavioral

- Kent will respond respectfully to adults when he is redirected or given an undesired task resulting in a 50% reduction of discipline referrals for defiant behaviors each quarter. Additionally, Kent will increase his Check-In/Check-Out behavior rating score to 80%.



# Goal and Objective Example: Spelling

- Goal: Given spelling test with a random selection of 20 from a pool of 50 words containing CVC, CCVC, CVCe patterns orally stated by the teacher, Mary will write the words in correctly with 90% accuracy on three consecutive weekly test.
- Objective A: Given spelling test with a random selection of 20 from a pool of 50 words containing CVC, CCVC, CVCe patterns orally stated by the teacher, Mary will write the words in correctly with 90% accuracy on three consecutive weekly test.
- Objective B: Upon meeting objective A, Given spelling test with a random selection of 15 from a pool of 30 words containing CVC, CCVC patterns orally stated by the teacher, Mary will write the words in correctly with 85% accuracy on three consecutive weekly test.
- Objective C: upon meeting objective B, Given spelling test with a random selection of 15 from a pool of 30 words containing CVC, CCVC patterns orally stated by the teacher, Mary will write the words in correctly with 85% accuracy on three consecutive weekly test.

# Goal and Objective Examples based on QPS District Assessments K-6

- Letter ID
- Benchmarks
- Writing About Reading
- Literacy Observation Checklist
- Writing Proficiency

# Annual Goal and Objectives

## Examples: Alphabet

Goal: When visually shown uppercase letters or lowercase letters, Mary will orally state the names of all 26 uppercase and lowercase letters and the corresponding sounds the letters make with 100% accuracy by January 15, 2017 as measured by classroom based assessments and charting.

- Objective A: When visually shown uppercase or lowercase letters of the alphabet, Mary will orally name the letter and the corresponding sound for 15 uppercase and 15 lowercase letters of the alphabet with 90% accuracy as measured by informal testing and charting.
- Objective B: Upon meeting objective A, When visually shown uppercase or lowercase letters of the alphabet, Mary will orally name the letter and the corresponding sound for 26 uppercase and 26 lowercase letters of the alphabet with 90% accuracy as measured by informal testing and charting.

# Goal and Objective Example: Reading Benchmark

Goal: Given text to read aloud on a first grade level, Mary will read aloud a level E (1.3) scoring at least 90% accuracy, a SC rate of 1:3, comprehension score of 5/7 on the district benchmark by October 31, 2016 .

- *Objective A: Given text to read aloud on a Kindergarten level, Mary will read aloud a level B (K.5) demonstrating one to one matching by matching her spoken words to the words pointed to on the page scoring at least 90% accuracy, in the resource classroom and in the general education setting as measured by running records.*
- *Objective B: Upon meeting objective A, given text to read aloud on a Kindergarten level, Mary will read aloud a level C (K.7) demonstrating one to one matching by matching her spoken words to the words pointed to on the page scoring at least 90% accuracy, a minimum SC rate of 1:3 in the resource classroom and in the general education setting as measured by running records.*
- *Objective C: Upon meeting objective B, given text to read aloud on a Kindergarten level, Mary will read aloud a level D (K.9) scoring at least 90% accuracy and a minimum SC rate of 1:3 in the resource classroom and in the general education setting as measured by running records.*

# Goal and Objective Example: Writing About Reading

Goal: After reading an instructional text on a first grade level ranging from (E-J) 1.0-1.9, informational and narrative genres, Mary will write about her reading using strategies for the correct genre (informational- list facts learned, narrative- sequence events, tell character feelings, make predications) scoring at least 80% accuracy using the Writing About Reading Rubric by March 3, 2016

- Objective A: After reading a text on a first grade level and given a prompt to write about her reading, Mary will introduce the topic she is writing about by naming the text ( eg. I read a book about, I read a book called) independently on 2/3 writing about reading samples.
- Objective B: After reading a text on a first grade level and given a prompt to write about her reading, Mary will supply evidence from her thinking within/about the text by marking at least two parts in the book with “flags” to connect/support her thoughts to evidence within the text based on the prompt and write a sentence to express the evidence she has located in the text with less than 2 teacher prompts on 2/3 writing about reading samples.
- Objective C: After Mary has read a text on a first grade level and she has written a response based on the teacher prompt to write about her reading containing at least three sentences, Mary use an editing checklist to : 1. identify capitalization and punctuation errors by circling the errors 2: correct her errors independently on 2/3 writing about reading samples.

# Goal and Objective Example: Literacy Observation Checklist

Goal: When given a book on a kindergarten level and asked questions about basic concepts about print, Mary will identify parts of a book, demonstrate directionality by pointing, demonstrate one to one matching by pointing, understand punctuation by naming each, and identify the difference between words and letters by scoring in the range of 24-26 on the literacy observation checklist by May 1, 2016.

- Objective A: When handed a book on a kindergarten level text, Mary will locate the front cover, back cover, title page, and explain the role of the author and illustrator (writes the words/draws the pictures when verbally prompted by the teacher) 3/3 trials.
- Objective B: When the teacher is reading a book on a kindergarten level, Mary will demonstrate understanding of where to begin reading, directionality and return sweep by moving her finger on the start of reading, moving her finger under words while the teacher reading and returning her finger to the left side of the page when prompted 3/3 trials
- Objective C: When a punctuation mark (period, question mark, and quotation mark) is pointed to by the teacher, Mary will correctly define the punctuation mark by stating its purpose within reading 3/3 trials.
- Objective D: When an uppercase letter is pointed to in a kindergarten level text, Mary will locate the lowercase letter that matches the uppercase letter 5/5 trials.
- Objective E: When shown a sentence containing up to 6 words, Mary will locate the first letter of a word, last letter of a word, two words, and one word by using a card to slide across the page when prompted by the teacher 4/5 trials.

# Goal and Objectives: Writing Proficiency

Goal: When given a writing prompt on a 1st grade level with a variety of genres ( Informative, Opinion, Narrative), Mary will fill out a graphic organizer, transfer her ideas in writing independently with information that is accurate and where each sentence clearly relates to the others  $\frac{3}{4}$  writing samples by scoring at least a 75% on the district writing proficiency by April 3, 2015.

- Objective A: When writing on a topic in the resource setting and in the general education classroom containing all genres (Informative, Opinion, Narrative), Mary will fill out a graphic organizer after orally stating her topic aloud to the teacher and writing phrases to represent her ideas on her organizer with teacher assistance (modeling, verbal prompts)  $\frac{3}{4}$  writing attempts.
- Objective B: When writing on a topic in the resource setting and in the general education classroom containing all genres (Informative, Opinion, Narrative), Mary will independently complete her organizer after orally stating her topic aloud to the teacher and transferring her ideas from her organizer into at least 4 sentences that are accurate and where each sentence clearly relates to the others  $\frac{3}{4}$  writing samples with less than two teacher prompts (modeling, or verbal prompts).

# RESOURCES

## IEP Writing

- SMART IEPs. Retrieved from <http://www.fetaweb.com>
- IEP Quality Project-IEPQ. Retrieved from <https://iepq.education.illinois.edu>
- Dyches, Tina, Gibb, Gordon. (2007) Writing Quality Individualized Education Programs
- Bateman, Barbara, Herr, Cynthia. (2006) Writing Measurable IEP Goals and Objectives.

## Data Tracking

- Intervention Central
- Easy CBM