Standards Based IEP Goals

"Aim at the sun. You may not reach it, but you will

fly higher than if you never aimed at all."

—Anonymous

Required components

- **Time frame** - specifies the number of weeks or a certain date for completion.
- **Conditions -** specify the manner in which progress toward the goal occurs. The conditions describe the specific resources that must be present for a child to reach the goal. The condition of the goal should relate to the behavior being measured. For example, a goal relating to reading comprehension may require the use of a graphic organizer. The graphic organizer is the condition.
- **Behavior -** clearly identifies the performance that is being monitored. It represents an action that can be directly observed and measured.
- **Criterion -** identifies how much, how often, or to what standard the behavior must occur in order to demonstrate that the goal has been achieved. The goal criterion specifies the amount of growth that is expected.

Evaluative criteria

Measured in terms such as:

- *frequency (e.g., 9 out of 10 trials)*
- *duration (e.g., for 20 minutes)*
- *distance (e.g., 20 feet)*
- *accuracy (90% accuracy)*

Period of time:

- *number of days (e.g., over three consecutive days)*
- *number of weeks (e.g., over a four week period)*
- *occasions (e.g., during Math and English classes, on six consecutive occasions)*

Conditions

- Given third grade text,
- Given literary text,
- Given a writing prompt,
- Given an editing checklist,
- Given a calculator,
- Given mixed fraction problems,
- Given verbal and visual cues,
- Given practice and role play,

Observable behavior

- This is the measurable and observable behavior that is proof of the performance that will be exhibited.
- Is expressed in action verbs that are open to few interpretations and that require an overt observable action.
- Write/List/Define/Read/Solve/Recite/Construct/ Compare

The observable behavior represents a state of *doing not being.*

Correct

- Will *read aloud*
- Will *point to specific letters*

Incorrect

- Will *be able to read aloud*
- (Never use *"to be able" as this represents a state of being)*
- Will improve

Short-term objectives

- Determine the measurable, intermediate steps between the present levels of educational performance (baseline) and the annual goal
- Are developed based on a logical breakdown of the major components of the annual goal
- A minimum of two short-term objectives are required for each annual goal
- Can serve as milestones for measuring progress toward meeting the annual goal

Next steps

- Identify prioritized need
- Start with grade level standard
- Work backwards to student's current skill level
- Set attainable goal
- Break down standard
- Do not copy standard word for word
- Language of goal needs to be parent/student friendly

Annual goal for reading

- Given a fifth grade level reading passage, Johnny use the text to support identifying main ideas, sequence of events and predict future outcomes with 90% accuracy in 3 out of 4 opportunities by date of annual review.

Reading STO

- Given practice and modeling, Johnny will use text to support identifying the main idea with 90% accuracy for 3 out of 4 opportunities.
- Given visual examples, Johnny will use text to support identifying the sequence of events with 90% accuracy for 3 out of 4 opportunities.
- Given examples, Johnny will use text to support predicting future outcomes with 90% accuracy for 3 out of 4 opportunities.

Annual goal for writing

- Given a topic, Johnny will write a multi-paragraph essay that uses facts and information to support an opinion and scores a 4 in organization using the 5th grade state scoring guide in 2 out of 3 opportunities by date of annual review.

Writing STO

- After using a graphic organizer, Johnny will write an introduction that includes identifying the topic and states an opinion in 2 out of 3 opportunities.
- After using a graphic organizer, Johnny will write two to three paragraphs that include facts and details to support reasons in 2 out of 3 opportunities.
- After using a graphic organizer, Johnny will write a concluding paragraph that supports opinion in 2 out of 3 opportunities.

Annual goal for math

- Given practice and modeling, Johnny will multiply and divide multi-digit whole numbers with 85% accuracy in 4 out of 5 opportunities by date of annual review.

Math STO

- Given practice and review, Johnny will multiply multi-digit whole numbers with 85% accuracy in 4 out of 5 opportunities.
- Given practice and review, Johnny will divide four digit whole numbers by two digit whole numbers with 85% accuracy in 4 out of 5 opportunities.
- Given examples and models, Johnny will show the results of division using equations, arrays, or area models with 85% accuracy in 4 out of 5 opportunities.

Practice

- In dyads or triads, practice writing an academic goal.
- You can change the present level of the student and keep the same priority need
- Or, you can select a different priority need