

Writing Measurable IEP GOALS & OBJECTIVES



Presented by:

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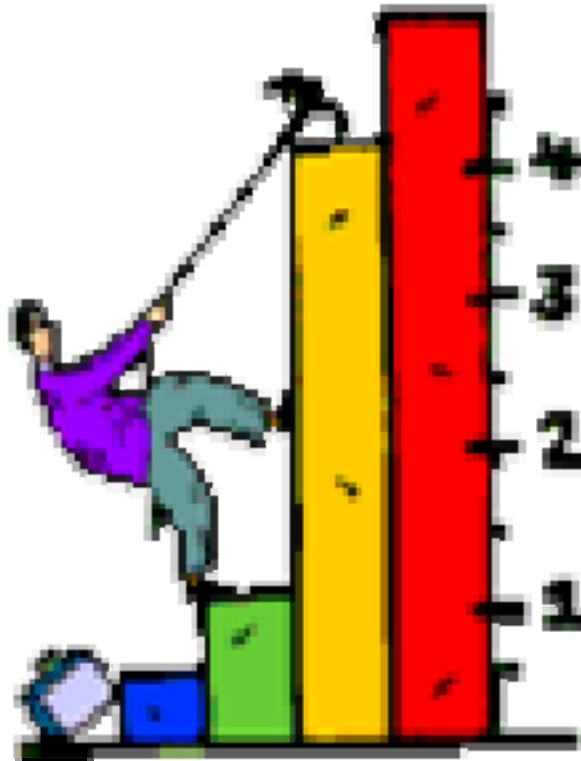
Director of Pupil Personnel Services

Uxbridge Public Schools

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IDEA Mandates - Goals



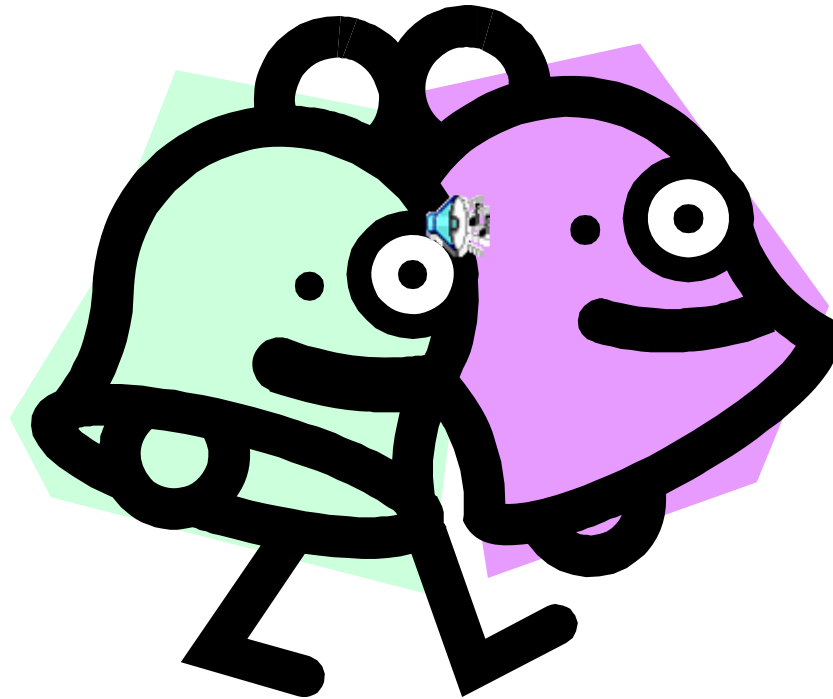
IDEA 2004 provides that an IEP must Include:


- A statement of measurable annual goals, including benchmarks or short-term objectives related to -
- Meeting the child's needs that result from the child's disability to enable them to progress in the general education curriculum; and
- Meeting each of the child's other educational needs that result from the disability.

Development of Goals

- Goals should correlate directly with the child's present education levels as delineated in the first portion of the child's IEP.
- Consider both the child's past and present educational performance, his or her preferences, the priority of various needs, and the amount of time anticipated for the child to attain goal.

Marriage of Goals and Objectives/Benchmarks






Relationship Between Annual Goals and Short-Term Objectives

- Annual goals set out in measurable terms, for each area in which a child with a disability has an identified need, what he/she has a reasonable chance of attaining in a year.
- The goals are then broken down into short-term objectives or benchmarks.

Objectives and Benchmarks

- Measurable, intermediate steps between the present levels of educational performance of a child with a disability and the annual goals that are established for the child.
- Developed based on logical breakdown of the major components of the annual goals, and can serve as milestones for measuring progress toward goal.



Components of a Goal and an Objective/Benchmark

- A well-written goal and objective or benchmark will communicate the same intended outcome to everyone who reads it.

Six Questions Goals Must Answer





Six Questions a Goal Should Answer

- Who – relates to student
- Does what – observable behavior
- When – point in time
- Given what – conditions
- How much – mastery/criteria
- How will it be measured

WHO – The Student

- Expressed either by pronoun or noun
- This is the individual who has the reasonability of achieving the goal and whose performance will be observed for evaluation
- Example: Mary

Does What – Observable Behavior

- This is a measurable and observable behavior that is proof of the performance that will be exhibited.
- Expressed in action words
- Observable behavior represents a taste of doing
- Use verbs that are open to few interpretations and that require an overt observable action
- Example: Will read out loud

When – Reporting Date

- This is the timeline given that the goal and objective/benchmark should be completed.
- Align your objective/benchmark dates to your report card periods.
- Example: by the third reporting quarter, by June 2005

Given What – Conditions

- Conditions state, when, where, and under what circumstances the observable behavior will occur.
- Describes the “givens” that will need to be in place for the completion of goal
- Example: small group setting given a written prompt.

Criteria/Mastery

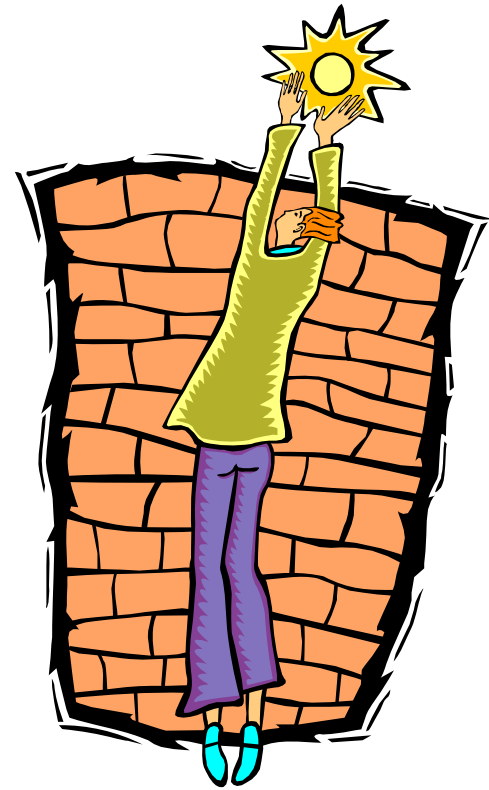
- States the extent and/or level of achievement or standard of performance which is required of the student
- Examples: 6 times weekly, with fewer than 3 errors per paragraph, 7 out of 10 trials, with 80% mastery

How it will be measured – Performance Data

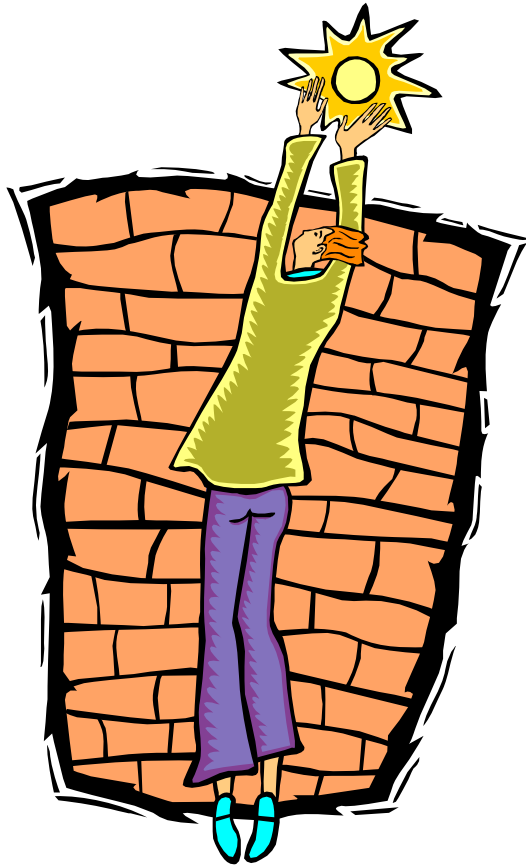
- Methods of measurement might include student work samples, various data collection strategies, portfolios, teacher observations, summative and formative assessments
- Example: as measured by teacher charted records.

Case Studies

- Develop a goal based upon each Current Performance Level provided on Case Study Handout.



Sample Goals



Progress Reports





Progress toward Goal

- Note the date of the IEP and determine if the child is in the beginning, middle, or end of the IEP cycle.
- Review prior progress reports and/or data.

Progress Toward Goal

- Use specific jargon free language to describe in measurable terms the student's progress toward goal within the determined time period
- Stay focused on goal(s) and objective/benchmarks through out the report



Will the Child Meet Annual Goal?

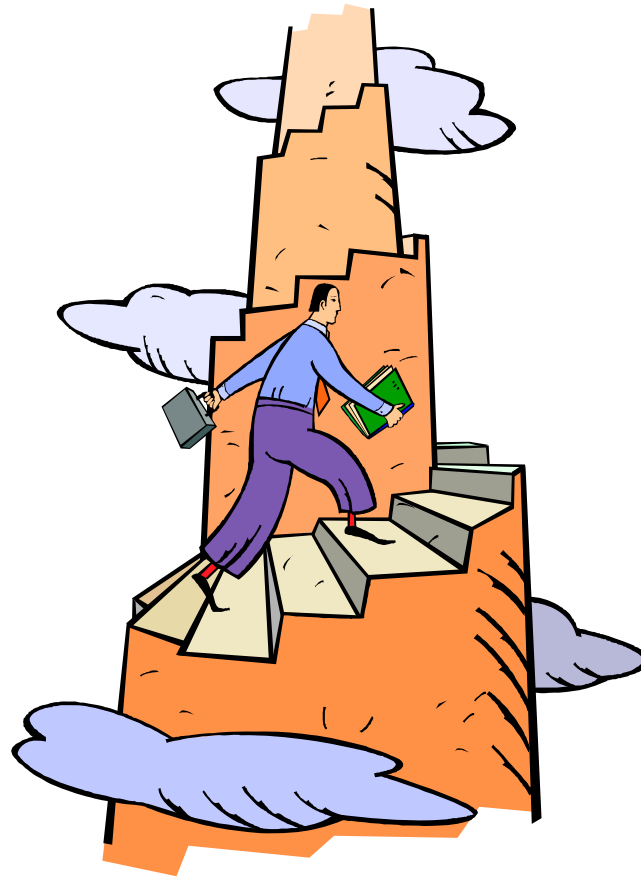
- All progress reports at any time of the year must state whether or not the child is making sufficient progress that will enable the child to meet the goal by the end of the IEP year.

Case Studies

- Develop a Progress Report based upon each Goal previously developed for each Case Study.



Rate of Progress, Next Steps



Yes – The Child is Making Sufficient Progress Toward Goal

- Continue to implement goal and collect student data.





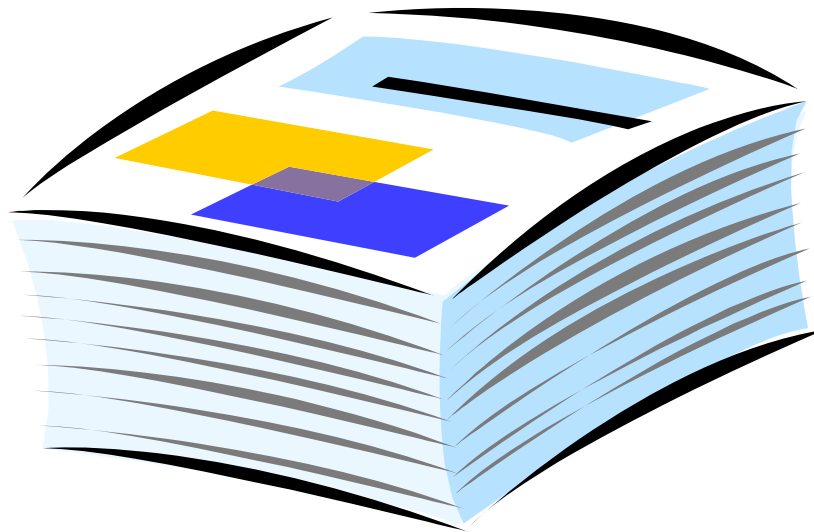
No – the child is not making sufficient progress toward goal

- If the progress is not sufficient for the student to achieve the annual goal by the end of the year, the team must reconvene and amend the child's educational plan to include additional support services, or alter the goals in question.

Goals and Progress Reports Meeting DOE Standards



Handout - Progress Report Rubric



Handout – Progress Report Rubric

■ Progress Report

- Include Level of Mastery Progress Toward Goal
- Use Measurable Terms
- Apply Progress to Goals and Objectives
- Reference Specific Data To Support Progress
- State Whether Student Will or Will Not Master Goals Within IEP Period
- If Non-Mastery of Goals are Anticipated, Reconvene Team to Rewrite IEP Goals

