

Measurable Annual Goals

This document was developed to help special education teachers begin transitioning from standards based IEP goals to measurable annual goals that are specific to individual student need. The items below are examples of measurable annual goals per associated area of deficit.

Autism (For full IEP, refer to Appendix Example A)

Fine Motor Provided with a word processor, Gina will type assignments requiring 2 or more sentences at a rate of 8 words per minute, using phonemic spelling and spacing by December 2014.

Fine Motor Given a spacer and wide ruled paper, Gina will demonstrate legible handwriting for classroom assignments requiring 1-2 sentences with 90% of words correctly oriented on the lines and correct spacing during class time over 4 consecutive data days by December 2014.

Adaptive Behavior Given supports such as modeled self-coping strategies, Gina will be able to select and independently use an appropriate coping strategy for 80% of the situations in which she shows signs of agitation or stress over a 3-week observation period.

Social/Emotional Behavior Given a rubric describing and modeling appropriate conversations, Gina will initiate, maintain, and terminate conversations with peers for the purpose of play, seeking help, and social enjoyment with an average of 80% accuracy over 3 consecutive weeks across 2 or more settings as measured by a 5 point rubric.

Social/Emotional Behavior Provided with an appropriate self-monitoring system strategies and guidelines, Gina will use school-appropriate language to express her emotions and feelings, will express how she intends to cope with her emotions, and will correctly label the emotions of others with an average of 80% accuracy as specified in the mastery criteria of each objective.

Pre-vocational Given one large group directive from a teacher or staff member, Gina will independently begin and complete an assigned task for 80% of applicable situations during a 3-week observation period as evaluated with a 5-point rubric.

Speech Provided with sound articulation supports such as the use of tongue depressors and self-correcting strategies, Gina will produce /k,g/ in conversational speech with at least 80 % accuracy over 3 consecutive sessions.

Language Given detailed vocabulary with multiple definition representations such as student friendly definitions, illustrations, counter examples, and examples taught in language arts, Gina will expressively label at least 80% of target vocabulary every week through each 9 week cycle.

Language Given detailed vocabulary taught in language arts with appropriate scaffolds such as graphic organizers, key ring supports, word walls, and multiple exposures to using vocabulary in content, Gina will receptively identify target vocabulary from a field of up to 7 vocabulary words with at least 80 % accuracy every week over each 9 week cycle.

Deafness (For full IEP, refer to Appendix Example B)

Speech Given unprompted conversation, Donna will produce /k, g, s blends/ in 3 word utterances with 90% accuracy in 3 of 5 consecutive observations of 5 minutes within one month.

Speech Given a model and small group direct instruction setting, Donna will produce the final consonant sounds for 90% of words in 3 of 5 weekly probes.

Language Given content language, Donna will demonstrate increased expressive language by defining the word including two characteristics for 90% of the words in 3 of 5 weekly probes.

Language Given a picture description task, Donna will use 5 words, including at least one non-noun word to tell about a picture with no prompts, cues, or modeling with 80 % accuracy in 3 of 5 consecutive weekly probes.

Language Given conversation or instruction, picture cues, and models, Donna will produce a one sentence response with no syntax or morphological errors for 80% of responses within a 5 minute observation for 3 of 5 consecutive days.

Social/Emotional Behavior Given a task or experience that is frustrating, confusing, or non-preferred, Donna will use her coping strategies with only one verbal prompt, to emotionally regulate and maintain safe hands, feet and quiet voice measured by her behavior log as participating in 90% of the instruction for 8 of 10 consecutive school days.

Adaptive Behavior Given directions from an adult, Donna will comply with the directions with only one verbal prompt as measured by her behavior log as following directions for 90 % of the day for 8 of 10 consecutive school days.

Academics—Reading Given 2-4 letter words with only one vowel and no digraphs, Donna will decode the word using the phonetic strategies to break apart the word into sounds and then blend the sounds together so she can read 50 words per minute or 3 consecutive weekly probes.

Developmental Delay (For full IEP, refer to Appendix Example C)

Academics—Reading Given the 52 letters of the alphabet (26 upper case, 26 lower case), Tony will identify them with 85% accuracy of 4 consecutive weekly probes.

Academics—Reading Given the 52 letters of the alphabet (26 upper case, 26 lower case), tony will be able to say the most common sound made by that letter for 70% of the letters when the letter is correctly identified for him by the teacher or a peer, on 4 consecutive weekly probes.

Academics—Math Given numbers 0-10, Tony will correctly identify the numbers with 80% accuracy on 4 consecutive school days.

Academics—Math Given objects with a quantity of 10 or less, Tony will correctly count then using one-to-one correspondence with 90% accuracy on 4 of 5 consecutive school days.

Adaptive Behavior Given a visual schedule and a timer, Tony will complete 4 of 5 assignments or tasks within the allotted time on 4 of 5 consecutive school days.

Adaptive Behavior Given one-step directions, Tony will follow the direction within 2 minutes 90% of the opportunities as measured by a 15 minute behavior observation sample for 4 consecutive samples within 3 weeks.

Emotional Disturbance (For full IEP, refer to Appendix Example D)

Social/Emotional Behavior When frustrated, embarrassed, or increasing in anxiety, Cam will use his coping skills to regulate and maintain his behavior as measured by participation on his behavior log at a rate of 90% per week for 3 consecutive weeks.

Social/Emotional Behavior When in the classroom, Cam will actively participate for 90% of the time as measured by a time-on-task sample as well as his behavior log for 90% of the time per week for 3 consecutive weeks.

Social/Emotional Behavior When given small group work opportunities within the general education classroom, Cam will work with the group as measured by his behavior log for 70 % of the opportunities per week or 3 consecutive weeks.

Intellectual Disability (For full IEP, refer to Appendix Example E)

Vocational Given exploration of career options activates for at least 5 different careers, Delia will develop skills necessary to hold a part-time job at a level of "proficient" as measured on the work experience rubric by teacher observation and data collection on 80% of the work experience settings.

Fine Motor Given a computer with a keyboard and a writing assignment, Delia will increase her rate of correctly typing 50 words per minute for 5 consecutive writing assignments of 200 words or more.

Academics—Reading Decoding/Phonics Given a passage or story at a 6th grade reading level, Delia will read the passage at a rate of 75 words per minute with 95% accuracy on 4 consecutive weekly reading probes.

Academics—Reading Comprehension Given a passage or story at a 6th grade level, Delia will answer comprehension questions, both implicit and explicit, with 80% accuracy on 3 consecutive reading probes.

Academics—Math Calculation When given a mixed computation activity or assignment, Delia will use the correct operation to compute the answers with 80% accuracy on 4 of 5 consecutive activities or assignments.

Academics—Math Problem Solving Given a math word problem or application scenario, Delia will determine what information she is given, what she needs to calculate, and what she is trying to solve as well as a plan for solving the problem for 80% of the scenarios on 4 of 5 consecutive opportunities.

Adaptive Behavior Delia will demonstrate the ability to fill out an application, short answer assignment and start and complete a challenging task with 90% accuracy as measured by teacher observation and data collection over 9 out of 10 consecutive school days.

Intellectually Gifted (For full IEP, refer to Appendix Example F)

Academics—Reading Given a fiction and a non-fiction text about a centralized theme related to science and/or social studies, Elementary will analyze the two texts for similarities and differences at an "advanced" level on a comprehension analysis rubric for 3 consecutive centralized themes.

Academics—Math Given a mathematical rule (i.e. associative property), elementary will create and demonstrate a proof of the rule using pictures, graphics, items, or math computation for 5 math rules within the year.

Orthopedic Impairment For full IEP, refer to Appendix Example G)

Fine Motor Utilizing adapted keyboarding technology and assignments that require a written response, Marna will type her responses using correct spelling or spell correction software at a rate of 15 words per minute on assignments requiring 2 or more sentences for 5 consecutive written assignments.

Gross Motor Marna will navigate the school environment including, backing up, turning, maintaining control on downward slopes or surface changes, and while carrying objects within her lap to a degree that she is able to stay with her class for transitions and movement within the classroom for participation in learning opportunities at the same rate as her peers 90% of the time as measured by a peer comparison time sample measure completed two random times a week for 3 consecutive weeks.

Medical/Physical Needs Given a digital clock and schedule, Marna will excuse herself from class to use the restroom with no prompting or reminder 9 of 10 consecutive school days.

Adaptive Behavior Marna will manage books, materials, and personal belongings with independently including her lunch tray 80% of the day for 4 of 5 consecutive days over 2 weeks.

Other - Health Impairments (For full IEP, refer to Appendix Example H)

Academics (as impacted by the health issue) Given a math assignment or assessment, Piper will organize her work using a model problem and graph paper to complete 80% of the problems correctly on 4 of 5 weekly probes.

Academics (as impacted by the health issue) Given instructional lectures and activities, Piper will remain on task 75% of the time as measured by a time on task probe randomly occurring each week for 4 consecutive weeks.

Specific Learning Disability in Reading (For full IEP, refer to Appendix Example I)

Academics Given a second grade reading level passage, Susan will read aloud fluently at a rate of 90 words per minute with appropriate intonation and expression and 5 errors or less (excluding self-corrections) in 4 of 5 weekly trials as measured by teacher running record.

Academics Given 15 multisyllabic words, Susan will correctly read the words in a manner that sounds like normal speech scoring 13 out of 15 words read correctly as measured by weekly teacher-charted records for 3 consecutive weeks.

Specific Learning Disability in Math (For full IEP, refer to Appendix Example J)

Academics Given addition computation of single digits, 0-9, Matt will add the numbers with 95% accuracy using manipulatives, a number line, or other strategy for 3 consecutive weekly assessments.

Academics Given subtraction computation of single digits, 0-9, Matt will subtract the numbers with 95% accuracy using manipulatives, a number line, or other strategy for 3 consecutive weekly assessments.

Academics Given a math scenario or word problem, Matt will solve the problem for an answer using manipulatives, number line, or other strategy with 90% accuracy on 3 consecutive weekly probes.

Specific Learning Disability in Writing (For full IEP, refer to Appendix Example K)

Academics Given a graphic organizer, David will plan a writing piece that includes 5 details about a topic or prompt for 5 consecutive opportunities.

Academics Given a complete graphic organizer or writing plan, David will write a minimum of a 5 sentence paragraph including an opening, details or supporting sentences, and a conclusion sentence for 5 consecutive writing assignments.

Speech Impairments (For full IEP, refer to Appendix Example L)

Speech Given words containing /k, g, f, v, l, r, s/ in any position, Jaxson will correctly pronounce the word in isolation for 90% of words on a weekly probe for 3 consecutive weeks.

Speech Given words that end in /m/, Jaxson will correctly pronounce the words in the context of a sentence with 90% accuracy on a weekly articulation assessment for 3 consecutive weeks.

Language Impairments (For full IEP, refer to Appendix Example M)

Language During classroom oral language activities, such as story re-telling and group discussions, Lisa will use correct noun - verb agreement with no more than 1 prompt, in at least 80 % of all opportunities of a two week period.

Language During conversational speech, Lisa will spontaneously produce regular and irregular past tense verbs with at least 80% accuracy in 8/10 trials in the classroom setting as measured by a weekly language sample over 3 weeks.

Traumatic Brain Injury (For full IEP, refer to Appendix Example N)

Academics Given visual and verbal supports to decrease distractions in small & large group as well as individual work settings and grade level text, Janin will improve her reading fluency to 120 words per minute with 95% accuracy in word identification as measured by weekly reading probes for 3 consecutive weeks.

Academics Given visual prompts for multi-step math computation problems using any combination of the four arithmetic operations (+, -, *, /) Janin will solve problems involving whole

numbers, fractions, and decimals with 80% accuracy on shortened assignments when assessed bi-weekly for 4 consecutive weeks.

Pre-vocational Provided with a self-monitoring system, Janin will increase focus and attention to task to a rate of 80% within a 40 minute work session with a 5 minute time or task measurement being taken 3x in any academic session weekly for 3 consecutive weeks.

Visual Impairment (For full IEP, refer to Appendix Example O)

Vision Kimberly will independently complete school routines including putting all her personal materials in a cubby, turning in completed materials, travelling throughout the school, getting lunch and tray through the lunch line, and getting materials ready to go home with no more than one prompt per routine for 8 of 10 consecutive school days.

Vision Kimberly will travel within the school and school yard independently, with no prompting or redirection, throughout the day using mobility devices and using upper and lower body protective techniques for 10 consecutive school days.

Academics Given a manual braille writer, Kimberly will load paper, use the backspace, and roller to write simple words using phonemic spelling independently on 5 consecutive writing assignments.

Academics Given beginning, emerging reader level stories with at least three lines of braille per page, Kimberly will read the sentences with 90% accuracy and correct tracking for 3 consecutive weekly probes.