**IEP GOALS AND OBJECTIVES**

**General Information**

For each area identified as a deficit area adversely affecting educational performance (academic or functional), at least one goal page must be completed. Goals for other non-identified deficit areas can also be written, but are not required. For example, if a student is eligible under Other Health Impairment due to an attention deficit disorder, the student should have goals related to any adverse effect such as increasing on-task behavior but may have goals for increasing reading comprehension if comprehension is adversely affected by the attention deficits.

The intent of IEP goals is to set yearly targets for performance and to drive the specialized instruction required.

IEP goals are based on *DATA* from the IEP sections of:

1. Present Level of Academic Performance Level

2. Present Level of Functional Performance

3. Disability’s Effect on Progress in General Curriculum

4. Transition Plan – Employment & Education/Training & Independent Living for all students 14 ½ and older

5. Functional Behavior Assessment and Behavior Intervention Plan

Goals shall NOT repeat year after year. A student’s failure to make measurable progress towards goals, and the team’s repeating IEP goals that the student has still not mastered, can be evidence that the district’s IEP is flawed.

Goals should be expressed in objective terms so that the team can make an analysis of whether the child was making progress.

An IEP goal is appropriate if a person unfamiliar with the IEP would be able to implement the goal, implement the assessment of the student’s progress, and determine the student’s progress was satisfactory.

If special education services are listed on the Educational Services page with minutes, there must be a goal for that skill area. This applies to special education and related services provided in general or special education classrooms. Services provided on a consultation basis, as indicated under the sections of “Supports for School Personnel” or “Supplementary Aids, Accommodations, or Accommodations” may not require goals and objectives.

Goals must relate to the student’s disability and need for special education. Goals and objectives such as “will pass all classes” or “will receive average grades” are not acceptable.

One way to check if a goal is measurable is the inclusion of the words “increase,” “decrease,” or “maintain” AND the words “from” and “to.” This indicates that the goal focuses on the student improving performance in the area of deficit or maintaining the acquired skill which was previously deficient from the current level to a level expected in one year.

Avoid listing specific tests or instructional programs in your goals and objectives. Remember that your IEP must pass “the stranger test,” meaning a stranger can implement the IEP. Some schools or providers may not have the exact tests or curriculum materials available.

Instead use phrases such as:

“using a research-based fluency program,”

“based on curriculum-based math probes,”

“using an augmentative communication device,”

“using an electronic tablet,”

“during role play situations,”

“given participation in research-based social skills lessons,”

“using a graphic organizer,” or other non-specific items.

This will guide the instructor in what types of materials to use, but will not require them to use the exact item. It is okay though to refer to tests and programs by name in the Current Levels section. This will help the reader know what materials have been used and the child’s performance on them.

***Current Levels of Performance***

On the top of each goal page, specifically describe the student’s current level of performance in the area in which the specific goal will be written. This section should be a “snapshot” of the child’s performance in the goal area and include statements of what the child “can” and “cannot” do. Information is this section should be consistent with information contained in the Present Levels of Academic and Functional Performance sections but should be related to the specific skills to be addressed in the goals and objectives.

Vague statements, without supporting data, such as “Reading is below grade level” or “poor social skills” are unacceptable. Test scores may be included, but should be described in terms of student strengths and areas in need of improvement. Data and narrative information should be included. More than one sentence is necessary. The goal statement should then link to what is listed in this section.

One helpful way of completing this section is to identify the targeted area then provide a description (Example: “Reading comprehension – On the MAP universal screening, Johnny scored 50 points below the expected target for his grade placement in reading. On the MAZE curriculum-based measure, his score was 2 times discrepant from peers. Johnny can identify main ideas and answer factual questions, but cannot answer questions requiring prediction or inference in grade level materials.”)

***GENERAL GUIDELINES FOR WRITING STANDARD-BASED GOALS:***

1. Become familiar with the Common Core State Standards and other Illinois Learning Standards. Visit the ISBE website for more information.

2. Become familiar with the state’s approach to extending standards for students with moderate to severe disabilities, known as the Essential Elements/Dynamic Learning Map (DLM). A link to the Essential Elements for ELA and Math are available on the VASE website under the “State Assessment” tab.

3. Consider both specific academic goals, broad access goals, and functional goals. Don’t try to recreate the entire curriculum on the IEP, but instead focus on priorities and access to the broader curriculum.

4. Link the goals/objectives to the Standards. Remember that you are ***aligning the goal*** to the grade level standard but not expecting the child to achieve at that grade level if the student is not capable of doing so. All goals will be aligned to a standard. Math and English Language Arts goals will be aligned to the New Illinois Learning Standards for ELA and Math (also known as the Common Core State Standards-CCSS). Functional goals will continue to be linked to the Illinois Learning Standards. IEPs for students with moderate and severe disabilities may have some goals that do not align to state standards—for example, toileting is a legitimate goal, but it does not link with the New Illinois Learning Standards/CCSS.

***DOCUMENTING COMMON CORE STANDARDS ON IEPS***

All standards related to Mathematics and English Language Arts (reading, writing, speaking and listening, and language) must be linked to the New Illinois Learning Standards/CCSS.

*Process for Linking Math and ELA Goals to the CCSS:*

1. Identify the student’s strengths and weaknesses in the present levels section on the goal page. Use specific examples of what the student can and cannot do in the deficit area.

Example: Sandra is a 10th grade student with an Intellectual Disability. She can read at the 2nd grade level and retell basic information from text which she has read with at least 90 percent accuracy.

Example: Curtis is in the 2nd grade and is reading at the kindergarten level. He can read 32 correct words per minute. This scores places him below the 10th percentile. A 2nd grade student is expected to read 100 cwpm. Curtis’s fluency is slowed because he struggles with sight word identification and decoding of unknown words.

Non-Example: Charlie is a 5th grade student who receives special education services for a learning disability. Charlie is on grade level in math and two years below grade level in reading. (THIS PRESENT LEVEL DOES NOT GIVE ENOUGH SPECIFIC INFORMATION ABOUT CHARLIE’S STRENGTHS AND WEAKNESSES).

Non-Example: Sam is a 2nd grad student with a learning disability. He demonstrates strengths in oral reading, enthusiasm, normal social and emotional development, and confidence. He struggles with math, reading comprehension, and memorization. (THIS PRESENT LEVEL INCLUDE INFORMATION ABOUT TOO MANY AREAS. IT SHOULD BE DEVELOPED WITH INFORMATION FROM ONE AREA SUCH AS READING.)

1. Review the CCSS and determine which standards align with the areas of weakness identified in the present levels section. Those standards that align with the student’s weaknesses will be the targeted goals linkage in the student’s IEP. It is not realistic to address every standard aligned with the student’s weakness; instead, chose one standard to address for each subject area that was identified as a weakness. If the student is in a co-taught class, it may be helpful to collaborate with the general education teacher when identifying the CCSS to target.
* **The standard identified must referenced in the student’s IEP goals with the *student’s grade level*, regardless of his/her performance/instructional level.**

Example:

Present Level: Sandra is a 10th grade student with an Intellectual Disability. She can read at the 2nd grade level and retell basic information from text which she has read with at least 90 percent accuracy.

* Weakness= Sandra cannot interact with a text beyond retelling basic facts.
* Grade-level standards that align with her weakness= RI.9-10.1, RI.9-10.2, RI.9-10.3, RL.9-10.1, RL.9-10.2, RL.9-10.3

Present Level: Derek is a 3rd grade student who is currently functioning at a 1.9 grade equivalent in Math according to his assessment data. Areas of strengths identified were double digit addition and subtraction. Derek does not know his multiplication facts past 3, and he does not know any division facts.

* Weakness= Derek does not know his x facts past 3 and does not know his / facts. He cannot complete double digit multiplication problems.
* Grade-level standards that align with his weaknesses= 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7

1. After identifying which CCSS you will address, use the progression tool to work your way back through the standards to the grade level that matches the student’s instructional level.

Example: For Sandra, I chose to work on RI.9-10.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from a text. Sandra’s instructional level is retelling basic facts from a story. Next, I followed the progression tool down to the second grade level- RI.2.1- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Example: For Derek, I chose to work on 3.OA.7- Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of one digit numbers. Next, I followed the progression tool down to the second grade level- 2.OA.4- Work with equal groups of objects to gain foundations for multiplication. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

1. Write the IEP goals and objectives based on the skills needed to move from the instructional level to the grade level. Many times, a series of skills will need to be mastered before the student will reach grade level. In these cases, you will pick a reason amount of steps to address during that academic year.

Example: Sandra

Instructional Level: RI.2.1- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Grade Level: RI.9-10.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from a text.

Skills needed to reach the 10th grade level: identify key details in the text, describe key details of the text using who, what, where, when, why, and how, determine the answers of informational text using who, what, where, when, why and how, ask and answer questions to understand a text, formulate questions to demonstrate understanding, and refer explicitly to the text to answer questions.

Goal: Sandra will increase her reading comprehension skills from being able to retell basic factual information (who, what, where, when) in a text to being able to correctly answer inferential questions (why, how) in a text and identify textual evidence to support her response. RI.9-10.1

* Objective 1: Given a text at her instructional level, Sandra will independently read the text and answer inferential questions with 100% accuracy on 3 of 4 attempts.
* Objective 2: When read a grade level text aloud, Sandra will answer inferential questions with at least 80% accuracy on 3 of 4 attempts.
* Objective 3: After answering an inferential question, Sandra will correctly identify textual evidence that supports the response on 3 of 4 attempts.

Example: Derek

Instructional Level: 2.OA.4- Work with equal groups of objects to gain foundations for multiplication. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Grade Level: on 3.OA.7- Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of one digit numbers.

Skills needed to reach the 3rd grade level: Find the products of multiple groups of objects, interpret products of whole numbers as a total number of objects in a number of groups, know from memory all products of two one-digit numbers, fluently multiply and divide within 100, analyze a multiplication or division problem in order to choose an appropriate strategy to fluency multiply and divide within 100

Goal: Derek will increase his math fluency from only knowing his multiplication facts from 0-3 and knowing no division facts to knowing multiplication and division facts 0-10. 3.OA.7

* Objective 1: When shown a flashcard with a single digit multiplication problem including numbers 0-10, Derek will correctly answer at least 90% of the problems within 7 seconds on three consecutive attempts.
* Objective 2: When shown a flashcard with a single digit division problem including numbers 0-5, Derek will correctly answer at least 90% of the problems within 7 seconds on three consecutive attempts.
* Objective 3: When shown a flashcard with a single digit division problem including numbers 6-10, Derek will correctly answer at least 90% of the problems within 7 seconds on three consecutive attempts.

**It is important to keep in mind that when a state standard is referenced in a student’s IEP goal, the standard itself is not the goal.**

***Writing Measurable Goals – Use of Goal Bank***

Use of an IEP goal bank is highly discouraged! IEP goals must be *individualized****.*** “Goal banks” only provide ideas for writing goals. If you use a “goal bank,” then you *MUST*adapt the goal to meet the specific needs of each student. Simply pasting the goal is not enough.

***Writing Measurable Goals - Components***

Annual Goals have 5 required components: 1) Learner, 2) Desired Change, 3) Deficit Area, 4) Current Skill Level, and 5) Expected Skill Level

“Desired Change” typically includes one of the following terms: increase, decrease, or maintain.

“Deficit Area” is the area to be increased, decreased, or maintained.

“Current Skill Level” indicates how well the child “can” perform the skill at the present time.

“Expected Skill Level” indicates how well the child “is expected” to perform the skill in one year. (Expected levels can be easily determined using expected rates of improvement calculations from curriculum-based assessment research.)

***Writing Measurable Short-Term Objectives/Benchmarks***

Each Annual Goal should have at least 2 Short-Term Objectives or Benchmarks.

Short-Term Objectives describe how progress will occur in a simultaneous manner. These are often skills addressed at the same time or in no particular order. (Example: 3 objectives for reading comprehension might include one for improving vocabulary, one for improving decoding of unfamiliar words by using context clues, and one for improving skills in identifying main ideas – as all three skills can be simultaneously taught and all will help the student to increase skills in reading comprehension; 3 objectives would not include increasing reading comprehension scores on the Aimsweb by 2 words per minute, 4 words per minute, and then 6 words per minute)

Benchmarks describe how progress will occur in a sequential manner. Oftentimes benchmarks are divided into the skills which will be taught first, second, and then third. This means increases in subskills and not increases in the performance. (Example: 3 benchmarks for math computation might include one for addition of double digits, one for addition of double digits with regrouping, and one for subtraction of double digits with regrouping; 3 benchmarks would not include increasing math scores on a specific test by 10 points, then by 15 points, then by 20 points)

The Short-Term Objectives and Benchmarks provide teachers (or related service providers) with a clearer and narrower instructional focus. 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. They guide instructional decision-making by stating what information is to be learned by the student, and allow the teacher to evaluate the effectiveness of their instruction and the child’s progress toward the annual goal.

Short-term objectives & benchmarks are written for the purpose of measuring progress toward the annual goal. They are not meant to be a description of every skill you are going to teach.

***Components of Short-Term Objectives/Benchmarks***

There are 5 required components for each short-term objective/benchmark:

1) Assessment Condition, 2) Learner, 3) Content, 4) Observable Response, and 5) Performance Standard

“Assessment Condition” refers to the condition under which data on the child’s performance will be taken.

“Content” refers to what the skill to be learned will be.

“Observable Response” refers to what the person who is assessing the child will see the child do in order to know that the child has performed the skill

“Performance Standard” refers to the degree to which the student must perform the skill in order to conclude that the child has made progress. “Performance Standard” is reported as either “Percent Accuracy” or “\_\_\_ of \_\_\_\_ attempts.” The performance standard selected will help guide the method of data collection.

***Examples of Annual Goals and Objectives/Benchmarks***

*Goal*: Sally will increase reading comprehension skills from answering questions related to main idea in 3rd grade passages to answering questions requiring inferring in 4th grade passages. CC.4.R.L.1/CC.4.R.I.1

Learner = Sally

Desired Change = Increase

Deficit Area = Reading Comprehension

Current Skill Level = answers questions related to main idea in 3rd grade passages

Expected Skill Level = answer questions requiring inferring in 4th grade passages.

*Benchmark 1*: Given four third grade fiction passages, Sally will demonstrate reading comprehension skills by answering two inferential questions correctly with 100% accuracy for 3 of 4 passages.

 Assessment Condition = Given a third grade fiction passage

 Learner = Sally

 Content = demonstrating reading comprehension skills

Observable Response = By answering two inferential questions correctly

 Performance Standard = with 100% accuracy for 3 of 4 passages

*Benchmark 2:* Given four fourth grade fiction passages, Sally will demonstrate reading comprehension by answering three factual questions with 90% accuracy for 3 of 4 passages.

*Benchmark 3:* Given four fourth grade fiction passages, Sally willdemonstrate inferential reasoning by answering two inferential questions correctly with 90% accuracy for 3 of 4 passages.

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*Goal*: Johnny will increase math computation skills from naming numbers to 20 to adding single-digit numbers with sums to 20. CC.2.OA.2

 Learner = Johnny

 Desired Change = Increase

 Deficit Area = Math Computation

 Current Skill Level = Naming numbers to 20

 Expected Skill Level = Adding single-digit numbers with sums to 20

*Benchmark 1*: Using manipulatives, Johnny will demonstrate computation skills by adding two groups of objects with 95% accuracy.

 Assessment Condition = Using manipulatives

 Learner = Johnny

 Content = Demonstrate computation skills

 Observable Response = Adding two groups of objects

 Performance Standard = 95% accuracy

*Benchmark 2:* Without use of manipulatives, Johnny will demonstrate computation skills by adding single digit numbers to sums of 20 with 80% accuracy.

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*Goal*: Tommy will decrease negative peer interactions from three office referrals for peer conflicts per week to one office referral for peer conflict per week. SEL1A

 Learner = Tommy

 Desired Change = Decrease

 Deficit Area = Negative Peer Interactions

 Current Skill Level = 3 office referrals per week

 Expected Skill Level = 1 office referral per week

*Objective 1*: Given 4 role-play situations of a peer conflict, Tommy will demonstrate respect by speaking in a calm voice in 4 of 4 role-plays.

 Assessment Condition = Given a role-play situation of a peer conflict

 Learner = Tommy

 Content = Demonstrate respect

 Observable Response = By speaking in a calm voice

 Performance Standard = 4 of 4 attempts (role-plays)

*Objective 2:* During 2 recess observations, Tommy will demonstrate he has engaged in positive peer relations by playing with peers and refraining from name-calling during play in 2 of 2 observations.

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*Goal*: Carrie will increase spoken language from speaking in two-word phrases to speaking in complete sentences. CC.1.SL.1

 Learner = Carrie

 Desired Change = Increase

 Deficit Area = Spoken Language

 Current Skill Level = Speaking in two-word phrases

 Expected Skill Level = Speaking in complete sentences

*Benchmark 1:* While working with the speech therapist, Carrie will display knowledge of sentences by correctly repeating 5 sentences containing 4 or more words on 3 of 4 attempts.

*Benchmark 2*: Without prompting, Carrie will generalize communication skills by engaging in conversation by using a sentence with 4 or more words during 3 of 4 classroom observations.

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***Evaluating Progress on Goals and Objectives***

Progress on all goals and objectives must be measured using either *DATA CHARTS or TESTS*. No other method of evaluation is acceptable. Observation can be used if such observations are documented in written form. Thus, the method for evaluating would be a data chart since it would be in the form of an observational log and not simply observations without documentation.

|  |  |  |
| --- | --- | --- |
|  | Could include: | Used for: |
| Data Charts | Teacher (or related service provider)-made chartsRubrics – qualitative resultsGrade books Discipline recordsAttendance records | Behavior progressQualitative or quantitative progress# of attempts% accuracy |
| Tests | Teacher-made testsCurriculum-based assessmentsStandardized tests | Specific academic skills progressQuantifiable progress% accuracy |

Each case manager must:

* develop a system for maintaining documentation of data collection (i.e., copies of data charts or tests), and
* ensure that each objective on each goal page have been completed and copies are sent to the parent each quarter on the most recent archived IEP and are attached to the next year’s annual review

Each goal implementer must:

* document the extent of progress on the goals and objectives at least quarterly on the most recent archived IEP, and
* provide a copy of this documentation to the case manager prior to the end of each quarter.

*Quarterly Progress Reports*

Special education regulations require that parents of students with disabilities be notified of their child’s progress on achieving their IEP goals at the same time that students without disabilities receive their report cards. In almost all cases, this is 4 times per year at the end of each grading period.

Progress reporting is completed in the Archived IEP on Filemaker. All IEPs are automatically archived during the summer. If the IEP for which you need to complete progress on goals and objectives is not in Archived, contact the VASE Technical Assistant for Records to have the IEP archived.

Each objective/benchmark has a line to mark the “extent of progress.” This must be reported in the same way that the evaluation criteria were written. For example, if the evaluation criteria was 90% accuracy, then at the 1st quarter reporting, the extent of progress might be 68% accuracy. The date data was collected and the % accuracy or the \_\_ of \_\_ attempts must be listed each quarter and must correspond with the data collection system used.

If an objective/benchmark was not addressed in a particular reporting period, list in “Extent of Progress” that objective/benchmark or “will be addressed during \_\_\_ reporting period.”

If an objective/benchmark was discontinued, list “discontinued” and then add an explanation on the Additional Notes page. This may require an amendment to the IEP if the objective/benchmark should be revised.

Vague terms such as “little progress” or “satisfactory progress” are unacceptable. Progress reporting must be based on data collected and be quantifiable. (Copies of data collected must be maintained at the building level and should not be sent to VASE.)

Filemaker includes a form for reporting progress on Annual Goals. This form may be completed in addition to the updates on each goal page, but may not replace the requirement of reporting progress on each objective.

A copy of previous goals and objectives with extent of progress completed should be attached to each IEP Annual Review. DO NOT send copies of progress reports to VASE after each quarter.

Each person responsible for implementing goals is responsible for ensuring that progress is measured and reported each quarter. When multiple providers are listed as implementers, then the case manager is responsible for combining the input and completing the forms.

The IEP case manager is responsible for sending copies to the parent each grading period. If a related service provider does not complete the form in a timely manner, the case manager may send an incomplete report, and the related service provider should send their report upon completion.

It is NOT the responsibility of the case manager to track down the related service providers. It is the responsibility of the related service providers to ensure their components are completed.

***Parent Requests for Specific or Too Many Goals or Objectives***

Dialogue about requests. Decide if anything in proposed goals could be tweaked to include components of parent request. Sometimes adding an objective to a related goal rather than writing another entire goal is sufficient.

Discuss that the goals are not the curriculum. More skills will be taught than are listed in the benchmarks/objectives.

Explain that the benchmarks/objectives are a means to measure student progress toward the goals.

***Student Lack of Progress on Previous Goals and Objectives***

Repeating the same goals year after year is unacceptable.

Analyze if the lack of progress is due to poorly written goals, poor data collection procedures, or poor instructional practices.

If student is not making progress, adjust the instructional program during the course of the year.

Consider the student’s present levels and develop reasonable goals that can be achieved in one year given the student’s current performance.

Discuss factors that may be impacting the student’s ability to make progress. Develop plans to address those factors if needed.