

**Individualized Education
Program
Measurable
Annual Goals
&
Measurable
Objectives/Benchmarks**



Produced by the Parent Training and Information project at the Federation for Children with Special Needs, MA
And the Statewide Parent Advocacy Network, NJ
Supported in part by a grant from the U.S. Department of Education, Office of Special Education Programs

**Why is a Good IEP
Important?**

**Access and
Accountability**

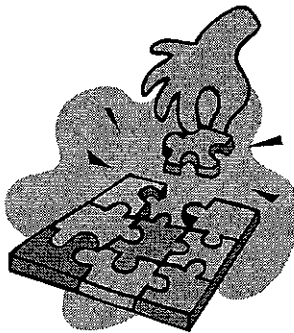
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Your Vision
Accommodations
Modifications
Specific Goal Focus
How Services are
Delivered
How Progress will be
Measured



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Individualized Education Program

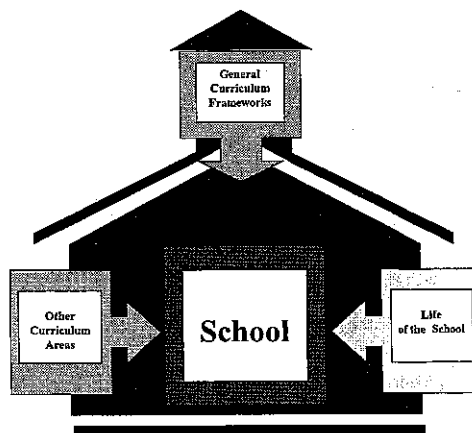


**All of the Pieces
Fit Together**

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School



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Individual Student Focus

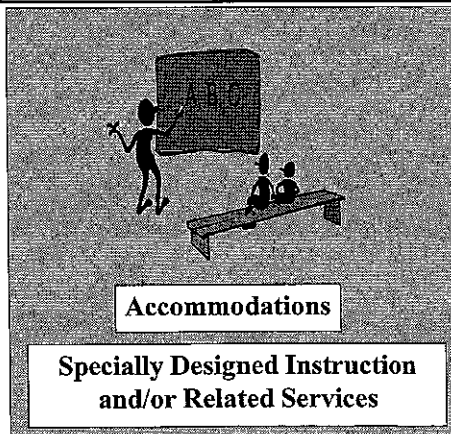


- ♦ **Concerns**
 - parent
 - student
- ♦ **Assessments**
 - formal
 - informal
 - eligibility/
disability
- ♦ **Vision**
 - parent
 - student

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**What the Teacher(s)/School
does**
to help the student access, participate
and make progress in the general
curriculum and the life of the school.



Accommodations

**Specially Designed Instruction
and/or Related Services**

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How does the disability affect progress?

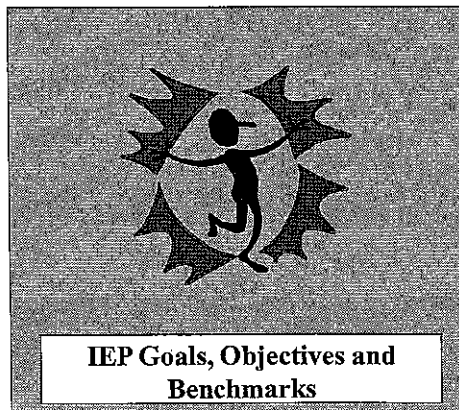
1. Skill weakness
2. How weakness impacts success
3. Address each component of the disability
4. Other Considerations—organization, attention, anxiety etc.



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**What skills does the Student
need to develop
in order to access, participate and
make progress in the general
curriculum and the life of the school.**



**IEP Goals, Objectives and
Benchmarks**

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IEP SPECIFIC GOAL FOCUS



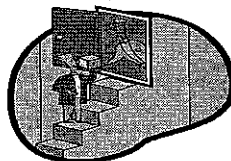
**GOALS THAT MAKE
THE BIGGEST
DIFFERENCE**

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IEP Goals

**In order to access,
participate, and
make progress in the
general curriculum and
the life of the school,**

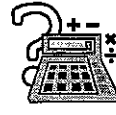
**A Goal must be
Skill Building.**



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Aren't Reading, Writing, and Math Goals Curriculum Goals?

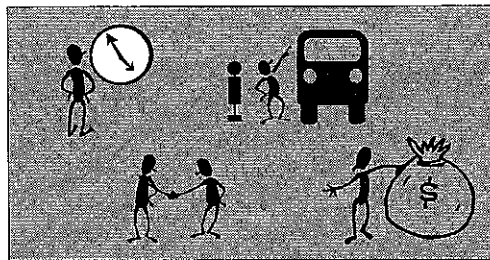


**Not if the student needs to develop
skills in reading, writing and math
in order to access, participate and
progress in the curriculum or
the life of the school.**

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What about life skills goals?



**A Team may decide that a student with
disabilities needs to develop skills that will
help the student be successful in daily life.
These goals must not be the only goals on
the IEP or replace academic or
life of the school goals.**

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**... and the life of the
school.**

**Post-
secondary
Planning**

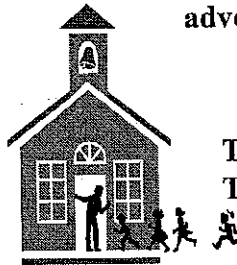
**Self-
advocacy**

**School
Sports**

**Taking
Turns**

**School Clubs
and Activities**

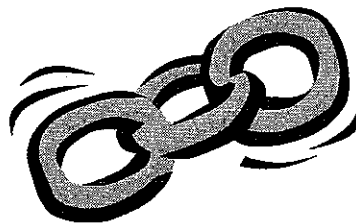
**Social
Communication**



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**Measurable Annual Goals,
Objectives and Benchmarks
are directly linked to the
Current Performance Level
which is linked to the
Specific Goal Focus.**



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IDEA 2004

The IEP Must Include:

Appropriate measurable
postsecondary goals
based upon age
appropriate transition assessments
related to training, education,
employment, and, where appropriate,
independent living skills; and
(2) The transition services (including
courses of study) needed to assist the
child in reaching those goals.

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Measurable Annual

IEP Goals

Measurable Objectives

Measurable Benchmarks

**CHECK FOR
MEASURABILITY**



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Measurable IEPs

**"A goal that is not
measurable,
is just a slogan."**

Alan Coulter

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Check for Measurability

**The Team must also *begin*
to discuss what
Data Collection Strategy
will be used to
measure the progress
toward reaching this goal.**

The discussion should answer:

What is the source of the data?

What is the data collection schedule?

Who will collect the data?



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Measurable Annual Goal Components



- ◆ Target Behavior - The skill or behavior in need of change.
- ◆ Condition - Circumstances under which the target behavior is to occur.
- ◆ Criteria - Acceptable level of performance of the target behavior.

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 And the State's Family Advocacy Network, NJ
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Examples

Measurable Annual Goals

TARGET BEHAVIOR CONDITION CRITERIA

•Nadia will *write* a six sentence paragraph using four types of sentences scoring 45/50 on the district writing rubric.

•When given a topic in History, Social Sciences, English Language Arts or Science and Technology, Carlos will be able to independently write a three-paragraph essay containing the required elements; introduction, supporting details, and conclusion.

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Examples

Measurable Annual Goals

TARGET BEHAVIOR CONDITION CRITERIA

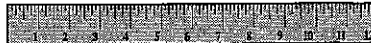
- Monday through Friday, Jillian will use the public transportation system to get to and from her job placement, independently arriving at work on time, for any five consecutive days.
- John will follow school rules as described in the school handbook by walking through the halls without incident.

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Measurable Objectives

Objectives break the Measurable Annual Goal into discrete components that are short-term, measurable, intermediate steps.



To ensure measurability, each objective should have a Target Behavior, Condition, and Criteria.

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Examples of Measurable Objectives

Nadia will *WRITE* a *six sentence paragraph* using *four types of sentences* *scoring 45/50 on the district writing rubric.*



- Given a list of sentences, Nadia will accurately label the four types of sentences.
- Nadia will be able to write acceptable examples of the four types of sentences when asked.
- Given a sample paragraph, Nadia will be able to consistently correctly label the components of a paragraph.
- Given a topic, Nadia will be able to write a paragraph using three out of the four types of sentences.

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Measurable Benchmarks

Benchmarks break the Measurable Annual Goal into major milestones that the student is expected to reach within a specified period of time.



To help ensure measurability, Benchmarks may also have Target Behaviors, Conditions, and Criteria.

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Examples of Measurable Benchmarks

Monday through Friday, Jillian will USE THE PUBLIC TRANSPORTATION SYSTEM TO GET TO AND FROM HER JOB PLACEMENT, independently arriving at work on time, for any five consecutive days.



- By the end of the first quarter, accompanied by an adult, Jillian will walk to the bus stop, ride the bus to work, and get off at the correct work bus stop.
- By the end of the second quarter, Jillian will be able to identify the steps she will follow to independently travel to work.
- By the end of the third quarter, Jillian will independently walk to the bus stop, ride the bus to work and get off at the correct work bus stop.

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Examples of Benchmarks:

- By the end of the first quarter, Jose will enter his complete math, science, and social studies homework assignments into his daily agenda book at the end of each class, with teacher support.
- By the end of the second quarter, Jose will independently enter his complete math, science, and social studies homework assignments into his daily agenda book and ask his teachers to initial the book after each class.
- By the end of the third quarter, Jose will independently enter his complete math, science, and social studies homework assignments into his daily agenda book and ask his HR teacher to initial the book at the end of each day.

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FINAL STEPS

Measurable

Annual Goals

Objectives, Benchmarks

Now the Team must complete the process and finish the data collection discussion.

- ☐ What is the source of the data?
- ☐ What is the data collection schedule?
- ☐ Who will collect the data?

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Data Collection Strategy



♦ Data Collection Sources

Examples: rubrics, checklists, observation, record of verbal responses, portfolios, shortened tests, open book tests, teacher-made tests, illustrations, reports/observations from internships and vocational experiences, hands-on performance, self-evaluation

For examples please visit:

www.circleofinclusion.org

♦ Data Collection Schedule

Examples: quarterly, by mid-year, monthly, 30 consecutive days, last week of each month

♦ Data Collection Person

Examples: general educator, special educator, related service provider, aide, student

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Code: I = independent correct response
V = teacher verbal prompts/cues
G = gestures, pointing, tapping
PP = partial physical prompt
FP = full physical prompt
R = refusal

Student:

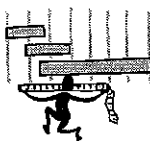
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Date:

Schedule of Activities/Times

Recording Key:

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The Progress Report

Answers the following questions:

- What is the student's progress towards meeting the annual goal?
- Is the progress sufficient to enable the student to achieve the annual goal by the end of the IEP period?

**Assures the parent that
the student's learning is
continuous.**

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How do we know we are doing it right?

- Written with high expectations
- In line with the parent/student VISION
- Target skills enable access to the general education curricula and the life of the school
- Goals, objectives/benchmarks pass the measurability test
- We have identified a data collection strategy
- Student self esteem is raised!

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Individual Student Focus



Let's take a moment to
review:

- ♦ Parent Prep for IEP
- ♦ Student Prep for IEP
- ♦ Teacher Prep for IEP
- ♦ Questions for the
collaborative team
- ♦ Goals at a glance
- ♦ Now, let's make your goal
MEASURABLE!

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All Together Now!!!



Goal Focus

Current
Performance Level

Measurable Goals

Measurable
Objectives/Benchmarks

Progress Reports

"Diagramming a Goal" Worksheet

Directions:









Circle the: TARGET BEHAVIOR → The skill or behavior in need of change.

Underline the: CONDITION → Circumstance(s) under which the behavior is to occur.

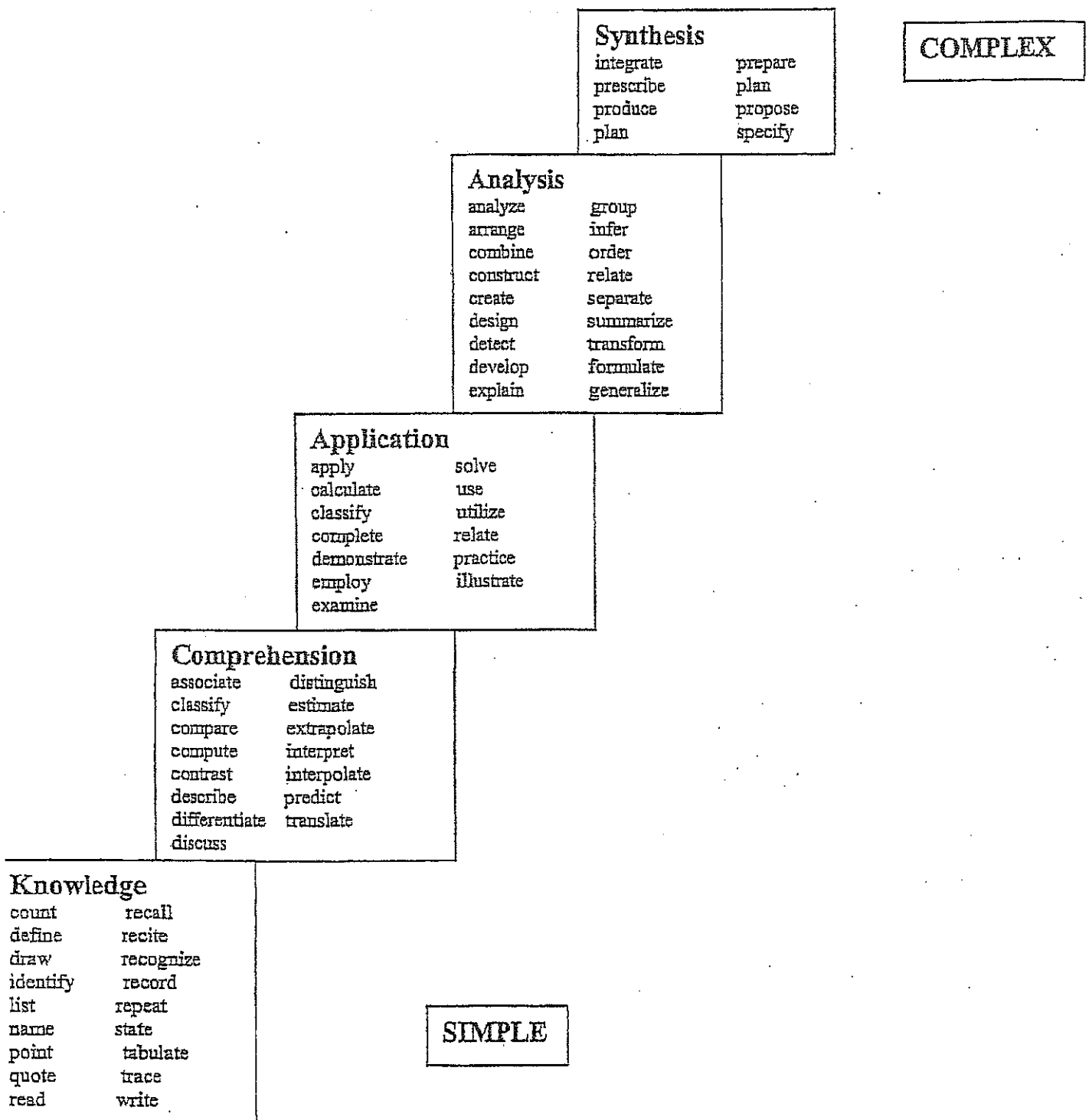
Underline and circle the: CRITERIA → Acceptable performance of skill or behavior.

- 1) John will follow school rules as described in the school handbook by walking through the halls without incident.
- 2) During formal classroom discussions, Sally will respond to others by using the voice output device independently.
- 3) Using 3rd grade level books with multiple chapters, Kim will be able to consistently silently read and correctly answer questions pertaining to name, idea and supporting details.
- 4) When given a topic in History, Social Sciences, English Language Arts or Science and Technology, Jane will independently be able to write a three-paragraph essay containing the required elements; introduction, supporting details, and conclusion.
- 5) Dan will read 130 words per minute with no more than two errors in materials at an independent reading level of third grade.
- 6) Kim will write at least a six-sentence paragraph using a minimum of 3 of the 4 identified sentence types, scoring 45/50 on the writing rubric.

EXAMPLES: Measurable Annual Goals

-  NOT MEASURABLE GOAL: Dolly will decrease her anger and her violation of school rules.
-  MEASURABLE GOAL: When feeling angry, Dolly will consistently follow the steps outlined in her Behavioral Intervention Plan.
-  NOT MEASURABLE GOAL: Joan will improve writing skills by one year.
-  MEASURABLE GOAL: Joan will write a clear, cohesive paragraph consisting of at least 3 sentences, including compound and complex sentences that are clearly related, increasing her score on the writing rubric from 25/50 to 35/50.
-  NOT MEASURABLE GOAL: Jose will organize his work so that he can pass all classes.
-  MEASURABLE GOAL: When provided with an agenda book, Jose will develop the organizational skills to independently record his homework assignments in English Language Arts, Math, Social Studies and Science.
-  NOT MEASURABLE GOAL: Kyle will participate in adaptive physical education activities when provided with adapted equipment.
-  MEASURABLE GOAL: In adaptive physical education, Kyle will build flexibility and tone in his arms and upper body by acquiring independent skills with 3 or more different leisure time physical activities.

ACTION VERBS TO ASSIST WRITING OBJECTIVES



BLOOM'S TAXONOMY

KNOWLEDGE (MEMORIZATION)

- Facts, conventions, definitions, jargon, classifications, criteria
- Recall of methods, procedures, abstractions, principles, theories
- Correlates with memorization skills but not problem-solving skills
- Necessary but not sufficient for solving engineering problems

COMPREHENSION (UNDERSTANDING)

- Understand and grasp the meaning of knowledge
- Speak or write about knowledge in alternative ways (paraphrase)
- Articulate connections between different items of knowledge
- Interpretation of information, such as extrapolation of trends
- Necessary but not sufficient for solving engineering problems

APPLICATION (USING)

- Use of abstract ideas in particular concrete situations
- Remembering and applying technical ideas, principles, theories
- Solving engineering homework problems with single solutions

ANALYSIS (TAKING APART)

- Breaking down a complex problem into parts
- Solving each part using engineering principles, theories, etc.
- Determining connections and interactions between parts
- Analyzing an engineering system or product

SYNTHESIS (PUTTING TOGETHER)

- Putting many parts together to make a new whole
- A professional activity referred to as design
- An open-ended process with more than a single correct answer
- Engineering design of a new product or process

EVALUATION (JUDGING)

- Making a judgment about a solution, design, report, material
- May involve internal or external criteria
- Internal criteria: best models, logical, free of errors
- External criteria: environmental, legal, economic, sociological
- Selection among engineering designs for implementation
- Evaluation of old engineering systems for upgrade

GOALS-AT-A-GLANCE

Purpose: The goals-at-a-glance form is completed by the parents and/or teacher(s), gives a snapshot of what the student should be working on based on the intimate knowledge the family can provide about the individual needs and abilities of their child. Not every student will have goals in all of the categories.

How and When to Use Goals-at-a-Glance: Teachers can ask parents to complete the form prior to the IEP meeting to gain valuable insight to what the parents feel the student's needs are for the coming year.

It is useful to complete this form at the end of the school year to update and expand for the next school year.

A completed "example" goals-at-a-glance and a blank form are provided for your use. You may want to make a copy of the blank form to use in the future and to share with your child's teachers.

Source: *Creating Meaningful IEP's: Tools for Teachers Supporting Students in General Education* (2004 Edition). New Jersey Council on Developmental Disabilities.

SAMPLE**GOALS AT-A-GLANCE for Brian, age 11**

This form is to be filled out by the parent and shared with the team. Under each heading below, enter a few major goals that you feel the IEP should address.

Academic:

- increase sight word vocabulary
- increase comprehension
- improve handwriting
- use computer as communication tool
- add/subtract double digit numbers

Social / Emotional / Behavioral:

- adapt to changes in routine
- follow multi-step directions
- develop strategies to calm himself
- learn to work individually
- improve social skills
- increase interaction with peers

Communication:

- ask for help appropriately
- improve articulation
- talk in sentences/short phrases
- improve conversation skills

Daily Living:

- tell time
- make change
- acquire small job responsibilities

Transition to Adulthood (No later than age 14):

- expand circle of friends
- increase exposure to community

Other:

- learn to accept help from a variety of people
- decrease tactile defensiveness and sensory deficits
- improve fine motor skills

GOALS-AT-A-GLANCE

Academic:

Social / Emotional / Behavioral:

Communication:

Daily Living:

Transition to Adulthood (No later than age 14):

Other:

IDEA 2004

(2)(i) A statement of measurable annual goals, including academic and functional goals designed to—

(A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and

(B) Meet each of the child's other educational needs that result from the child's disability;

(ii) For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;

(3) A description of—

(i) How the child's progress toward meeting the annual goals described in paragraph (2) of this section will be measured; and

(ii) When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;

(4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child—

(i) To advance appropriately toward attaining the annual goals;



State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

ROCHELLE R. HENDRICKS
Acting Commissioner

December 20, 2010

TO: Chief School Administrator
Director of Special Education
Administrator of a State Facility
Administrator of a Charter School
Administrator of an Approved Private School for the Disabled
Administrator of a College-Operated Program
Statewide Special Education Advisory Council
Agencies or Organizations Concerned with Special Education

FROM: Barbara Gantwerk, Assistant Commissioner
Division of Student Services

SUBJECT: Guidance with Respect to Goals and Objectives in Individualized Education Programs (IEPs)

The purpose of this memo is to clarify the requirements regarding the need for annual goals and objectives in IEPs for students with disabilities, particularly for those students being educated in general education programs.

Clarification:

The consideration of annual goals and objectives must be made *on an individual student basis, according to the unique needs of a child*. A decision regarding what is appropriate for an individual student cannot be predetermined or made solely based upon a student's placement. For each student with a disability, the student's IEP team must consider the need for goals and objectives that: (a) enable the student to be involved and progress in the general education curriculum; and (b) address other educational needs that result from the student's disability. See N.J.A.C. 6A:14-3.7(e) 3.

While it is recognized that a student's disability may not impact learning in every subject area, the IEP for each student with a disability must include one or more goals and related objectives that are responsive to the considerations in (a) and/or (b) above. These factors must be considered *regardless of placement*. See 34 C.F.R. §300.320(a)(2). The goal(s) and objectives should represent modified instructional content *and/or* address other skill areas, including but not limited to, social skills, communication skills, organizational skills, study skills, self-regulatory skills, transition related skills, etc. in response to the individual student's needs. At the next IEP meeting for each student with a disability in your district, the IEP team must review the IEP and ensure that one or more goals and related objectives are included in the IEP.

Please ensure that this memo is distributed to all child study team members and other staff participating in the development of Individualized Education Programs. If you have questions regarding the implementation of this requirement, please contact Dr. Peggy McDonald via email at peggy.mcdonald@doe.state.nj.us or by telephone at 609-633-6956.

Thank you for giving this memo your attention.

BG/PO/PM/JW/

c: Andrew Smarick
Peggy O'Reilly
Peggy McDonald
John Worthington
County Superintendents
County Supervisors of Child Study

Name: _____

Date: _____

SMART Goal Map

Directions: List the required information in the appropriate areas as indicated.

S

Make it
Specific

What do you want to accomplish?

M

Make it
Measurable

How will you know when you have accomplished your goal?

A

Make it
Attainable

How can the goal be accomplished?

R

Make it
Relevant

Is this goal worth working hard to accomplish? Explain why.

T

Make it
Timely

By when will the goal be accomplished?

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