

ODE's Goal Writing Guide

Goal Development – After reviewing your present levels (academic and functional performance) develop S.M.A.R.T. (***Specific, Measurable, Attainable, Relevant, Time-Specific***) goals that address the individual needs of the student. You will need to do some evaluation of what is most important or what skills build upon each other in order to select the more appropriate goals.

Goal Component	Explanation
Given what...	means... Under what conditions? • Accommodations (change materials, procedures, alternative response, formats, etc.) • Assistive Technology (dictation software, calculators, visuals, etc.) • Specialized Instruction • Instructional Strategies (prompts, graphic organizers, etc.) • Modification (change the standard) • Environmental (classroom with predictable routines, etc.)
Who...	means... The Student
Will do what...	means... Observable Behaviors • Actions: create, make, analyze, sequence, summarize, complete, describe, attempts, builds, reads, etc.
How Often...	means... Frequency • Daily, weekly, during content area, throughout the school day, when work is expected, etc.
How Accurately...	means... How well or independently • Percentage of accuracy, with how much assistance, etc.
Mode of Measurement	means... Assessment (as measured by...) • Progress monitoring • Teacher Observation • Curriculum Based Assessments • Behavioral Data • Formative Assessments • Self-Charting Progress • Classroom Progress (grades) • Student Work Samples • ... and others

NOTE: This is just one way to develop a goal. There might be another process or tool that you may wish to share.