The IEP Team Professional Learning Project

Writing an Individualized Education Program (IEP)

Module 3: Measurable Goals

Learner Handouts
Module 3

Agenda

I. Introduction
II. Writing Goals
III. Writing Objectives
IV. Putting Knowledge into Practice
V. Summary & Closing

Purpose

• How do you select goals?
• How do you write strong goals?
• How do you measure progress?

Expected Outcomes

• Having identified educational needs from present levels data, align needs to goals that will result in progress aligned with the common core state standards.
• Accurately and clearly write measurable goals for each area of educational need
• Select evidence-based, quality tools or strategies for measuring and tracking student progress and making informed decisions instructional decisions.
• Engage in activities to enhance individual and group learning.

Disclaimer: Resources and references in this document do not imply endorsement of either content or organization, they are strictly included as additional resources and references on the topic. There is neither explicit nor implied endorsement of any website or product whether for cost or free. Individual needs and decision making rules must be considered when deciding the utility of any single or combination of resources.
Learning Together Activity: Think, Write, Share

**Think:** What guides or resources do you use to decide what to include in a goal statement? What elements are included in a complete goal statement?

**Write:** Write your thoughts down.

**Share:** Share your thoughts with two neighbors. Modify your response, if needed.

**Write:** Goal statement resources

**Write:** Elements of a complete goal statement

**Notes:**

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Module 3: Writing an Individualized Education Program (IEP)
**Instructional Plan #**

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<thead>
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<th>Educational Need Area:</th>
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<tbody>
<tr>
<td>Content Area:</td>
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- [ ] ESY Instruction
- [ ] Targeted for Secondary Transition

**Present Level of Academic Achievement and Functional Performance**


**Measurable Academic / Functional Goal**


**Method of Measurement:**

**Additional Methods of Measurement:**

**Date Achieved:**
For Your Knowledge: Learning More

Aligning to State Content Standards: Resources


English Language Arts – North Carolina Department of Education - [http://rt3nc.org/objects/standards/cclitmap/ela.html](http://rt3nc.org/objects/standards/cclitmap/ela.html)
For Your Knowledge: SMART Goals & Critical Elements

Remember SMART

- **S**pecific: Based on Present Level Data
- **M**easurable: Progress is Determined at Data Points
- **A**chievable: Realistic & Related to Critical Needs
- **R**esults-Focused: Developed with Outcome in Mind
- **T**ime-bound: Include Defined Beginning & Ending

Critical Goal Elements

- What the student... *(Who)*
- Will do... *(Action)*
- In or under what conditions, timeframe... *(Context)*
- At what level/degree... *(Performance Criterion)*
- As measured by... *(Method of Measurement)*
Learning Together Activity: Choosing Performance Measures

Think: When writing goal statements, how do you choose methods of measurement for specific goals?

Write: Three or four ways you choose methods of measurement for goals. How do you make decisions about performance criteria?

Notes: ___________________
For your Practice: Complete the Goals

**Educational Need Area: English/Language Arts**

After reading a passage in the 5th grade literature book, Albert will determine two or more main ideas of the text and explain how they are supported by key details

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**Educational Need Area: Social (Daily Living Skills)**

Given teacher instruction with guidance and practice at home, Brianna will perform

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Notes:

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Module 3: Writing an Individualized Education Program (IEP)
Act 833

pp. 2-3:

*If an Individualized Education Program team determines that the student is not required to meet state or local established performance standards on any assessment for purposes of promotion, the team shall:*

(a) Identify rigorous educational goals for the student.

(b) Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies.

(c) Include an intensive instruction program.

(d) Provide innovative methods to promote the student’s advancement including flexible scheduling, alternate learning environments, online instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validate to improve learning and cognitive ability.

(e) Identify a course of study that promotes college or workforce readiness, or both, career placement and advancement, and transition from high school to postsecondary education or work placement.
### Instructional Plan #

**EDUCATIONAL NEED AREA:**

**CONTENT AREA:**

- ESY Instruction
- Targeted for Secondary Transition

Present Level of Academic Achievement and Functional Performance

**Measurable Academic / Functional Goal**

Method of Measurement:

Additional Methods of Measurement:

Date Achieved:

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**REQUIRED FOR STUDENTS PARTICIPATING IN ALTERNATE ASSESSMENT**

MEASURABLE SHORT-TERM OBJECTIVES or BENCHMARKS (Number each objective or benchmark)

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<th>Date Achieved</th>
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PERSONNEL RESPONSIBLE FOR IMPLEMENTING GOAL (Check by position)

- Special Education Teacher
- Parent
- Speech/Language Pathologist
- Regular Education Teacher
- Student
- Adapted Physical Educator

Copies must be provided to Teacher(s), Parent(s), and Central Office.
High School Example

Educational Need Area: English II

Goal: Provided text to speech/speech to text software (AT) or read aloud accommodation, MM will read grade appropriate text and convey complex ideas and concepts derived from the text via written responses with 80% accuracy in 3 out of 4 trials.

Objectives: 

Notes: 
For your Practice: Writing Objectives

Elementary School Example

**Educational Need Area:** English/Language Arts

**Goal:** By the end of the 2014-15 school year Joshua will use templates and graphic organizers in making predictions, drawing inferences, and accessing prior knowledge when reading on-grade level texts and express understanding of texts through speaking and writing with X% accuracy on 4 out of 5 collected work samples.

**Objectives:**

Notes:

Module 3: Writing an Individualized Education Program (IEP)
## Instructional Plan #

**Educational Need Area:**

**Content Area:**

- [ ] ESY Instruction
- [ ] Targeted for Secondary Transition

### Present Level of Academic Achievement and Functional Performance

### Measurable Academic / Functional Goal

### Method of Measurement:

### Additional Methods of Measurement:

### Date Achieved:
## Learning Together Activity: Formative Assessment

Take 1 minute and list as many formative assessments as you can in the My List column.

Combine your list with one person sitting next to you.

Count the number of unique formative assessments on the combined list.

<table>
<thead>
<tr>
<th>My List</th>
<th>Partner’s List</th>
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### Add

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Progress Monitoring or Formative Assessment

Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class (http://www.studentprogress.org/).

LDOE RESOURCES

Curriculum and Assessment Teacher Support Library - https://www.louisianabelieves.com/resources/library/teacher-support-toolbox-library


Math Guidebook - https://www.louisianabelieves.com/resources/library/k-12-math-year-long-planning

English Guidebook - https://www.louisianabelieves.com/resources/library/k-12-ela-year-long-planning

Review an IEP Worksheet

1. Read the IEP goal statements.

2. Are they SMART goals?
   - Specific
   - Measurable
   - Achievable
   - Results-oriented
   - Time-bound

3. Does each goal have the critical elements?
   - What the student . . . (Who)
   - Will do . . . (Behavior)
   - At what level/degree . . . (Criterion)
   - And in what conditions/timeframe . . . (Context)
   - As measured by . . . (Performance Measure)

4. Are they connected to (derived from) the Present Level of Academic Achievement and Functional Performance that includes a reference to the standards?

5. Will the goal support the student’s ability to meet grade-level standards and make progress in the general curriculum?

6. Will the goal support the student’s ability to be promoted and/or graduate?
Resources and References

How do you select goals?

How do you write strong goals?
(Note – the language may not reflect State Standards; however, the concepts for writing measurable IEP goals and objectives are accurate.)

How do you measure progress?
National Center on Progress Monitoring - http://www.studentprogress.org/default.asp
National Center on Intensive Intervention - http://www.intensiveintervention.org/

Just for Fun: http://www.greatschools.org/gk/articles/individualized-education-program-iep-goals/