

Technical Assistance Paper**312526****Making Annual Goals, Short-Term Objectives, and Benchmarks Measurable****Statement of the Problem**

The individual educational plan (IEP) for each student with a disability is written to document the educational needs that result from the disability and the special education and related services that must be provided. The descriptions of the present levels of educational performance and accompanying statements of measurable annual goals including short-term objectives and/or benchmarks provide the basis for determining the specific services, accommodations, and program modifications for the student. Results of recent compliance monitoring activities conducted by the Florida Department of Education in school districts have found incidents of noncompliance in these components of the IEP. These components have been found to be unclear and nonspecific or without measurable indicators and, therefore, do not communicate the student's needs adequately to parents and professionals.

Purpose

The purpose of this technical assistance paper is to clarify the requirements of the Individuals with Disabilities Education Act of 1997 (IDEA) for the present levels of educational performance and measurable annual goals, including benchmarks or short-term objectives, in the IEP. Guidance is provided to ensure that each of these components meets the requirements.

Federal and State Requirements

The Title 34 Section 300.347, Code of Federal Regulations (CFR) and Rule 6A-6.03028, Florida Administrative Code (FAC) specify that the IEP for each student with a disability must identify the special education and related services that will be provided to the student to address his or her unique needs resulting from the disability. Measurable annual goals and short-term objectives and/or benchmarks for what the student needs to learn must be included. The federal regulations and state rules specifically related to the present levels of educational performance statements, measurable annual goals, including short-term objectives and benchmarks, follow. Other sections of the regulations associated with the development of these components are also included.

34 CFR 300.347—Content of the IEP

- (a) *General.* The IEP for each child with a disability must include—
 - (1) A statement of the child's present levels of educational performance, including—
 - (i) How the child's disability affects the child's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled children); or

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- (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (2) A statement of measurable annual goals, including benchmarks or short-term objectives, related to—
 - (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum (i.e., the same curriculum as for nondisabled children), or for preschool children, as appropriate, to participate in appropriate activities; and
 - (ii) Meeting each of the child's other educational needs that result from the child's disability;
- ...
- (7) a statement of—
 - (i) How the child's progress toward the annual goals described in paragraph (a)(2) will be measured; and
 - (ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their nondisabled child's progress, of—
 - (A) Their child's progress toward the annual goals; and
 - (B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

Rule 6A-6.03028, FAC. Development of Individual Educational Plans for Students with Disabilities.

- (7) Contents of the IEP for students with disabilities. Each district, in collaboration with the student's parents, shall develop an IEP for each student with a disability. For children with disabilities ages three (3) through five (5) years, districts may develop an IEP or a family support plan in accordance with Rule 6A-6.03029, FAC. The IEP for each student with a disability must include:
 - (a) A statement of the student's present levels of educational performance, including how the student's disability affects the student's involvement and progress in the general curriculum. For students with disabilities who participate in the general statewide assessment program, consistent with the provisions of Rule 6A-1.0943, FAC, a statement of the remediation needed for the student to achieve a passing score on the statewide assessment, or for prekindergarten children, as appropriate, how the disability affects the student's participation in appropriate activities;
 - (b) A statement of measurable annual goals, including benchmarks or short-term objectives related to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum or for preschool children, as appropriate, to participate in appropriate activities and meeting each of the student's other educational needs that result from the student's disability....

The federal regulations require the IEP team to consider certain factors as they develop the student's plan (34 CFR 300.346, Development of the IEP). The *general factors* are

- the strengths of the student and the concerns of the parents for enhancing the education of their child
- the results of the initial or most recent evaluation
- the results of the student's performance on any general state or district-wide assessments.

The IEP team must also consider the *special factors* that could affect the student, including

- behavior that impedes his or her learning or that of others
- limited English proficiency
- Braille instruction for students who are blind or visually impaired
- communication needs
- required assistive technology devices and services.

Florida also requires that the IEP team consider the extended school year needs of the student.

Background

IDEA stresses that the IEP for a student with a disability must emphasize involvement and progress in the general curriculum. This law states that a student with a disability must be educated with accommodations and special education services in regular classes with nondisabled peers to the maximum extent appropriate. The IEP documents the special education services, accommodations, and program modifications that will be provided so that the student can be involved and make progress in the general education curriculum. When the IEP team determines that a student needs to learn particular skills that will facilitate participation in the general curriculum, a present levels of educational performance statement must be developed. This statement provides the basis for the annual goals, objectives, and/or benchmarks that will be used to measure student progress and the results of the special education services. Teachers use the annual goals, objectives, and/or benchmarks as a framework for instruction, to monitor student performance, and to report progress toward the annual goals to parents.

The IEP team must focus on the skills the student needs to be able to participate or make progress in the general curriculum. Annual goals often include skills in such areas as learning strategies, writing processes, reading skills, or social skills. There is no need to rewrite or copy the district curriculum or the Sunshine State Standards. However, when the student requires a change in the curriculum content, such as expanded curricula for increasing self-management skills or enhancing language communication abilities, it is appropriate to reflect that need in the annual goals.

Discussion

This section provides guidance for developing two components of the IEP: the statement of present levels of educational performance and the measurable annual goals, including short-term objectives and/or benchmarks. The information for each component includes the requirements, the purpose, a suggested format for writing the component with examples, and an explanation of its place in the IEP process. At the end of this paper, four complete examples are provided to illustrate the relationship between the present levels of educational performance, measurable annual goals, and short-term objectives and/or benchmarks.

Present Levels of Educational Performance

Requirements—*Each present level of educational performance is a statement of the student's current achievement and abilities.* The statement must include a description of the impact of the disability on the student's participation and progress in the general education curriculum. For preschool students, the impact of the disability is described in terms of participation in appropriate activities for children of this age. In addition, Florida has a new requirement for students with disabilities who participate in the general statewide assessment program: Florida Comprehensive Assessment Test (FCAT). A statement of the remediation needed for the student

to achieve a passing score on the statewide assessment should be included in the present levels statement. See CFR 300.347 (a) (1)(i)(ii) and Rule 6A-03028 (7), FAC.

Purpose—The primary purpose of the present levels of educational performance statement is to *identify the student needs that result from the disability*. The statement also should include relevant information about the student’s strengths and interests and how the disability affects his or her learning and participation in the educational setting, particularly in the general curriculum. The present levels of performance statement should create a baseline of information that identifies how the student is currently functioning. This allows the student’s progress on annual goals and objectives or benchmarks to be measured.

Once the description of the student’s current level of functioning, strengths, and needs is developed, the IEP team can determine what the student is expected to accomplish over the next 12 months. The priority educational needs should be targeted in the annual goals and objectives or benchmarks of a plan that will move the student to higher levels of achievement. These needs will also guide the identification of appropriate educational services, accommodations, modifications, or programs the student will need.

Format—The present levels of educational performance statement should describe what the student currently can and cannot do based on student data. This information will be used as the baseline or starting point to measure student progress over the next 12 months. The present levels of educational performance statement is also a good place to specifically consider the general factors and any special factors required in the development of the IEP in accordance with 34 CFR 300.346, Development of the IEP.

The following are four major elements of the present levels of educational performance statement:

- specific information about the student’s current achievement and performance from multiple sources, including the involvement and progress in the general curriculum
- strengths of the student
- effects of the disability
- needs resulting from the disability.

The *specific information about the student’s current achievement and performance from multiple sources* included in the present levels of educational performance statement should be based on a variety of assessments and observations. The results of the initial or most recent evaluation and the results of the student’s performance on any general state- or district-wide assessments may be used, as long as they are current within the last year or two and more recent for younger students. If the student has not made a passing score on the Florida Comprehensive Assessment Test (FCAT), the IEP team must consider these results. Informal data such as work samples, performance on last year’s goals, and classroom assessments that show progress in the curriculum can provide more detailed information in a particular domain or situation. Other sources may include observations supported by factual data from teachers, concerns of parents, the student’s desired school and post-school outcome goals, and input from related service providers. The description of student performance should be based on an analysis of the evaluation/assessment information considered by the IEP team. The sources of information should be included with the data described in the statement.

The second element, *strengths of the student*, reflects skills or behavior the student has mastered or performs well in the domain or area targeted in the present levels statement. Including the strengths of the student in this component helps to assure that the IEP team uses this information throughout development of the plan. However, IDEA regulations do not require that strengths be specifically addressed in the present levels of educational performance statement.

The third element, *effects of the disability*, describes how the disability impacts the student's involvement and progress in the general curriculum. It conveys the unique challenges or barriers that exist for the student as a result of the disability. The description communicates how the challenges and barriers impact the student's learning, behavior, and participation in the educational program. The effects of the disability will emerge from the information the team has gathered about the student's current performance, level of independence, need for assistance, and the amount of reliance on services that have enabled the student to benefit from the educational program in the past. The IEP team should consider the effect of the disability on performance in any area that is affected in academic and nonacademic subject areas, social and emotional behavior, communication, independent functioning, and transition. If the student's disability affects his or her performance on the FCAT, this should be described in the present level statement.

The fourth element, the *needs resulting from the disability*, can be expressed as the important skills and behaviors that are critical for the student to learn in order to be able to participate and make progress in the general curriculum. Consideration of the special factors by the IEP team may also provide information about the student's needs. If the present levels statement indicates that the student is having a problem with a particular area, this problem should be addressed through the goals and/or through special education services and/or accommodations. The needs of the student in the curriculum and learning domain should focus on skills needed to participate and progress in the general curriculum, including academic and career education, rather than describing the content of the curriculum.

In addition to the other requirements, beginning at age 14 the IEP team must address the student's transition needs. The IEP for students ages 14-21 is referred to as a transition IEP. The purpose of the transition IEP is to support the student in achieving his or her desired post-school outcomes. For a student who is age 14 (or younger as appropriate), the IEP team should identify transition service needs that focus on the courses of the student. For students ages 16 and older (or younger as appropriate), the IEP team will address the student's transition service needs.

The IEP team should also look at the student's performance in areas of the curriculum in which the student is functioning significantly below grade level and requires intensive remediation to learn the knowledge and skills and to be able to make a passing score on the FCAT. Even when a modified curriculum is required for the student, his or her needs should focus on skills the student requires in order to participate and benefit from the curriculum.

The present levels of educational performance statement must be developed for areas in which the student has an identified need. The statement may be developed for either single or combined domains (curriculum and learning, communication, social and emotional behavior, independent functioning) or transition service areas (instruction, related services, community experiences, employment, post-school living, daily living skills, functional vocational evaluation). For students ages 16 and older the transition service areas must be addressed. The IEP team can determine how many present level of educational performance statements are needed so that they

will have sufficient information to develop measurable annual goals and identify needed services. The intent is not to create an exhaustive list of the student's needs; rather, it is to focus on critical areas that must be addressed in the next 12 months. If a student has different needs in many areas, the best method is to create separate statements that specifically target particular areas or skills.

Regardless of the number of present level statements developed in an IEP, following a set format will ensure that all of the required components are included. Starter phrases can be used to structure the statement. These suggested starter phrases are meant to guide the documentation of the student's current functioning level. They should be used to help clarify the description of the student's performance.

Elements & Starter Phrases	Example
Specific student information from multiple sources <i>"Based on..."</i>	<i>Based on</i> reports from parents, regular and ESE teacher, class grades, and progress measured on last year's IEP goals, John turns in fewer than 7 out of 15 assignments in his academic classes each week.
Strengths of the student <i>"Strengths..."</i>	<i>John's strengths</i> are that he is functioning on grade level in most academic areas and attends all classes. He generally makes a good effort in class.
Effect of the disability <i>"As a result of the student's disability..."</i>	<i>As a result of John's disability</i> , he has difficulty keeping track of assignments (knowing what to complete, how to keep track of work, etc.).
Needs resulting from the disability <i>"Priority educational needs..."</i>	<i>John's priority educational need</i> is to increase the number of assignments turned in to his teachers each week.

Present Levels of Educational Performance and the IEP Process—Gathering information related to the present levels of educational performance is the first step in developing an IEP. The team members use the information to establish a baseline of where the student is currently functioning so that they can then develop measurable annual goals and objectives or benchmarks and determine what services are needed to meet the unique needs of the student. Needs may be addressed by services, accommodations, or specially designed instruction. If the need is met only through an accommodation, then goals and objectives or benchmarks are not required for that need. Typically, everyone involved in development of an IEP has information that may be used to describe the strengths of the student as well as any needs resulting from the student's disability. It is important that the present levels of performance statement is written in a way that is clear to all participants and measurable so that student progress over the next 12 months can be easily monitored and reported.

Measurable Annual Goals

Requirement—A measurable annual goal is *an individualized, specific statement of what the student needs to learn and how well it must be accomplished*. The intent of the annual goal is to move the student toward greater involvement and progress in the general curriculum. The annual

goal should reflect high expectations and should also be attainable by the student within the 12-month period. See CFR 300.347 (a)(2)(i)(ii).

Purpose—The purposes of the measurable annual goal are to clearly communicate what the student is expected to accomplish and to specify the criterion or measure that will be used to determine whether or not the student has achieved the goal. The measurable annual goals should reflect the student’s priority educational needs that are most critical for the student to accomplish during the year to be able to benefit from his or her educational program. The measurable annual goal sets up the process for how progress can be measured and reported to meet the requirements of IDEA.

Format—To meet the requirements of the IDEA, the annual goal must be measurable. To be measurable, the goal must include a clear description of what the student is expected to learn and the criterion or measure that will be used to show if the goal has been achieved. Bateman and Herr (2003) suggest four indicators to test whether or not a goal is measurable. A measurable goal

1. reveals what to do to measure whether the goal has been accomplished
2. yields the same conclusion if measured by several people
3. allows a calculation of how much progress it represents
4. can be understood without additional information (p. 14).

To write measurable annual goals, the following elements should be included:

- behavior—an explicit, observable statement of what the student will be able to do
- conditions—circumstances the student will need to be able to perform the behavior
- criterion—what will be measured and how well the student must perform to meet the goal.

It is helpful to think of the *behavior* in terms of the action the student must do or exhibit. By using words that describe an observable action, people can easily know whether or not the student has accomplished the goal and is able to demonstrate what was learned. The phrase “The student will...” can be used to state the behavior to be learned.

The *conditions* in a goal describe the circumstances or assistance that will exist while the student performs the behavior. Conditions may include a description of a specific setting or context; a particular format that will be used; time restrictions; or prompts, tools, or materials that will be used. Typically, the word “given” is used to signal the conditions in an annual goal.

The *criterion* refers to how well the student will be expected to perform. It is a description of the level of mastery or proficiency that the student is expected to reach. Often a criterion is described in terms of an explicit description of the quality of performance (at least 100 wpm with random errors), number of trials (8 of 10), accuracy or number of allowed errors (with fewer than 3 errors, correctly) or other objective markers of success.

Examples

Conditions Behavior Criterion	<i>Given a topic on current events, the student will write a five-paragraph essay with at least three supporting sentences in each paragraph and no punctuation errors.</i>
Conditions Behavior Criterion	<i>Given application forms from three businesses, the student will complete job applications with accurate personal and employment information in all appropriate sections of all three applications.</i>
Behavior Conditions Criterion	<i>The student will complete and turn in homework assignments for science and social studies classes every day as required.</i>

Measurable Annual Goals and the IEP Process—The measurable annual goals are derived directly from the priority educational needs, data about student strengths as well as any needs resulting from the disability written in the present levels of educational performance statement. They are generally developed after the present levels of performance statement in an IEP is completed. All members of an IEP team are involved in developing the measurable annual goals. They will be used by teachers, parents, and the student to determine how much progress has been made.

Short-Term Objectives and Benchmarks

Regulations—*Short-term objectives are intermediate steps that the student will take to reach the measurable annual goal. As an alternative to short-term objectives, “IEP teams may develop benchmarks, which can be thought of as describing the amount of progress the child is expected to make within specified segments of the year” (Appendix A to Part 300 – Notice of Interpretation, CFR, Vol. 64, No. 48).* For each measurable annual goal on a student’s IEP, the IDEA requires short-term objectives and/or benchmarks. Because the terms are used in the plural form, two or more short-term objectives or benchmarks are required for each annual goal. See CFR 300.347 (a)(2)(i)(ii).

Purpose—Appendix A to Part 300 – Notice of Interpretation (CFR, Vol. 64, No. 48) clearly indicates that the purpose of both short-term objectives and benchmarks is to enable the IEP team “to gauge, at intermediate times during the year, how well the child is progressing toward achievement of the annual goals.” The short-term objectives describe the steps the student will take, and the benchmarks describe the milestones the student will reach from the baseline described in the present levels of educational performance statement to reach the measurable annual goal.

While previous training and materials have indicated that benchmarks only describe expected performances, it is important to remember that benchmarks must clearly communicate the expected progress or level of skill or behavior the student will reach for specified segments of the year. Regardless of whether objectives or benchmarks are used, the IEP team must be able to monitor the progress the student is making toward the goal and to report that progress to parents.

Format—The IEP team may elect to use short-term objectives, benchmarks, or a combination of the two. The difference between objectives and benchmarks is subtle. Short-term objectives

describe sub-skills or intermediate steps toward reaching the annual goal. They are generally written using the same format as a measurable annual goal—behavior, conditions, and criteria. Benchmarks also describe the intermediate steps referred to as milestones but measure progress along specified targeted dates within the 12-month period of the IEP.

The example shows that either benchmarks or short-term objectives can be used to describe intermediate steps the student will take to reach the annual goal and how the progress will be measured.

Measurable Annual Goal: John will complete and turn in every homework assignment for science and social studies classes for one grading period.	
Short-Term Objectives	Benchmarks
Given an assignment planner, John will record all assignments in his planner and check with the teacher for accuracy every day for a week.	John will accurately record all assignments every day in his assignment planner independently by the end of the first grading period.
Given an assignment completion checklist, John will check his assignments for science and social studies to make sure all the work has been finished and turned in every day for one month.	John will complete an assignment checklist to make sure all of his assignments for science and social studies are finished and turned in independently every day by the end of the second grading period.

Short-Term Objectives and Benchmarks in the IEP Process—Short-term objectives and benchmarks are developed in conjunction with the annual goal. They are directly derived from the measurable annual goal. They may incorporate information from the priority educational needs and data about student strengths and needs resulting from the disability written in the present levels of educational performance statement.

All members of an IEP team are involved in developing the short-term objectives and benchmarks. However, the teachers will likely be most familiar with the sub-skills or intermediate steps needed to master the measurable annual goal. The short-term objectives and benchmarks will be used by teachers, parents, and the student to determine if the student is moving toward the measurable annual goal. The short-term objectives and benchmarks can be used to establish a structure for what and how to report to parents about student progress toward IEP goals.

IEP Benchmarks and the Sunshine State Standards

The IDEA gives the IEP team the authority and flexibility to use either short-term objectives or benchmarks to describe the intermediate steps a student will take to meet the measurable annual goal. It is important to distinguish between benchmarks used in the IEP process and benchmarks that are part of the Sunshine State Standards. When the term “benchmark” is used in developing IEPs, it refers to a description of the subtasks or progress that is expected within segments of the year. The benchmark relates directly to the present levels of educational performance and the measurable annual goal. It is used to answer the question “What specific progress markers are expected at certain times of the school year as the student moves toward mastery of the annual goal?”

When the term “benchmark” is used in the Sunshine State Standards, it refers to a description of the content that must be learned to achieve the standard. It is used to answer the question “What content do students need to master to achieve this Sunshine State Standard?” The Sunshine State Standards, benchmarks, and grade level expectations provide the framework for the curriculum used in Florida schools. It is not necessary to duplicate this information on the IEP.

IDEA and Florida regulations clearly require the IEP team to develop a plan for the student to be involved and progress in the general curriculum. However, copying benchmarks directly from the Sunshine State Standards onto the student’s IEP would likely violate the key requirements for individualizing an IEP. The copied statement would not necessarily reflect the student’s individual needs to be able to participate and make progress in the general curriculum.

Alignment of the Components of the IEP

The present levels of educational performance statement, measurable annual goals, and short-term objectives and/or benchmarks are key components of a student’s IEP. Each component directly relates to the others, and that relationship must be clear to all participants involved in developing and implementing the IEP. The present levels of educational performance statement describes what the student can currently do in measurable terms and identifies the needs of the student that result from his or her disability. The identified needs lead the IEP team to determine the annual goals for the student during the year to make progress in his or her educational program and the services that must be provided. The annual goals must be measurable so that everyone will know when the goal is reached. The steps the student will take to meet the goals are written as short-term objectives and/or benchmarks. The objectives and benchmarks must also be measurable and reflect the same type of measure that was used for the student’s annual goal. When any one of these components is missing or incomplete, the student’s plan is not in compliance with the requirements of individualized planning in the IDEA.

Examples

The following examples are provided to illustrate how the present levels of educational performance, measurable annual goals, and short-term objectives or benchmarks of the IEP build upon and relate to each other.

Maria

Present Levels of Educational Performance

Based on information from recorded observations and checklists from the ESE teacher and behavior analyst, the latest functional behavior assessment, regular education teacher reports, and parent interviews and incident descriptions, Maria is able to complete familiar assignments independently in the classroom. In addition, her *strength* is that she is friendly to her peers and is able to interact socially with them at lunch and on the playground. *As a result of Maria's disability*, she calls out to her teacher and peers when she is presented with a new task that frustrates her. In three 60-minute observations on separate days, Maria had 4-6 call-outs per observation. Maria's *priority educational needs* are to refrain from using call-outs and to use appropriate behaviors to request assistance and/or reduce frustration when confronted with new tasks.

Measurable Annual Goal

Maria will use an appropriate behavior with no call-outs to let the teacher know when she is frustrated or needs assistance using a three-step problem-solving process.

Short-Term Objectives and Benchmarks

Short-Term Objectives	Benchmarks
<i>Maria will name one acceptable alternative behavior</i> using problem-solving steps to calling out <i>given</i> different role-play scenarios reflecting problem situations in class.	Maria will identify one acceptable alternative behavior using problem-solving steps in four different role-play scenarios <i>by November</i> .
<i>Given a reminder sheet of problem-solving steps and prompts by the teacher, Maria will select and use</i> an acceptable alternative behavior to calling out in class with <i>fewer than three call-outs per hour</i> .	Maria will select and use acceptable alternative behaviors to calling out in class with a reminder sheet of problem-solving steps and prompts by the teacher <i>by March</i> .
<i>Given a reminder sheet of problem solving steps, Maria will select and use</i> an acceptable alternative behavior to calling out in class with <i>fewer than one call-out per hour</i> .	Maria will select and use acceptable alternative behaviors to calling out in class with only a reminder sheet of problem-solving steps <i>by May</i> .

Billie

Present Levels of Educational Performance

Based on results from the Grade 7 Florida Comprehensive Assessment Test (FCAT) reading test, the ABC Reading Test (ABC), classroom assessments, work samples, and input from his parents, Billie is achieving at a fourth grade level in reading. He has basic decoding skills and can use structural analysis to identify unknown words. His oral reading fluency with fourth grade level text is 120 words per minute, which is at the lower expectation range for that grade level. *His strength* is that he is interested in learning about new things and would like to be able to read

printed information he gets from the Internet. *As a result of his disability*, he has difficulty comprehending and remembering what he has read (4.3 grade level according to the ABC). His slow reading rate and limited vocabulary knowledge (4.7 grade level according to the ABC) also make it difficult for him to understand what he is reading. According to his teacher and parents, he doesn't monitor his own understanding when he reads. *His priority educational needs* are to increase his reading fluency and vocabulary to support improved comprehension at higher reading levels and to use comprehension strategies to improve his ability to interpret and remember what he is reading. He needs remediation to increase reading fluency, vocabulary, and comprehension so that he will be able to show a learning gain of at least two years on the Grade 8 FCAT reading test.

Measurable Annual Goal

Billie will increase his reading comprehension to a beginning sixth grade level as measured on the ABC Reading Test.

Short-Term Objectives	Benchmarks
<i>Billie will increase his oral reading fluency in fifth grade level text to 140 wpm with no more than three errors.</i>	<i>Billie will increase his oral reading fifth grade level text to 140 wpm with no more than three errors by December.</i>
<i>Billie will increase his reading vocabulary to a fifth grade level on the vocabulary assessments in the core reading program.</i>	<i>Billie will increase his reading vocabulary to a fifth grade level on the vocabulary assessments in the core reading program by December.</i>
<i>Billie will demonstrate comprehension of fifth grade level text with 90% accuracy on comprehension assessments in the core reading programs when using a self-questioning strategy.</i>	<i>Billie will demonstrate comprehension of fifth grade level text with 90% accuracy on comprehension assessments in the core reading program when using a self-questioning strategy by January.</i>

Kenyatta

Present Levels of Educational Performance

Based on information provided by his parents, recorded observations of the ESE teacher, reports from the regular education teacher and paraprofessional, and a recent speech-language evaluation, Kenyatta has a speaking vocabulary of 600 words and uses one or two word responses to questions 5 of 10 times when prompted. Kenyatta's strengths are that he responds with appropriate facial expressions and body language to interactions with peers and adults. *As a result of Kenyatta's disability*, he is unable to initiate verbal interactions and respond to routine questions with others and has difficulty producing the words needed to answer questions. *His priority educational needs* are to increase his expressive language skills to make his needs known and to respond to routine questions from peers and familiar adults.

Measurable Annual Goal

When prompted verbally, Kenyatta will use simple phrases or sentences to make his needs known and respond to routine questions from peers and familiar adults during 5 out of 5 observations in the classroom, lunchroom, and activity time.

Short-Term Objectives and Benchmarks

Short-Term Objectives	Benchmarks
<i>When prompted verbally, Kenyatta will use simple phrases to make his needs known to familiar adults during 3 out of 5 observations in the classroom, lunchroom, and activity time.</i>	Kenyatta will <i>use simple phrases</i> to make his needs known to familiar adults when verbally prompted in the classroom, lunchroom, and activity time <i>by November</i> .
<i>When prompted verbally, Kenyatta will use simple phrases to make his needs known and answer routine questions from peers and familiar adults during 3 out of 5 observations in the classroom, lunchroom, and activity time.</i>	Kenyatta will <i>use simple phrases</i> to make his needs known and answer routine questions from peers and familiar adults when verbally prompted in the classroom, lunchroom, and activity time <i>by January</i> .
<i>When prompted verbally, Kenyatta will use simple phrases and sentences to make his needs known and answer routine questions from peers and familiar adults on 4 out of 5 observations in the classroom, lunchroom, and activity time.</i>	Kenyatta will <i>use simple phrases and sentences</i> to make his needs known and answer routine questions from peers and familiar adults when verbally prompted in the classroom, lunchroom, and activity time <i>by March</i> .

Albert

Present Levels of Educational Performance

*Based on information provided by his parents, recorded observations and task analyses by the ESE teacher, and reports from the paraprofessional, Albert is a 12-year-old student who is non-verbal, although he makes sounds, points to items in response to prompting by the teacher or paraprofessional, and lifts the hand of the teacher to initiate the use of some materials. His receptive language is sufficient to allow him to respond to familiar instructions and participate in established routines in the classroom. He can independently complete well-known procedures in the classroom that have up to three steps. He does not use these routines or procedures at home or in other school environments. Albert prefers to be left alone and does not independently initiate interactions with peers or adults. Albert's *strengths* are that he enjoys technology and music, has become less tactilely defensive, exhibits receptive language ability, works well on individual tasks, and responds to instruction that includes repetition and explicit steps. As a result of Albert's disability he is unable to express his desires verbally. He also has difficulty interacting with group activities and unfamiliar individuals. He often chooses not to respond. Albert requires specific step-by-step instruction, frequent physical assistance to respond, and multiple repetitions to acquire any new behavior or skill. His *priority educational need* is to learn to use a communication device to express his needs and responses to peers and adults other than the teacher or paraprofessional.*

Measurable Annual Goal

Given a four-choice communication device, Albert will independently express his wants and needs in the classroom setting for 5 out of 5 teacher observations within the same week.

Short-Term Objectives and Benchmarks

Short-Term Objectives	Benchmarks
<i>Given four teacher-created scenarios, Albert will accept hand-over-hand physical assistance for using the four-choice communication device to express his wants and needs without resistance in 2 of the 4 weekly observations.</i>	<i>Albert will accept hand-over-hand prompting to use the four-choice communication device to express his wants and needs without resistance in 2 of the 4 weekly observations by the teacher by November.</i>
<i>Given four teacher-created scenarios, Albert will use the four-choice communication device to express his wants and needs independently in 2 of the 4 weekly observations and with hand-over-hand prompting without resistance for the remainder of the observations.</i>	<i>Albert will use the four-choice communication device independently in 2 of the 4 weekly observations by the teacher and with hand-over-hand prompting without resistance for the remainder of the observations by February.</i>