Helpful Hints: IEP Goals Objectives & Benchmarks

✓ Ensure goals relate to information in the child’s Evaluation Team Report (ETR) and/or most current IEP
✓ Ensure that the Present Level of Performance (PLOP) is measurable (a number) and that it DIRECTLY relates to the goal
✓ Choose no more then 1-2 methods to collect data
✓ Goals should be rigorous AND realistic (i.e. can be met in 1 year)
✓ Keep goals concise/discrete – or else they become impossible to measure and impossible for the child to meet

***Below are goal/objective/benchmark templates. Please make sure to insert data that is specific and appropriate for the individual student. Please also note that this is only a guide based on goals that are used frequently - these are not in any specific order/hierarchy

Reading Comprehension

Given a _______ grade level reading passage, ________ (student) will respond accurately to literal questions, orally and/or in writing (choose one) in _/_ trials by_________________.

Given a _______ grade level reading passage, ________ (student) will respond accurately to inferential questions, orally and/or in writing (choose one) in _/_ trials by_________________.

Given a _______ grade level reading passage, ____________ (student) will accurately identify the main idea to summarize the material in _/_ trials by_________________.

Given a _____ grade level reading passage, ____________ (student) will utilize constructs (highlighting, text features, context clues) within the passage to identify unknown words accurately in __/__ trials by_________________.

Reading Fluency

Given a _____________grade reading passage, _________ (student) will orally read _____ words per minute, across 3 consecutive trials by_________________.

Sight Word Recognition

Given a basic/functional sight word list, ____ (student) will accurately read _____ words in 4/5 trials by_________________.

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Sequential Order

When given a multi-step task to complete (i.e. recipe, daily living skill, parts of a story, sequencing a paragraph—(choose one or put your own in) ______ (student) will sequence the steps of the task in ___/____ trials by_________________.

Phonemic Awareness

Given a (list of words, reading passage at specific level) ______ (student) will decode (one-syllable, two-syllable, short vowel, long vowel, consonant blend—choose one based on present level) with ____% accuracy in __/_____ trials by_________________.

Alphabet Recognition

Given opportunities in a variety of settings, ______ (student) will recognize their name/letters/initials (choose one) in print in __/____ trials by_________________.

Reading Readiness

When given a teacher-directed task, ______ (student) will match (picture-to-picture, symbol-to-word, word-to-word) with decreasing prompts (insert number and type of prompt needed) in ____/____ trials by_________________.

Sorting

When given a set of objects/pictures/words (choose one), ______ (student) will sort into the correct category in ___/___ trials by_________________.

Math

When given a multi-step math equation to solve, ______ (student) will locate/identify the information necessary to complete the equation, with decreasing (insert type of prompt) prompts in ___/____ trials by_________________.

Given (___ grade level or modified math curriculum—choose one), multi-step applied math problems, ______ (student) will solve the problems using the correct sequential steps with ___% accuracy in __/____ trials by_________________.

Given a timed probe, ______ (student) will solve single-digit (type of computation) problems with ___% accuracy in ___/___ trials by_________________.

Given a set of (single or multi)-digit (type of computation) problems, ______ (student) will solve with ___% accuracy in ___/___ trials by_________________.

With decreasing visual cues, ______ (student) will solve (insert # of steps) step word problems that involve (insert type of computation) with an average of ___% accuracy in ___ out of ___ trials by_________________.

During a small group math activity, ______ (student) will identify (type/value of coin/bill) correctly ___/___ trials by_________________.

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When given a group of coins and bills, (real or pretend), up to (insert amount here), _______ (student) will add up the amount correctly in ___/___ trials by______________.

Given (either analog or digital clock), _______ (student) will tell time to the (hour/half/quarter/minute) correctly in ___/___ trials by______________.

During a small group math activity, _______ (student) will identify numbers ___ to ___ with an average of _____ % accuracy by______________.

During a small group math activity, _______ (student) will demonstrate (list specific math skill, i.e., one-to-one correspondence or interval counting) when counting up to ____ in ___/___ trials by______________.

**WRITTEN EXPRESSION/LANGUAGE**

When given a writing activity, _______ (student) will compose 4-6 word sentences in (manuscript or cursive-choose one) using correct letter formation, consistent spacing between words with letters correctly placed on the line, ___ out of ___ recorded trials by______________.

Given a visual model, _______ (student) will print the upper/lower case manuscript alphabet using legible formation, ___ out ___ recorded trials by______________.

When presented with a writing/drawing activity, _______ (student) will hold a writing utensil using a consistent hand, ___ out of ___ recorded trials by______________.

When presented with a writing/drawing activity, _______ (student) will hold a writing utensil using a quadrupod grasp (thumb opposing index and middle fingers), ___ out ___ trials by______________.

Given a classroom/resource room written assignment, _______ (student) will write ___% of the letters with appropriate size in relation to the writing line and uniform spacing, ___ out of ___ recorded trials by______________.

Given a classroom written assignment, _______ (student) will utilize keyboarding to complete work within teacher allotted time (or time equal to that of his/her peers), ___ out ___ recorded trials by______________.

Given a graphic organizer, _______ (student) will compose a paragraph to include a topic sentence, supporting details, and a concluding sentence, earning an average of _____% on ___ out of ____ writing rubrics by______________.

Given a graphic organizer and editing checklist, _______ (student) will compose a ___ paragraph essay containing an introductory paragraph, ____ body paragraphs, and a concluding paragraph to earn _____% on ___ out of ____ writing rubrics by______________.

When given a writing rubric, _______ (student) will edit their own work for (grammar, spelling, punctuation, varied sentence structure, complete sentences, capitalization – choose one or two) to earn _____% in ____ out of ____ trials by ______________.

Given a classroom writing assignment, _______ (student) will compose a complete sentence using correct capitalization and punctuation in ___/___ trials by______________.
SCISSORS SKILLS

After being given a directive along with a visual cue, _______ (student) will cut out a 4-inch circle within ½ inch of the curve, for ¾ of the circle, ___/___ recorded trials by_________________.

After being given a directive along with a visual cue, ______ (student) will cut an 11-inch irregular line composed of curves and angles, within ½ inch of the entire length of the line, ___/___ recorded trials by_________________.

Given a classroom art project, ______ (student) will independently cut identified shape within 1/4th inch of guideline, ___/___ recorded trials by_________________.

BEHAVIOR

When given a set of strategies during small group instruction, (movement, oral motor input, deep pressure, deep breathing, isometric exercises, drink of water, fidget toy, quiet place), _____ (student) will proactively identify ___ activities that help her/him to remain calm, ___/___ recorded trials by_________________.

Given a list of preferred strategies, _____ (student) will demonstrate self-regulation skills when (frustrated, anxious, stressed, in conflict) within the classroom, ___/___ recorded trials by_________________.

Given a set of solutions to resolve peer conflicts within play activities, ______ (student) will choose a solution (get a teacher, ask nicely, say please, wait and take turns, trade, etc.), ___/___ recorded trials by_________________.

Given a (describe – i.e., picture, word, half-day, full-day) schedule, ________ (student) will follow with no more than ___ (visual, verbal, gestural) prompts in ___/___ trials by_________________.

Given an assignment, ___________ (student) will complete the assignment with a maximum of ____ teacher (verbal, visual, gestural) prompts by_________________.

During (structured/unstructured, small group/large group), ___________ (student) will comply with adult requests on ___/___ trials by_________________.

During (structured/unstructured, small group/large group), _________ (student) will cooperatively follow directions ___/___ trials by_________________.

During (structured/unstructured, small group/large group) activities, _________ (student) will cooperatively share materials ___/___ trials by_________________.

During (structured/unstructured, small group/large group) activities, __________ (student) will remain sitting with no more than ___ (verbal, visual, gestural) prompts by the teacher by_________________.

During (structured/unstructured, small group/large group) activities, _________ (student) will speak with appropriate volume with a maximum of ____ teacher (verbal, visual, gestural) prompts by_________________.

Given a grade level assignment, __________ (student) will engage in a task within ___ minutes of teacher instruction to begin the task by_________________.

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Given a grade level assignment, __________ (student) will ask for help when needed ___/___ trials by______________.

During grade level class small group activities, __________ (student) will work cooperatively with peers with a maximum of ___ teacher (verbal, visual, gestural) prompt(s) by______________.

When consequences are administered by an adult, __________ (student) will respond in a calm manner ___/___ trials by______________.

Given a 2-minute verbal warning, __________ (student) will follow directions/schedule to transition from one activity to the next activity (with quiet mouth and quiet body) in ___/___ trials by______________.

**Social Language and Pragmatic Skills**

During a small group activity, ________ (student) will maintain conversations by staying on topic and/or making appropriate topic transitions for up to ___ exchanges with both peers and adults in ___/___ trials by______________.

During role play activities, ________ (student) will correctly identify and label emotions using non-verbal cues, tone of voice and situational cues in ___/___ trials by______________.

During a(n) ________ activity, ________ (student) will comment on a conversation being discussed ___ times as measured via language samples of ____ or more words by______________.

Given a list of peers, ________ (student) will demonstrate the steps necessary to set up/participate in a social interaction in ___/___ trials by______________.

When playing a game (i.e., simple board) with at least one other peer, ________ (student) will demonstrate ___ verbalizations in ___/___ trials by______________.

When greeted by peers and adults, ________ (student) will appropriately respond within ___ seconds with no more than ___ prompts (verbal, visual, gestural) in ___/___ trials by______________.

When addressed by name, ________ (student) will respond by (saying/signing "yes", making eye contact with speaker, turning and looking at the speaker) in ___/___ trials by______________.

During group activities, ________ (student) will imitate positive peer behaviors (i.e., line up, sit down, get a pencil) with decreasing adult prompts (visual, verbal, gestural) in ___/___ trials by______________.

During group activities, ________ (student) will demonstrate the ability to request a desired item from a peer (i.e., “I need _____” or “Can I have the _____?”) in ___/___ trials with decreasing adult cues and models by______________.

Given a verbal label of a category, ________ (student) will begin to name ___ familiar items that belong to that category within ___ seconds in ___/___ trials by______________.

During group activities, ________ (student) will use modeling and scripts to express anger and frustration in ___/___ trials by______________.
During group activities, _________ (student) will use scripted language to introduce a topic with a peer and maintain ___ more conversational turns in ___/___ trials by_________________.

During unstructured activities, _________ (student) will adjust language style and choice of topics for different conversation partners (e.g., peers, authority figures, girls, etc.) with greater than ___% occurrence as measured via language sample gathered at least ___ times per (trimester, quarter) by_________________.

When engaged in informal situations with peers, _________ (student) will keep his hands and feet to himself, with decreasing (verbal/visual/gestural) cues in ___/___ trials by_________________.

Given modeling and scripts, _________ (student) will use language to express frustration, problems, and/or disagreements, in ___/___ trials by_________________.

Given modeling and scripts, _________ (student) will role-play cause-effect problem solving for difficult social situations (e.g., sarcasm, choices, frustration/failure, etc.), in ___/___ trials by_________________.

Augmentative Communication Goals

During an instructional period _________ (student) will use his/her communication device to identify personal information (i.e. name, address, phone number) in ___/___ trials by_________________.

During classroom activities, _________ (student) will spontaneously use his/her communication device to request objects and/or activities in ___/___ trials by_________________.

During classroom activities, _________ (student) will spontaneously use his/her communication device to greet adults/peers in ___/___ trials by_________________.

Using his/her communication device during unit studies, _________ (student) will follow directive to activate the target symbol (i.e., "show me the ___.", point to the ___.", "where is the ___.") with ___ or fewer cues/redirections in ___/___ trials by_________________.

Given his/her communication device and a teacher directive to “show me ________”, _________ (student) will demonstrate understanding of survival signs (i.e. restroom, stop, poison, danger, no) by pointing to the corresponding sign with an average of ___% accuracy by_________________.

During an opportunity for play, _________ (student) will request a toy or activity by taking the single picture (or from an array of ___ to ___ symbols) off a communication notebook and giving it to his/her communication partner, in ___/___ trials by_________________.

Given a teacher directed question, _________ (student) will respond by touching an appropriate symbol on the display of his/her voice output communication aid, in ___/___ trials by_________________.

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During the school day, _________ (student) will carry device to various school locations with no more than ___teacher reminders, in ___/__ trials by__________.

Throughout the school day, _________ (student) will independently navigate to "home" page using augmentative communication device in ___/__ observed trials by___________.

During specials/mainstreamed activities, _________ (student) will use device to participate, at least ___times per session, with decreasing adult prompting, in ___/__ trials by___________.

During calendar time, _________ (student) will use device to participate when asked a question with an average of ___% accuracy by___________.

During times of outward frustration, _________ (student) will use augmentative communication device to indicate "need a break" or "I don't like/no/I don't want" for undesired items of activities, with decreasing verbal and visual prompting in ___/__ trials by___________.

During social group time, _________ (student) will comment "my turn, your turn, finished" with decreasing visual or verbal prompting, in ___/__ trials by___________.

Throughout the school day, _________ (student) will independently request __________ (food/bathroom/help using augmentative communication device) in ___/__ observed trials by___________.

Throughout the school day, _________ (student) will use his/her communication device to label ________ items in ___/__ observed trials by___________.

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