Goal Development

code: make a choice of underlined options

SKILL AREA	1. WILL DO WHAT?	2. CLARIFYING	3. UNDER WHAT CONDITIONS? Don't use terms like "moderate support"	4. HOW WILL PROGRESS BE MEASURED?	5. TO WHAT LEVEL OR DEGREE?	
	What (Capstone Skill)	**What it will look like?**		*..as measured*	Criteria	# times for Mastery
Reading Decoding	• __ will **decode** (__grade level) materials • __ will **segment words** into familiar patterns to decode unfamiliar words • __ will **read/match picture and text** • __ will **sound out words** using decoding skills	• Dolch, Frye, or district approved __ grade list • suffix/prefix/root word	• given__ **grade level materials/ reading passage** • given a **list of __ grade words** from __ classes every week, • given __ **grade Dolch sight words** • given a **reading sample of _ grade content**	• through **read alouds** • **through** tally sheets/running records	• less than __ errors per 100 words • with __wpm • with fewer than 2 errors • with __ accuracy • __ times a day/ week	• __/5 trials or opportunities • 4 times during a class period • 3 times a day/week • over __ consecutive sessions • on __ written assign-ment within __ weeks
Phonemic Aware-ness /Phonics	• __will **delete the initial consonant and replace it with a new consonant** to create a new word (i.e. cat>_at> bat) • __ will **segment individual sounds in words and blend then back into a word**(i.e. C-a-t, cat)	• using long/short vowels	• given **Consonant Vowel Consonant (CVC) words** (i.e. cat)	• Orally/ in print, through tally sheets/running records/worksheets		
Reading Fluency	• __ will **orally read** a passage from __	• __correct wpm to __ correct wpm.	• given a __ **grade level passage**	• using **a one minute probe**		
Reading/ Listening Compre-hension	• __ will **choose the response** that **best answers the who or what questions** • ___ will **identify the story structure elements** • __ will **retell a story** • __ will **answer what if, why and how** • __will **answer** literal/inferential **questions** • __ will **draw conclusions and make inferences or predictions**	• character, setting, conflict and resolution • main idea, sequencing, • literal, inferential questions • after reading/ listening to a • by citing evidence from the textbook	• in a __ **grade level** passage • after listening to/reading a __ **grade level passage** • given a **choice of 2 responses** (supported with visuals which would answer "who" or "what ") • given a ___ (i.e. wh question -who, where, what, when, why; fishbone; Venn diagram,…) **graphic organizer** • given a reading passage **supported with picture symbols**	• orally/in writing through tally sheets/anecdotal notes/work samples		
Math	• __ will make a **multiple item purchase (up to $20)** and **pay the next dollar amount**, using the dollar up strategy. • __ will **determine if he has enough money** to make a **multiple item purchase (up to __$)** using the dollar up strategy**.** • __ will **add, subtract, and multiply double digit math problems**	• __ # digit problems • mentally/calculator • with/without regrouping • to the ½ hour, quarter hour, or __ minute	• in the **community** • in the **classroom**, given **up to $10** in single dollar bills and a listing of items to purchase and their cost • given **$1 and $5 dollar bills** • with manipulatives	• as measured through a **checklist/running record**		
Vocab-ulary	• __will be able to **apply vocabulary strategies** to **determine the meaning of words** • __will be able to **state/express/write a definition** that includes the category/group, function/do, parts, features, and associations	• root word, prefix, suffixes, context clues, etc…) • elimination,	• in __ **grade curricular content** • of words from the curriculum/weekly vocabulary list • given 4 choices	• running records/checklist/ tally sheet/writing sample		

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	• __ will be able **to identify the definition of the word by using strategies**	identifying key words,		• with **less than __ errors per __ words**		
Articula-tion Phon-ology	• use **correct /k/,/g/ and /s/ sounds in (initial/medial/final/all) positions of words in (sentences/reading/conversation)**–whichever is the highest skill within a year *Note: if they won't end up in the same place, you need separate goals* • __will **reduce the occurrences of cluster reductions** (st to t> i.e. stove =tove, bl to b> i.e. blue =bue) in spoken words to be more easily understood.	• in (initial/ medial/final/a ll) positions of words • in (sentences/ reading/conve rsation)	• during a **structured therapy session** • with a **familiar/unfamiliar listener** • with a **known context**	• **10 minute speech sample** • **running records/checklist/ tally sheet** • from **100% to 20% of a selected word list.**		
Language	• __will **create a 2-3 word sentence for a variety of language functions**	• request, refuse, commenting, ask/answer questions, etc…)	• using **verbal speech, pictures and/or a voice output device** • When cued to respond	• as measured by **checklists/tally sheet/anecdotal records** • __ **minute structured speech sample during therapy**		• __ conse-cutive circletimes • 3/5 opportun-ities
Prag-matics	• __will **take __ conversational exchanges/turns** (back and forth between speaker and listener) **on a single topic**		• when **playing with a peer** • on a **topic of their choice**	• as measured by **running records, observation, language sample**		
Fluency	• __ **will speak without stuttering** (repetitions or blocks)	• at the (word/ 2word/phrase /sentence/ conversation)	• when **talking on the telephone** • when **speaking in class** • when **reading** • **during a structured therapy session**	• **10 minute speech sample** • **running records/ checklist/ tally sheet**		
Behavior	• __will be able to **identify what factors might trigger inappropriate behaviors** (i.e. melt downs), **tell the consequences** of the behavior including its effect on others, and **state what other replacement behaviors would be more socially acceptable.** • __ will **begin her class assignments within __ minutes** and **complete __% of the work within the allotted time**		• after a **behavioral outburst** (i.e. screaming, melt down…) • during **role play** • **prior to a community** outing • without more than one verbal re-direction	• as measured by **observation, anecdotal records**		
Writing	• __ will **compose a two paragraph essay** that includes a **topic sentence**, __**supporting sentences** and a **conclusion** • __ will **write with appropriate capitalization** (first word, proper nouns)	• at least 10 sentences • using trans-ition words • correct word sequence • appropriate subject/verb	• with a (i.e. wh question -who, where, what, when, why; fishbone; web; Venn diagram,…) **graphic organizer** • with a writing prompt • given a __**grade story prompt** • given __ min. **to plan** and __ min. **to write**	• as measured through a __ **minute writing sample** • using the **6 traits rubric** (see attached) • using **curriculum based measurement**	• With fewer than ___ spelling/ grammat ical errors	
Motor	• __ will **Walk up and down ___steps** • __ will **type on a keyboard with __ wpm with less than __ errors**	• with a reciprocal pattern (alternating feet)	• using a **handrail** • during a **building class transition** • using a **keyguard/word prediction** • using a **written model/text to copy**	• __ **steps in __ minutes** • as measured by **timed work samples**	• __ flights of stairs	• on 2/3 opportuni ties in the classroom

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