

**Writing Measureable
Annual Goals
and
Short Term Objectives
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Components of Measureable Annual Goals

- **WHO** The student
- **BEHAVIOR** will do what
- **CRITERION** to what level or degree
- **CONDITIONS** under what conditions
- **TIMEFRAME** in what length of time

Example of Goal with Five Components

(Specific academic goal for student in LAA1)

Lilly will answer simple questions and retell stories related to grade level content with 80% accuracy, 4/5 probes provided modified/reduced text and picture symbols, by the end of 36 weeks

- The student will do what Lilly will answer simple questions and retell stories related to grade-level content with 80% accuracy, 4/5 probes provided modified/reduced text and picture symbols by the end of 36 weeks
- to what level or degree under what conditions
- in what time frame

Example of A Goal with Five Components

Annie will read 90-110 words per minute with an Average of 80% accuracy using connected text by the end of 36 weeks.

- The student will do what Annie will read 90-110 words per minute
- to what level or degree with an average of 80% accuracy
- under what conditions using connected text
- in what time frame by the end of 36 weeks

**Example of Goal with Five Components
(Broad access goal for student with significant disabilities)**

Lilly will communicate across academic, social, and functional arenas for 3 purposes provided a voice output device by the end of the 36 weeks.

- The student will do what Lilly will communicate across academic, social, and functional arenas for 3 purposes
- to what level or degree provided a voice output device
- under what conditions by the end of 36 weeks.
- in what time frame

**Sample Instructional Objectives
(Student in LAA1)**

1. Lilly will use her voice output device to communicate four events from grade appropriate (modified text in correct sequence, 3 out of 4 correct probe checks per nine weeks.
2. Lilly will use a set of four picture symbols to predict or retell age appropriate general education texts, 75% accuracy on 3 out of 4 opportunities each nine weeks.
3. Given a minimum of 4 opportunities daily, Lilly will use her voice output device independently to communicate roles/responsibilities, as demonstrated by 3 out of 4 probe checks across each nine week period.
4. Lilly will use her voice output device to communicate physical needs including hunger, toileting, and discomfort at least two times daily, 3 out of 4 probe checks across each nine weeks period.

**Sample Instructional Objectives (cont.)
(Student in LAA1)**

- After listening to a story 8 times for 8 different purposes, Gillian will use eye gaze to select one object from an array of two to represent the main idea for 2 of 3 stories each nine week period.
- Given multiple practice opportunities, Kendall will use up to 4 digital pictures to retell a story or personal event in sequence one opportunity daily for 3 of 4 probe checks in a nine week period.
- Given two familiar items, Tyrick will use tactile symbols cards for "equal" and "not equal" to identify items as same/not same with 75% accuracy on 4 of 5 probe checks.
- Within the context of a thematic unit on nutrition, Ken will use measuring cups (1/2, 1, 1/3) to prepare simple snacks, 100% correct on three consecutive trials.
- After selecting from an array of 3 writing topics including personally significant events or family routines, Johnny will use picture communication symbols and the words first, next, and last to tell a story in sequential order 2 times weekly, each nine weeks.

**Example of Goal with Five Components
(Specific academic goal for student in LAA 1)**

- Lilly will identify character traits of main characters with 80% correct, 2/3 probes each 9 weeks provided grade-level stories in accessible format (reduced text, vocabulary words paired with picture symbols), by the end of the 36 weeks.
- The student will do what Lilly will identify character traits of main characters
- to what level or degree with 80% accuracy, 2/3 probes each 9 weeks
- under what conditions provided grade-level stories in accessible format (reduced text, vocabulary word paired with picture symbols)
- in what time frame by the end of 36 weeks.

**Activity
Write Measureable Instructional
Short Term Objectives**

- Short-term objectives must contain the following:
- a statement identifying the target behavior
 - the conditions under which the behavior is to occur
 - the criteria of acceptable performance, including the method of measurement
 - the terminal point of review, when will it be no longer necessary to continue teach or assessing the skill
 - identify measurement instrument, by which student's progress will be measured.
