Goals and Objectives

Progress Reporting

Present Level statements must:

- Establish a baseline (snapshot) of measurable information that serves as the starting point for developing goals and objectives.
- Include the most current data - update each year. The present level should include your progress report from the previous IEP.
- Identify the needs with the intent to increase the child’s capacity to participate and progress in the general education environment.

How Progress will be determined:

- Starting levels must be reported either in the Present Level or the Goals and Objectives.
- Ending levels should be found in the Goals or Objectives.
- Include the conditions, circumstances, criterion or rate of success desired to further define how progress can be measured.

Goals must be:

- Annual
  - Does the annual goal define the skill, behavior, or level of performance that the child can reasonably be expected to accomplish in one year?

Present Level - Julie has greatly improved her communication skills. She has made some improvements on answering questions when asked. She still needs some practice following directions and answering questions that require understanding of inferred meaning. The present level should include your progress report from the previous IEP.

Goal:

Julie will demonstrate associative thinking skills, with improved semantics, through answering questions, defining, describing, and comparison/contrast with 80% accuracy, with minimal cueing during language activities.

Obj:

Julie will describe and compare items, events, and other topics with increasing clarity of thought, such that peers and adults understand the description, in 9 out of 10 opportunities.

Goal:

Joe will increase his functional math skills in the areas of problem solving by solving real world problems 90% of the time.

Reasonable in one year?

Other options:

Joe will increase his functional math skills of time by solving problems related to the passage of time in one day 90% of the time.
Goal: Joe will increase functional use of language from limited ability to make requests, comment or protest to consistent use of request, comment and protest (with his communication device) through use of a variety of language expansion techniques in structured and naturally occurring opportunities.

Reasonable in one year?

Another option:

Joe will increase functional use of language from limited ability to make requests to consistent use of request given structured activities and adult verbal cues (with his communication device) through use of a variety of language expansion techniques in structured and naturally occurring opportunities.

Goals and Objectives must be:

• Measurable
  – Can you observe, hear, count, quantify or assess the goals and objectives?
  – Can you collect objective data from the information provided in the goals and objectives?
  – Do objectives or benchmarks facilitate data collection in determining if adequate progress is being made at various points throughout the year for the child to achieve the annual goal?

Short Term Objectives must:

• Minimum of two per goal
• Measurable
• Specify the conditions under which the child will perform the skill or behavior
• Logical breakdown of the major components of an annual goal
• General indicators of progress
• May be sequential and/or indicate intermediate time frames between current level and annual goal

Transitional Objectives:

• Beginning in grade 9
• The post-secondary goals generate the annual goals. Annual goals are the yearly steps designed to reasonable enable the child to achieve their post-secondary goals.
• There must be at least one annual goal for each post-secondary goal. (2 or 3 Annual Goals)
In order to demonstrate that Julie is making progress toward the grade-
level standard of comprehending literature, she will improve her
independent reading skills from the mid third grade level to the middle 4th
grade level by independently reading AR books written at progressively
higher levels and passing comprehension quizzes on the books.

**Obj:**
Julie will independently read AR books in the range of 2.5 to 3.5 and
correctly answer 20 comprehension questions to earn the number of
points assigned by the teacher.

Julie will independently read AR books in the range of 3.6 to 4.6 and
correctly answer 20 comprehension questions to earn the number of
points assigned by the teacher.

Average scores and reading levels on AR quizzes will be calculated and the
results of STAR retakes will be used.

Goal: This annual goal is generated by the Post-Secondary Employment Goal
Given positive reinforcement and coaching about expectations Joe will
increase daily work productivity in his math daily assignments and science
daily assignments from a level of 56% turned in Algebra and 85% in Science
to a level of 75% in Algebra and 95% in Science (assignments turned in by
the two week deadline following the end of the quarter).

When coached and prompted by the classroom teacher about his math
classroom assignments, Joe will complete and turn in assigned daily work on
time 50% of the time as measured over a two week period, through
teachers' assignment records.

When coached and prompted by the classroom teacher about his science
classroom assignments, Joe will complete and turn in assigned work on time
75% of the time as measured over a two week period, through teachers'
assignment records.

Teacher’s assignment records in math and science will be tallied and used for
progress monitoring.

Joe will increase his functional math skills in the areas of problem solving by
solving real world problems 90% of the time.

**Obj:**
Given a math problem that requires problem solving, Joe will solve problems using
strategies such as guessing and checking, looking for a pattern, making a drawing
or model with 85% accuracy as determined by classroom assessments and
observation of daily work.

When given a calendar, Joe will identify months, weeks, day, dates and be able to
show passage of time (e.g., 2 weeks from today, 1 week ago) with 90% accuracy.
When presented with coins and dollar bills, Joe will identify and count amounts up
to $5.00 with 90% accuracy as measured by the resource room teacher and
practical activities.

Joe will increase his functional math skills of time from understanding of the hour
and half hour to understanding of the minute.

This progress will be charted regularly using informal assessments, classroom
data, and observation notes.

Goal: This Annual Goal is generated by the Post-Secondary Independent Living Goal

Joe will increase the ability to complete daily assignments independently through the use of self monitoring and a daily
organizational log.

**Obj:**
Julie will complete assignments independently in all classes
70% of the time for four consecutive weeks as measured by
the teacher’s grade book.

Julie will complete assignments independently in all classes
80% of the time for four consecutive weeks as measured by
the teacher’s grade book.

Julie will complete assignments independently in all classes
90% of the time for four consecutive weeks as measured by
the teacher’s grade book.

• Progress toward each annual goal and/or its
corresponding objectives must be provided in
every progress report.

  – If the goal uses the objectives as a means for
measurability, progress on both goals and objectives
must be addressed in the progress report.

  – When reporting progress use the same measurement
as the goal or objectives require- %, 4 out of 5 etc.

  – Clearly report which objectives have been addressed
and which have not so it is clear to the parents.
Progress Reporting - Non-Compliant

Julie has been having a good year so far. She continues to need reminders to complete assignments and will sometimes bring some to the special education room to complete. Julie continues to need to work on completing her class work without getting upset or scribbling on it.

Where are the percentages
Progress reported must reflect measurement from the goal or objectives

Goal: Joe will increase functional use of language from limited ability to make requests, comment or protest to consistent use of request, comment and protest (with his communication device) through use of a variety of language expansion techniques in structured and naturally occurring opportunities.

Obj:
Joe will use his communication device (3 out of 5 times) to request objects or activities that can be seen within the immediate environment as observed by parent, teacher or other care giver in all areas of his school day.

Joe will use his communication device (3 out of 5 times) to request objects that can not be seen within the immediate environment as observed by parent, teacher or other care giver.

Observation notes will be used to measure progress

Progress Report – Compliant

According to the teacher’s grade books Julie has completed 70% of her assignments independently in Science and History for the last four weeks. She has not reached the 70% in her other classes consistently over four weeks. We will continue to work on improving her science and history % and work for consistency in the other classes.

• Progress Report: Compliant
• Joe’s teacher has observed Joe using his device to request objects during a structured game activity 3 out of 5 times when cued by an adult. The other areas of his day he has not made request (3 out of 5) for seen or unseen items or activities. We will continue to work to make progress on the requesting of objects.

Goal:
Julie will increase her knowledge of grocery and job words from a limited understanding to understanding the words meaning and where the words are used to reading and comprehending the words and meaning behind the words, as well as where the words are used through small group instruction and the edmark reading program.

Obj:
When given grocery words, Julie will read and understand the meaning of 50 words with at least 85% accuracy in 8 out of 10 trials.

When given job words, Julie will read an understand the meaning of 25 words with at least 85% accuracy in 8 out of 10 trials.

Progress of this goal will be monitored through observations and classroom activities.
Progress Report: Non-compliant

Julie continues to not like to do reading activities. She works with the News-2-you newspaper and is able to complete these activities with little difficulty. She is reading survival/sign words currently and can successfully read 16 survival sign words. She needs to continue working on their meaning where she tends to try and hurry through the lesson because of the dislike.

? What happened to grocery words and job words-accuracy and trials

The progress report does not include the conditions or measurement in the goal and objectives.

Progress Reporting: Non-Compliant

Joe will increase his functional math skills in the areas of problem solving by solving real world problems 90% of the time.

Obj:
Given a math problem that requires problem solving, Joe will solve problems using strategies such as: guessing and checking, looking for a pattern, making a drawing or model with 85% accuracy as determined by classroom assessments and observation of daily work.

When given a calendar, Joe will identify months, weeks, day, dates and be able to show passage of time (e.g. : 2 weeks from today, 1 week ago) with 90% accuracy.

When presented with coins and dollar bills, Joe will identify and count amounts up to $5.00 with 90% accuracy as measured by the resource room teacher and practical activities.

Joe will increase his functional math skills of time from understanding of the hour and half hour to understanding of the minute.

This progress will be charted regularly using informal assessments, classroom data, and observation notes.

Progress Report: Compliant

Julie is able to read and understand the meaning of 25 words with at least 85% accuracy in 8 out of 10 trials. Given job words Julie is able to read an understand the meaning of 25 words with at least 50% accuracy in 5 out of 10 trials.

Progress Reporting: Compliant

Joe is able to use guessing and checking and looking for a pattern, with 85% accuracy. He is able to complete making a drawing or model with only 25% accuracy. Joe is able to identify passage of time on 50% of the problems presented to him. Joe demonstrates understanding of time to the quarter hour at this time we will continue to work towards understanding on the minute. We have not worked directly on the coins and dollar bills-that will be addressed in the fall quarter.

Goal: Compliant

Julie will increase the ability to complete daily assignments from needing daily reminders to completing daily assignments independently through the use of self monitoring and a daily organizational log.

Obj:
Julie will complete assignments independently in all classes 70% of the time for four consecutive weeks as measured by the teacher’s grade book.
Julie will complete assignments independently in all classes 80% of the time for four consecutive weeks as measured by the teacher’s grade book.
Julie will complete assignments independently in all classes 90% of the time for four consecutive weeks as measured by the teacher’s grade book.
Progress report: compliant
Julie has turned in 62.5% of her assignments on time in Biology. Julie's online course shows that she is working at a steady pace and has completed 47% of Section 2 PreAlgebra.

Goal:
In order to demonstrate that Julie is making progress toward the grade-level standard of comprehending literature, she will improve her independent reading skills from the mid third grade level to the middle 4th grade level by independently reading AR books written at progressively higher levels and passing comprehension quizzes on the books.
Obj: Julie will independently read AR books in the range of 2.5 to 3.5 and correctly answer 20 comprehension questions to earn the number of points assigned by the teacher. Julie will independently read AR books in the range of 3.6 to 4.5 and correctly answer 20 comprehension questions to earn the number of points assigned by the teacher.
Average scores and reading levels on AR quizzes will be calculated and the results of STAR retakes will be used.

Progress Report: Compliant
Julie answered 20 comprehension questions correctly on 8 of the 11 quizzes she took this quarter to earn 9.1 AR points. Her average comprehension rate was 70% on the quizzes she passed. The books she read and passed the quizzes on ranged from the 2.4 to 3.1 reading range. Except for the book read and discussed in class, all the quizzes she passed were on short books worth a half-point or point. She needs to continue practicing independent reading.

Goal:
Julie needs to blend beginning sounds, read familiar 1st or 2nd grade stories fluently, recognize beginning sight words at the 1st or 2nd grade level, and write spelling words at the 1st or 2nd grade level in sentences.
Obj: Given beginning letter blends and endings that have been taught in the classroom, Julie will be able to recognize and blend those sounds at 80% by May 2013 as evaluated by the special education teacher using student work samples and reading checklists.
Given a list of sight words at the 1st or 2nd grade level, Julie will be able to read those same sight words in a story or individually at 90% correct by December 2013 as evaluated by the special education teacher using student work samples.
Given a list of words that Julie has learned and practiced with spelling patterns, Julie will use those same words while writing sentences or a journal with 80% correct spelling by December 2013 as evaluated by the special education teacher using work samples.
Sight word recognition checklists, oral reading samples, and random work samples will be used to measure progress.

Progress report: Compliant
Julie does know all of her beginning sounds, but is still struggling with recognizing beginning sight words. She recognizes words such as the, a, and, see, look, etc., but is not always consistent, missing those words in 1 out of 4 times in a story. She is beginning to write beginning spelling words, but not yet in sentences. She is also not able to blend sounds together such as ch, wh, th, yet. She will repeat the blends when given to her, but not give the sounds on her own. Julie is able to recognize and blend previously taught sounds at 75%, and new blends at 25%. Julie is able to read 1st grade level sight words at 75% correct, and is not yet in the 2nd grade reader's list of words. Julie is able to use presented spelling words in her journal with 50% accuracy. She needs 70% assistance to read fluently in the 1st grade level readers.

Goal:
Julie will demonstrate associative thinking skills, with improved semantics, through answering questions, defining, describing, and comparison/contrast with 80% accuracy, with minimal cueing during language activities.
Obj: Julie will demonstrate understanding of “who” and “why” questions 80% of the time in response to an orally presented narrative with no more than 1 clue.
Julie will describe and compare items, events and other topics with increasing clarity of thought, such that peers and adults understand the description, in 9 out of 10 opportunities.
observation and data collection checklist
Progress Reporting: Compliant

When responding to an orally presented narrative Julie currently demonstrates understanding of "when and Why questions with 80% accuracy. Julie should continue working on "How" questions.

Julie is able to describes and compares items and events in an understandable way 7 out of 10 opportunities. Julie needs verbal cuing 70% of the time during language activities to demonstrate thinking skills, answering questions, describing and comparing and contrasting.

Self Monitoring

- Please take some time to assure that each IEP you write is compliant for present level, goals, objectives and progress reporting.
- Establish some snapshot measurements that work for your students in your setting. Set specific dates on the calendar to record data for those snapshots each month.
- Take some time on your next progress reports to assure that the goals and objectives are directly reported on in the progress report.
- SPED forms does allow you to show objectives on progress reports- that may make it easier to remain consistent.

Questions?
Thoughts?

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