

## Writing Annual Goals

**Overview: Annual goals must include a condition, the performance and the criteria specific to the child’s present levels of performance.**

Avoid using vague, indefinable terms in goals when targeting “behavior” or “social skills”, without identifying the particular behavior (tantrums or inattention) or social skills (turn taking or eye contact). Other words that might be red flags are:

- Appropriate: Who knows what is appropriate?
- Improve: To what level?
- Make progress: How much progress? How will that be measured?
- Increase/decrease: How much?
- Acceptable grade-level: What does that mean?
- Participate in: To what extent?

<b>Condition</b>	<b>Performance</b>	<b>Criteria</b>
<p>The condition segment of an annual goal represents the circumstances under which you will be presenting information or material to the student so the skill they are to perform can be measured or observed. It is sometime referred to as the “when given” statements.</p>	<p>The performance segment of the annual goal represents the very specific skill or observable behavior the student will be expected to perform when the condition presents itself.</p> <p>These skills are identified on an individual basis through developmental or functional assessment. The skills identified should link to the district’s general curriculum and content standards beginning at the student current level of performance working towards grade level content.</p>	<p>The criteria segment of the annual goal represents how the skill or behavior will be measured. The criteria must include how well (accuracy) and how often (consistency) the student must perform the skill or behavior in order to consider it mastered.</p> <p>The procedure codes you document on the goal page of the IEP represent what will be used to gather or measure the criteria.</p>
<p>When given ____ number of words,</p> <p>When given a narrative or expository reading passage at (student’s) independent reading level...</p>	<p>(Student) will say the initial, middle and ending sounds...</p> <p>(Student) will paraphrase figurative language by highlighting words with multiple meanings...</p> <p>(Student) will read aloud, with fluency, at a rate of ____correct works per minute...</p> <p>(Student) will raise his hand and wait to be called upon...</p>	<p>With ____% accuracy in ____consecutive trial.</p> <p>With ____% accuracy in ____ consecutive trials graphed weekly...</p> <p>With ____% accuracy in ____of ____ trials.</p>

<p>When given a passage at (students) instructional level...</p> <p>When in a grocery store...</p> <p>Following one verbal request...</p>	<p>(Student) will produce the / s / v l sounds in isolation...</p> <p>(Student) will add ___/25 sums to 10...</p> <p>(Student) will debit (subtract) money spent and credit (add) money deposited to balance the check book...</p>	<p>For ___consecutive steps in ___of ___attempts over a six week period.</p> <p>For ___seconds in ___consecutive trials.</p>
<p>When given a picture of an object...</p> <p>When given a direction...</p> <p>Before having an outburst...</p> <p>During class instruction...</p> <p>Given the choice of four proper nouns...</p> <p>When given a ___ grade math calculation problem involving addition and subtraction...</p> <p>When given an assignment...</p> <p>Given a choice to two sentences...</p> <p>When asked to write a story...</p> <p>When given sentences with no punctuation...</p> <p>When given a ___ grade reading passage...</p>	<p>(Student) will subtract two digit numbers with no regrouping...</p> <p>(Student) uses the correct punctuation at the end of sentences.</p> <p>(Student) will comply with a request with no more than two verbal prompts...</p> <p>(Student) will choose the sentence with correct capitalization...</p> <p>(Student) will write the upper and lower case letters in sequence with no reversals...</p> <p>(Student) will arrive to work on time...</p> <p>(Student) will solve pencil and paper two-digit addition and subtraction calculations with regrouping....</p> <p>(Student) will make eye contact and respond "hello"...</p> <p>(Student) will calculate at least ___ correct digits per four minute timing...</p> <p>(Student) will solve three-digits divided by two digits with a remainder...</p> <p>(Student) will state the initial sound of each word...</p> <p>(Student) will state the ___letter names and ___ letter sounds</p>	<p>With ___% accuracy in ___minutes.</p> <p>In one minute with ___% accuracy in ___out of ___ trials.</p> <p>With no more than ___ errors for an accuracy rate of ___% on ___ consecutive trials.</p>

When completing a written assignment...	(Student) will write a resume with correct punctuation, grammar, and spelling...	
	(Student) will write the numbers 1 through 25 with no omissions or number reversals...	
When given a list of words and meanings...	(Student) will sit at his desk and work for 10 minutes...	
When shown four words...	(Student) will go to his "cool down" space for no longer than 10 minutes to gain control of his frustrations...	
Given a play clock...		
When asked to add a number to zero...	(Student) will answer five factual questions...	
When given a word having dual meanings...	(Student) will state the main idea and two details...	
When in the community grocery store...	(Student) will predict what will happen next in the story...	
When given a curriculum-based letter naming probe at the kindergarten level...	(Student) will read ___ correct words per minute...	
	(Student) will be able to state ___ correct responses per three minute timing...	
When given a MAZE comprehension passage at the ___ grade level...	(Student) will press on the switch to activate TV, fan, or CD player with less than three cues (prompt from the elbow)	
When given a big mac switch	(Student) will scoop food and bring food to mouth with 1 cue at the elbow	
When spoon is placed in student's hand	(Student) will answer five factual questions...	
Given a list of .....	(Student) will state the main idea and two details...	
After previewing a book...	(Student) will predict what will happen next in the story...	
Given a story problem involving money...	(Student) will alphabetize the words...	
	(Student) will point to the name...	

Given a name and a phone book...	(Student) will state the math operation to use...	
	(Student) will retell the story in sequence...	
Given a series of (____) numbers...	(Student) will stop and ask for help...	
When given a set of objects...	(Student) will predict possible story scenarios...	
	(Student) will ask questions...	
Given a set of fractions...	(Student) will state ____ pieces of important information in a reading selection...	
Given a word bank...	(Student) will read for ____minutes without redirection...	
When provided with a reading passage, (level determined by present level of performance information)...	(Student) will increase time spent on task from ____minutes to ____minutes	
	(Student) will select coins and bills to match amount needed...	
After reading a passage...	(Student) will use calculator to determine correct change...	
When provided a reading selection...		