

# Steps for Writing IEP Goals and Objectives/Benchmarks Aligned to California Content Standards

## 1. DETERMINE PRESENT LEVELS

To determine the present levels of performance, best practice includes using samples, informal assessment and observations or other methods to evaluate the student's present levels of performance. Based on assessment information, this could be the goal or short-term objectives/benchmarks that were mastered by the student in the last year.

### *Present Levels of Performance:*

- ◆ Are useful for instructional planning.
- ◆ Include academic as well as non-academic areas such as daily living skills, communication, and interpersonal skills
- ◆ Describe the effect of a student's disability on educational performance
- ◆ Are based on assessment data
- ◆ What is the student's current baseline?
- ◆ Use formal and informal assessments, formative and summative assessments, work portfolios, teacher observations and data collection to determine baseline in all areas of concern.

## 2. LOCATE THE STUDENT'S BASELINE LEVEL OF PERFORMANCE IN THE CALIFORNIA CONTENT STANDARDS OR DISTRICT STANDARDS

Look at the state/district standards in the area being considered and determine where the student needs to develop further skills. The team should be aware of the state/district standards in the grades above and below the student. It will be helpful to use the list of 'essential standards' developed in this handbook in conjunction with your district's standards. These essential standards should drive the team's consideration for areas of focus.

## 3. CONSIDER RATE OF LEARNING

- ◆ How long did it take the student to get there?
- ◆ What can the student achieve in one year's time?

## 4. WRITE ANNUAL GOAL

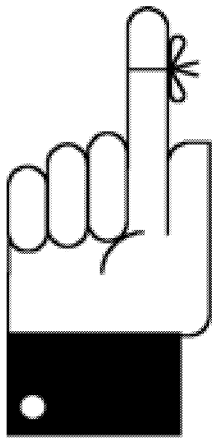
- ◆ At the end of one year, what will the student accomplish?
- ◆ Coordinate the student's instructional needs with the appropriate state/district content standards.
- ◆ The annual goal must be measurable and observable.

5. **DETERMINE FIRST OBJECTIVE/BENCHMARK**

- ◆ This is the first step in meeting the annual goal.
- ◆ It must be measurable and observable.
- ◆ Determine due date; consider using general education reporting period deadlines.

6. **DETERMINE SECOND OBJECTIVE/BENCHMARK**

- ◆ This is the second step in meeting the annual goal.
- ◆ It must be measurable and observable.
- ◆ Determine due date; consider using general education reporting period deadlines.



# REMEMBER

**The IEP goals and objectives/benchmarks are the plan for bridging the gap between where the student is and where he or she needs to be in relation to the standards.**

- ◆ All annual goals must be written in observable, measurable terms.
- ◆ Each annual goal must have *at least 2* objective/benchmarks.
- ◆ Parents must receive documentation of progress on annual goals *as frequently as general education students receive progress notices*. It makes good sense to align objective/benchmarks with regular reporting periods.

## Present Levels of Performance Activity

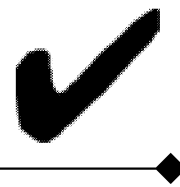
The following **present level of performance** statements are based upon assessment data. Determine if the statements (1) describe what a student can or cannot do; and/or (2) would be useful for instructional planning.

**PLEASE NOTE: THIS IS NOT A CHECKLIST.**

	Yes	No	Present Level of Performance
1.	_____	_____	He has difficulty in reading.
2.	_____	_____	She cannot write her name.
3.	_____	_____	He requires constant supervision and needs consistent application of consequences for his behavior.
4.	_____	_____	Her vocational skills are slow to develop.
5.	_____	_____	He responds to yes/no questions but does not speak in sentences.
6.	_____	_____	She has a verbal score of 80.
7.	_____	_____	She does not bring her assignment calendar or books to class.
8.	_____	_____	He reads grade level material at 100 wpm with 5 errors.
9.	_____	_____	She is below grade level in written language.
10.	_____	_____	He functions at the 5.8 grade level in reading.

Present levels of performance statements are based on assessment data and are written in objective, measurable terms to the extent possible. They are useful and should easily lead to instructional planning. Present level of performance statements help in the understanding of how the child's disability affects the child's involvement and progress in the general curriculum.

# CHECKLISTS



CHECKLIST FOR GOALS	YES	NO
1. Are the goals <b>clear</b> and <b>understandable</b> ?		
2. Are the goals stated in <b>positive</b> terms?		
3. Is there <b>at least one goal for each area of content</b> ?		
4. Are the goals based upon the <b>present levels of performance</b> statements?		
5. Are the goals <b>practical/relevant</b> when the student's academic, social and vocational needs are considered?		
6. Are the goals <b>measurable</b> ?		
7. Do the goals describe what the student can reasonably be expected to accomplish within one year?		
8. Are the goals and objectives/benchmarks aligned with CA and district standards?		
9. Are the transition goals based on student preferences and desires?		

CHECKLIST FOR IEP OBJECTIVES/BENCHMARKS	YES	NO
1. Do the short-term objectives/benchmarks represent a <b>task analysis</b> of the annual goals?		
2. Does each objective/benchmark describe the <b>observable behavior</b> the learner is expected to do?		
3. Does each objective/benchmark specify the <b>level of performance</b> that will be accepted as successful achievement of the objective/benchmark?		
4. Does each objective/benchmark indicate the <b>conditions</b> under which you expect the performance to occur?		
5. Are the objectives/benchmarks <b>measurable</b> and in <b>logical sequence</b> ?		
6. Are the objectives/benchmarks <b>positive, specific</b> and <b>realistic</b> ?		
7. Have the <b>general education standards</b> been utilized as appropriate when developing the short-term objectives/benchmarks?		
8. Are the objectives/benchmarks aligned with California or district standards?		
9. Do the transition objective/benchmarks represent a coordinated set of activities?		