

## Guidelines for Developing Annual Goals

1. Develop annual statements that are measurable.
2. Develop goals that correlate directly with the child's **present educational levels**.
3. Develop goals that are specific. (Avoid goals too broad or too vague. Such as: improve reading; or, increase self-esteem)
4. Develop goals that capitalize on the student's strengths. Take into consideration the student's past and present levels of educational performance, preferences and learning styles.
5. Develop a goal for each area in which the student has an identified need; prioritize the student's needs according to California Content Standards.
6. Indicate the amount of time anticipated for the student to attain each of the goals.



## Short-Term Objectives/Benchmarks

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**Short-term objectives/benchmarks** are a description of a learning outcome. They are what the learner is expected to do at the end of a specified period of time. A short-term objective/benchmark is the specific lead-up skill or task that is a step toward the goal. Try to match the projected date of completion (by reporting date) with a regular scheduled grading period. Objectives/benchmarks specify a desired **level of measurable/performance behavioral change** on the part of the learner. If the objective/benchmark is attained, the learner will advance toward the corresponding goal.

**NOTE: The terms “benchmarks” and short-term objective are being used interchangeably in the law.**

### Short term objectives/benchmarks:

- ◆ Determine intermediate steps that will assist the student in accomplishing the goals.
- ◆ Are based upon present levels of performance
- ◆ Determine evaluation used to show progress
- ◆ Drive instruction
- ◆ Are measurable
- ◆ Are developed from State/district General Curriculum Standards as appropriate
- ◆ Can be aligned to California High School Exit Exam (CAHSEE)

## Guidelines for Developing Short-Term Objectives/Benchmarks

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1. Develop short-term, sequential objectives/benchmarks related to:
  - (a) Meeting the student’s needs that result from his/her disability to enable the student be involved in and progress in the general curriculum.
  - (b) Meeting the student’s educational needs that result from the child’s disability.
2. Develop short-term objectives/benchmarks to be measurable, intermediate steps between the present levels of educational performance of the student with a disability and the annual goals. Both goals and objectives/benchmarks should align with State or district content standards.

# Components of Goals and Objectives/Benchmarks

◆ WHO:	student
◆ DOES WHAT:	observable behavior
◆ WHEN:	by reporting date
◆ GIVEN WHAT:	conditions
◆ HOW MUCH:	mastery, criteria
◆ HOW WILL IT BE MEASURED:	performance data

◆ **WHO** – Student

- ◆ **DOES WHAT** - **Observable Behavior** – describes what the student will do to complete the goal or objective/benchmark:

*“When given an appropriate text, “Student” will restate 3 details or facts from a passage with 90% accuracy in 4 out of 5 trials as measured by teacher-charted records.*

◆ **WHEN** – By Reporting Date

- ◆ **GIVEN WHAT** - **Conditions** – describes the “givens” that will need to be in place for the goal or objective/benchmark to be completed.

*“When given an appropriate text, “Student” will restate 3 details or facts from a passage with 90% accuracy in 4 out of 5 trials as measured by teacher-charted records.*

- ◆ **HOW MUCH** - **Mastery** – describes the performance accuracy of the behavior needed for the goal and objective/benchmark to be considered mastered.

*“When given an appropriate text, “Student” will restate 3 details or facts from a passage with 90% accuracy in 4 out of 5 trials as measured by teacher-charted records.*

- ◆ **HOW MUCH** - **Criteria** – describes how many times the behavior must be observed for the goal or objective/benchmark to be considered completed.

*“When given an appropriate text, “Student” will restate 3 details or facts from a passage with 90% accuracy in 4 out of 5 trials as measured by teacher-charted records.*

◆ **HOW WILL IT BE MEASURED** – Performance Data

*“When given an appropriate text, “Student” will restate 3 details or facts from a passage with 90% accuracy in 4 out of 5 trials as measured by teacher-charted records.*