

Example of an IEP Goal and Objective/Benchmark

Present Level of Performance – Baseline:

After writing a paragraph, Mary has difficulty finding writing and spelling errors. She is able to write more than one paragraph and needs assistance transitioning between paragraphs.

IDENTIFY THE STANDARD

Eighth Grade Writing Strategies – *Evaluation And Revision* – 8.1.6

Revise writing for word choice; appropriate organization, consistent point of view; and transitions between paragraphs, passages, and ideas.

Goal:

By April 12, 2004, when given teacher-made examples of writing rubrics, Mary will develop and use a writing rubric to self/peer-edit writing assignments for spelling, grammar and punctuation errors with 90% accuracy in 4 of 5 writing trials as measured by student-developed rubric.

Short-Term Objective/Benchmark:

Who will perform:	Mary
Does What:	will use a writing rubric to self edit writing assignments for correct grammar
When:	by October 30, 2003
Given What:	when given teacher-made examples of writing rubrics
How Much:	with 90% accuracy in 3/5 writing trials
How will it be measured:	as measured by student-developed rubric

Short-Term Objective/Benchmark:

Who will perform:	Mary
Does What:	will use a writing rubric to self-edit and edit peer assignments for correct punctuation
When:	by February 19, 2004
Given What:	when given a student-generated writing rubric
How Much:	with 90% accuracy in 4/5 writing trials
How will it be measured:	as measured by student-developed rubric

MIX and MATCH

EXAMPLE OF AN IEP GOAL AND OBJECTIVES/BENCHMARKS MIX AND MATCH

The goals and objectives/benchmarks do not have to follow any particular order, but should include all the components listed.

Present Level of Performance – Baseline:

Currently Mary knows and understands whole number place value. When given decimals, Mary can inconsistently identify the value of tenths only.

IDENTIFY THE STANDARD

Fourth Grade – Mathematics –*Number Sense: Place Value 4.1.2*

Order and compare whole numbers and decimals to two decimal places.

Develop the Goal:

By April 12, 2004, when given a list of 5 mixed whole numbers and decimals, Mary will order/compare these numbers to two decimal places with 90% accuracy in 5 consecutive trials as measured by student work samples.

Mix and Match Sample of a Goal and Objective/Benchmark:

Who will perform: Mary

Does What: will order/compare these numbers to two decimal places

When: by April 12, 2004

Given What: when given a list of 5 mixed whole numbers

How Much: with 90% accuracy in 5 consecutive trials

How will it be measured: as measured by student work samples

Mix and Match

When: by April 12, 2004

Who will perform: Mary

Does What: will order/compare these numbers to two decimal places

How Much: with 90% accuracy in 5 consecutive trials

How will it be measured: as measured by student work samples

Given What: when given a list of 5 mixed whole numbers

WRITE Objectives/Benchmarks for a Specified Period of Time.

EXAMPLE:

WHO will perform:

Name the Student

DOES WHAT (Observable Behavior):

*recite solve
compare contrast
define write*

WHEN (By Reporting Date):

Report Card Grading Period

GIVEN WHAT (Conditions):

*Setting in which activity takes place
Describes the 'givens' that will need to be
in place for the goal or
objective/benchmark to be completed*

HOW MUCH (Mastery):

90% Accuracy

HOW MUCH (Criteria):

4 out of 5 Trials

HOW WILL IT BE MEASURED:

Performance Data

Who will perform (Student): _____

Does What (Observable Behavior): _____

When (By Reporting Date): _____

Given What (Conditions): _____

How Much (Mastery): _____

How Much (Criteria): _____

How will it be Measured (Performance Data): _____

