

WRITING MEASURABLE GOALS AND OBJECTIVES

LEARNER PERFORMANCE		QUALITY	CRITERIA	CONDITIONS
<ul style="list-style-type: none"> • Alphabetize • Answer • Arrange • Ask • Bring • Chart • Choose • Compare • Compile • Complete • Compose • Contrast • Contribute • Correct count • Create • Decode • Define • Demonstrate • Describe • Determine • Differentiate • Discriminate • Does not ____ • Edit • Explain • Follow • Generate • Give • Greet 	<ul style="list-style-type: none"> • Identify • Include • Initiate • Imitate • Label • List • Maintain • Make • Match • Name • Organize • Outline • Paraphrase • Point • Pronounce • Provide • Read • Record • Retell • Say • Select • Self correct • Share • Solve • Speak • Spell • Summarize • Type • Volunteer 	<ul style="list-style-type: none"> • Independently • With prompting <ul style="list-style-type: none"> – Verbal – Visual – Physical – Gestural – Limited • In the correct order • With correct capitalization • With correct punctuation of periods, questions marks, commas... • With a main idea and (#) of supporting details • Legibly • Without assistance • With minimal assistance • Instantly and correctly • On the first attempt • At a level judged satisfactory by teacher • With no more than one redirection • With a score of ____ from the ____ grade writing rubric 	<p>Frequency</p> <ul style="list-style-type: none"> • __ x each day • __ x in __ minutes each day • __ consecutive days • Fewer than __ minutes each week • Whenever it appears <p>Duration</p> <ul style="list-style-type: none"> • For __ minutes • For __ repetitions in __ (amount of time) <p>Accuracy</p> <ul style="list-style-type: none"> • __% of the time • __ our of __ trials • No more than __ errors • With __ errors • No more than random error (define) <p>Latency/Speed</p> <ul style="list-style-type: none"> • __ words per minute • __ letters per minute • In less than __ minute • __ seconds or less • __ Complete work in __ minutes • Within __ minutes of a verbal prompt <p>Intensity</p> <ul style="list-style-type: none"> • With __ pounds of pressure/force 	<p>Location</p> <ul style="list-style-type: none"> • During lunch • In a large group • In a small group • In a 1:1 setting • During free/play time • Across environments • During time readings • In a sharing routine • In the community <p>Givens</p> <ul style="list-style-type: none"> • Given __ paragraphs • Given pictures • Given unfamiliar material • Given words or letters • Given a topic • Given a story starter • Given CVC words • Given a calculator • Given a model • Given a writing prompt <p>Misc</p> <ul style="list-style-type: none"> • With typical peers • With adults • With __ software (do not use brand names) • With __ grade vocabulary • With two hands • With L/R hand • With a (#) key hit sequence through use of __ (AT) • Through use of __ strategy/behavior • In (type of) writing • In (grade level) test/material
<p>NON-MEASURABLE: comprehend, Enjoy, feel, increase (from what to what?), know listen, learn, manipulate (how?), participate (how?). realize. understand</p>				

SHORT TERM OBJECTIVE/BENCHMARK WORKSHEET

ACTION ANALYSIS (Define the skills needed to attain the Annual Goal)

FROM ACTION ANALYSIS SELECT ONE SKILL AND DEFINE:

WHO

WILL DO WHAT

HOW WELL

UNDER WHAT CONDITIONS

DRAFT A SHORT TERM OBJECTIVE/BENCHMARK FROM DEFINED SKILL. INCLUDE ALL FOUR PIECES OF INFORMATION; THE ORDER OF THE INFORMATION IS NOT CRITICAL.

DETERMINE PROGRESS MONITORING FOR SHORT TERM OBJECTIVE/BENCHMARK.

WHO

USING WHAT

FROM WHERE

HOW OFTEN

ANNUAL GOAL WORKSHEET

WHO (Student)

WILL DO ... WHAT (Performance/Action)

HOW WELL (Quality/Criteria)

UNDER WHAT CONDITIONS (Context)

DRAFT AN ANNUAL GOAL STATEMENT USING THE INFORMATION IN THE BOXES ABOVE. BE CERTAIN TO INCLUDE ALL PIECES OF INFORMATION; THE ORDER OF THE INFORMATION IS NOT CRITICAL.