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| **GOAL AND OBJECTIVE WRITING TUTORIAL: K-12** |

The following is one method for writing measurable goals and instructional objectives:

Goals and Objectives in a student’s IEP focus on the skills and behaviors the student needs to learn in order to be involved and progress in the general curriculum.

Goals are BROAD statements which describe what a student can reasonably be expected to accomplish within a twelve month period of time in a special education program.

Each goal includes these components:

* Direction of change
* Skill or behavior to be changed
* Expected annual ending level of performance

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| **GOAL** |

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| **Direction of Change** | **Skill or Behavior** | **Present Level** | **Expected Level of Achievement** |
| The student will:  INCREASE  DECREASE  MAINTAIN | ACADEMIC SKILL  BEHAVIOR | FROM: \_\_\_\_\_ | TO: \_\_\_\_\_ |
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| **EXAMPLES** | | | |
| The student will DECREASE | Talking our behavior | From 5 times per hour | To talking out one time per hour |
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| The student will INCREASE | Written language skills | From writing only phrases | To writing a complete simple sentence, with initial capitalization and ending punctuation. |
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| The student will MAINTAIN | Attention span using strategies for concentration |  | At the current level of all 5’s on his/her daily point sheet. |

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| **OBJECTIVES** |

Objectives are measurable, immediate steps leading to the attainment of the goal. They describe the student’s behaviors. Objectives must include criteria for attainment and there must be at least TWO objectives per goal.

Objectives contain the following components:

* Conditions for evaluation
* Skill/behavior to be performed
* Criteria and procedures for attainment

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| **Conditions for evaluation** | **Skill or Behavior to be performed** | **Evaluation criteria, procedures** | |
| Circumstances under which behavior is to be performed:   * Environment * Specialized Instruction, materials and equipment * Assistance | * Observable * Verifiable | What will be used to measure performance?   * Method * Instrument * Course of Action | |
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| **EXAMPLES** | | | |
| When in a group setting | The student will verbally participate in conversation | In 9 out of 10 trials, as measured by his/her daily chart. | |
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| After reading a story of his/her choosing | The student will give an oral book report | Summarizing the content of the story, with accuracy measured by teacher checklist. | |
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| When given fifteen 3-digit addition problems and a calculator | The student will compute them | With no more that 3 errors in 2 out of 3 trials. | |