General Information

Measurable annual goals and short term objectives should align with the present levels of academic achievement and functional performance. Annual goals and short term objectives should relate directly to the information recorded on **Page 4** or **5** under concerns/needs (requiring specialized instruction). Specified annual goals and objectives should align with the grade level general education curriculum standards, functional performance requirements and the Connecticut Frameworks: Curricular Goals K-12 and the Connecticut Preschool Frameworks.

The IEP includes measurable annual goals and short-term objectives or benchmarks that describe each student's expected learning outcomes. Annual goals are used to estimate what outcomes you can expect a child to achieve in an academic year based on the student's present levels of performance. Short-term objectives and benchmarks describe meaningful intermediate and measurable outcomes between the student's current performance level and the annual goal.

This is a generic goal and objectives page. By checking one or more of the boxes at the top of the page, one can use this page for nine specific goal areas. If none of the options provided applies; check *Other* and write in a different goal area. Multiple measurable Annual Goals and Short Term Objective pages may be necessary.

☐ Academic/Cognitive ☐ Social/Behavioral ☐ Communication ☐ Gross/Fine Motor ☐ Post secondary Education/Training
☐ Self Help ☐ Employment ☐ Independent Living ☐ Health ☐ Other: (specify) _____

Goals and Objectives

It is important that goals and objectives be specific, be measurable and, to the extent appropriate, relate to the student's achievement in the general education curriculum or appropriate preschool activities. The following is an example of such a goal and related objectives.

> Goal #1: Given the district's 4th grade math curriculum scope and sequence, [student's name] will demonstrate mastery of the 4th grade goals for math applications, as measured by completion of the objectives.

> Objective #1: When given a word problem involving fractions, [student's name] will solve the problem correctly by reading a word problem (or having it read to her/him) and choosing the correct operation.

For Objective #1 of Goal #1, one might select "4" [Quizzes/Tests] from the *Evaluation Procedures* table and enter it on the *Eval. Procedures* line; select "E" [Frequency/Trials] from the *Performance Criteria* table and enter it on the *Perf. Criteria* line; and then enter "75%" on the (%, Trials, etc.) line. This would indicate that this objective will be successfully met when multiple quizzes and tests reviewed by the teacher demonstrate that the student can read a written problem containing fraction concepts (or have it read to her/him), choose the correct operation, and solve the problem correctly, for 3 out every 4 problems given over time.

Eval. Procedure: <u>4</u>

Perf. Criteria: <u>E</u>

(%, Trials, etc.) <u>+75%</u>

Objective #2 Given a fraction word problem, [student's name] will read the problem (or have the problem read to her/him) and give a written description of all the steps that must be taken to correctly solve the problem.

For Objective #2 of Goal #1, one might select "9" [Work Samples, Job Performance or Products] from the *Evaluation Procedures* table and enter it on the *Eval. Procedures* line; select "I" [CMT Scoring Criteria] from the *Performance Criteria* table and enter it on the *Perf. Criteria* line; and then enter "Score of 1 or higher" on the (%, Trials, etc.) line. This would indicate that this objective will be successfully met when work samples reviewed by the teacher demonstrate that the student can read a written problem (or have the problem read to her/him) and write a description of all of the steps that must be taken to correctly solve the problem scoring a 1 or better according to the CMT Scoring Criteria for math.

Goal #2 Given his/her interest and skills, [Student name] will investigate two jobs and determine what kind of post secondary training or education is required for each job.

Objective #1 Given a copy of the local newspaper, [student name] will select two job descriptions that meet his/her interest from the want ads and underline the words that describe the skills or requirements for each job.

For Objective #2 of Goal #2, one might select "6" [Project/Experiment/Portfolio] from the *Evaluation Procedures* table and enter it on the *Eval. Procedures* line; select "G" [Successful Completion of Task/Activity] from the *Performance Criteria* table and enter it on the *Perf. Criteria* line; and then enter "100%" on the (%, Trials, etc.) line, indicating that the task has been successfully completed when the project reflects that the student has selected two job descriptions that meet his/her interest from the want ads and has underlined the words that describe the skills or requirements for each job.

Evaluation Procedures and Performance Criteria

The sections entitled *Evaluation Procedures* and *Performance Criteria* are designed so that one can select an evaluation procedure for both the goal statement and also for each of the objectives. Currently, Connecticut regulations require short term objectives derived from the annual educational goals for all students that have an IEP and that evaluation procedures and performance criteria be specified for all short term objectives. The annual goal may be measured in terms of the achievement of the short term objectives that are written to address the goal or separate evaluation procedures may be utilized for the goal. Evaluation procedures and performance criteria should be individually determined based on the student's present levels of academic and functional performance and the task demands of general education or appropriate preschool activities.

To the right of each *Goal* and *Objective* field, space is provided to indicate the Evaluation Procedure (*Eval. Procedure*) and Performance Criterion (*Perf. Criteria*) to be utilized with the *Goal* or *Objective*. If it is necessary to specify a percent change, number of trials, standard score increase, months growth, etc., space is provided in the field labeled *(%, Trials*, etc.). When taken as a whole, the evaluation procedures, performance criteria and goals/objectives should be compatible, aligned, and clear.

Reporting Progress

The area at the bottom of the page entitled *Progress Reporting Key* lists letters and corresponding terms to be used to indicate whether or not progress is sufficient to achieve the goal by the end of the IEP, e.g., M = Mastered, S = Satisfactory Progress - Likely to Achieve Goal, U = Unsatisfactory Progress - Unlikely to Achieve goal, etc. (Note: This reporting key is utilized for both goals and objectives.) When selecting *Other* to report progress, the district must specify what "other" means.

In the four columns on the right side of the page, space is provided to report on progress toward both the goal and objectives (see example below). In the shaded boxes immediately under the heading *Enter Dates For Evaluating and Reporting Progress in Boxes Below*, space is provided to enter up to eight dates for progress reporting. The boxes provided next to the measurable annual goal and next to each of the three objectives can then be used to record evaluation

results for each of the dates entered in the set of shaded boxes at the top of the page. (Note: It is important that these reporting dates be entered when the IEP is written so that parents will know when to expect reports on their child's progress. The dates entered should be consistent with **Page 10** of the IEP.)

The sample that follows has been completed to illustrate how this section might look at the end of a school year, assuming progress is being reported consistent with quarterly report cards. In the lower set of boxes, the *NI*, *S* and *M* stand for *Not Introduced, Satisfactory Progress - Likely to Achieve Goal*, and *Mastered*, respectively. Again, the position of these progress indicators in the lower boxes corresponds to the dates for the reporting periods entered in the top set of boxes. To illustrate, for the 4/30 Progress Report, the student was making satisfactory progress, as indicated by the "S" in the box that corresponds to that date (box #3).

Enter <u>Dates</u> for Evaluating and Reporting Progress in Boxes Below			
1 *11/28*	2 *2/2*	3 *4/30*	4 *6/15 RC*
5	6	7	8
Report Progress Below (Use Reporting Key)			
1 *NI*	2 *S*	3 *S*	4 *M*
5	6	7	8

Transition Goals and Objectives

For students who have transition goals and objectives (mandatory for any student whose IEP will be in effect when she/he turns 14, or younger students if determined appropriate by a PPT), there must be a minimum of two (2) annual goal pages (page 7) related to transition in <u>every</u> IEP (effective as of the October 1, 2009 data collection): One annual goal page for postsecondary education *or* training and one annual goal page for employment. (The student might also have at least one annual goal with short-term objectives related to the PSOGS about independent living if determined appropriate by the PPT.) In addition, for all students age 13 or older (so that the IEP will be in place on the student's 14th birthday), all items on **Page 6**, **Transition Planning**, must be completed and the box located above the *Measurable Annual Goal* heading (on Page 7) must be checked as noted below.

☒ *Check here if the student is 13 or older. (Note: **Page 6**, Transition Planning must be completed if this box is checked*)

For every Post-School Outcome Goal Statement written in Items 5a, 5b, and 5c on Page 6 of the IEP ("Transition Planning"), the appropriate box for annual goals and related objectives under that PSOGS must be checked and the checkbox for the same goal area must also be checked on the top of Page 7. Since every student must have a PSOGS for postsecondary education *or* training on Page 6, the postsecondary education/training box must be checked at the top of page 7 and at least one annual goal with short-term objectives must be written for that goal area. As there must also be a second PSOGS in the area of employment, at least one annual goal with short-term objectives must be written on another page 7 for that goal area with the appropriate box checked. (There must also be an annual goal with short-term objectives written in the area of independent living [and the independent living box checked at the top of Page 7] *if* the PPT has determined that a PSOGS in the area of independent living is appropriate for the student.)

To appropriately incorporate annual goals related to a student's PSOGS, the checkboxes at the top of page 7 of the IEP related to secondary transition are now as follows: Postsecondary education/training; employment; and independent living (which incorporates community participation).

NOTE: For students aged 14 – 21 who are working on transition goals (i.e., postsecondary education/training, employment and if appropriate, independent living), MORE than one box may be checked for **each** annual goal as some goals may relate to transition as well as to one or more of the other categories noted at the top of page 7, however only one transition box may be checked per annual goal. In addition, since transition areas are not directly correlated with state curriculum standards and many students receive the majority of their instruction in general education classrooms, some transition goals and objectives may be addressed within general education. For example, a student may be working on an annual goal in the area of self-

advocacy. The checkboxes for Academic/Cognitive or Communication as well as Postsecondary Education/Training may be appropriately checked since a student who is planning to attend college or receive further training will have to know how to advocate for him/herself in order to receive disability-related accommodations and/or services. Similarly, a student may be working on an annual goal related to functional math skills; this goal may relate to the Academic/Cognitive and Independent Living categories.