Academic Goal Bank

READING:

Decoding (Wilson/Fundations)

- Student will read 13/15 words correctly in monthly assessments based on the following objectives by January 2018.

*Measured using Collection of Indicators

Progress Monitoring Assessment:

Not Evident: Not Introduced
Introduction: 0-19%
Emerging: 20-39%
Developing: 40-59%
Ongoing: 60-79%
Demonstrated: 80-99%
Applied: 100%

Objectives:

1. Student will read at least 13/15 words that all follow the double consonant rule (ll, ss, ff).
2. Student will read at least 13/15 words that include the sounds an and am.
3. Student will read at least 13/15 words that include the suffix s when added to a closed syllable word with three sounds.
4. Student will read at least 13/15 words that include the sounds ang, ing, ong, ung, ank, ink, onk, unk.
5. Student will read at least 13/15 closed syllable words with blends (4 sounds only plus suffix s).
6. Student will read at least 13/15 words that include the closed syllable exceptions ind, ild, old, ost, olt.
7. Student will read at least 13/15 5 sound closed syllable words with the suffix s.
8. Student will read at least 13/15 words with three-letter blends and up to 6 sounds in a closed syllable.

Fluency

- When given a ___#___ grade reading passage, John Doe will correctly read ## words per minute with fewer than # errors. (Jillian—THIS WAS A SUGGESTED GOAL FROM MATTHEW JOHNSON—SPECIAL EDUCATOR CONSULTANT AT THE DOE 10/17/14)

Comprehension

- When given text at (his or her) instructional level, student will answer literal and inferential comprehension questions with 80% accuracy by the end of the IEP period. (Kelly)
- When given a passage at his instructional level, John Doe will independently read and correctly answer a variety of comprehension questions about important elements of a text to achieve 80% accuracy.
• Given instructional reading level material to read silently, John Doe will correctly answer 80% of a variety of comprehension questions over that material. (Jill-Gobbledygook pg 45 sample)

• When given a reading passage at the student’s instructional level or a specific grade level, John Doe will correctly answer 80% of the comprehension questions from the text (Jillian- THIS WAS A SUGGESTED GOAL FROM MATTHEW JOHNSON- SPECIAL EDUCATOR CONSULTANT AT THE DOE ON 10/17/14. HE JUST SAID THAT THEY ARE STEERING AWAY FROM LETTERED LEVELS OR NUMBERED LEXILE LEVELS TO DESCRIBE STUDENTS PROGRESS BECAUSE THEY ARE DIFFERENT FROM SCHOOL TO SCHOOL AND APPARENTLY IT’S HARD FOR PARENTS TO UNDERSTAND)

• Given instructional level reading passages, ________will correctly respond to a variety of comprehension questions with 80% accuracy (Or you could put something like: "4 out of 5 times" etc.) . I would caution against writing to a specific test (e.g., Star) because students sometimes move and the new district may utilize a different test or format. (Katherine Springer, IEP Resource Center)

MATH:

Math Computation

• Given a worksheet of 50 single digit multiplication problems, the student will write answers at the rate of (#) numerals per minute with not more than (#) errors. 
(The "#" put in depends upon the student’s present level.) (Gigi)

• When given a grade level math probe assessing addition, subtraction with and without regrouping, multiplication and division facts up to 100, John Doe will answer 80% of the problem correctly. (Jillian- THIS WAS A SUGGESTED GOAL FROM MATTHEW JOHNSON-SPECIAL EDUCATOR CONSULTANT AT THE DOE ON 10/17/14)

• Given a variety of grade level math problems, STUDENT will correctly and independently interpret and solve with 80% accuracy.

WRITING:

• John Doe will write a dictated sentence with correct capitalization, spelling, and ending punctuation with fewer than __ errors. (Jill)

• When given a ____ grade writing prompt, John Doe will write a total of ____ words. (Jill)

• When given a ____ grade writing prompt, John Doe will write a story with ____ words spelled correctly. (Jill)

• When given a ____ grade writing prompt, John Doe will write story with # Correct Writing Sequences. (Jillian)

• Given a picture of interest (writing probe), Student will independently write ___ sentences (no dictation or adult prompting) using correct punctuation and capitalization in at least 3 out of 4 trials in a two week period. (Gigi from the goal training)
Writing Rubric

**Not Evident**  
Writing is completely illegible, unable to make out individual words.

**Introduced**  
Writes individual words legibly with proper letter formation on the lines.

**Emerging**  
Writes sentences with uneven spacing, improper use of capitalization and inconsistently uses punctuation.

**Developing**  
Sentences are legible, but words run together, missing punctuation or capitalization.

**Ongoing**  
Sentences are legible and contain 3 or fewer errors in letter formation, spacing, capitalization, or punctuation.

**Demonstrated**  
Sentences are legible and evenly spaced. Sentences contain only 1 or 2 errors in letter formation, spacing, capitalization, or punctuation.

**Applied**  
Writes sentences legibly on the lines with even spacing. Sentences include capital letter and ending punctuation.

SOCIAL/EMOTIONAL (Kelly added all social/emotional goals - please ask if questions!)

**Work Completion**

- John will complete 80% of his classroom assignments in the academic areas of reading, english language arts, and math per grading period.

- When given a task or direction ______ will begin the task within 1 minute and remain on task for a minimum of 10 minutes independently with no more than 2 prompts on 8 out of 10 independent tasks, as measured by staff data.

- Given a maximum of one verbal cue, ______will attend to a non-preferred, small-group activity and/or independent assignment, without protest, and remain on task with no task avoidance (bathroom, getting a jacket, tying shoes, sharpening pencil, etc.) for 20 minutes, in 3 out of 4 trials, as measured by observations and staff documentation.

- ______ will demonstrate on task-behavior in the general education setting for 75% of intervals during a 10 minute period, with the use of an appropriate fidget and one adult reminder, in 4/5 trials, as measured by observation and data.

- ______ will attend (sit still, eyes on teacher, hands to self, quiet voice) to a task during large and small group instruction across settings for a 10 minute period with no more than 1 teacher prompt in 4 out of 5 trials as measured by teacher charted data.
With movement breaks and the use of self-regulation strategies, _____ will demonstrate the ability to attend to a task for an average 75% of intervals in a 20 minute class period.

With the use of taught self-regulation strategies and self-monitoring checklists, ______ will independently begin a task (including non-preferred tasks) within 2 minutes of direction for an average of 80% of opportunities, across environments.

With the use of taught self-regulation strategies and self-monitoring checklists, once ______ has began an independent task, he will then remain focused on the task for at least 10 minutes, free from adult prompts, for an average of 80% of opportunities, across environments.

When given an assigned task, ____ will independently complete an assignment/task, and ask for assistance, if needed, with 80% accuracy in 5 out of 5 consecutive trials, in a small group setting, as measured by teacher-charted observations.

When given a non-preferred task paired with the use of self-regulation strategies and rewards systems, ______ will begin the task within 1 minute, and complete the appropriately modified version of the task within a predesignated appropriate amount of time (with use of timer) on 8 out of 10 opportunities, as measured by staff data.

On Task Behaviors:
- When given a 10 -minute observation John will remain on task (define what on task behaviors you are looking for) during instruction and lesson activities and assignments for 80% of the time.
- When given an in class assignment, the student will remain on task independently for 70% of the 15 minute period. (Michelle T.)
- When given a 15-minute observation, John will display productive school behaviors (define what productive behaviors you are looking for)

Coping Skills/Self-Regulation
- In the classroom environment, _____ will utilize positive self-talk and coping strategies to handle stressful situations or work demands in which he/she manifests anxious or withdrawn behavior (i.e. putting head down, saying he/she can’t do something), demonstrated by engaging in the 30 minute activity or situation in a calm and positive manner with one prompt on 2/3 occasions.
- In counseling sessions, ________ will accurately identify feelings and appropriate coping strategies when presented with real or imagined situations with 80% accuracy on 4 out of 5 trials.
- When _____ becomes upset, frustrated, or angry, he will use a self-regulation/coping strategy (movement break, deep breathing, quiet space break, deep pressure/heavy work activity, etc.) to avoid engaging in an unexpected behavior, with one reminder, on 4 out of 5 opportunities, as measured by observations and documentation.
- ____________ will improve his self-regulation skills as demonstrated through utilizing a tool (e.g. inner coach, sensory support, calming break) to aid in regulating to an expected emotional state (e.g. green zone - which is when we feel
calm, happy, content, and focused) with one adult reminder on 8 out of 10 instances in a small group setting, as measured over two week period

- ______ will improve insight on regulation as demonstrated by identifying the instances where he/she could have benefited from utilizing a tool to aid in regulation and determine what tool would have been beneficial for each instance with 80% accuracy.

- When presented with a problem (non-preferred task, frustrating situation, criticism/correction), ______ will accurately determine the size of the problem (big problem, little problem) and determine the appropriate emotional response (take a break, talk with teacher, take a deep breath, replace frustration with good thoughts, etc.) and return to task at hand in 4 out of 5 trials as measured by teacher charted data.

- When given a frustrating situation (i.e. undesired task, demand, and/or undesired peer behavior), with one prompt ______ will utilize coping strategies (i.e. take a break, deep breaths, etc.) and return to and remain on task with a calm body and mind for a minimum of 10 minutes with an average of 95% over 8 consecutive school weeks, across all classroom environments.

- When presented with a situation known by ______ to be anxiety or frustration producing for him (i.e. non-preferred task, unexpected obstacle such as ______, tasks perceived as too difficult, unfamiliar adult, and non-preferred adult), he will independently demonstrate an appropriate emotional response through finding a solution to his problem or using a strategy to regulate back to an expected emotional state (take a break, talk with teacher, etc.) and return to task at hand within 2 minutes, for an average of 80% of instances both throughout all environments and within each environment.

### Self-Control

- ______ will show self-control of his/her body and voice (good personal space, keeping hands/arms/legs near body, and appropriate voice level) in relation to the expected levels of the classroom and peers around him for 80% of a 20 minute period.

- ______ will demonstrate self-control in the classroom through raising his/her hand and waiting to be called on by the teacher when he/she has a question in class, with 80% accuracy in 5 out of 5 trials, as measured by teacher observation and data collection.

### Self-Monitoring

- ______ will demonstrate the ability to recognize expected and unexpected behaviors as well as rate his own behavior as part of his self-monitoring system with 80% accuracy as compared to teacher ratings of behavior.

- ______ will demonstrate the ability to accurately recognize her level of anxiety through the use of a visual self-rating system (e.g. feelings thermometer) with 80% accuracy, as compared to teacher observations and data.

### Aggression
• ______ will refrain from physical aggression (i.e. kicking, hitting, pushing, tripping) across all environments in school, for 4 consecutive weeks, with all adults and children as measured by event data.

• ______ will refrain from aggression (i.e. hitting, kicking, pushing) 100% of the day, across all environments, with all adults and children as measured by special education event data, over 8 consecutive weeks.

Anxiety

• In counseling sessions, _____ will accurately identify situations that can be anxiety producing and appropriate coping strategies or relaxation techniques when presented with real or imagined situations with 80% accuracy on 4 out of 5 trials.

• _____ will demonstrate the ability to accurately recognize her level of anxiety through the use of a visual self-rating system (e.g. feelings thermometer) with 80% accuracy, as compared to teacher observations and data.

Negative Comments and Gestures

• With the use of Cognitive Behavioral Intervention (strategy of learning to regulate thoughts and beliefs in counseling paired with daily reinforcement as tools are utilized), _____ will reduce instances of negative comments and gestures to an average of 1 instance per hour, across all classroom settings, as measured over 6 trial days.

Non-Compliance/ Following Directions

• When given a frustrating situation (i.e. non-preferred task, not being able to choose preferred activity such as computers, etc) ______ will engage in no more than 20 minutes of non-compliance over a week period as measured through time sampling data.

• Given a three step functional direction from an adult, _____ will complete all three steps with a maximum of 1 additional prompt in 4 out of 5 trials as measured by teacher observation and data.

• Through the use of Self-Monitoring checklists, ______ will reduce instances of Passive Non-Compliance (becomes purposely and increasingly distracted through ignoring tasks, demands, or staff directives) to an average of 20% of intervals or less, both across all educational environments and within each educational environment, as measured across a one week period.

• During a 20 academic task, ____ will respond to staff directives in an expected manner within 1 minute and with one reminder on 4 out of 5 trials, as measured by teacher observation and data.

Peer Interactions/ Social Skills
• During unstructured play times, _____ will interact with peers in an appropriate manner through maintaining personal space and a respectful voice for an average 80% of intervals, measured over a 2 week period.

• _____ will decrease inappropriate verbal comments (such as "you are weird" or "you are a loser") to 1 time per week or less by responding appropriately when his/her feelings are hurt (use words, talk to a teacher, walk away, stay calm) and seeking attention in appropriate ways (asking a friend to play, initiating conversation, giving a compliment) in 4 out of 5 trials as measured by teacher charted data.

• During unstructured play (recess, choice time), _____ will play (participate, share, follow directions/rules, take turns) with 1-2 peers for 10 minutes with no more then 1 adult prompt in 4 out of 5 opportunities as measured by teacher/staff data and observation.

Social/Emotional Problem Solving

• When given scenarios of social conflicts, _____ will demonstrate problem solving skills by identifying the problem and generating two solutions appropriate to the situation in 4/5 trials, as measured by data collection.

Organization of Materials

• _____ will organize his/her materials in a binder or folder and will bring assignments to and from school with 80% accuracy as measured by binder/agenda checks and teacher records.

• _____ will organize his/her materials in a binder or folder and will bring assignments to and from school with 80% accuracy as measured by binder/agenda checks and teacher records.

• Given helpful organizational strategies, _____ will present with organized school materials (folders, books, assignments, supplies) in his desk 3/4 times, 3 weeks in a row, as measured by review of his student planner, timely completion of assignments, and teacher report.

• _____ will independently perform the task of writing his HW legibly in his planner and compile needed assignments in his binder with 80% accuracy in 5 out of 5 consecutive trials as measured by teacher-charted observations/ planner checks.