

## IEP Goals & Objectives

Goals are measurable statements which describe what a student can reasonably be expected to accomplish within a twelve month period of time. Goals address student needs, as documented in the evaluation report and the Present Levels of Academic Achievement and Functional Performance (PLAAFP) on the IEP.

### Goal Components

Direction of Change	Skill or Behavior	Present Performance	Expected Level of Achievement
<b>The student will</b> *increase *decrease *maintain	<b>academic skill</b>  <b>behavior</b>	<b>from</b> _____	<b>to</b> _____
<b>EXAMPLES:</b>			
In support of Minnesota LA Standards, the student will <b>increase</b>	<b>the accurate use of writing conventions</b>	<b>from</b> writing phrases without punctuation	<b>to</b> writing technically accurate paragraphs.
The student will <b>decrease</b>	<b>interrupting behavior</b>	<b>from</b> 5 times per hour	<b>to</b> one time per day.
The student will <b>increase</b>	<b>attention span</b> using strategies for concentration	<b>from</b> five minutes during high interest activities	<b>to</b> 15 minutes during non-preferred activities.

Adapted from MnCFL/2001

Objectives are intermediate steps leading to the attainment of the goal. There must be at least two objectives per goal. Objectives are SMART: specific (identify the student and skill), measurable (can observe, count, graph, chart), attainable (useful), relevant (based on learner needs), and time bound (can be accomplished within a year). Objectives can pass the Stranger Test (could be implemented by someone unfamiliar with the student).

### Objective Components

Conditions/Context	Skill or Behavior	Evaluation Criteria and Procedures
<b>Circumstances under which behavior is to be performed</b> *environment *specialized instruction *materials/equipment	*observable *measurable *verifiable	<b>Expected level of performance</b> *method *instrument *course of action
<b>EXAMPLES:</b>		
When in a group setting with peers	the student will verbally participate in conversation	in 9 out of 10 opportunities, as measured by a daily chart.
After reading a story of his own choosing at his instructional level,	the student will give an oral book report including the main characters, the sequence of events, and his opinion of the book	on three consecutive opportunities, as measured by a teacher checklist.
Given 15 3-digit addition problems & no calculator,	the student will compute the answer	with no more than 3 errors, in 2 out of 3 trials.

Adapted from MnCFL/2001