

When Developing Goals and Objectives; Keep in Mind...

Accommodations:

Changes in how a student accesses/demonstrates learning on assessments and in classroom instruction; does NOT substantially change the construct/content being assessed or taught; provides for equal opportunity; must be determined by the IEP team

Accommodations used in the classroom instruction may not always be allowed for the state and district assessment administration; i.e. reading the material to the student is not allowed in the reading section of the statewide testing.

Modifications:

Changes in what a student is expected to learn; DOES change the content, instructional level and/or performance; allows meaningful participation and enhanced learning experience; may not be used for general assessments that factor into district and state accountability reports.

Annual goals must be:

Individualized

Measurable

Meaningful

Attainable (in 12 months)

Specific/precise

Clear

Referenced to state standards - make sure you know which one!

The starting point is the PLEP:

It forms the baseline

Strengths and or concerns

The student's needs/visions

Assessment information

Academic performance

Other report

Use Objectives when the skills leading to the goal are different or the student is slated to use the "alternative assessment"

Use Benchmarks when the skill remains the same, but desired change is a:

Percentage

Level of accuracy

Rate change

Beware... "teacher observation" alone is not enough:

Teachers may observe a higher level of performance than tests. Use objective information, or observation paired with data; how will the skill be seen, heard, counted, measured, verified, evaluated?