WRITING MEASURABLE GOALS AND OBJECTIVES

LEARNER PERFORMANCE		QUALITY	CRITERIA	CONDITIONS

• Alphabetize
• Answer
• Arrange
• Ask
• Bring
• Chart
• Choose
• Compare
• Compile
• Complete
• Compose
• Contrast
• Contribute
• Correct count
• Create
• Decode
• Define
• Demonstrate
• Describe
• Determine
• Differentiate
• Discriminate
• Does not ____
• Edit
• Explain
• Follow
• Generate
• Give
• Greet
	• Identify
	• Include
	• Initiate
	• Imitate
	• Label
	• List
	• Maintain
	• Make
	• Match
	• Name
	• Organize
	• Outline
	• Paraphrase
	• Point
	• Pronounce
	• Provide
	• Read
	• Record
	• Retell
	• Say
	• Select
	• Self correct
	• Share
	• Solve
	• Speak
	• Spell
	• Summarize
	• Type
	• Volunteer
		• Independently
		• With prompting
		  – Verbal
		  – Visual
		  – Physical
		  – Gestural
		  – Limited
		• In the correct order
		• With correct capitalization
		• With correct punctuation of periods, questions marks, commas…
		• With a main idea and (#) of supporting details
		• Legibly
		• Without assistance
		• With minimal assistance
		• Instantly and correctly
		• On the first attempt
		• At a level judged satisfactory by teacher
		• With no more than one redirection
		• With a score of ____ from the __ grade writing rubric
			Frequency
			• __ x each day
			• __ x in __ minutes each day
			• __ consecutive days
			• Fewer than __ minutes each week
			• Whenever it appears
			Duration
			• For __ minutes
			• For __ repetitions in __ (amount of time)
			Accuracy
			• __% of the time
			• __ our of __trials
			• No more than __ errors
			• With __ errors
			• No more than random error (define)
			Latency/Speed
			• __ words per minute
			• __ letters per minute
			• In less than __ minute
			• __ seconds or less
			• __Complete work in __ minutes
			• Within __ minutes of a verbal prompt
			Intensity
			With __ pounds of pressure/force
				Location
				• During lunch
				• In a large group
				• In a small group
				• In a 1:1 setting
				• During free/play time
				• Across environments
				• During time readings
				• In a sharing routine
				• In the community
				Givens
				• Given __ paragraphs
				• Given pictures
				• Given unfamiliar material
				• Given words or letters
				• Given a topic
				• Given a story starter
				• Given CVC words
				• Given a calculator
				• Given a model
				• Given a writing prompt
				Misc
				• With typical peers
				• With adults
				• With __ software (do not use brand names)
				• With __ grade vocabulary
				• With two hands
				• With L/R hand
				• With a (#) key hit sequence through use of __ (AT)
				• Through use of __ strategy/behavior
				• In (type of) writing
				• In (grade level) test/material

NON-MEASURABLE: comprehend, Enjoy, feel, increase (from what to what?), know listen, learn, manipulate (how?), participate (how?). realize. understand

Adapted from HCESC Smart Sheet, Chalfant and McGraw, 4/2004

SHORT TERM OBJECTIVE/BENCHMARK WORKSHEET

ACTION ANALYSIS (Define the skills needed to attain the Annual Goal)

FROM ACTION ANALYSIS SELECT ONE SKILL AND DEFINE:

WHO

WILL DO WHAT

HOW WELL

UNDER WHAT CONDITIONS

DRAFT A SHORT TERM OBEJCTIVE/BENCHMARK FROM DEFINED SKILL. INCLUDE ALL FOUR PIECES OF INFORMATION; THE ORDER OF THE INFORMATION IS NOT CRITICAL.

DETERMINE PROGRESS MONITORING FOR SHORT TERM OBJECTIVE/BENCHMARK.

WHO

USING WHAT

FROM WHERE

HOW OFTEN

ANNUAL GOAL WORKSHEET

WHO (Student)

WILL DO … WHAT (Performance/Action)

HOW WELL (Quality/Criteria)

UNDER WHAT CONDITIONS (Context)

DRAFT AN ANNUAL GOAL STATEMENT USING THE INFORMATION IN THE BOXES ABOVE. BE CERTAIN TO INCLUDE ALL PIECES OF INFORMATION; THE ORDER OF THE INFORMATION IS NOT CRITICAL.

Neal, E., CCESC, 2005