

IEP GOAL BANK

➤ ACADEMIC GOALS

➤ BEHAVIOR SUPPORT

➤ COMMUNICATION

➤ FUNCTIONAL SKILLS

Comprehension

When given a reading passage at STUDENT will answer "what," "who," and "where" questions with 80% accuracy.

When given (insert number) incomplete sentences, STUDENT will complete the sentences with 80% accuracy.

When given a multiple-choice answer, STUDENT will select the correct answer with 80% accuracy when given four options.

When given reading passages at the (insert grade level), STUDENT will answer a minimum of ten questions with each question correct in two out of three trials.

Number Sense

STUDENT will demonstrate receptive understanding of a field of all twenty numbers in random order.

STUDENT will name the numbers 1-20 when asked to do so.

STUDENT will identify numbers and quantities when asked to do so.

STUDENT will identify which collection is "more" or "less" when counting and matching sets.

STUDENT will use ordinal numbers (1st through 10th) when asked to do so.

STUDENT will interpret information from a graph with 80% or greater accuracy.

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WRITE STRONG IEP GOALS

IEP GOAL BANK for SPECIAL EDUCATION

ACADEMIC GOALS

ENGLISH LANGUAGE ARTS GOALS

When handed a book, STUDENT will turn it the appropriate way and flip through the pages on three out of four opportunities.

When handed a book, STUDENT will turn it the appropriate way and flip through the pages one at a time in four out of five trials.

When presented with a story book or a familiar story with 80% accuracy in two out of three trials.

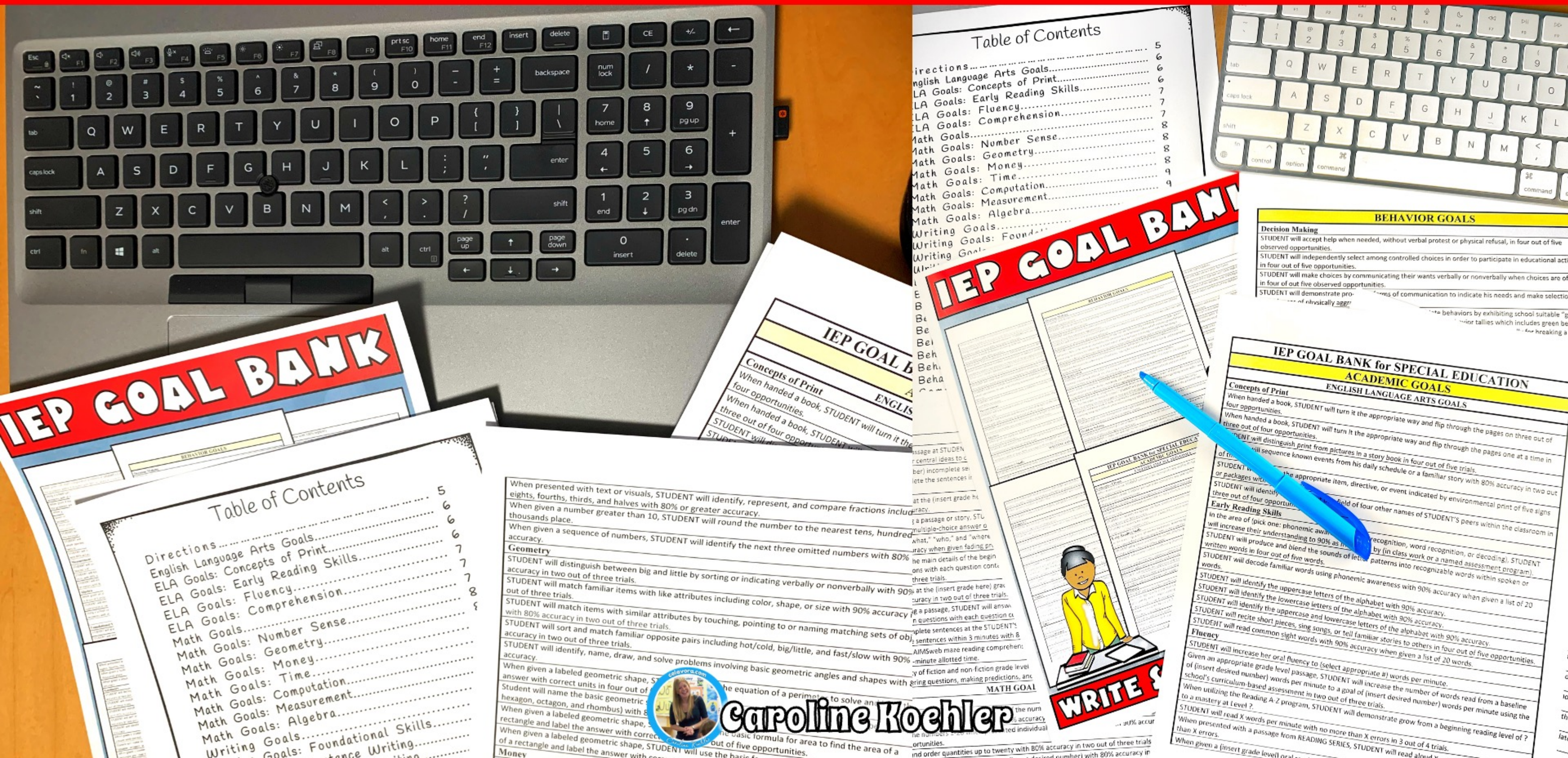
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ACADEMIC IEP GOALS



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BEHAVIOR GOALS

Decision Making
STUDENT will accept help when needed, without verbal protest or physical refusal, in four out of five observed opportunities.
STUDENT will independently select among controlled choices in order to participate in educational activities in four out of five opportunities.
STUDENT will make choices by communicating their wants verbally or nonverbally when choices are of four out of five observed opportunities.
STUDENT will demonstrate appropriate forms of communication to indicate his needs and make selections of physically appropriate behaviors by exhibiting school suitable "good" behaviors which includes green behaviors.

IEP GOAL BANK for SPECIAL EDUCATION ACADEMIC GOALS ENGLISH LANGUAGE ARTS GOALS

Concepts of Print
When handed a book, STUDENT will turn it the appropriate way and flip through the pages one at a time in three out of four opportunities.
When handed a book, STUDENT will turn it the appropriate way and flip through the pages one at a time in three out of four opportunities.
STUDENT will distinguish print from pictures in a story book in four out of five trials.
STUDENT will identify sequence known events from his daily schedule or a familiar story with 80% accuracy in two out of four opportunities.
Early Reading Skills
In the area of (pick one: phonemic awareness, word recognition, or decoding), STUDENT will increase their understanding to 90% as measured by (in class work or a named assessment program).
STUDENT will produce and blend the sounds of letters into recognizable words within spoken or written words in four out of five words.
STUDENT will decode familiar words using phonemic awareness with 90% accuracy when given a list of 20 words.
STUDENT will identify the uppercase letters of the alphabet with 90% accuracy.
STUDENT will identify the lowercase letters of the alphabet with 90% accuracy.
STUDENT will recite short pieces, sing songs, or tell familiar stories to others in four out of five opportunities.
Fluency
STUDENT will increase her oral fluency to (select appropriate #) words per minute.
Given an appropriate grade level passage, STUDENT will increase the number of words read from a baseline of (insert desired number) words per minute to a goal of (insert desired number) words per minute using the school's curriculum-based assessment in two out of three trials.
When utilizing the Reading A-Z program, STUDENT will demonstrate growth from a beginning reading level of ? to a mastery at level ?.
STUDENT will read X words per minute with no more than X errors in 3 out of 4 trials.
When presented with a passage from READING SERIES, STUDENT will read aloud X words per minute with no more than X errors in 3 out of 4 trials.
When given a (insert grade level) oral passage, STUDENT will read aloud X words per minute with no more than X errors in 3 out of 4 trials.

IEP GOAL BANK ENGLISH

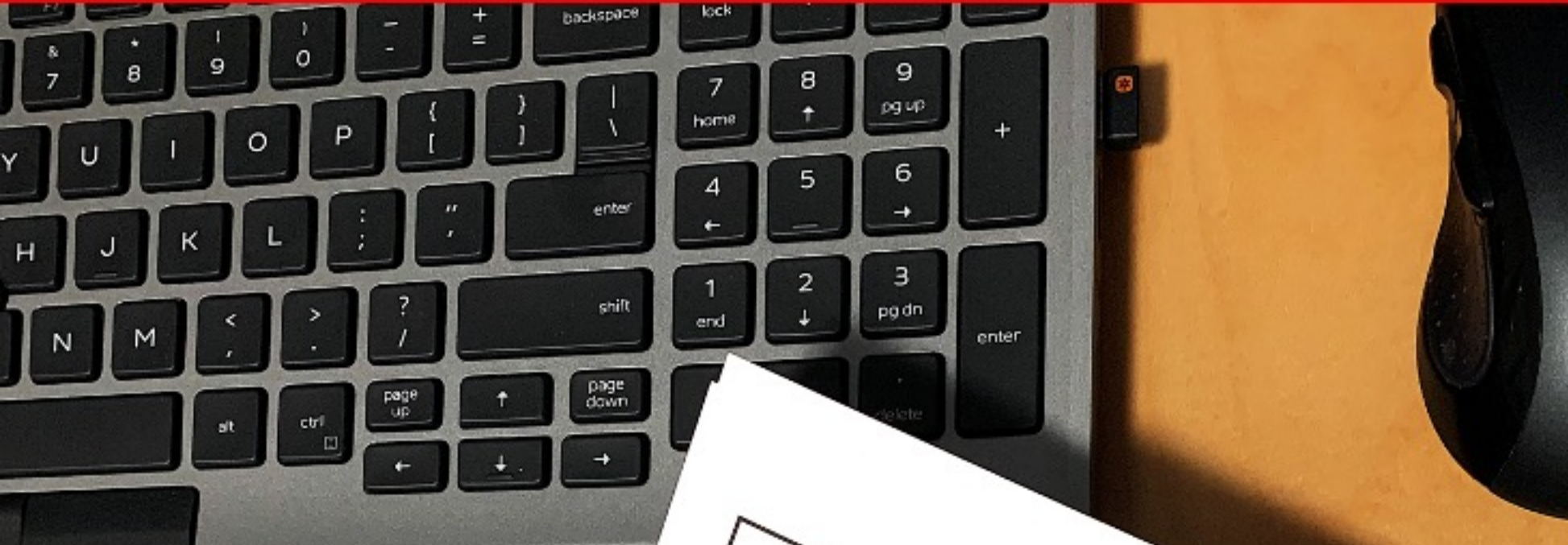
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When handed a book, STUDENT will turn it the appropriate way and flip through the pages one at a time in three out of four opportunities.
When handed a book, STUDENT will turn it the appropriate way and flip through the pages one at a time in three out of four opportunities.
STUDENT will distinguish print from pictures in a story book in four out of five trials.
STUDENT will identify sequence known events from his daily schedule or a familiar story with 80% accuracy in two out of four opportunities.

When presented with text or visuals, STUDENT will identify, represent, and compare fractions including eighths, fourths, thirds, and halves with 80% or greater accuracy.
When given a number greater than 10, STUDENT will round the number to the nearest tens, hundred thousands place.
When given a sequence of numbers, STUDENT will identify the next three omitted numbers with 80% accuracy.
Geometry
STUDENT will distinguish between big and little by sorting or indicating verbally or nonverbally with 90% accuracy in two out of three trials.
STUDENT will match familiar items with like attributes including color, shape, or size with 90% accuracy in two out of three trials.
STUDENT will match items with similar attributes by touching, pointing to or naming matching sets of objects with 80% accuracy in two out of three trials.
STUDENT will sort and match familiar opposite pairs including hot/cold, big/little, and fast/slow with 90% accuracy in two out of three trials.
STUDENT will identify, name, draw, and solve problems involving basic geometric angles and shapes with 90% accuracy.
When given a labeled geometric shape, STUDENT will answer with correct units in four out of five opportunities.
Student will name the basic geometric shapes (triangle, square, rectangle, pentagon, hexagon, octagon, and rhombus) with 80% accuracy in two out of three trials.
When given a labeled geometric shape, STUDENT will label the answer with correct units in four out of five opportunities.
When given a labeled geometric shape, STUDENT will use the basic formula for area to find the area of a rectangle and label the answer with correct units in four out of five opportunities.
Money
When presented with a coin or bill, STUDENT will identify the coin or bill with 80% accuracy in two out of three trials.
When given a sequence of coins or bills, STUDENT will identify the total value with 80% accuracy in two out of three trials.
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BEHAVIOR IEP GOALS



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ACADEMIC GOALS
ENGLISH LANGUAGE ARTS GOALS

Concepts of Print
When handed a book, STUDENT will turn it the appropriate way and flip through the pages one at a time in four opportunities.
When handed a book, STUDENT will identify the front cover, back cover, and title page in three out of four opportunities.

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ACADEMIC GOALS
ENGLISH LANGUAGE ARTS GOALS

Concepts of Print
When handed a book, STUDENT will turn it the appropriate way and flip through the pages one at a time in four opportunities.
When handed a book, STUDENT will identify the front cover, back cover, and title page in three out of four opportunities.

Early Reading Skills
In the area of (pick one: phonemic awareness, letter recognition, word recognition, or decoding) STUDENT will increase their understanding to 90% as measured by (in class work or a named assessment) three out of four opportunities.

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WRITE STRONG IEP GOALS

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IEP WRITING COMPLETE SET

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ACADEMIC GOALS

English Language Arts Goals

Math Goals

Writing Goals

BEHAVIOR GOALS

Decision Making

Problem Solving

Reading

Social

Work Completion

FUNCTIONAL SKILL GOALS

SPEAKING AND LISTENING GOALS

EXISTING DATA: EVALUATION INFORMATION AND STUDENT DATA

Describe the Strengths of the Student

Use positively worded statements that are measurable and objective. Commonly noted areas for students receiving inclusion services include academics, social skills, and participation in class. Choose which strengths to include by selecting as many as apply from the list below and editing them as necessary.

ACADEMICS

STUDENT displays a beginning understanding of basic concepts such as identifying colors, shapes, and counting. He can point to 8 out of 10 named colors, identify a circle, square, and diamond, and count to 7. STUDENT is able to identify what comes next in a sequence of shapes, match numbers, and rote count up to 20. He is able to count.

He can also successfully put a sequence of

is able to read the high frequency words the only at level A and with minimal instructional

understanding assessments. STUDENT has

uniquely

Local, National, and International Testing Participation

other local, national, and international testing. Choose the assessments at the student's testing level. The student's testing level is determined by the student's current testing level. He also benefits from the student's testing level in math.

STANDARDIZED TESTING PARTICIPATION

STUDENT benefits from the student's testing level in math.

IEP WRITING Help Guide with scripted phrases

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- ✓ For diverse caseloads
- ✓ Scripted phrases
- ✓ Goal banks

