

WRITING ANNUAL GOALS EXAMPLES

Disclaimer: South Dakota Department of Education, special education guidance documents are for general information purposes only. Individual Education Program (IEP) teams should not rely upon this information as a basis for making IEP decisions. Remember, IEP decisions should be individualized to the student and copying the examples below may not be appropriate.

Overview: The purpose of the annual goals is to identify academic and/or functional goals related to the student’s disability, identified through the evaluation, that will assist the student in making progress in the general education curriculum and other education-related areas. Annual goals must include a condition, the performance, and the criteria specific to the student’s present levels of academic achievement and functional performance (PLAAFP).

Other resource: IEP Technical Assistance Guide is available (most recent version) at <https://doe.sd.gov/sped/>

Avoid using vague, indefinable terms in goals when targeting behavior or social skills without identifying the particular behavior (tantrums or inattention) or social skills (turn taking or eye contact). Other words that might be red flags are:

- Appropriate: Who knows what is appropriate?
- Improve: To what level?
- Make progress: How much progress? How will that be measured?
- Increase/decrease: How much?
- Acceptable grade-level: What does that mean?
- Participate in: To what extent?

Use specific examples of the behavioral, academic, or social skill that is to be shown or avoided.

EXAMPLES:

<p>[student] will decrease instances of leaving the whole group instruction from leaving once every 5 minutes to remaining with the instructional activity for 20 minutes...</p>	<p>[student] will offer an item to a peer playing in the same area...</p>
<p>[student] will increase accuracy of multiplication facts from 60% accuracy to 90% accuracy...</p>	<p>[student] will contribute one on topic statement or answer one question during a 15 minute whole group instruction...</p>

CONDITION:

The condition segment of an annual goal represents the circumstances under which information, material, or situation is presented to the student so the skill they are to perform can be measured or observed. Often it is referred to as “when given” statements; conditional statements do not have to include “when given,” but often do.

EXAMPLES:

Given a list of 20 consonant-vowel-consonant (CVC) nonsense words (e.g., rav, nib, koz)...	When given a blank job application...
When given a passage at [instructional level]...	While grocery shopping with a picture list of 10 grocery items...
Given a list...	When putting on or taking off a jacket with a zipper...
When transitioning between classes...	When asked to write a story...
During meetings involving the student's Individualized Education Program (IEP) or transition planning...	Given a set of 5 age-appropriate picture scenes (e.g., playground, classroom, family gathering)...
When given a task with 3-step directions...	When the student is feeling agitated or emotionally escalated in the classroom setting...
During whole-group instructional time in the classroom...	When approached by a peer...
When presented with a timed math fact fluency test consisting of 40 mixed problems (10 subtraction, 10 addition, 10 multiplication, 10 division)...	After completing a writing assignment...
During mealtimes while seated at a table...	When given an account balance...
When given a task, on the job site,	When requesting assistance,
After a model,	

PERFORMANCE:

The performance segment of the annual goal represents the specific skill or observable behavior the student will be expected to perform when the condition presents itself.

These skills are identified on an individual basis and are connected to the PLAAFP of the IEP. The skills identified should link to the district’s general curriculum and content standards beginning at the student’s current level of performance working towards grade level content.

EXAMPLES:

[student] will verbally describe the key elements and actions depicted in each picture scene...	[student] will complete the three steps...
[student] will request to take a break by stating "I need a break" or using a designated break card/signal...	[student] will raise their hand and wait to be called on before verbally responding or commenting, refraining from blurting out...
[student] will use a communication device to respond...	"[student] will solve 80% of 10 multiplication problems accurately within 5 minutes."
[student] will independently utilize a spell check program to self-check their grammar and mechanics...	[student] will independently use an adaptive spoon (e.g. built-up handle, weighted, etc.) to bring food to their mouth...
[student] will correctly enter debits and credits, and compute the balance correctly...	[student] will sound out each nonsense word by blending the individual phonemes together...
[student] will complete all items in the application using correct spelling...	[student] will correctly identify the main idea and main character...
[student] will locate and identify each item on the list as it is found in the grocery store...	[student] will bring all of his instructional materials to class...
[student] will independently grasp and manipulate the jacket zipper to zip or unzip it completing the zipping/unzipping process...	[student] will recognize the cue of the bell, collect their items, head to their locker and exchange items for what they need for their next class, and head to the correct classroom...
[student] will independently create a cohesive outline that includes an introduction, a 3-point body, and closing for the story...	[student] will verbally communicate their strengths, needs, interests, and goals related to their education and post-secondary plans, contributing at least 3 separate statements or comments...
[student] will complete the 3 steps of the task requested to complete ...	[student] will ask teacher or co-worker for help,

[student] will draw vertical, horizontal, circular, and cross lines, combining lines to create the letters [letters of their name]	
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CRITERIA:

The criteria segment of the annual goal represents how the skill or behavior will be measured. The criteria must include how well (accuracy) and how often (consistency) the student must perform the skill or behavior in order to consider it mastered.

The procedure codes you document on the goal page of the IEP represent what will be used to gather or measure the criteria.

EXAMPLES:

With ___% accuracy in ___ consecutive trial.	For (accuracy)___seconds in (how often) ___consecutive trials.
With ___% accuracy in ___ consecutive trials graphed weekly.	With ___% accuracy in ___ minutes.
With ___% accuracy in (how often) ___of ___trials.	In one minute with ___% accuracy in (how often) ___out of ___ trials.
For ___consecutive steps (how often) in ___of ___attempts over a six-week period.	With no more than ___ errors for an accuracy rate of ___% on ___ consecutive trials.
With no more than 2 prompts in 3 out of 4 trials	

COMPLETE GOALS:

A complete, compliant goal includes a condition, performance, and criteria (how well and how often).

Condition	Performance	How Well	How Often
Given a list of 20 consonant-vowel-consonant (CVC) nonsense words (e.g., rav, nib, koz),	[student] will sound out each nonsense word by blending the individual phonemes together	with 90% accuracy	in 4 out of 5 consecutive instructional sessions.
Given a set of 5 age-appropriate picture scenes (e.g.,	[student] will verbally describe the key elements and actions	using at least 5 descriptive words or phrases per picture	in 4 out of 5 trials.

Condition	Performance	How Well	How Often
playground, classroom, family gathering),	depicted in each picture scene		
Given a blank job application,	[student] will complete all items in the application using correct spelling	With 100% accuracy	On 3 out of 5 forms.
Given a task with 3-step directions,	[student] will complete the three steps	With fewer than 2 prompts	In 8 out of 10 trials.
Given a passage at [instructional level],	[student] will correctly identify the main idea and main character	With 100% accuracy	In 4 out of 5 trials.
When student is feeling agitated or emotionally escalated in the classroom setting,	[student] will request to take a break by stating "I need a break" or using a designated break card/signal	Within 2 minutes of showing signs of agitation (e.g., fidgeting, loud vocalizations, leaving seat)	In 8 out of 10 instances when agitated over a 2-week period.
Grocery shopping with a picture list of 10 grocery items,	[student] will locate and identify each item on the list as it is found in the grocery store,	Correctly identifying 8 out of 10 items on the list	In 4 out of 5 consecutive grocery shopping trips.
Whole group instructional time in the classroom,	[student] will raise their hand and wait to be called on before verbally responding or commenting, refraining from blurting out	On 80% of opportunities to respond	During 4 out of 5 consecutive instructional settings.
Given a list,	[student] will bring all of their instructional materials to class	100% of the time	Over 3 consecutive weeks.
When approached by a peer,	[student] will use a communication device to respond to their peer	With less than 2 prompts from an adult	In 8 out of 10 trials.
When putting on or taking off a jacket with a zipper,	[student] will independently grasp and manipulate the jacket zipper to zip or unzip it completing the zipping/unzipping process	Without any physical assistance	In 4 out of 5 consecutive opportunities over 2-week period.

Condition	Performance	How Well	How Often
Presented with a timed math fact fluency test consisting of 40 mixed problems (10 subtraction, 10 addition, 10 multiplication, 10 division),	[student] will accurately solve as many problems as possible within the given time limit,	Achieving a score of 32 correct response or higher (80% accuracy),	During 4 out of 5 consecutive weekly fluency assessments.
During transitioning between classes,	[student] will recognize the cue of the bell, collect their items, head to their locker and exchange items for what they need for their next class, and head to correct classroom	With 100% accuracy and less than 3 prompts	In 8 out of 10 trials.
When completing a writing assignment,	[student] will independently utilize a spell check program to self-check their grammar and mechanics	With 100% accuracy	In 3 out of 4 assignments.
When asked to write a story,	[student] will independently create a cohesive outline that includes an introduction, a 3-point body, and closing for the story	With less than 3 prompts	Across 4 out of 5 trials.
During mealtimes, while seated at a table,	[student] will independently use an adaptive spoon (e.g., built up handle, weighted, etc.) to bring food to their mouth,	Consuming at least 50% of the meal portion using the adaptive spoon correctly	Across 4 out of 5 consecutive mealtimes.
During meetings involving the student's Individualized Education Program (IEP) or transition planning,	[student] will verbally communicate their strengths, needs, interests, and goals related to their education and post-secondary plans,	Contribute at least 3 separate statements or comments during the meeting	In 4 out of 5 consecutive IEP/transition planning meetings.

Condition	Performance	How Well	How Often
Given an account balance,	[student] will correctly enter debits and credits, and compute the balance correctly,	With 100% accuracy	In 4 out of 5 trials.
After a model,	[student] will draw vertical, horizontal, circular, and cross lines, combining lines to create the letters [letters of their name]	with no more than 2 prompts	in 3 out of 4 trials

EXAMPLE DEVELOPMENTAL DELAY

Area	Condition	Performance	How Well	How Often
Adaptive	During a teacher lead learning task,	[student] will attend to the instruction and complete a 2-step task with 3 repetitions over a 10 minute period	with 80% accuracy	in 3 out of 4 trials
Cognitive	During a group learning task,	[student] will organize a set of 15-20 items by at least one attribute (e.g. color, size, type)	with 80% accuracy	in 3 out of 4 trials as measured by ..
Cognitive	During a teacher lead learning task,	[student] will place shapes (square, circle, triangle, oval, and rectangle) into the correct inset cutout of a puzzle or shape sorting toy	with 80% accuracy	in 3 out of 4 trails as measured by ...
Language	During and unstructured activity (e.g. play),	[student] will label 5 objects in a 5 minute period using a total communication system (e.g. verbal, assistive technology, visuals)	with 70% accuracy	in 3 out of 4 trials as measured by ...
Language	After reading an age-appropriate fictional story in a group setting,	[student] will retell 3 parts of the story, using the pictures of the book as needed,	with 85% accuracy	in 4 out of 5 trials.

Social/ Emotional	During an unstructured activity (e.g. play),	[student] will approach a peer and invite the peer to play using an invitation to play strategy (e.g. showing a toy to the peer, asking the peer for a toy, sitting near the peer and playing with similar materials, asking the peer to play using a total communication system)	with 60% accuracy	in 3 out of 4 trials.
Fine Motor	During a structured learning activity,	[student] will cut along a 4 inch long 1/4 inch thick straight line within 1/4 inch of the line	with 90% accuracy	in 3 out of 4 trails as measured by work samples.
Gross Motor	During an unstructured activity,	[student] will step up onto a 6 inch tall stair or platform without using a handrail for support and then step back down from the stair or platform using the handrail for support	with 70% accuracy	4 out of 5 trials as measured by teacher observation.

EXAMPLE WITH BENCHMARKS

Goal or Benchmark/ Objective	Condition	Performance	How Well	How Often	Data Collection
Goal	During a group learning task,	[student] will organize a set of 15-20 items by at least one attribute (e.g. color, size, type)	with 80% accuracy	in 3 out of 4 trials	as measured by data response and teacher observation.
Benchmark	During a group learning task,	[student] will organize a set of 5-10 items by at least one attribute (e.g. color, size, type)	with 80% accuracy	in 3 out of 4 trials	as measured by data response and teacher observation.
Benchmark	During a group learning task,	[student] will organize a set of 10-15 items by at least one attribute (e.g. color, size, type)	with 80% accuracy	in 3 out of 4 trials	as measured by data response and teacher observation.