

Identifying
Student Needs

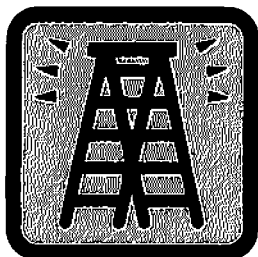
Chapter 7

Making Goals Meaningful, Measurable and Manageable

2006

Chapter 7

Making Goals Meaningful, Measurable and Manageable



The goals and objectives component of the IPP provides a functional, working document that a teacher can use in planning, developing, implementing and assessing programming for individual students. Goals and objectives that are meaningful, measurable and manageable allow teachers to plan, organize and deliver instruction to meet those goals and objectives, and greatly increase students' chances of success. Meaningful, measurable and manageable goals and objectives also ensure that everyone on a student's learning team has the same expectations for what the student will be doing over the school year, and make it easier to see and communicate what progress the student has made.

A number of school jurisdictions use a version of the SMART acronym to outline the characteristics of a meaningful, measurable and manageable goal or objective.

Specific:	written in clear language
Measurable:	provides information for describing, assessing and evaluating student achievement
Achievable:	realistic for the student
Relevant:	meaningful for the student
Time-limited:	can be accomplished in a specific time period

Annual Goals

An annual goal is a statement of one *specific* learning outcome that a student could realistically be expected to accomplish in *one year*. It is not a statement of ongoing or lifelong needs. When written effectively, an annual goal is a positive statement (what a student will do) that describes an observable event, allowing the student's learning team to say with certainty whether or not the student has achieved the goal.

Annual goals may be determined at the beginning of the school year or soon after a student is identified as having a special education need. Some schools and jurisdictions find it beneficial to develop new goals and objectives in May for the following school year. With this system it will be necessary to revisit the plan in the fall because summer events, student growth or the new classroom context may be different from what was anticipated. Once annual goals are written, they may be added to or modified throughout the school year—there are many factors that may result in unexpected progress (or lack of progress) by a student, and the IPP process needs to be flexible to respond to and accommodate these factors.

Short-term objectives

Short-term objectives are the stepping-stones between the current level of performance and the annual goal. They are the pieces necessary to achieve the annual goal and act as indicators that the goal is being achieved. Generally, each long-term goal would be supported by two to five short-term objectives.

Well-written objectives describe concrete, teachable components. Daily instruction is then geared toward achieving the objectives. Some objectives will be sequential while other objectives will simply be related. For some students, and in some situations, it may not be necessary for one objective to be fully mastered before beginning work on the next or a related objective.

Since goals and objectives are based on the needs of the individual student, they vary greatly from one student to the next, depending on the developmental level of the student, the learning context, the future plans of the family and many other factors. A new skill or behaviour that might be an appropriate annual goal for one student could be a short-term objective for another.

Make it Meaningful

Goals and objectives need to be meaningful to students, their families and their school programming. They should be future-oriented and reflect actual skills that students will need in current and future learning and living environments. Ultimately, attaining the goal should help students become more independent. As much as possible, goals and objectives should be stated in the positive, and incorporate students' strengths and interests. This means using language that students and their parents understand and relate to, and providing a context and rationale that is authentic and respectful.

To be meaningful, goals for students who require IPPs need to be somewhat different from what same-aged peers would be expected to do. For example, a number of Grade 6 students might share a common goal of passing certain unit tests or achieving a Grade 6 level on provincial achievement tests. To make this goal more meaningful for a student with special education needs, it is necessary to identify specific skills and behaviours that will increase the student's success, such as effective test preparation, overcoming test anxiety or the ability to use assistive technology to access grade-level reading material. After a student has mastered these particular skills, they may move from goals and be listed as recommended strategies that support continued success.

In other words, goals and objectives should be closely tied to a student's strengths and/or areas of need. For example, if a student is identified as having a behaviour disorder, it is essential to include at least one goal related to the development of positive alternatives to the challenging behaviour. Strengths and areas of need should be identified based on an analysis of information about the student's assessed level of academic performance or behavioural functioning. It is critical that the assessment information that is used be current, specific, realistic and impartial.

Formal assessments completed as part of the original assessment process to identify students' specific special education needs are a starting point for identifying specific goals. Additional assessment, including classroom assessment, will be needed to generate more specific data that identifies students' current needs in the classroom. Often it is this type of informal assessment, that provides the most relevant baselines and instructional focuses for individual students.

For more information

For more information on classroom assessment, please see Chapter 5: *Using Classroom Assessment to Support the IPP Process*.

Not only does assessment drive the selection of goals, but the type of goal that is determined also influences the selection of assessment measures to use throughout the year. For example, if a student with a behaviour disorder has anger management difficulties, an assessment that provides a baseline of how often, when and with what intensity outbursts happen would provide useful information for both planning of interventions and monitoring progress.

Make it Measurable

Effective goals and objectives are written in measurable terms. This means that someone else could read this goal and know **specifically** what the learning team wanted a student to achieve or demonstrate. Measuring something means performing an action of some type. For example, to measure someone's weight, that person must stand on a scale; to measure how fast an individual can run means having the individual actually run a certain distance and time that individual's performance. Two important questions to keep in mind when writing measurable goals and objectives are "What do we want this student to be able to do?" and "How will we know that the student has accomplished this?"

Although goals are more general than objectives, they should still be specific enough to provide direction. Measurable goals:

- clarify the specific programming outcomes the student will achieve
- facilitate the development of measurable objectives, which provide direction for instruction
- provide clear expectations for students, parents and teachers about the focus of the IPP so they can more effectively participate in and support planning, intervention and monitoring for student growth



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- provide clear criteria so the learning team can say definitively whether the goal was achieved.

Elements of measurable goals and objectives

Goals and objectives should include a clear indication of the action, context, terms and timeline. Individual teachers, schools or jurisdictions may phrase goals and objectives differently or use different terminology to describe these elements, but each of these components is essential for goals and objectives to be measurable.

Action: what the student will know or be able to do, such as:

- *identify the main character in a story*
- *write numerals from 1 to 10*
- *manage zippers*
- *complete written assignments*
- *speak in a calm voice.*

Context: when, where or under what conditions the student will do the action, such as:

- *in daily reading assignments*
- *from the board*
- *independently*
- *by the end of class*
- *during class instruction*
- *with other students during small group activities.*

Terms: the criteria for successful achievement; how well, how many times or how long the student is expected to perform the task, such as:

- *during two out of three consecutive 80-minute periods*
- *on two occasions during a one-week period*
- *for 15 minutes each day*
- *on two out of three submitted assignments*
- *with 80% accuracy.*

The standard of performance is often determined by the nature of the task. Complete mastery of a task may not be essential before proceeding on to the next task. Remember that it is rare that a student would be expected to complete a task with 100% accuracy at all times (with the exception of some behaviours related to safety). Mastery of skills is generally considered to be 85%.

Timeline: the expected achievement date for an objective or for a goal if the goal is written for a shorter period of time than the current school year (e.g., By February 1, the student will ...).

Consider the following examples of measurable goals and objectives, and how they identify the action, context, terms and timeline.

Example

Sample Annual Goals (by the end of the year)	Sample Short-term Objectives
Will read 240 words on a personalized word list of survival sight words with 85% accuracy	By April 15, Marta will correctly read the following survival words: exit, push, pull, Women's, Ladies, washroom, Information, with 80% accuracy.
Will correctly punctuate written work with 85% accuracy	By February 9, Rakesh will correctly use periods and question marks to punctuate written work with 50% accuracy.
Will calculate double-digit subtraction questions with 85% accuracy	By March 2, Raina will calculate double-digit subtraction questions with regrouping with 70% accuracy.
Will work independently at his desk for at least 15 minutes with minimal verbal cues from teacher	By December 12, Jay will work on written assignments at his desk when asked by the teacher for at least 5 consecutive minutes on 5 consecutive school days.

Avoiding vague goals and objectives

A key consideration for developing effective goals and objectives is whether, if several people evaluated the student's performance, they would come to the same conclusion about achievement. For example, if the goal was "When teased, Richard will walk away without verbal response," observers would likely agree about whether or not Richard achieved that goal. In contrast, if the goal was "Richard will cope appropriately with being teased," evaluators would have more difficulty agreeing whether or not certain responses demonstrated appropriate coping.

Consider the following examples of vague annual goals:

- improve reading comprehension
- achieve a high level of self-help skills
- increase on-task behaviour
- enhance self-esteem
- improve math skills.

These statements are written in open-ended or subjective terms, and do not provide a tangible benchmark of where the student is currently functioning or a clear direction about where to begin planning for the student. These types of statements are not functional for the student or teacher, and make it difficult, if not impossible, to judge whether or not the student has achieved the goal.

The same considerations are true for developing effective objectives, particularly for behavioural goals. A vague behavioural objective, such as a statement about a student being “on task” does not provide any direction about what specifically the student is expected to do. “On task” might refer to remaining seated, completing work or any number of other behaviours. It is critical that the desired behaviour is described specifically, so that the student knows what is expected, and the teacher is able to plan and teach for goal mastery, measure progress and determine whether or not the program is working.

To avoid vague goal statements and objectives, ensure that you have included all of the components of measurable goals or objectives, and choose active verbs that clearly describe a behaviour.

Appendices

See Appendix 7-A for a sample list of active verbs.

Choosing an area of focus

Most IPPs contain three to five annual goals, but the number will vary depending on the needs of the individual student. In general, the more extensive a student’s needs, the more goals might be needed; however, even in the case of a student with multiple needs, it is best to restrict the number of goals to a reasonable number. In most cases, it is difficult to adequately address more than five to eight goals. When determining the number of goals, it is important to remember that the IPP is only a reflection of the priorities for the student within the total program, and not a description of everything that will be taught.

When the learning team lists areas of need for a student, there may be too many to manage all at once, or some may be dependent upon the achievement of others. In order to prioritize the student’s needs, the team should consider:

- the overall importance of the goal in the long term
- the most pressing current need
- prerequisite or related skills for other goals
- the next developmental skill.

Typical areas of focus include:

- self-help skills (including choice making and personal advocacy)
- prosocial skills (e.g., getting along with others, managing emotions)
- communication
- academic skills (e.g., reading, writing, math, study skills)
- work habits.

If a grades 1–9 student’s modified programming does not follow a graded curriculum, Grade Level of Achievement (GLA) for these students can be reported by indicating the degree of mastery (i.e., all, most, some, none or not applicable) in the following three goal categories:

- foundational skills (e.g., communications, classroom behaviour, gross and fine motor skills)
- academic readiness skills (e.g., readiness skills to prepare student for learning outcomes in the programs of study in Grade 1 and subsequent grade levels)
- life skills (e.g., skills that will assist the student in developing independence in the home, school and community).

Each goal on a student's IPP should be identified if it aligns with one of these categories. Goals should be selected based on a student's individual needs; it may not be necessary or appropriate to have a goal from each or all of the three GLA reporting categories.

It is important that annual goals be realistic and achievable. The learning team needs to evaluate the student's current level of performance and how the student has been progressing so far several times throughout the year. Goals can and should be modified throughout the year based on the student's progress or changing needs.

Establishing target dates for short-term objectives

Each objective should include a target date for achieving that particular objective. Target dates should be far enough in the future to be able to make progress, and close enough to be able to check to see if the program is on track and allow for modifications as necessary. Most often target dates are set in four- to 12-week periods, but this will vary for different objectives. Sometimes target dates coincide with report card dates, but it is not necessary that all objectives align with these timelines.

A target date is when the objective is reviewed and revised. At this time, revisions should be documented and, if necessary, a new objective and target date set.

An objective that is not achieved may simply be an indicator that something in a student's programming needs to be revised. For example, a prerequisite skill is missing, other strategies or materials are needed, the student was absent for a period of time, or too much progress was expected too quickly. Consistent monitoring and revision of objectives and target dates demonstrates the team's ongoing attention to setting realistic expectations and providing relevant instruction toward achieving a student's annual goals.

Planning for review dates

IPP reviews are conducted by a student's learning team to determine if overall the IPP plan is still appropriate for the student. Based on this review, the team can make decisions about whether any revisions or modifications need to be made to a student's IPP. Questions related to goals and objectives that might be asked at an IPP review include:

- Are the annual goals still the most appropriate for the student?
- Is the student making adequate progress on the objectives for these goals?
- What is working well and what are the areas of need from an instructional perspective (materials, strategies, different objectives)?
- Is there any new information since the team last met?

Make it Manageable

[*“Not everything that is countable counts...”*]

– Albert Einstein]

Goals must not only be measurable, but must actually be measured. How manageable the monitoring and assessment strategy is for a goal will influence whether or not that goal actually gets measured. A confusing or time-consuming data-collection system may result in no data being collected at all. Some measurement statements may not lead to collection of meaningful data, or may not provide the information necessary to determine what modifications are needed if progress is slow or absent. Since meaningful data is related to accountability, it is important to ensure that the measurable outcome component of an IPP goal accurately and easily measures the intent of the goal.

When developing a plan to measure goals, consider questions such as the following:

- What questions need to be addressed through data collection?
- What will it take to conclusively show that the goal was achieved and the student is ready to move on? What is the minimum level of performance the student needs to demonstrate?
- How can the data best be collected?
- What are the possible obstacles to success of the student? How can we measure these obstacles and the impact they are having?

Choosing measurements

When planning how a goal or objective will be measured, consider the following guidelines.

- **Ensure the measurement is as unobtrusive as possible** and can be made by the classroom teacher in the natural learning setting, within the regular classroom routine and without undue interruption to instruction and learning.
- **Use measures that are easy to understand** (e.g., number of times versus aggregated scores) and that align with the original assessment of needs that is driving this goal.

- **Choose a unit of measurement that is meaningful** to students, parents and the classroom setting. When possible, use natural units such as 4/5 days a week, rather than a more arbitrary unit such as 7/9 days.
- **Be cautious with percentages.** If percentages are used to record infrequently occurring behaviours, the data may overstate the case. On the other hand, if percentages are used with behaviours that occur very frequently, the observation will be time-consuming and the results potentially inaccurate. For example, it would be difficult to record subtle exchanges such as the total number of times a student is invited by other students to join in, not to mention the number of *opportunities* for such a behaviour to occur. For many goals, it is more manageable and accurate to count the number of times a certain observable behaviour occurs, rather than calculate a percentage.
- **Aim for rich data.** Consider measurements that will show not only whether criteria are achieved, but if not, why not.
- **Be willing to reinforce and celebrate small successes.** When setting behavioural goals, consider the impact of the behaviour on the student and the learning environment, as well as the length of time the student has demonstrated this behaviour. Goals that address low intensity behaviours of long standing (e.g., call-outs, nonaggressive use of inappropriate language, etc.) should be directed toward achieving incremental reductions.
- **Target complete nonoccurrence for goals addressing high intensity behaviours that put the student or others at risk.** If it is necessary to address a reduction or elimination of a behaviour, use the “Fair–Pair” rule. This rule suggests that for every behaviour that is targeted for reduction or elimination, identify a corresponding positive or prosocial behaviour to teach or increase in frequency.
- **Focus on how the expected changes will best be seen.** Data should be collected in the easiest but also the most effective manner. The following four strategies for gathering data can be effective and manageable ways to measure student progress:
 - reviewing finished products
 - administering achievement measures
 - observing the student’s performance while completing a task
 - interviewing a student.

Sample strategies

Reviewing finished products

One of the most common ways to gather data is to review some type of completed product such as a writing assignment, a unit test or a research project. It often works well for determining accuracy and frequency of specific errors such as computation or spelling mistakes. When looking at finished products, consideration may be given to quality, quantity or both.

The main advantage of reviewing finished products is the permanence and durability of the data source. However, reviewing a finished product alone might not provide needed information about the process or strategies that the student used to complete the assignment. For example, it may not provide information about how many errors the student made before getting the correct answer or how long it actually took the student to complete the assignment. Therefore it is important to not only look at a completed product, but also to gather information about *how* it was created and how easy or difficult it was for the student to do.

Administering achievement measures

The progress of some goals and objectives can be measured effectively with specific achievement tests that align closely with the learning outcomes embedded in the goals and objectives. For example, a jurisdiction writing test such as Edmonton Public's Highest Level of Achievement Tests (HLATs) may provide both a grade level score and a performance level. Since the tests are administered annually, scores can be compared to determine how much growth there has been in an individual student's writing ability.

Observing students

Another common way to gather data is by observing a student doing a task and noting specific information about what occurs. The two main ways to record information gathered through observation are anecdotal recording and event recording.

Anecdotal recording is simply writing a record of what takes place.

Anecdotal recording is less objective than many types of data gathering and is useful for activities that do not occur very often. It is important that the person doing the observing includes the same information each time he or she does an observation. Wright (1960) suggests the following guidelines for anecdotal recording.

1. Begin by describing the setting so that it is easier to recall what the context of the observation was. Describe the location of the student in relation to other students or the teacher, the activity that is going on, the noise level, and other significant factors.
2. Include everything the student says and does, including to whom and about what.
3. If there are other students or adults present, note everything they say and do in relation to the observed student.
4. Clearly differentiate any interpretations or impressions from the objective facts of the observation.
5. Indicate the time involved as precisely as possible. "Mary took a long time to write each spelling word" will mean different things to different people; "Mary took approximately three minutes to write each spelling word" communicates more useful information.

Anecdotal recording can be made more manageable by targeting specific behaviours or skill areas. Simple recording formats that include columns for important information such as the time, setting, persons involved, outcome, etc., can also be helpful in focusing the anecdotal record keeping process.

Event recording means noting each time a specific event occurs. Event recording can be used to count and document a wide range of behaviours, as long as the event or behaviour is discrete—in other words, something is happening that can be seen and that has an obvious beginning and end.

Event recording can be an accurate and practical way to gather information. There are a number of creative ways for teachers to discreetly record this kind of data without interrupting instruction, such as making a check mark on a card or transferring beans from one pocket to the other and then recording the total at the end of the instruction.

Probe data means setting a planned and manageable schedule to collect observations or other forms of data on skills or behaviours that occur too frequently for continuous recording. For example, a teacher might want to collect data on the frequency of a student’s interruptions during the first block after lunch every Friday. Similarly, as an indicator of organizational skills, a teacher may do four binder checks over one reporting period for three students with learning disabilities. This sampling of behaviour can provide a useful “snapshot” of a student’s performance.

For more information

For more information on observing, see Chapter 5: *Using Classroom Assessment to Support the IPP Process*.

Interviewing students

Sometimes interviewing is a simple and effective way to gather necessary information, especially from students who are not strong readers or writers. A structured interview uses a planned and sometimes standard set of questions. However, the open-ended nature of these questions, and the ability to use additional spontaneous probing questions, creates a flexibility that can generate richer data. Interviews can provide in-depth information on specific experiences, as well as information about how the student reflects upon and understands the experience. For example, well-developed interview questions can be used to debrief a research project or science inquiry. Interviews can also provide insight into individual students’ attitudes and beliefs about certain aspects of learning, such as how they view reading, the strategies they use to solve difficult problems in math or how they make decisions when faced with a specific social challenge.

Considering other variables

When developing measures, consider other variables that can be measured, such as speed, accuracy, spontaneity and duration.

Measuring speed

The rate or speed at which a student completes a task may be significant in determining the student's growth and level of performance. For example, if it is reported that a student completes five math equations correctly, this could be interpreted as the student demonstrating mastery. However, if the collected data also reports that the student spent an hour and a half completing those five equations, then mastery would not be assumed. To be truly measurable, some goals will require that speed be part of the conditions that indicate success.

Measuring accuracy

When it is important to measure accuracy as part of a student's performance, it will be necessary to compare what happens in different learning situations and at different intervals of the school year. This may be as simple as looking at the percentage of misspelled words on a student's written assignment. However, it is important to consider other factors such as how the student ensured accuracy (e.g., did he or she use a spell checker) or what other factors might have influenced the student's performance (e.g., emotional state). To identify and judge these factors, it may be necessary to observe the student at work.

Measuring spontaneity

If part of a student's goal is to initiate communication, make a request or take other spontaneous actions, observation can be an effective way to collect this data. In some instances, it may also be necessary to document the number and types of *opportunities* to take the action that were available to the student. It may also be necessary to ask additional questions about factors that may have impacted on the student's performance. For example, to increase efficiency, school staff often try to make materials readily available to students; as a result, a student with an IPP goal of spontaneously requesting materials may have less opportunity or reason to achieve that goal. If the IPP goal clearly states that certain spontaneous actions are a desired behaviour, staff will be more aware of how they can support this learning by building in authentic opportunities for students to learn and practise these new behaviours.

Measuring duration

If an IPP goal requires a student to maintain interest, attend to an event or persevere with a task, observation can be an effective way to gather this data. Observation may also provide information on what is affecting the duration of the behaviour. For example, were there visual distractions? Did the student become tired? Were there too many steps in the task so the student became overwhelmed?

Some students may be able to help monitor their own ability to attend by logging the time they start an activity and the time they stop. Stopwatches, timers and other tools may be used by an observer or, when possible, the student, to document and increase the ability to persevere or attend.

Deciding when to measure

Frequent data collection increases the chances of seeing patterns and trends in the data and using this information to make decisions about instruction and interventions, but it is important that the frequency of data collection not have a negative impact on the manageability of measuring a goal. Generally, it is not necessary that data collection be continuous or ongoing. It might be once a day, every few days, once a week or at the end of the reporting period. The frequency of the data collection will depend on how many opportunities there are to perform the specific action, the amount and speed of change expected, and the time available to collect it. The learning team will need to determine an appropriate schedule for data gathering.

Involving students

As much as possible, students should be involved in the gathering and analysis of data related to their goals and objectives. This involvement increases students' self-knowledge, encourages the development of self-monitoring skills and may increase motivation. Simple checklists, placing counters in jars and bar graphs are some of the strategies students can be taught and encouraged to use.

Sample strategies

Sample Strategies for Developing Effective Goals and Objectives

There are numerous templates and strategies for developing meaningful, measurable and manageable goals. Consider the following four sample strategies:

- Four-square organizer
- ACT-How?
- IPP storyboard planner
- 3-M checklist for IPPs.

Four-square organizer for IPPs

Edmonton Public Schools has developed a four-square organizer for identifying the elements of a measurable objective. Information from the organizer can then be transferred to a writing frame to create a short-term objective statement. This organizer describes a short-term objective as containing the following components:

- **achievement date**—the date an objective will be achieved
- **expected behaviour**—what the student will know or be able to do when the objective is achieved. The expected behaviour must be measurable and/or observable (e.g., points to, writes, counts, reads, attends, names)
- **conditions** under which the student will perform the task (e.g., one-to-one assistance, with prompting, independently, with specialized equipment)
- **criteria** for measurement—the standard of performance that defines success (e.g., 10 times over a two-week period, according to the directions, in at least three natural settings, with 80 percent accuracy).

Four-square Organizer for IPPs¹

Goal A : Henry will read a variety of Grade 4 level texts with fluency and 90% accuracy.

Objective 1

<p style="text-align: center;">ACHIEVEMENT DATE</p> <p><i>by October 30, 200x</i></p>	<p style="text-align: center;">EXPECTED BEHAVIOUR</p> <p><i>Henry will read Grade 3 text material</i></p>
<p style="text-align: center;">CONDITIONS under which the student will perform the task</p> <p><i>to the teacher assistant</i></p>	<p style="text-align: center;">CRITERIA for measurement</p> <p><i>90% accuracy</i></p>

Writing Frame for Objectives

Goal A : Henry will read a variety of Grade 4 level texts with fluency and 90% accuracy.

Objective 1

Achievement Date: *October 30, 200x*

Expected behaviour: *Henry will read Grade 3 text material*

Conditions under which the student will perform the task: *to the teacher assistant*

Criteria for measurement: *90% accuracy*

Appendices

See Appendix 7-B for a blackline master of the four-square organizer and writing frame.

1. Forms adapted with permission from Edmonton Public Schools, *Individualized Program Plan Guidebook* (Edmonton, AB: Edmonton Public Schools, 2005), pp. 43, 45.

ACT-How?

Another popular template for developing objectives is based on the acronym ACT-How? Consider the annual goal “Sandy will write stories at the Grade 4 level, meeting criteria on class-generated rubric.” An objective supporting this goal might look like:

- Action: Sandy will compose five short stories
- Context: using a word prediction program (CoWriter) and a word processor with spell check
- Terms: of at least fifteen complete, correct sentences
- How: Evaluation of writing sample using class-generated rubric

ACT-How?

Long-term goal:

Sandy will write stories at the Grade 4 level, meeting criteria on class-generated rubric.

Short-term objective # 1

A Action – What does the student need to do?
Sandy will compose five short stories

C Context – Where or when does the student need to do this action?
using a word prediction program (CoWriter) and a word processor with spell check

T Terms – What are the indications that will show the student achieved this objective?
of at least fifteen complete, correct sentences

HOW?

How will we collect the data to show student achievement of this objective?
Evaluation of writing sample using class-generated rubric

IPP storyboard planner

The third sample template is a one-page organizer that creates a storyboard illustrating how a goal and its objectives are linked to current level of functioning, accommodations and strategies, and assessments.

IPP Storyboard Planner

Current level of performance

Omar finds independent work a challenge. When given time to work by himself on assignments, he becomes distracted, initiating conversations with classmates. This has become increasingly a concern as he finishes approximately 1/5 assignments.

Assessment tools/strategies

Self-monitoring of completed assignments (with teacher verification)

Objectives

1. Omar will work independently in an assigned "quiet corner" for at least 30 minutes without reminders to stay on task for 5 consecutive L.A. periods.

Review date November 30 Mastered Not yet

2. Omar will work independently in an assigned seat among his classmates for at least 30 minutes without needing verbal reminders for on-task behaviour for 5 consecutive L.A. periods.

Review date March 30 Mastered Not yet

3. Omar will satisfactorily complete at least 80% of in-class assignments for a two-week period in L.A.

Review date June 30 Mastered Not yet

Supporting instructional strategies and accommodations

1. Strategic seating arrangements
2. Behaviour contract that includes teacher support will be provided twice during each writing task

Annual goal

Omar will complete 80% of his in-class assignments at a satisfactory level for all core subjects in a one-month period.

Final review date

Mastered Not yet

Comments

Appendices

See Appendix 7-D for a blackline master of the IPP storyboard planner.

3-M checklist for IPPs

The final sample strategy in this chapter is a checklist that the learning team can use to assess if the goals and objectives they develop have “sticking power” or are 3-M—meaningful, measurable and manageable.

Is the IPP goal or objective a 3-M goal or objective? Is it ...

Meaningful?

- Is meaningful to the student and his or her family
- Reflects an actual skill or behaviour that the student will need in current or future learning and living environments
- Will help the student become more independent
- Is specific to the student’s areas of need
- Builds on the student’s strengths and interests
- Is stated in student-friendly language

Measurable?

- Describes an observable performance or behaviour (what the student will be doing)
- Describes any important conditions under which the behaviour must occur
- Contains measurable criteria which specify the level at which the student’s performance will be acceptable
- Identifies how to measure whether the goals and objectives have been accomplished
- Will yield the same conclusion if measured by several people
- Allows a calculation of how much progress is made
- Can be measured without additional information

Manageable?

- Can be measured in the natural learning setting within the regular classroom routine
- Can be measured by the classroom teacher without undue interruption to instruction or learning
- Does not require additional mathematical calculations
- Uses a unit of measurement that is meaningful to students, parents and other teachers
- Involves student in the gathering and analysis of data, if possible

Appendices

See Appendix 7-E for a sample checklist for meaningful, measurable and manageable goals.



Observable and Measurable Terms Used for Phrasing IPP Goals and Objectives

Able to	Explains	Predicts
Analyses	Expresses	Prepares
Applies	Follows (e.g., directions, rules)	Prints
Arranges	Generalizes	Produces
Assesses	Gives (e.g., support, reasons)	Proposes
Calculates	Greets	Ranks
Chooses (between, from)	Groups	Rates
Classifies	Identifies (e.g., objects, emotions)	Reacts appropriately
Compares	Illustrates	Reads
Constructs	Indicates	Recites
Copies	Initiates (e.g., conversation, activity)	Relates
Counts	Interacts	Repeats
Creates	Investigates	Responds to
Decides	Lists	Selects
Defines	Locates	Shares
Demonstrates	Maintains (e.g., eye contact, self-control)	Shows
Describes	Makes	Solves
Designs	Matches	Speaks
Determines	Measures	Specifies
Develops	Names	States (e.g., names of, reasons for)
Differentiates	Orders	Takes (e.g., turns, care of)
Discriminates	Organizes	Tells
Discusses	Participates	Traces
Distinguishes	Points to	Translates
Draws	Practises	Uses (e.g., time, manners, objects)
Engages in		Verbalizes
Estimates		Writes
Examines		



Appendix 7-B

Four-square Organizer for IPPs

Individualized Program Planning

Long-term goal: _____

Objective _____

<p>ACHIEVEMENT DATE</p>

<p>EXPECTED BEHAVIOUR</p>

<p>CONDITIONS under which the student will perform the task</p>
--

<p>CRITERIA for measurement</p>
--

Short-term objective: _____

This appendix adapted with permission from Edmonton Public Schools, *Individualized Program Plan Guidebook* (Edmonton, AB: Edmonton Public Schools, 2005), pp. 43, 45.



Writing Frame for Objectives (continued) page 2/2

Goal _____:

Supporting Objectives

Achievement date: _____

Expected behaviour: _____

Conditions under which the student will perform the task:

Criteria for measurement: _____

Achievement date: _____

Expected behaviour: _____

Conditions under which the student will perform the task:

Criteria for measurement: _____

Achievement date: _____

Expected behaviour: _____

Conditions under which the student will perform the task:

Criteria for measurement: _____



Appendix 7-C

ACT-How?

Long-term goal:

Short-term objective # _____

A Action – What does the student need to do?

C Context – Where or when does the student need to do this action?

T Terms – What are the indications that will show the student achieved this objective?

HOW?

How will we collect the data to show student achievement of this objective?



IPP Storyboard Planner

Individualized Program Planning

Current level of performance

Assessment tools/strategies

Objectives

1.

Review date _____ Mastered Not yet

2.

Review date _____ Mastered Not yet

3.

Review date _____ Mastered Not yet

Supporting instructional strategies and accommodations

Annual goal

Final review date _____

Mastered Not yet

Comments



Appendix 7-E

3-M Checklist for IPPs

Is the IPP goal or objective a 3-M goal or objective? Is it ...

Meaningful?

- Is meaningful to the student and his or her family
- Reflects an actual skill or behaviour that the student will need in current or future learning and living environments
- Will help the student become more independent
- Is specific to the student's areas of need
- Builds on the student's strengths and interests
- Is stated in student-friendly language

Measurable?

- Describes an observable performance or behaviour (what the student will be doing)
- Describes any important conditions under which the behaviour must occur
- Contains measurable criteria which specify the level at which the student's performance will be acceptable
- Identifies how to measure whether the goals and objectives have been accomplished
- Will yield the same conclusion if measured by several people
- Allows a calculation of how much progress is made
- Can be measured without additional information

Manageable?

- Can be measured in the natural learning setting within the regular classroom routine
- Can be measured by the classroom teacher without undue interruption to instruction or learning
- Does not require additional mathematical calculations
- Uses a unit of measurement that is meaningful to students, parents and other teachers
- Involves student in the gathering and analysis of data, if possible

Sample IPP - Lee (continued) page 4/7

Goal #1		
Long-term Goal: Lee will independently read and demonstrate understanding of selected Grade 4 level reading passages.		
Short-term Objectives	Assessment Procedures	Progress Review
By November 15 Lee will read selected mid-Grade 3 level reading passages.	Two selected reading passages at mid-Grade 3 level and five comprehension questions	November 10 <i>Achieved.</i> Lee is independently reading material at the mid-Grade 3 level.
By March 15 Lee will read selected end-of-Grade 3 level reading passages.	Two selected reading passages at end-of-Grade 3 level and five comprehension questions	March 12 <i>Achieved.</i> Lee is doing even better than his objective; he is independently reading material at the early-Grade 4 level, especially factual material.
By June 30 Lee will read selected early-Grade 4 level reading passages.	Burns and Roe Information Reading Assessment (Form B)	June 15 <i>Achieved.</i> Lee is reading independently at the early-Grade 4 level (and even higher if the material is especially interesting to him).
<p>To assess progress towards long-term goal Burns and Roe Informal Reading Inventory Form A (September), Form B (June)</p> <p>Accommodations and strategies to support objectives Teach strategies for using textbook features, visualization skills and self-questioning to improve comprehension and encourage at-home paired reading, 20 minutes/4 evenings a week</p>		

Sample IPP - Lee (continued) page 5/7

Goal #2		
Long-term Goal: Lee will generate at least 20 sentences at grade-level expectations within allotted time for written assignments.		
Short-term Objectives	Assessment Procedures	Progress Review
<p>By November 15 Lee will complete a Splashdown or list of key words of at least 15 items as a plan for at least two written assignments in social studies, science and language arts.</p>	<p>Collect three examples for student portfolio and evaluate with grade-level rubric.</p>	<p>November 12 <i>Achieved.</i> Lee prefers to use key words and he completed at least two plans for written assignments in each subject area.</p>
<p>By March 15 Lee will use a planning tool to generate at least 15 ideas and use these ideas to write at least 12 sentences within allotted class time for at least three written assignments in social studies, science and language arts.</p>	<p>Collect three examples for student portfolio and evaluate with grade-level rubric.</p>	<p>March 10 <i>Progressing.</i> Lee completed two written assignments in social studies and science but finds writing assignments for language arts more challenging. He prefers working with facts and information rather than working with opinions and personal responses.</p>
<p>By June 30 Lee will independently generate at least 15 ideas and use these ideas to write at least 20 sentences within allotted class time for at least three written assignments in all core subject areas.</p>	<p>Collect three examples for student portfolio and evaluate with grade-level rubric.</p>	<p>June 15 <i>Achieved.</i> Lee completed longer writing assignments for three major assignments in social studies, science and language arts.</p>
<p>To assess progress toward long-term goal Monthly writing sample with grade-level rubric, word count and spelling accuracy percentage</p> <p>Accommodations and strategies to support objectives Customize graphic organizers for planning writing, encourage use of electronic spell check in all major written assignments and tests, set up buddy note-taking system (e.g., photocopy buddy's notes and use to revise own notes)</p>		