

Goal Writing Tutorial: K-12

The following is one method for writing measurable goals and instructional objectives.

Goals and objectives in a student's IEP focus on the skills and behaviors the student needs to learn in order to be involved and progress in the general curriculum.

Goals are broad statements which describe what a student can reasonably be expected to accomplish within a twelve month period of time in a special education program.

Each goal includes these components (present level may be implied):

- Direction of change
- Skill/behavior to be changed
- Expected annual ending level of performance

Direction of change	Skill or behavior	Present level (may be implied)	Expected level of achievement
The student will: increase decrease maintain	academic skill behavior	FROM: _____	TO: _____
EXAMPLES:			
The student will decrease	talking out behavior	FROM: 5 times per hour	TO: talking out one time per hour.
The student will increase	written language skills	FROM: writing only phrases	TO: writing a complete simple sentence, with initial capitalization and ending punctuation.
The student will maintain	attention span using strategies for concentration		AT the current level of all 5's on his/her daily point chart.

Objectives are measurable*, intermediate steps leading to the attainment of the goal. They describe the student's behaviors. Objectives must include criteria for attainment and there must be at least two objectives per goal.

Objectives contain the following components:

- conditions for evaluation
- skill/behavior to be performed
- criteria and procedures for attainment

Conditions for evaluation	Skill/behavior to be performed	Evaluation criteria, procedures
Circumstances under which behavior is to be performed: environment specialized instructional materials/equipment assistance	observable verifiable	What will be used to measure performance? method instrument course of action
EXAMPLES:		
When in a group setting:	the student will verbally participate in conversation.	in 9 out of 10 trials, as measured by daily chart.
After reading a story of his own choosing:	the student will give an oral book report.	summarizing the content of the story, with accuracy measured by teacher checklist.
When given fifteen 3-digit addition problems and no calculator:	the student will compute them.	with no more than 3 errors, in 2 out of 3 trials.

* See C.F.R. § 300.347(a)(2) and Appendix A at 64 Fed. Regs. 12471 (March 12, 1999).