

## Goals and Objectives

### Aimsweb

#### Goals/Objectives-Quarterly

In 36 instructional weeks, --- will read -- words correct in 1 minute from a randomly selected Grade -- Fluency (R-CBM) probe. (1b)

After 9 instructional weeks, --- will read -- words correct in 1 minute from a randomly selected Grade -- Fluency (R-CBM) probe.

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In 36 instructional weeks, --- will choose -- words correct in 3 minutes on a randomly selected Grade -- Reading Comprehension (MAZE) probe. (1b)

After 9 instructional weeks, --- will choose -- words correct in 3 minutes from a randomly selected Grade -- Reading Comprehension (MAZE) probe.

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In 36 instructional weeks --- will achieve -- points in 8 minutes on a randomly selected Grade -- Math Computation (M-COMP) probe. (6b)

After 9 instructional weeks, -- will achieve -- points in 8 minutes on a randomly selected Grade -- Math Computation (M-COMP) probe.

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In 36 instructional weeks, --- will achieve -- points in 8 minutes on a randomly selected Grade -- Math Concepts and Applications (M-CAP) probe. (6a)

After 9 instructional weeks, --- will achieve -- points in 8 minutes on a randomly selected Grade -- Math Concepts and Applications (M-CAP) probe.

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In 36 instructional weeks, --- will write -- Total Words Written, -- Correct Writing Sequences and -- Words Spelled Correct in 3 minutes from a randomly selected CBM writing prompt. (3a)

After 9 instructional weeks, -- will write -- Total Words Written, -- Correct Writing Sequences and -- Words Spelled Correct in 3 minutes from a randomly selected CBM writing prompt.

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In 36 instructional weeks, -- will produce --- sounds correct in 1 minute from a randomly selected Nonsense Word Fluency probe. (1b)

After 9 instructional weeks, -- will produce -- sounds correct in 1 minute from a randomly selected Nonsense Word Fluency probe.

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**Apathy/Motivation –**

*For a student who indicates he/she does not care or is not concerned about performance, grades, report cards, graduating, consequences of behavior, etc.*

Goal – The student will demonstrate concern about his/her classroom performance by meeting the following objectives:

- Obj. – The student will demonstrate an interest in graduating from high school by talking about graduation and making plans for college or employment.
- Obj. – The student will demonstrate pride in his/her classroom performance by making positive comments about his/her work or assignments.
- Obj. – The student will demonstrate pride in his/her classroom performance by showing his/her work/grades to others.

**Changes in Routine –**

*For a student who has difficulty with changes in a routine.*

Goal – The student will accept changes in an established routine by meeting the following objectives:

- Obj. – The student will maintain self-control when changes in his/her schedule occur.
- Obj. – The student will demonstrate flexibility in performing tasks in a variety of ways.
- Obj. – The student will demonstrate appropriate behavior in the presence of a substitute teacher (or student teacher).
- Obj. – The student will stop an activity when told to do so by the teacher.
- Obj. – The student will maintain self-control when redirected in an academic (or social) situation.

**Cries -**

*For the student who cries in response to school situations.*

Goal – The student will respond appropriately to school experiences.

- Obj. – The student will refrain from whining or crying in response to school experiences.
- Obj. – The student will talk with the teacher when he/she has difficulty handling a school experience.
- Obj. – The student will continue to engage in an activity when he/she experiences difficulty

**Difficulty Accepting Responsibility for own behavior -**

Goal – The student will relate information in an accurate manner OR The student will accept responsibility for his/her behavior.

- Obj. – The student will tell the truth.
- Obj. – The student will refrain from denying his her behavior.
- Obj. – The student will accurately represent information.
- Obj. – The student will report details in an accurate manner.
- Obj. – The student will admit to his/her behavior.

**Difficulty expressing emotions -**

*For the student who has difficulty expressing emotions.*

Goal – The student will improve his/her ability to express opinions, feelings, and/or emotions.

- Obj. – The student will maintain appropriate eye contact during verbal interactions.
- Obj. – The student will demonstrate the ability to express feelings through three different modes (e.g., drawing, acting, gesture).
- Obj. – The student will demonstrate the ability to describe the emotion of a pictured character.

- Obj. – The student will demonstrate the ability to report the emotions of the characters in a book which he/she has read.
- Obj. – The student will demonstrate the ability to correctly complete statements reflecting emotions

**Difficulty Managing Materials -**

*For the student who is disorganized to the point of not having necessary materials, losing materials, etc.*

Goal – The student will have necessary materials for specified activities. OR The student will improve his/her organizational skills.

- Obj. – The student will bring necessary materials to class.
- Obj. – The student will bring necessary materials to specified activities with verbal prompts.
- Obj. – The student will maintain necessary materials at designated locations for specified activities.
- Obj. – The student will place his/her completed work in a specified location (folder, mailbox, etc.).
- Obj. – The student will use his/her agenda book to record and prioritize assignments to be completed.
- Obj. – The student will return materials to their specified locations.

**Difficulty with Problems at home or school -**

*For the student who lets problems at home or school interfere with their ability to cope/function at school.*

Goal - The student will function successfully at school despite problems or situations in the home or school.

- Obj. – The student will practice problem-solving techniques when dealing with personal or school experiences.
- Obj. – The student will not voice worry over situations he/she cannot control.
- Obj. - The student will socially interact in an appropriate manner during interactions.

**Difficulty with Peer Relations -**

*For the student who has difficulty with peer relationships due to anger issues.*

Goal – The student will interact appropriately with other students OR the student will improve his/her peer relationships by meeting the following objectives:

- Obj. – The student will settle minor conflicts with peers.
- Obj. – The student will seek teacher assistance when he/she is experiencing difficulty interacting with peers.
- Obj. – The student will walk away from peer conflicts.
- Obj. – The student will walk away from a peer or group situation when he/she becomes angry, annoyed, or upset.
- Obj. – The student will tolerate a peer's inappropriate behavior by demonstrating patience and refrain from being verbally or physically aggressive.
- Obj. – The student will settle minor conflicts with others without arguing, yelling, crying, hitting, etc.
- Obj. – The student will demonstrate self-control when angered, annoyed, or upset by a peer.

**Difficulty with Problem Solving skills -**

*For the student who needs help with problem-solving skills in conflict situations.*

Goal – The student will improve his/her problem-solving skills.

- Obj. – The student will solve problems by reasoning in conflict situations.
- Obj. – The student will solve problems by apologizing in conflict situations.
- Obj. – The student will solve problems by talking in a quiet, controlled manner in conflict situations.
- Obj. – The student will solve problems independently in conflict situations.
- Obj. – The student will solve problems in conflict situations by allowing others the benefit of the doubt.

**Difficulty with Self-control – Impulsive -**

*For the student who is extremely impulsive.*

Goal – The student will demonstrate self-control.

- Obj. – The student will wait quietly for assistance from an instructor.
- Obj. – The student will wait his/her turn when engaged in activities with peers.
- Obj. – The student will ask to use materials before taking them.
- Obj. – The student will stay in his/her seat for \_\_\_\_\_ minutes at a time.
- Obj. – The student will raise his/her hand to leave his/her seat.
- Obj. – The student will raise his/her hand to gain the teacher’s attention.
- Obj. – The student will listen to directions before beginning a task.
- Obj. – The student will demonstrate consideration/regard for others during interactions.
- Obj. – The student will refrain from touching others.
- Obj. – The student will make decisions appropriate to the situation

**Difficulty with Self-Perception -**

*For a student who is overly critical of self in school-related performance, abilities, appearance.*

Goal – The student will improve his/her self-perception.

- Obj. – The student will discuss his/her abilities in a realistic manner.
- Obj. – The student will make positive comment(s) about himself/herself per day.
- Obj. – The student will refrain from making self-deprecating remarks such as “I’m stupid,” “I’m ugly.”

OR

- Obj. – The student will refrain from engaging in self-deprecating gestures such as hitting himself/herself in the head with his/her hands or banging his/her head on a desk or a wall.

### **Difficulty with Transitions from one activity to another-**

Goal – The student will change from one activity to another without difficulty by meeting the following objectives:

- Obj. – The student will transition from one activity to another with physical assistance
- Obj. – The student will transition from one activity to another with \_\_\_\_\_ verbal prompts.
- Obj. – The student will rely on environmental cues (e.g., bells, timers, clocks, other students) to change from one activity to another without difficulty.
- Obj. – The student will adjust his/her behavior to the requirements of different activities (e.g., change in rules, expectations), given \_\_\_\_\_ reminder.
- Obj. – The student will immediately put materials away and get ready for another activity, given \_\_\_\_\_ reminder.

### **Health and Well-being -**

*For the student who takes medication at school.*

Goal – The student will maintain health and well-being at school by meeting the following objectives:

- Obj. – The student will go to the nurse every day.
- Obj. – The student will tell an adult when he/she has to go to the nurse.

### **Math Calculation Mastery Goals**

#### **Goal Statement:**

\_\_\_\_\_ will increase his/her math calculation skills to a \_\_\_\_\_ grade level by meeting the following objectives:

Objectives:

- A. The student will solve one and two step problems with whole numbers using (addition) or (subtraction) or (multiplication) and/or (division).
- B. The student will solve one and two step problems involving whole numbers.
- C. The student will solve problems involving fraction, decimals, and percents.
- D. The student will (add, subtract, multiply, divide) (two, three, four) digit numbers at the \_\_\_\_\_ grade level.
- E. The student will learn addition facts to sums of 20 (or ?)

- F. The student will learn (subtraction/multiplication/division) facts at the \_\_\_\_\_ grade level.
- G. The student will (add or subtract) two digit numbers with regrouping.
- H. The student will multiply two, three, or four digit numbers.
- I. The student will divide numbers with remainders.

**Math Problem Solving Mastery Goals:**

**Goal Statement:**

\_\_\_\_\_ will increase his/her math problem solving skills to a \_\_\_\_\_ grade level by meeting the following objectives:

**Objectives:**

- A. The student will understand opposites relevant to math, like *before/after* and *few/many*.
- B. The student will understand similar terms, like *same as/equal* and *all/every*.
- C. The student will understand comparative terms, like *high/higher/highest* and *late/later/latest*.
- D. The student will recognize the concepts of and signs for *greater than*, *less than* and *equal to*.
- E. The student will match a numeral to the correct number of objects.
- F. The student will identify missing numbers in a sequence.
- G. The student will compare numbers using  $>$ ,  $<$ , and  $=$
- H. The student will isolate information to solve a word problem.
- I. The student will identify and use terms that signal the correct operation to use to solve word problems at the \_\_\_\_\_ grade level.
- J. The student will put together the correct coins to pay for a priced object.
- K. The student will use a calendar for planning.
- L. The student will apply understanding of % to every day situations

**Noncompliance -**

*For the student who does not comply with requests from teachers or other adults.*

Goal – The student will increase compliance with adult requests by meeting the following objectives:

- Obj. – When presented with a request for a disliked task, the student will follow directions without arguing or other nonverbal, aggressive behaviors (with one reminder).
- Obj. – During low structured times, the student will follow rules for the activity whether an adult is nearby or not.



- Obj. – When prompted by an adult, the student will follow classroom rules with one reminder.
- Obj. – The student will follow directives from a teacher or other adult, given \_\_\_\_\_ reminder. OR within \_\_\_\_\_ minutes.
- Obj. – The student will stop an activity when told to do so by a teacher or other adult, given \_\_\_\_\_ reminder.

**Not Truthful/Tells Lies -**

*For the student who is not truthful.*

Goal – The student will relate information in an accurate manner OR The student will accept responsibility for his/her behavior.

- Obj. – The student will tell the truth.
- Obj. – The student will refrain from denying his her behavior.
- Obj. – The student will accurately represent information.
- Obj. – The student will report details in an accurate manner.
- Obj. – The student will admit to his/her behavior.

**Off- task – makes noises – bothers others**

*For the student who bothers others who are trying to work, listen, etc.*

Goal – The student will work quietly in the classroom.

- Obj. – The student will ask the teacher’s permission prior to interacting with a peer.
- Obj. – The student will wait his/her turn to talk when engaged, or attempting to engage in interactions with others.
- Obj. – The student will make comments, which are relevant to the situation.
- Obj. – The student will refrain from bothering other students who are trying to work, listen, etc.
- Obj. – The student will refrain from making sounds, which are inappropriate for the situation.

- Obj. – The student will remain appropriately seated until given teacher permission to do otherwise.

**Off-task -**

*For students who do not complete assignments or tasks during the time provided.*

Goal – The student will improve his/her task-related behavior.

- Obj. – The student will complete all tasks assigned each day.
- Obj. – The student will complete a task before going on to the next task.
- Obj. – The student will remain on-task for \_\_\_\_\_ minutes each day (or each period).
- Obj. – The student will use the time provided to work on assigned tasks OR add: given one reminder.
- Obj. – The student will begin assignments after receiving directions or instructions OR add: given one reminder.

**Peer Interactions -**

*For young students who have little or no interactions with peers.*

Goal – The student will increase his/her interactions with peers.

- Obj. – The student will verbally respond to questions asked by a peer.
- Obj. – The student will interact with a peer for \_\_\_\_\_ seconds or minutes at a time.
- Obj. – The student will engage in parallel play with a peer for \_\_\_\_\_ seconds or minutes at a time.
- Obj. – The student will share materials with a peer.
- Obj. – The student will make eye contact with a peer when interacting for \_\_\_\_\_ seconds OR for \_\_\_\_\_ time(s) per day.

**Peer Relations -**

*For the student who does not use verbal skills to maintain positive relationships with others.*

Goal – The student will improve his/her interpersonal behavior (or peer relationships).

- Obj. – The student will greet others with positive comments.
- Obj. – The student will carry on friendly conversations with others.
- Obj. – The student will compliment others
- Obj. – The student will ask conversational questions of others.
- Obj. – The student will initiate conversations with others.
- Obj. – The student will respond in a positive manner to conversations initiated by others.

**Personal Safety-**

*For the student who has seizures and has a seizure plan.*

Goal – The student will maintain personal safety in the school environment by meeting the following objectives:

- Obj. – The student will maintain personal safety in the classroom.
- Obj. – The student will maintain personal safety on the playground.
- Obj. – The student will tell an adult when he/she does not feel well.

**Physical Aggression -**

*For the student who fights, hits, or threatens to fight/hit/strike or who throws chairs, desks, pencils, objects, etc.*

Goal – The student will decrease physical aggression by meeting the following objectives:

- Obj. –The student will keep his hands to himself/herself when others are nearby.
- Obj. – The student will make appropriate physical contact, like respecting physical space or shaking hands.

- Obj. – The student will move through crowded areas of the school without bumping into others.
- Obj. – The student will remove himself/herself from the situation when self-control is threatened.
- Obj. – The student will use objects for their intended purpose, like holding a pencil or sitting in a chair

### **Reading Comprehension Mastery Goal/Objectives**

#### **Goal Statement:**

\_\_\_\_\_ will increase his/her reading comprehension skills to a \_\_\_\_\_ grade level by meeting the following objectives:

#### **Objectives:**

- A. The student will identify characters/setting/plot in a passage
- B. The student will identify the genre of a story
- C. The student will identify the theme of a story.
- D. The student will predict outcomes of a story or passage.
- E. When given a story at the \_\_\_\_\_ grade level, the student will identify the problem and the solution to the problem in the story
- F. When given a story at the \_\_\_\_\_ grade level, the student will identify character traits through dialogue in a story.
- G. When given a passage at the \_\_\_\_\_ grade level, the student will make inferences or draw conclusions from information provided in the passage.
- H. When given a story or passage at the \_\_\_\_\_ grade level, the student will compare and contrast two characters in a selection.
- I. The student will clarify word meaning using context clues at the \_\_\_\_\_ grade level
- J. The student will identify \_\_\_\_\_ details most important to the plot.
- K. The student will understand and answer comprehension questions.
- L. The student will identify conflict in a story.
- M. The student will identify and correctly sequence \_\_\_\_\_ events in a story.
- N. The student will distinguish between fantasy and reality in a story or passage.

### **Reading Fluency**

#### **Goal Statement:**

\_\_\_\_\_ will increase his/her reading fluency skills to a \_\_\_\_\_ grade level by meeting the following objectives:

#### **Objectives:**

- A. Write this the AIMSWEB way
- B. Write this the AIMSWEB way

**Self-Help skills/Toileting skills -**

*For young students who have limited self-help skills.*

Goal – The student will increase improve his/her self-help skills by meeting the following objectives:

- Obj. – The student will take care of his/her toileting needs with supervision.
- Obj. – The student will independently take care of his/her toileting needs.
- Obj. – The student will use the toilet appropriately, given one reminder.
- Obj. – The student will use toilet paper.
- Obj. – The student will pull up his/her own pants.
- Obj. – The student will use soap to wash his/her hands.
- Obj. – The student will leave the restroom appropriately dressed.
- Obj. – The student will use the restroom for the appropriate length of time.

**Success in Academics -**

*For the student who is in all regular ed classes (with the SpEd teacher providing consult minutes) or is in all regular ed classes with the exception of EL or ELP or for the student who is in all regular ed classes, but needs academic support.*

Goal – The student will be responsible for his/her own success in maintaining passing grades in the regular \_\_\_\_\_ grade classroom by meeting the following objectives:

- Obj. – The student will recognize and ask for help when needed.
- Obj. – The student will use an assignment book to record and monitor homework to be completed.
- Obj. – The student will determine relevant information, review notes, re-read material, and use study guides to prepare for a test.
- Obj. – The student will independently copy homework assignments from the board into his/her agenda book.
- Obj. – The student will use EL time to complete homework assignments.
- Obj. – The student will ask the EL teacher for assistance when completing homework assignments

### **Tantruming Behavior**

Goal – The student will not throw temper tantrums.

- Obj. – The student will handle anger, frustration, disappointment, anxiety, etc. in an appropriate manner.
- Obj. – The student will demonstrate self-control when angry, frustrated, disappointed, anxious, etc.
- Obj. – The student will not throw temper tantrums when angry, frustrated, disappointed, anxious, etc.
- Obj. – The student will demonstrate appropriate ways in which to express his/her anger/frustration, disappointment, anxiety, etc.

### **Tardy –**

*For a student who is tardy to school and/or class.*

Goal – The student will improve his/her punctuality by meeting the following objectives:

- Obj. – The student will be on time to class \_\_\_\_ out of \_\_\_\_ class periods each day.
- Obj. – The student will be on time to class \_\_\_\_ out of \_\_\_\_ class periods each week.
- Obj. – The student will be on time to class \_\_\_\_ out of \_\_\_\_ class periods each month.

### **Transition -**

*For the student who will turn age 14 during the year the IEP is in effect and for every subsequent IEP.*

Goal – The student will improve pre-vocational skills. OR The student will develop career goals and employment skills.

- Obj. – The student will discuss the importance of good grooming for a job interview.
- Obj. – The student will read job applications.
- Obj. – The student will discuss the importance of having a job.
- Obj. – The student will fill out job applications.

- Obj. – The student will describe five jobs that require postsecondary education and five that do not require postsecondary education.
- Obj. – The student will develop a list of ways to get and keep jobs.
- Obj. – The student will follow the steps necessary to search for a job in the local community.
- Obj. – The student will engage in a mock job interview.
- Obj. – The student will identify the proper dress for the job.
- Obj. – The student will discuss their strengths in relation to three jobs that interest her/him.
- Obj. - Given five jobs, the student will select realistic career options.

**Threats to Harm Self -**

*For the student who has suicide ideations.*

Goal – The student will not threaten to harm self.

- Obj. – The student will express his/her feelings in an appropriate manner.
- Obj. – The student will talk to the teacher or another adult when he/she is feeling depressed, anxious, upset, and hopeless, etc.

**Truancy –**

*For a student who has frequent, unexcused absences.*

Goal – The student will improve his/her attendance at school by meeting the following objectives:

- Obj. – The student will attend school \_\_\_\_ out of \_\_\_\_ school days each week.
- Obj. – The student will attend school \_\_\_\_ out of \_\_\_\_ school days each month.
- Obj. – The student will attend \_\_\_\_\_ out of \_\_\_\_\_ class periods each week.
- Obj. – The student will attend \_\_\_\_\_ out of \_\_\_\_\_ class periods each month.

**Unhappy -**

*For the student who does not smile, laugh, or demonstrate happiness.*

Goal – The student will demonstrate happiness.

- Obj. – The student will smile when appropriate.
- Obj. – The student will laugh when appropriate.
- Obj. – The student will demonstrate happiness by smiling, laughing, or joking with peers.
- Obj. – The student will laugh or smile when humorous events or activities take place.

**Verbal Aggression -**

*For the student who argues, curses, teases, yells, bullies, etc.*

Goal – The student will decrease verbal aggression by meeting the following objectives:

- Obj. – The student will gain permission from the teacher to speak by raising his/her hand, when he/she has an answer, given \_\_\_\_\_ reminder.
- Obj. – The student will wait for his/her turn to talk in interactions with peers and adults.
- Obj. – When questioned by an adult, the student will verbally respond with appropriate tone.
- Obj. – The student will move through the school without yelling.
- Obj. – The student will make comments that are relevant to the situation.
- Obj. – The student will contribute his/her opinion/answer after being recognized by the teacher.
- Obj. - When interacting with others, the student will say one positive thing per interaction