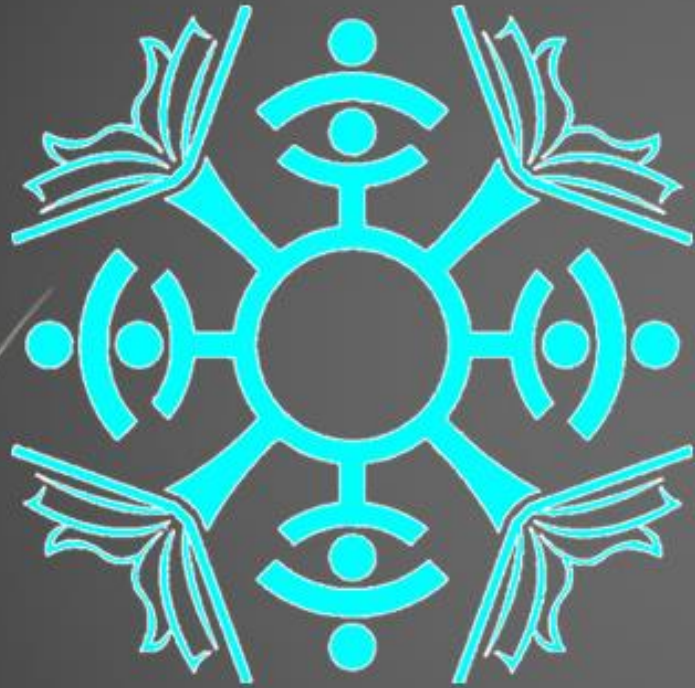
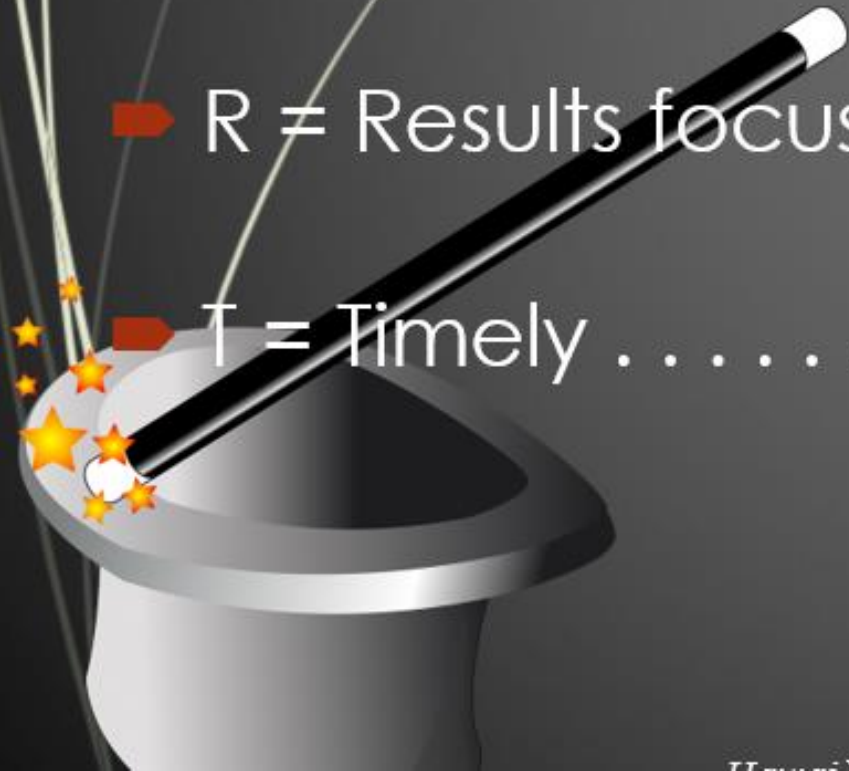


# Writing S.M.A.R.T. IEP Goals



*Leadership in Disabilities & Achievement of  
Hawai'i*

- S = Specific . . . . . Based on student's PLEP
- M = Measurable . . . . . Progress is objectively determined at frequent points
- A = Attainable . . . . . Relevant and Realistic
- R = Results focused . . . . . Performance outcomes standards based
- T = Timely . . . . . Clearly defined dates of accomplishments



## 10. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

READING ASSESSMENT USED:

Assessment Date: \_\_\_\_\_ Grade Equivalent: \_\_\_\_\_ Scaled Score: \_\_\_\_\_

✓ How the student's disability affects the student's involvement and progress in the general education curriculum.(i.e., the same curriculum as for non-disabled students)

✓ For preschool students, as appropriate, how the disability affects the student's participation in appropriate activities.





# Measurable Annual Goals






**Sets the general direction for instruction**

**Descriptions of what a student can reasonably be expected to accomplish within a 12 month period**



# Objectives

- 
- 
- 
- 1. Written for the student (not the instructor)
  - 2. States what the student is expected to do following the instruction
  - 3. Are developed based on a logical breakdown of the annual goal
  - 4. Represents progress toward the goal
  - 5. Specific statements with conditions, behavior, and criterion stated
  - 6. Are measurable



# S.M.A.R.T. IEP's



## Goals and Objectives

- ❖ **Specific** – concrete, use action verbs
- ❖ **Measurable** – numeric or descriptive, quantity, quality, accuracy
- ❖ **Attainable** – feasible, achievable
- ❖ **Results focused**– measures outputs or results, includes products, accomplishments
- ❖ **Timely** – identifies target date, monitors progress



# Four Components of an Objective



 **Audience**

 **Behavior/Performance**

 **Condition**

 **Degree/Criteria**

# Audience



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**Who? Who is this aimed at?**

**Always the student**





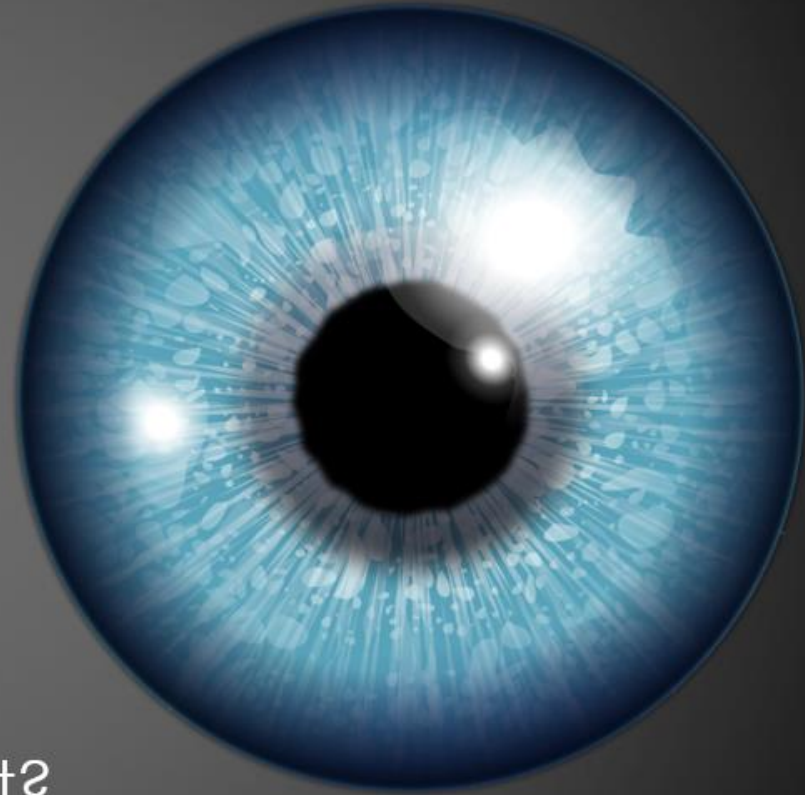
# Behavior

What? What do you expect the student to be able to do?

**F0  
84** The verb used to describe a desirable behavior in an instructional objective must be observable.



Can you hear it?



Can you see it?

If the behavior is **not** observable by sight or sound then add a word or two to your objective to let everyone know what visible behavior you would accept as an indicator of the performance.

F0  
B4

**Suzy will improve reading fluency**

F0  
B4

**Suzy will read text aloud at 80 words per minute.**



# Condition

How? Under what circumstances will the learning occur? What will the student be given or already be expected to know to accomplish the learning?

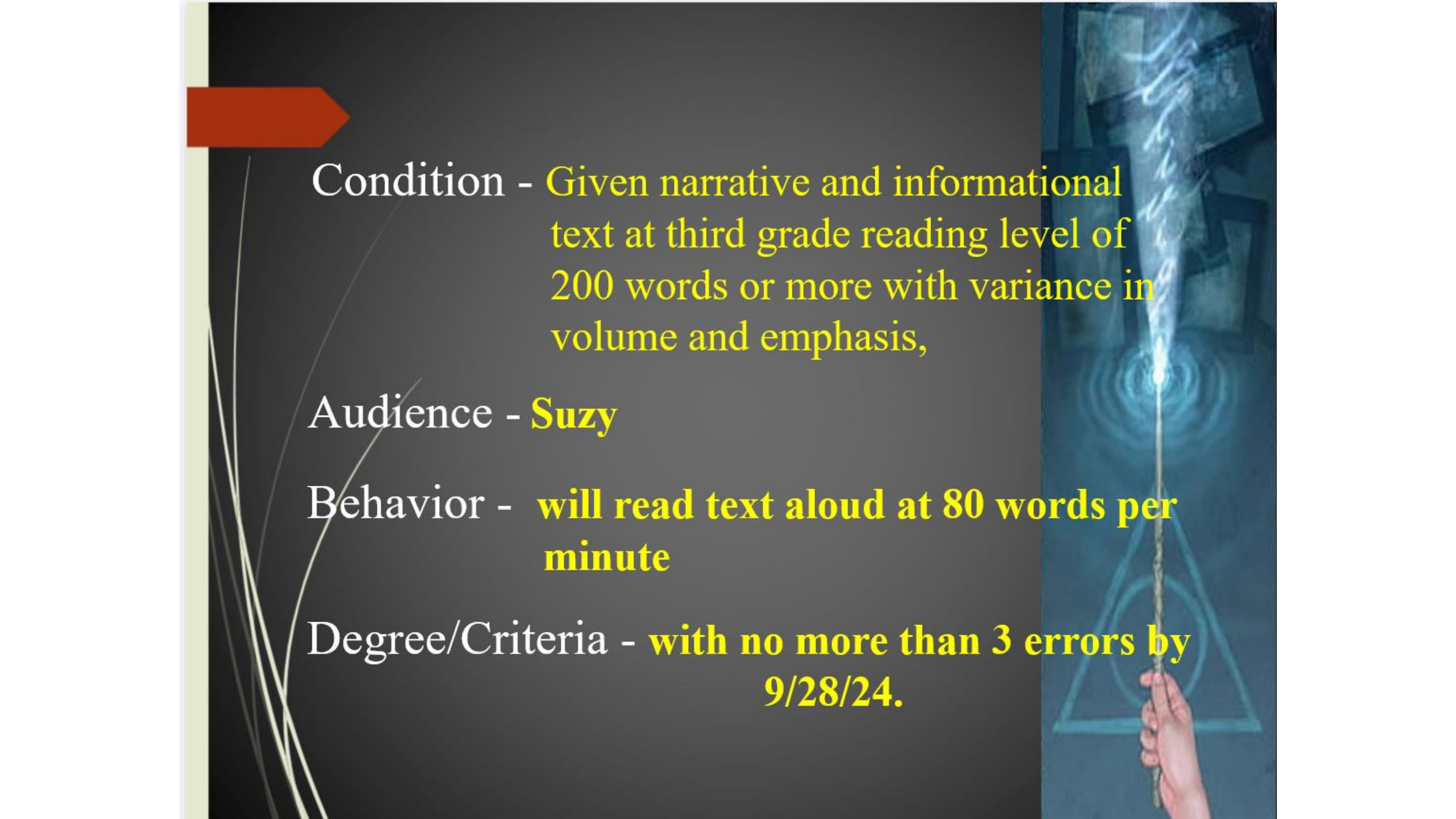
**Given narrative and informational text at third grade reading level of 200 words or more with variance in volume and emphasis, Suzy will read text aloud at 80 words per minute.**

# Degree/Criteria

**How much? By when?**

**Given narrative and informational text at third grade reading level of 200 words or more with variance in volume and emphasis, Suzy will read text aloud at 80 words per minute **with no more than 3 errors by 9/28/24.****





Condition - Given narrative and informational text at third grade reading level of 200 words or more with variance in volume and emphasis,

Audience - **Suzy**

Behavior - **will read text aloud at 80 words per minute**

Degree/Criteria - **with no more than 3 errors by 9/28/24.**

Tell me and  
I forget,  
teach me  
and I  
remember,  
**involve me**  
and I learn.-

Benjamin Franklin





# References

 Mager's Tips on Instructional Objectives – <http://www2.gsu.edu/~mstmbs/CrsTools/Magerobj.html>

 Bloom's Taxonomy – <http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm>

 Wrightslaw – <http://www.smartieps.com>

 Writing Instructional Objectives, Kathy V. Waller, PhD, CLS(NCA)

# Evaluation please!

