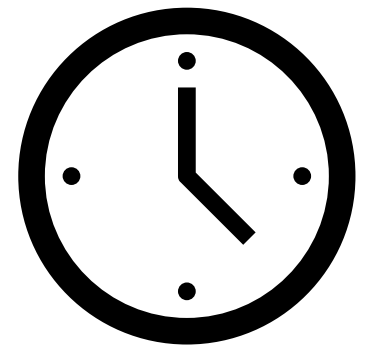# Writing IEP Goals Aligned to Grade-Level Content Connectors

A Project SUCCESS Webinar

Overview

- ✦ Content Connectors 101

- ✦ Unpacking Content Connectors for IEP Goals

- ✦ IEP Goal Writing

- ✦ Additional Resources & Next Steps

Indiana Resource Network

See a full list of resource centers and descriptions of their work at
www.doe.in.gov/specialed/indiana-resource-network

www.projectsuccessindiana.com

HOME ABOUT RESOURCES CONTACT

Project SUCCESS

Project SUCCESS is a resource center that supports higher academic achievement for students with disabilities. We are building local

Trending Now

Upcoming Events

ESSA and IEP Goal Writing

- Aligned to grade-level (alternate) standards

- Connecting PLAAFP to IEP goals

- Identifying access points and barriers (via unpacking)

- Specially designed instruction

- Progress monitoring

Content Connectors 101

✓ What are Content Connectors?

✓ Who are they for?

✓ When and where should they be used?

✓ Most importantly, WHY and HOW should they be utilized?

Content Connectors: Indiana's Alternate Academic Standards

Content Connectors
- ELA
- Math
- Science
- Social Studies

- Condensed *(not easier!)* versions of the Indiana Academic Standards

- Highlight the <u>knowledge</u> and <u>skills</u> necessary for students to reach learning targets at each grade level

<u>**All**</u> content connectors are important for *instruction*; not all are important for *assessment*.

Content Connectors

WHO: Students with significant intellectual disabilities

WHAT: Indiana's alternate academic standards

WHEN: In lesson planning, instruction, IEP goals, I AM assessment

WHERE: Least Restrictive Environment *

WHY: Higher expectations (ESSA & research)

HOW: Balance, Prioritize, and Infuse

Not necessarily a physical location

Comparing Content Connectors Indiana Academic Standards (3rd grade math)

NUMBER SENSE

Indiana Academic Standards	Content Connectors
MA.3.NS.1: Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	**MA.3.NS.1.a.1**: Read, demonstrate, and write whole numbers up to 200, in standard and word form.
MA.3.NS.2: Compare two whole numbers up to 10,000 using >, =, and < symbols.	**MA.3.NS.2.a.1**: Compare two whole numbers up to 200 using >, =, and < symbols and words.
MA.3.NS.3: Understand a fraction, 1/b, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction, a/b, as the quantity formed by a parts of size 1/b. [In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.]	**MA.3.NS.3.a.1**: Identify the numerator of a fraction.
	MA.3.NS.3.a.2: Identify the denominator of fractions to halves, thirds, and fourths.
	MA.3.NS.3.a.3: Identify halves, thirds, fourths of a whole.
MA.3.NS.4: Represent a fraction, 1/b, on a number line by defining the interval from 0 to 1 as the whole, and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	**MA.3.NS.4.a.1**: Locate given common unit fractions (i.e., ½, ¼) on a number line that has a value between 0 and 1.

Vertical Alignment of Content Connectors

Key
Purple – High Priority
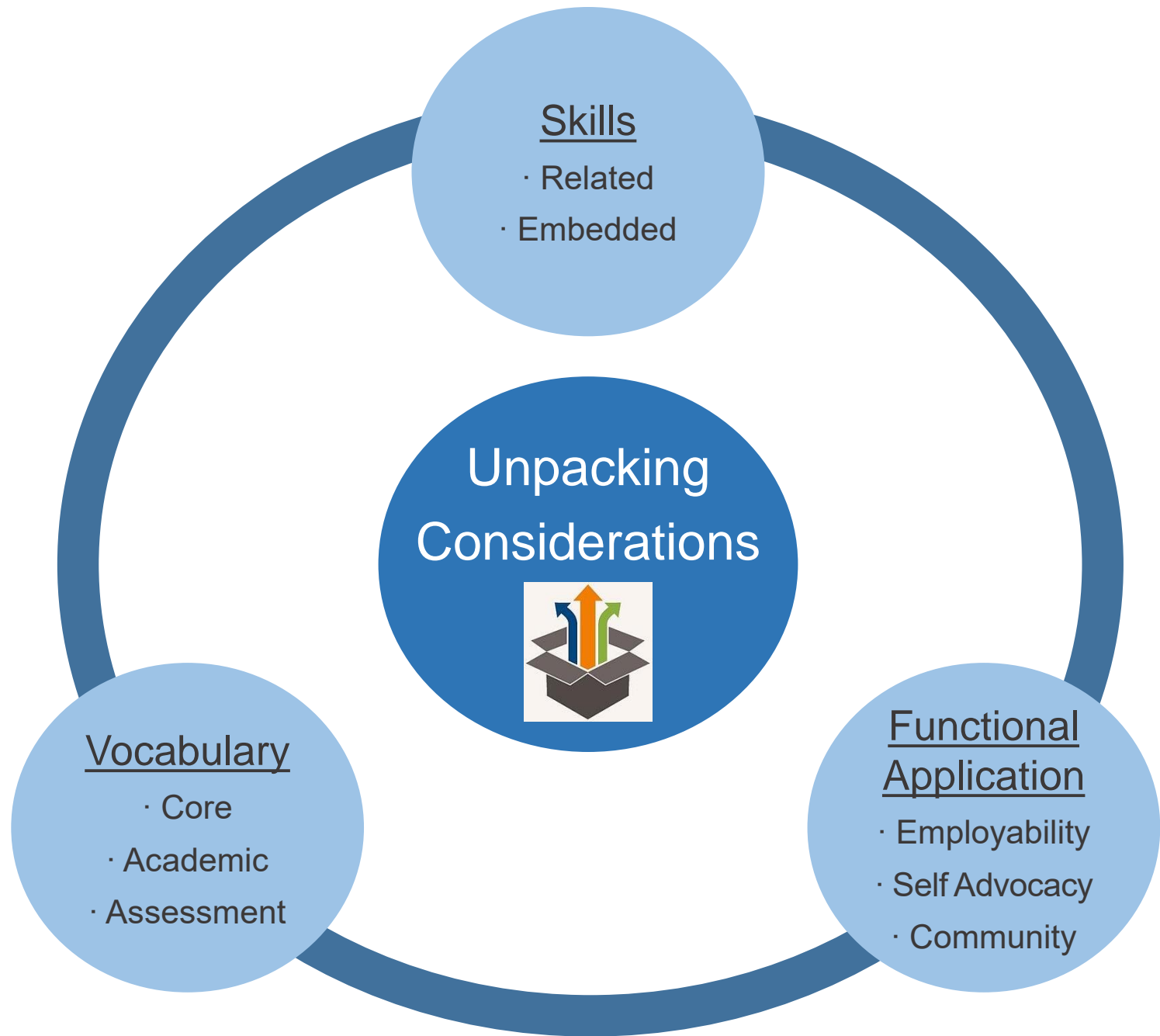Blue – Medium Priority
Gray – Lesser Priority

RL.2: KEY IDEAS AND TEXTUAL SUPPORT

Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.RL.2.1.a.1: Find story elements (e.g., who was the story about; where did the story happen) to demonstrate understanding of character, setting, and plot in a text, with support.	1.RL.2.1.a.1: Choose, find, or label the story elements (e.g., who was the story about; where did the story happen) to demonstrate understanding of character, setting, and plot in a text, with support.	2.RL.2.1.a.1: Choose, find, or label the story elements (e.g., who was the story about; where did the story happen) to demonstrate understanding of character, setting, and plot in a text.	3.RL.2.1.a.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	4.RL.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly. 4.RL.2.1.a.2: Refer to details and examples in a text when drawing basic inferences from a work of literature.	5.RL.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly. 5.RL.2.1.a.2: Refer to specific text evidence to support inferences.

Resource: Project SUCCESS Vertical Alignment Documents

Unpacking Content Connectors for IEP Goals

Skills
- Related
- Embedded

Unpacking Considerations

Vocabulary
- Core
- Academic
- Assessment

Functional Application
- Employability
- Self Advocacy
- Community

Unpacking Template

Content Connector:

SKILLS: What should students be able to DO? (VERBS)	CONCEPTS: What should students KNOW? (NOUNS)

What access skills are required for _every student_ to master this grade-level Content Connector?

Which access skills describe _barriers_ for students' access to and progress toward this grade-level Content Connector? _(Varies)_

Unpacking Template

Content Connector:

3.RL.2.3.a.1: Describe characters in a story (e.g., their traits, motivations or feelings).

SKILLS: What should students be able to DO? (VERBS)	CONCEPTS: What should students KNOW? (NOUNS)
- Identify a character in the story (who) - Describe a character from the story – traits, motivations, or feelings	- WH Questions: WHO, WHY - Traits – details - Feelings – emotions

What access skills are required for every student to master this grade-level Content Connector?

- Mode of communication
- Listen and attend to instruction/text
- Know difference between people and objects
- Identify relevant details
- Categorize
- Describe a character by stating the character's traits, motivations, and/or feelings

Which access skills describe barriers for students' access to and progress toward this grade-level Content Connector? *(Varies)*

- Know difference between people and objects (Identify a character within the story)
- Identify relevant details

Primary Example

Unpacking Template

Content Connector:

8.RL.2.1.a.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly.

SKILLS: What should students be able to DO? (VERBS)	CONCEPTS: What should students KNOW? (NOUNS)
• Cite text evidence • Analyze and state what the text says explicitly	• Evidence: finding details to support answers • Explicitly: word for word • Analysis: breaking down a complex topic into smaller parts to gain a better understanding

What access skills are required for every student to master this grade-level Content Connector?

- Mode of communication
- Listen and attend to instruction/text
- Sequencing: breaking down the story into smaller parts, in order
- Retell: what the text says (in this case, explicitly)
- Cite text evidence: refer back to text when answering questions
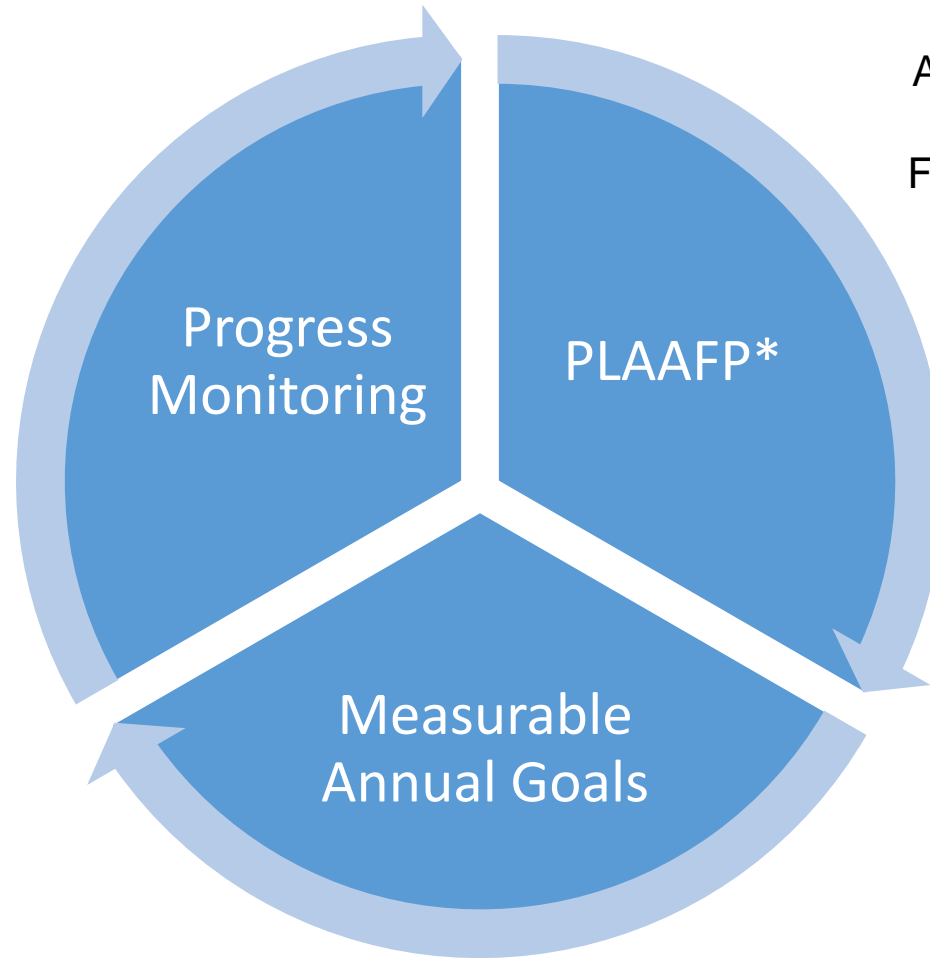
Secondary Example

Which access skills describe barriers for students' access to and progress toward this grade-level Content Connector? *(Varies)*

- Sequencing
- Retell

Writing IEP Goals Aligned to Content Connectors

The IEP Process

* Present Levels of Academic Achievement and Functional Performance

Progress Monitoring

PLAAFP*

Measurable Annual Goals

Measurable Annual Goals at a Glance

Condition	Name	Clearly Defined Behavior	Performance Criteria		
Describe the situation (*materials, settings, accommodations*) in /with which the student will perform the behavior.	Student's Name	Describe behavior (*what will she/he actually DO*) in measurable, observable terms using stems from standards	The level (*how well?*) the student must demonstrate for mastery:	Number of times needed to demonstrate mastery (*how consistently?*)	Evaluation Schedule (*how often?*) and method, (*how measured?*)
Given...,	he she	will do this,	this well,	this many days/times,	as measured this often, using this.

Important

- The focus is on access to and participation in general education at increasingly higher levels of independence

- Well-written annual goals address identified deficits that, after intervention, would reduce the adverse impact of the student's disability on their mastery of standards.

Characteristics of Measurable Goals

- Driven by accurate and thorough present levels

- Aligned to grade level standards (or alternate standards)

- Describe ONE specific skill or behavior

- Easily progress monitored

- Clearly written and understood by all

Steps for Goal Writing

1. Determine present levels

2. Identify target skill or behavior

3. Determine conditions

4. Determine mastery criteria, data collection method and time period

Step 1: Determine Present Levels

Present Levels of Academic and Functional Performance (PLAAFP)

The IEP describes the student's current level of academic achievement and functional performance, including strengths, areas of need, and impact of disability(ies) on the student's progress.

PLAAFP: Data Sources

- Benchmark data
- Checklists
- Classroom observations
- Classroom tests/quizzes
- Curriculum-based measurements
- Student work samples
- Student and family input
- Student Interviews

- Progress reports
- Formative assessment data
- Summative assessment data
- Attendance
- Office referral data
- Data from recent evaluation
- Rubrics

Step 2: Identify target skill or behavior

Identify Target Skill or Behavior

Skill or behavior should….

- Identify one specific skill or behavior that is a barrier for the student

- Skill/behavior must be observable, measurable and repeatable

- Based on specific skills/behavior identified as learning barriers for the student.

Skill or behavior should NOT…

- Contain multiple skills/behaviors

- Be vague or open to interpretation

- Be unrelated to student's current needs

Also consider what data collection method(s) you might use to gather accurate data about the target skill or behavior.

Vague Skills

- Understands
- Demonstrates
- Participates
- Recognizes
- Communicates
- Is able to
- Tolerates
- Manipulates
- Respects
- Improves
- Tries
- Develops
- Contributes

Clear Skills

- Writes
- Draws
- Points to
- States
- Lists
- Underlines
- Counts
- Gives
- Names
- Matches
- Reads orally
- Constructs
- Verbalizes

Skill/Behavior Statements

VAGUE	CLEAR
Will understand money concepts	Will orally count nickels, dimes, and quarters up to $2.
Will Improve written essays	Will write a paragraph containing 100 words or more.
Will demonstrate appropriate social skills.	Will look at the speaker when greeting the person.
Will understand the difference between two similar objects.	Will verbalize the differences between two similar objects (e.g. a red circle and a red square, a brown bear and a black bear, etc.)
Will recognize size.	Will point to a small, medium, or large item when named.
Will be successful in a 6th grade social studies course.	Will state cause and effect relationships.
Will make wise choices when upset.	Will choose a self-calming strategy from a list of pre-learned and practiced techniques.

*Adapted from Johnston, Terri Chiara. Data Without Tears: How to Write Measurable Educational Goals and Collect Meaningful Data, Second Edition. Research Press Publishers. 2014.

Short Term Objectives

ARE…	Are NOT…
Skills that need to be directly taught ✅	Accommodations ❌
Student behaviors that demonstrate understanding and application of skills ✅	Interventions or curricular programs ❌
Separate skills required to meet the goal ✅	Projected timelines of mastery aligned to progress reporting ❌

Step 3: Determine conditions

Examples of Conditions

- Given written instructions
- Upon entering the classroom
- At circle time
- On the playground
- In the gym
- During transition between activities
- During independent work time
- Given a voice-output device
- During passing period
- Given verbal prompts
- Given 20 problems
- Given a choice of three
- With a model

- After a lecture
- Upon completion of an activity
- Given a diagram
- With partial physical assistance
- Given a calculator
- Provided with picture cards
- From a word bank
- Provided a vocabulary list
- With physical assistance
- After verbal direction
- After listening to a story
- At unstructured times

Adapted from Johnston, Terri Chiara. Data Without Tears: How to Write Measurable Educational Goals and Collect Meaningful Data, Second Edition. Research Press Publishers. 2014. p 16.

Step 4: Determine mastery criteria and data collection period

Mastery Criteria

- Degree considered to be *acceptable performance* of a skill/behavior

- Clear and measurable

- Ambitious, but realistic

- Determined by <u>current baseline data</u>

- Stated in terms of *accuracy*, *occurrence* or *duration*

- Is not a grade level or a subjective measure

<u>Examples</u>:

- Percentage of accuracy/occurrence

- Number of trials/opportunities

- Number of minutes

Mastery Criteria

Academic

- When presented with a grade-level text of 6-8 sentences, student will correctly name identify the beginning, middle and end **with 80% accuracy**

- When given a writing prompt, student will write a one-paragraph position paper that cites at least two supporting details on **3/5 opportunities.**

Behavior/Executive Function

- When walking with a group in the hallway, student will remain with the group with fewer than two verbal prompts from an adult in **4 out of 5 measured trials.**

- When provided a template, student will accurately complete his agenda **95% of school days.**

Data Collection Period

- Expected timeline for reaching goal

- Clearly stated

- Based on anticipated rate of growth

Data Collection Methods

	Description	Measure Type	Description	Student Response Code
Event Recording	Count or tally each time the target behavior occurs within the observation period.	Number Rate Percentage	Number of times a skill/behavior occurs Number of times skill/behavior occurs during set time period Percentage of time a skill/behavior occurs	Numeric +/-
Trial Recording	Record level of support (prompting) with for each skill/behavior (task analysis)	Number Percentage		+/- Prompt/task
Total Duration	Record the time between when the behavior begins and ends.	Total duration	Number of consecutive minutes behavior occurs	Numeric

Data Collection

- Data should be collected on a regular basis for all annual goals and short term objectives to ensure the student is making progress that is sufficient to meet the goal.

- The data collected can then be used to inform and develop the PLAAFP for the next IEP.

Example Student:

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Goal Writing Template

Present Level Data *What do we know about this student's specific learning needs?* *Which skill deficits impact academic standards across multiple subject areas?*	
Grade-level Academic Standard(s) & General Access Skills *Which academic standards are most affected by the student's disability?* *What access skills are required for every student to access the selected grade-level standard?*	
Student Specific Access Skills *What access skills will this student require to make progress toward academic standards*	
Goal and Objectives:	

Example - Academic

Measurable Annual Goal

Given environmental or functional words, Alison will read 40 words with 80 percent accuracy on five consecutive weekly probes.

Short Term Objectives

- Given environmental or functional pictures, photos, or symbols, Alison will match a given word to the picture representation with 90 percent accuracy on four consecutive weekly probes.

- Given pairs of environmental or functional words that begin and/or end with the same letters, Alison will match the pairs with 95 percent accuracy on four consecutive weekly probes.

Example - Functional

Measurable Annual Goal

Given a daily visual schedule, Alison will transition to the next activity with no more than two verbal prompts within five minutes on 8 of 10 consecutive school days.

Short Term Objectives

- Given visual symbols of daily activities, Alison will match the symbol to the activity with 90 percent accuracy on four consecutive weekly probes.

- Given at least five different 2-step visual directions, Alison will follow the directions in order with no more than one verbal prompt on five consecutive school days.

Quality Check

✓ Does each goal pass the "stranger" test?

✓ Can the question of mastery be answered with a "yes" or "no"?

Additional Resources

- [IEPRC Goals Development Checklist](#) and [IDOE Short Share T.I.P.S. video](#)

- [IDOE Coffee Talk 3: Goals](#)

- [IDOE Spread the Word: Specially Designed Instruction](#)

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