

Goal/Objective = Given + Learner(s) + Behavior + Criteria

1. Given(s) (Optional)

Where or when the behavior is to occur (e.g., during circle time, free time, in the 3rd grade classroom, when transitioning between classes and activities, in the community)

With whom (e.g., in a cooperative group; with a peer; with adult support)

With what materials or methods (e.g., using core math text at grade level; using the RCRC [read, cover, recite, check] reading comprehension strategy; using an augmentative communication device]

Under what conditions (e.g., given both visual and verbal prompts; given an assignment Nancy can complete independently)

2. Learner(s)

It is the **student** who does something, not the teacher, paraprofessional, or other support person (nonexemplar: "Prior to each meal, the OT will manipulate Rich through 2 oral motor activities.")

3. Behavior

Observable and measurable by one of the senses (e.g., point to, state, recite, orally read, choose, look at, tell in own words). Avoid writing goals or objectives in terms such as "will improve," "will increase understanding of," "will learn," or "will recognize the need for."

4. Criteria

Include both a **timeline** (e.g., by May 2008) and **measurable criteria**

- A. Performance Standard – to what degree (e.g., with 95% accuracy; performs at level 3 on the 40level reading comprehension rubric)
- B. Mastery – when can we say "we are there!" (e.g., on 4 of 5 checkpoints, on 4 consecutive bi-monthly probes)
- C. Method of measurement - evidence of progress/mastery (e.g., as measured by teacher data; portfolio entries; work samples, audio tape).