**IEP Sample Handout**

This document provides four samples of goals, objectives, and accommodations. They were developed for an imaginary student named Joshua, who has identified academic learning difficulties and requires accommodations. Focus your study on the following:

* The description of the student’s background.
* The distinction between the strong and weak samples.
* The section (in the gray boxes) that critiques whether or not the IEP samples meet IEP requirements regarding the student’s condition, use of the student’s name, and clearly defined behavior and performance criteria.
* The appropriate accommodations for Joshua drawn from each goal and objective.

After reviewing the samples below, complete the IEP Assessment Handout. It follows a similar format, asking you to briefly describe a student, provide the required goals, objectives and accommodations, and add comments and suggestions for implementation with the student.

**Student description**: Joshua is a twelve-year-old boy currently in the sixth grade.  He scores at the average level of intelligence and was diagnosed in third grade with learning disabilities in Writing (spelling and written language organization) and Reading (accuracy and reading comprehension). Current standardized test scores on the Woodcock-Johnson Tests of Achievement place his functioning at 3.5 in Spelling, 4.0 in Written Language. 3.5 in Reading accuracy and 4.0 in Reading Comprehension. Due to his continuing disabilities, Joshua cannot access grade level curriculum without the support and accommodations provided in his IEP.

**Samples of Goals, Objectives and Accommodations**

**I. READING: Annual Goal, Objectives and Accommodations**

[**Accuracy and Fluency pp. 2-4**](#_Annual_Goal_#1)

**II. READING: Annual Goal, Objectives and Accommodations**

[**Comprehension pp. 5-7**](#_Annual_Goal_#2)

**III. WRITING: Annual Goal, Objectives and Accommodations**

[**Spelling pp. 8-10**](#_Annual_Goal_#3)

**IV. WRITING: Annual Goal, Objectives and Accommodations**

[**Organization and Development pp.11-13**](#_Annual_Goal_#4)

# Annual Goal #1 Reading: Accuracy and Fluency

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| --- | --- |
| **Well-written Goal, meets criteria for appropriate IEP** | **Poorly-written Goal, lacking elements necessary for an appropriate IEP** |
| Given beginning fifth grade level (5.0) reading material, Joshua will read multi-paragraph passages aloud in small group settings, fluently (>125 words per minute), and with 85% accuracy as measured by teacher observation on three separate occasions. | Joshua will improve his reading one grade level. |
|  | |
| **Critique of Poorly Written Goals** | |
| **Condition:** Does not indicate if Joshua is reading aloud or silently, in class or at home, in a group or individually.  **Student Name:** Properly Specified  **Clearly defined behavior:** Does not indicate if the reading measure is based on reading accuracy, fluency or comprehension.Does not specify if he is being graded on reading aloud or silently.Although “one grade level” is specified, the goal does not reflect whether this is based on standardized test measure, teacher observation, informal assessment or peer comparison.  **Performance criteria:** Does not indicate level of proficiency (e.g., percent accuracy or grade level) required.Does not specify how many observations are required to meet this goal. | |

**OBJECTIVES**

**Reading: Accuracy and Fluency**

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| **Well-written Objectives, meets criteria for quality** | **Poorly-written Objectives, lacking elements necessary for an appropriate IEP** |
| 1. Joshua will read fifth grade level (5.0) Dolch sight words aloud accurately 85% of the time, based on teacher observation on three separate occasions. | 1. Joshua will increase sight word accuracy in his reading. |
| 2. Joshua will apply phonetic rules to sound out fifth grade level (5.0) phonetically-regular words when reading aloud 85% of time, based on teacher observation on three separate occasions. | 2. Joshua will use decoding strategies to read new words accurately. |
| 3. Given fifth grade level (5.0) reading material, Joshua will read sentences aloud with 85% word accuracy at 125 words per minute or faster, based on teacher observation on three separate occasions. | 3. Joshua will read with appropriate pacing. |
|  | |
| **Critique of Poorly Written Objectives** | |
| **Condition:** Objectives #1, #2 and #3 do not specify conditions where reading will occur—at home or in class. They also do not indicate whether words are to be read in isolation or in text.  **Student’s name:** Properly specified  **Clearly defined behavior:** #1. “Increase sight word accuracy” does not specify difficulty level of sight words. It is also not clear if this means that Joshua must read the words aloud although that is the implication if the observer is to assess accuracy.  #2 **.**“Use decoding strategies” is not an observable behavior. Joshua could read the word accurately simply because he has memorized the word; the observer does not know if he is using decoding strategies.  #3.“Appropriate pacing” is not defined so as to be measurable.  **Performance criteria:** #1, 2, or 3. do not specify performance criteria.  #1. and #2. need to state the level of accuracy required by each objective and the number of occasions in which the proficiency occurs.  #3. does not specify what “appropriate pacing” means. This needs to indicate a words-per-minute reading rate. | |

**READING ACCOMODATIONS**

**Accuracy and Fluency**

* **Classroom Support and Accommodations**

1. Texts with lower grade reading level (<4.0)
2. Books on Tape, Kurzweil, read aloud technology
3. Parents to read content aloud to student at home
4. Extended time to complete work
5. Adjusted workload (modified by amount)

* **Testing Accommodations**

1. Directions and content read aloud with repetition as needed
2. Extra time on tests

# Annual Goal #2 Reading: Comprehension

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| **Well-written Goal, meets criteria for appropriate IEP** | **Poorly-written Goal, lacking elements necessary for an appropriate IEP** |
| After reading fifth grade level (5.0) passage silently, Joshua will demonstrate comprehension by summarizing content in a 3-5 sentence written paragraph and answering five questions related to the content with 85% accuracy on three consecutive weekly classroom tests, based on teacher observation. | Student will be able to read and understand material at the fifth grade level. |
|  | |
| **Critique on Poorly Written Goals** | |
| **Condition**: Does not indicate whether reading comprehension is based on silent reading or oral reading, whether on in-class assignments or for homework.  **Student’s name:** Not specified  **Clearly defined behavior:** Does not provide behavioral criteria for “understanding.” This needs to specify observable behaviors such as whether student is required to discuss material orally, pass a written test, or write an essay summarizing the content.  **Performance criteria:** Although the goal specifies “fifth grade level,” it does not reflect if this is based on standardized test score, informal assessment, teacher observation or peer comparison.No criteria are offered for number or times behavior must be displayed to indicate proficiency and to what level of accuracy. | |

**OBJECTIVES**

**Reading: Comprehension**

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| **Well-written Objective, meets criteria for quality** | **Poorly-written Objective, lacking elements necessary for an appropriate IEP** |
| 1. Given fifth grade level (5.0) reading material, Joshua will identify the main idea and write it in his own words in a sentence, 85% of the time, based on teacher observation on three consecutive classroom assignments. | 1. Joshua will analyze main idea in fifth grade reading text. |
| 2. Given fifth grade level (5.0) reading material, Joshua will write three details from passage in his own words, 85% of time, based on teacher observation on three consecutive classroom assignments. | 2. Student will recall and discuss what he has read. |
| 3. Given fifth grade level (5.0) reading material, Joshua will answer written true/false, fill in the blank and multiple choice questions related to the passage with 85% accuracy on three consecutive classroom tests. | 3. Joshua will obtain passing grade on comprehension tests with fifth grade level reading material. |
| 4. Given fifth grade level (5.0) reading material, Joshua will cite two details from his own prior knowledge and experience and provide orally or in writing 3-5 sentences related to his knowledge and experience, as related to passage content on three separate occasions. | 4. Joshua will make connections to the text using his prior knowledge. |
|  | |
| **Critique on Poorly Written Objectives** | |
| **Condition:** #1, 2 and 4. do not specify where these objectives are to be met. They could be assignments in class or for homework.  **Student’s name:** #2. does not indicate student’s name.  **Clearly defined behavior:** #1. “Analyze main idea” is not a measurable behavior. This could require Joshua to identify it on a multiple-choice test, to write it independently, to provide it aloud or in writing. The term “analyze” the main idea is vague. There is a difference between “identifying” the main idea, “explaining it” and “analyzing” it. The specific behavior needs to be clear.  #2. It is not specified if this discussion is to be performed aloud or in writing. The length of the “discussion” is also not specified or the kind of information Joshua is expected to recall from the reading passage.  #3. Clearly defined: Joshua is to perform on a fifth grade level comprehension test. This objective could be improved by specifying whether items are multiple-choice, short answer and/or essay answers.  #4. “Make connections to the text” is not an observable behavior.  **Performance criteria:** #1 Specifies fifth grade level reading text but does not describe level of proficiency or number of times behavior must be performed.  #2. No performance criteria are indicated.  #3. Passing grade on fifth grade reading comprehension test is an observable and measureable criterion. However, there is no indication of the number of times this criterion must be achieved.  #4. No performance criteria are indicated. | |

**READING ACCOMODATIONS**

**Comprehension**

* **Classroom Support and Accommodations**

1. Texts with lower grade reading level (<4.0)
2. Books on Tape, Kurzweil, read aloud technology
3. Parents to read content aloud to student at home
4. Extended time to complete work
5. Adjusted workload (modified by amount)

* **Testing Accommodations**

1. Directions and content read aloud with repetition as needed
2. Extra time on tests

# Annual Goal #3 Writing: Spelling

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| --- | --- |
| **Well-written Goal, meets criteria for appropriate IEP** | **Poorly-written Goal, lacking elements necessary for an appropriate IEP** |
| Joshua will independently write sight words and phonetically regular words at the end of fourth grade level (4.8), with 85% accuracy on three consecutive in-class spelling tests. | Joshua will improve his spelling of sight words and phonetically regular words. |
|  | |
| **Critique on Poorly Written Goal** | |
| **Condition**: Does not state if work is to be independent or with teacher assistance or prompts. Does not indicate if spelling is to be performed on homework assignment, in class writing task or on a test.  **Student’s Name**: Name is specified  **Clearly defined behavior**: “Improve” is not a clearly defined behavior. It does not indicate if Joshua’s behavior will entail writing the words, or being able to spell them aloud or correct them in a proofreading task.  **Performance Criteria**: Although the goal refers to “sight words” and “phonetically regular words,” the difficulty level of these words is not specified. Criteria are not provided for percent accuracy and number of occurrences. | |

**OBJECTIVES**

**Writing: Spelling**

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| --- | --- |
| **Well-written Objectives, meets criteria for appropriate IEP** | **Poorly-written Objectives, lacking elements necessary for an appropriate IEP** |
| 1. Joshua will write sight words at the beginning fourth grade level (4.0) with 85% accuracy on three consecutive in-class spelling tests. | 1. Joshua will use accurate spelling of high frequency sight words |
| 2. Joshua will accurately write sight words at the end of the fourth grade level (4.8) with 85% accuracy on three consecutive in-class spelling tests. | 2. Student will accurately spell phonetically regular words in his written work. |
| 3. Joshua will accurately write phonetically regular words at the beginning fourth grade level (4.0) with 85% accuracy on three consecutive in-class spelling tests. | 3. Joshua will obtain passing grades on classroom spelling tests. |
| 4. Joshua will accurately write phonetically regular words at the end of the fourth grade level (4.8) with 85% accuracy on three consecutive in-class spelling tests. |  |
| 5. Joshua’s spelling accuracy in an in-class sentence writing assignment will reflect 85% accuracy for words up to the 4.8 grade level on three separate occasions. |  |
|  | |
| **Critique on Poorly Written Objectives** | |
| **Condition:** #1, 2. Not defined. Does not indicate if Joshua is required to spell these words in homework assignment, on a spelling test or another in-class writing assignment #3. Defined. Spelling is required on in-class spelling test.  **Student’s name**: #1, 3. provided. #2. Student’s name is not provided  **Clearly defined behavior**: #1 Not defined. He could spell words by writing them independently or by dictating them aloud.  #2. Defined. He will spell the words in his “written work”  #3. Defined. Spelling is to be assessed on a classroom spelling test.  **Performance criteria**: #1, 2 Not defined.  #3. Defined clearly as a “passing grade.” | |

**WRITING ACCOMODATIONS**

**Spelling**

* **Classroom Support and Accommodations**

1. Student to dictate written work
2. Use of computer with spell check
3. Use of Franklin Speller
4. No penalty for spelling errors other than on spelling tests
5. Fewer words on spelling tests
6. Words on spelling tests coordinated with phonics/sight word instruction
7. Extended time to complete work
8. Adjusted workload (modified by amount)

* **Testing Accommodations**

1. No penalty for spelling errors
2. Oral answers
3. Use of computer
4. Use of Franklin Speller
5. Extra time

# Annual Goal #4 Writing: Organization and Development

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| **Well-written Goal, meets criteria for appropriate IEP** | **Poorly-written Goal, lacking elements necessary for an appropriate IEP** |
| Joshua will independently write a logically organized paragraph, at least 5 sentences in length, with topic sentence, three supporting details and concluding sentence, on three consecutive writing assignments completed in class. Paragraph will be at beginning fifth grade level based on teacher observation. | Joshua will write a paragraph at the fifth grade level. |
|  | |
| **Critique on Poorly Written Goals** | |
| **Condition:** Does not indicate if the student is writing independently or with assistance or prompts. Does not indicate if the work is to be completed in class, at home or on a test.  **Student’s name**: Specified  **Clearly defined behavior:** Clearly defines that Joshua is to write the paragraph; however, the length of the paragraph and the components of the paragraph (e.g., topic sentence, supporting details, concluding sentence) are not specified.  **Performance criteria:** Clearly defines that paragraph should be at fifth grade level but not “at beginning fifth grade level” which is more precise.  Does not indicate criteria used to establish grade level (e.g., teacher observation, test grade, peer comparisons). Does not indicate number of assignments required to meet criterion (e.g., three consecutive assignments). | |

**OBJECTIVES**

**Writing: Organization and Development**

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| **Well-written Objectives, meets criteria for quality** | **Poorly-written Objectives, lacking elements necessary for an appropriate IEP** |
| 1. Given a writing prompt at the fifth grade level, Joshua will independently write an appropriate single topic sentence for a paragraph on three separate in-class writing assignments, based on teacher observation. | 1. Joshua will write longer sentences. |
| 2. Given a writing prompt at the fifth grade level, Joshua will independently write three sentences which provide support for the topic sentence by showing examples, further description or additional information on three consecutive in-class writng assigments, based on teacher observation. | 2. Joshua will improve his writing by adding new ideas. |
| 3. Given a writing prompt at the fifth grade level and a paragraph with a topic sentence and supporting details, Joshua will write a concluding sentence related to the information in the paragraph on three consecutive in-class writing assignments, based on teacher observation. | 3. Joshua will logically order information in a written paragraph. |
|  | |
| **Critique on Poorly Written Objectives** | |
| **Condition:** #1, 2. and 3. Not clearly defined. Does not indicate if Joshua is writing these sentences for homework, in class or on a test.  **Student name:** Specified in all three objectives  **Clearly defined behavior:** #1 Defined: Joshua will “write” sentences  #2. Not defined: Joshua could “Add new ideas” orally or in writing.  #3. Not defined: Joshua could number sentences in an already existing paragraph or could be required to write his own “logically ordered” paragraph.  **Performance criteria:** #1, 2. and 3. Not specified | |

**WRITING ACCOMODATIONS**

**Organization and Development**

* **Classroom Support and Accommodations**

1. Starter sentences
2. Prompts to expand written work
3. Use of graphic organizers
4. Oral brainstorming with teacher
5. Prepared outline for written work
6. Use of computer
7. Dictation of written answers

* **Testing Accommodations**

1. Extended time
2. Use of computer
3. Oral answers
4. Multiple choice/short answer questions to assess knowledge
5. Grade on content

This material has been developed by Dr. Ruth Spodak, Maryland Educational Psychologist. The terminology (condition, name, clearly defined behavior, and performance criteria) is aligned with *Writing better goals and short-term objectives or benchmarks*. Benjamin Lignuagris; Kraft Nancy Marchand-Martella; Ronald C. Martella. *Teaching Exceptional Children*: Sept/Oct 2001: 34, 1: ProQuest Education Journals.