

NASET's IEP Goals and Objectives with Common Core State Standards

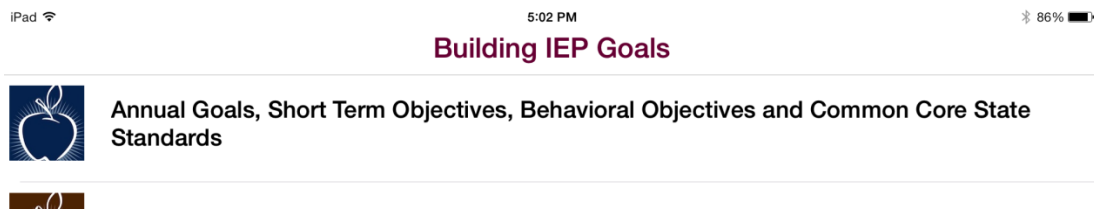
An Example Case

John is a 6th grade boy who was recently evaluated for special education. His evaluation results indicated deficits in the following areas:

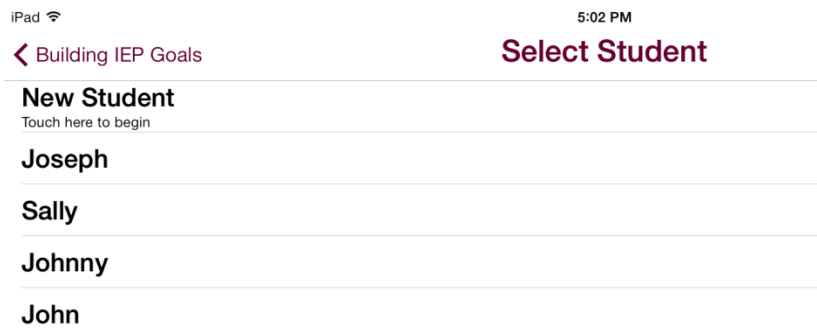
- 1- John has difficulty in learning how to gather and organize information for a report or an assignment in a clear and coherent manner.
- 2- John has difficulty planning, revising, and rewriting his assignments.
- 3- John has difficulty applying division and multiplication facts in order to solve fractions.
- 4- John has great difficulty understanding and integrating information in areas like science when it comes to charts and diagrams.
- 5- John has great difficulty and gets confused when determining the meaning from multiple meaning words and phrases.

Start by Clicking on

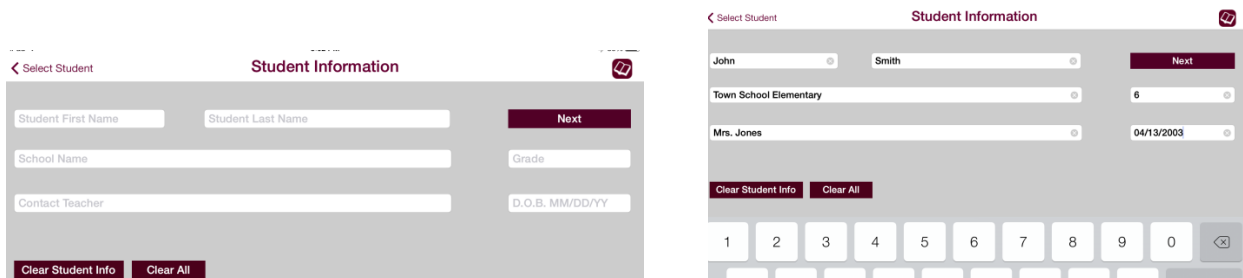
I-Annual Goals, Short Term Objectives, Behavioral Objectives and Common Core Standards



2-New Student- Click on new student



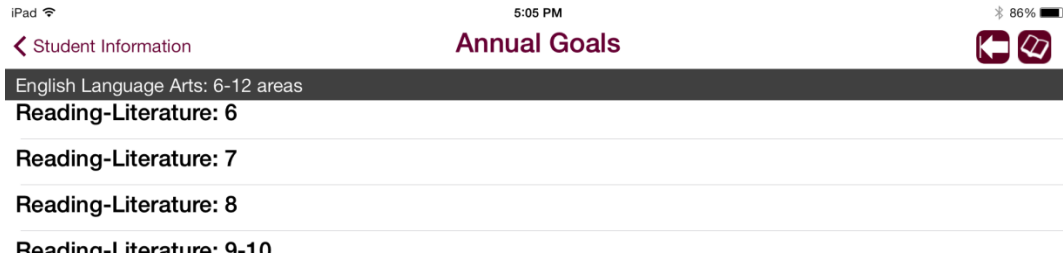
3-New Student Information Page (Image of Information Page) Fill in all necessary information and press **NEXT**



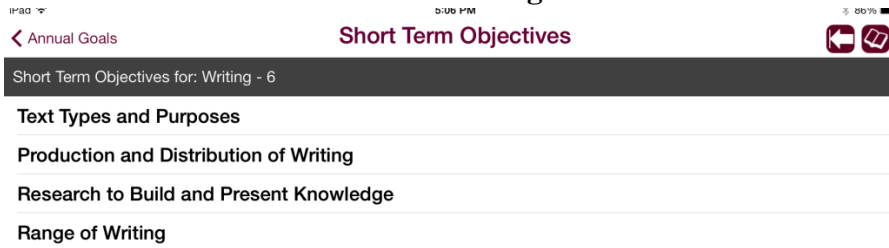
4-This will take you to **Annual Goals**. Let's start with the first area of deficit that we want to have on the IEP.

Writing: John has difficulty in learning how to gather and organize information for a report or assignment in a clear and coherent manner.

Since the area is Writing, and the student is in grade 6, we go to the **Annual Goal** section, **English Language Arts 6-12**, and scroll down to where we will find **Writing-6** (image of area). Click on this

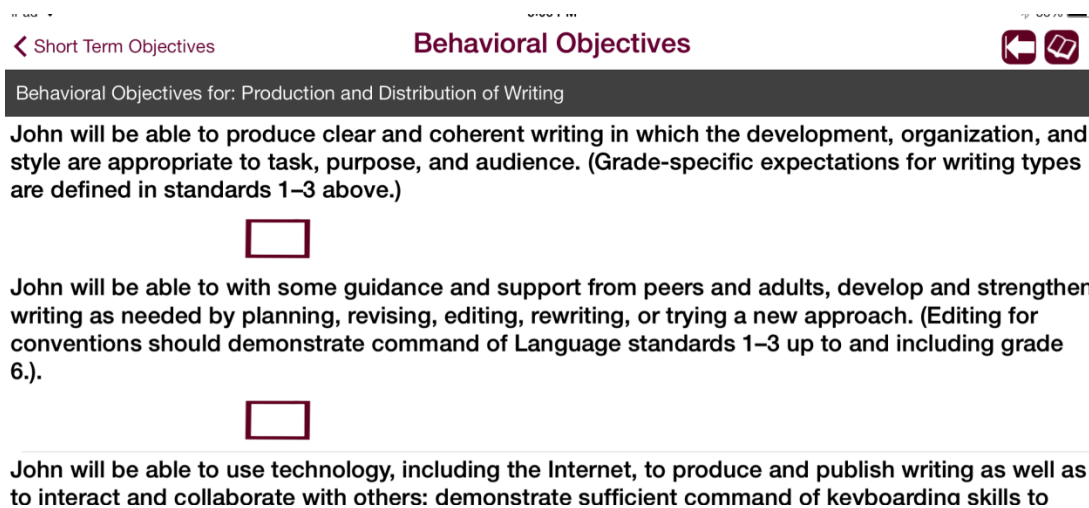


5-This takes us to the **Short Term Objective** options for that Annual Goal. We will choose **Production and Distribution of Writing** because that is the theme of the area of deficit.

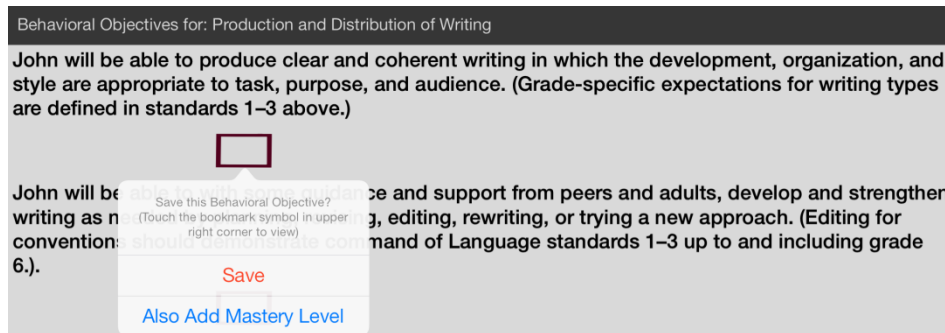


You may want to explore the other options as well, especially if the deficits are not as well defined.

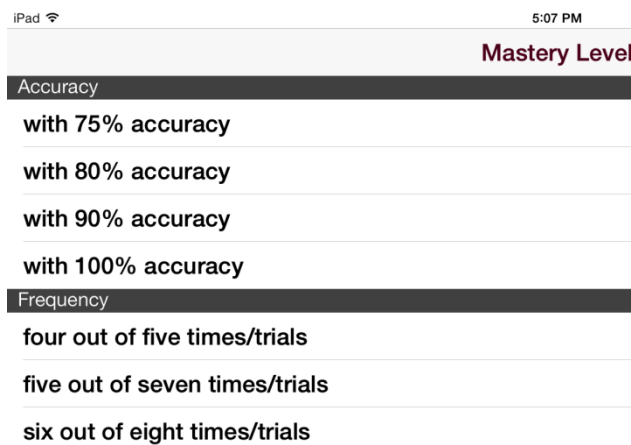
6-Looking at the options, the first Short Term Objective seems to identify the goal for the deficit in this area. So we will check the box indicating that we want to save that goal.



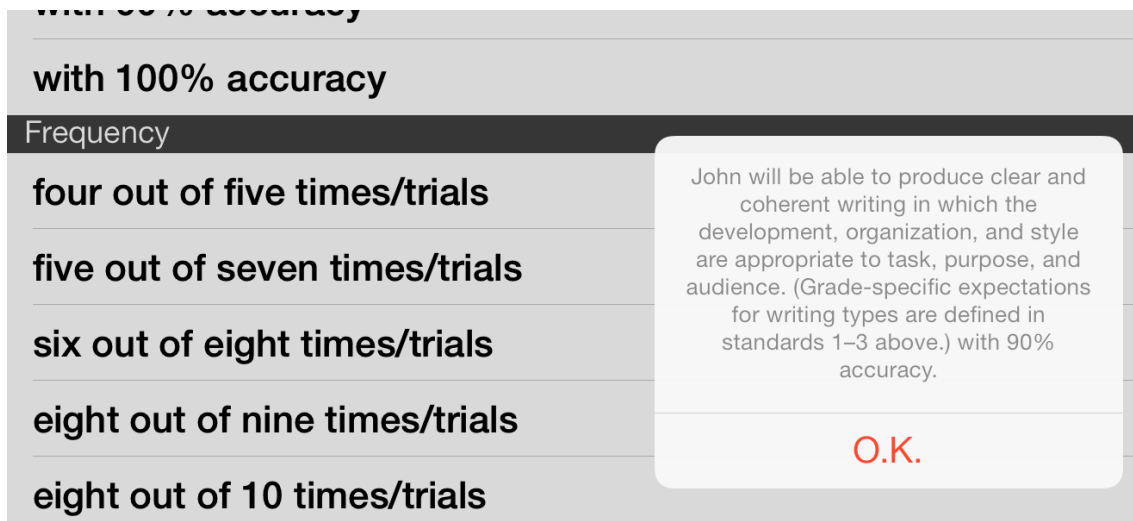
7-When you touch the box to place a check in it, you will get a pop-up asking if you would like to Save or Add a Mastery Level. If you do not wish to add a Mastery Level, then click Save. This will allow you to move on with the next choice or area.



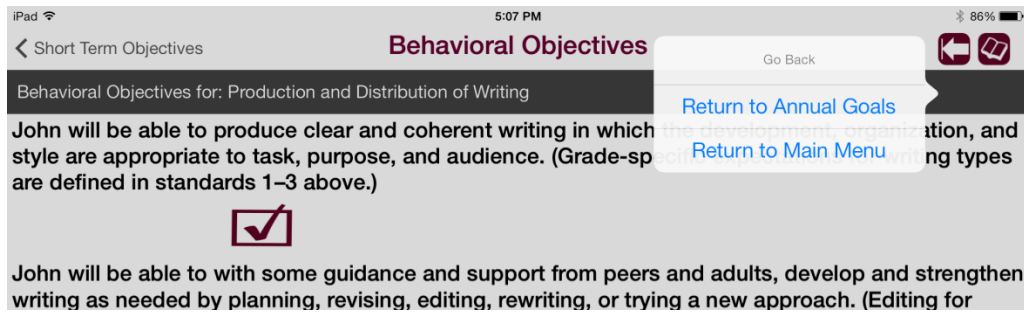
8-However, if you wish to add a Mastery Level, click on **Also Add A Mastery Level**, and this will take you to six categories from which you can choose, i.e. **Accuracy**, **Frequency** etc.



9-Once you choose your Mastery Level, click **OK**, and that will bring you back to the Short Term Objectives. You will now note a check in the box you selected.



10-Unless you wish to choose another **Behavioral Objective** in this section, you can return to the Short Term Objectives by using the top left arrow or Annual Goals by again using the top left arrow.

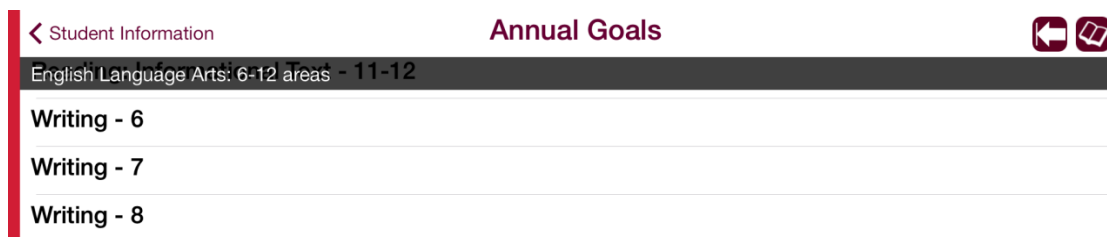


Now we are ready to do the next deficit area

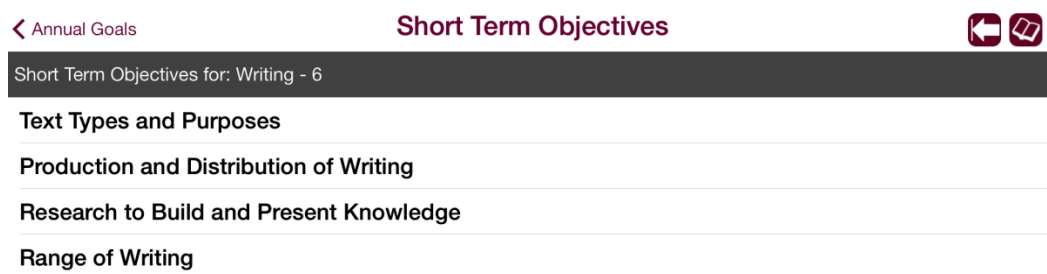
1-Return to **Annual Goals** and look at the second deficit.

John has difficulty planning, revising, and rewriting his assignments

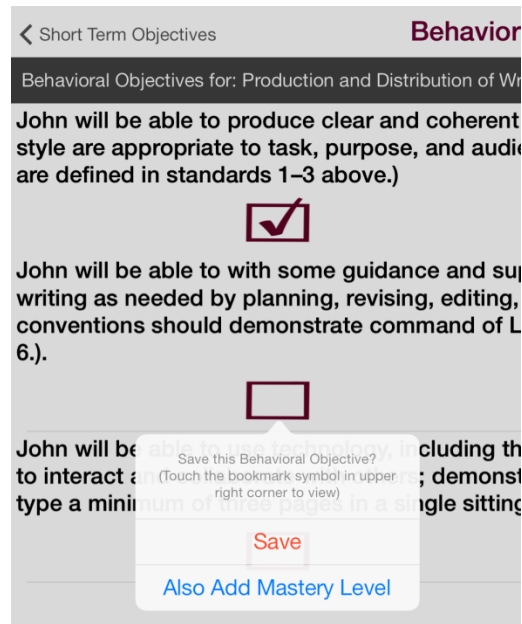
Since the area is again in **Writing**, and the student is in grade 6, we go to the **Annual Goal** section, **English Language Arts 6-12**, and scroll down to where we will again find **Writing-6**
Click on this



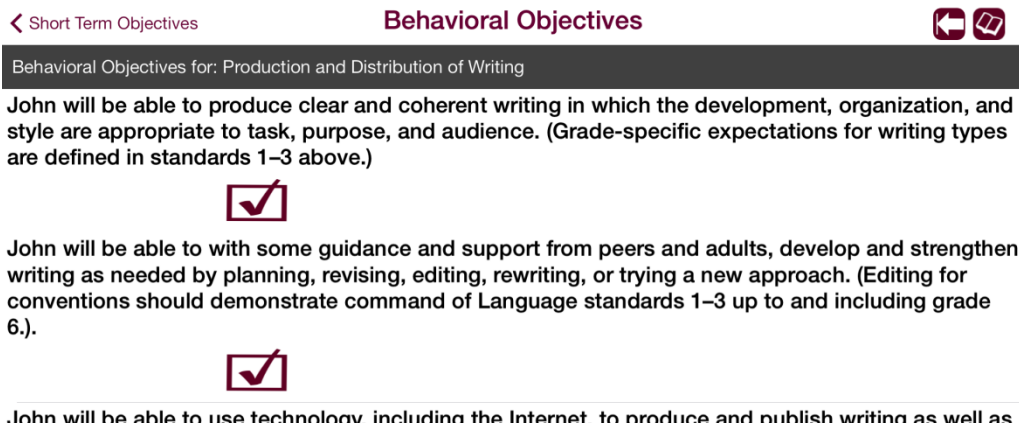
2-This takes us to the **Short Term Objective** options for that Annual Goal (**image of page**). We will choose **Production and Distribution of Writing** because that is the theme of the area of deficit. You may want to explore the other options as well, especially if the deficits are not as well defined.



3-Looking at the options, the second **Short Term Objective** seems to identify the goal for the deficit in this area. So we will check the box indicating that we want to save that goal.

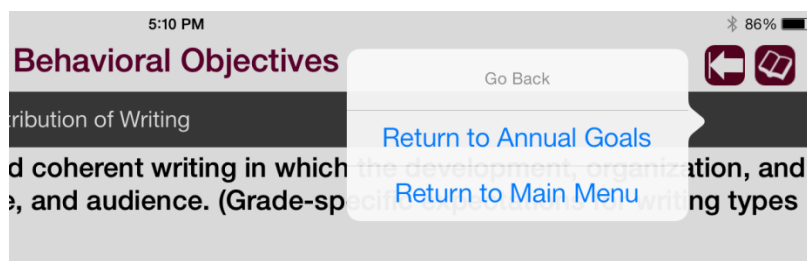


7-Again, when you touch the box to place a check in it, you will get a pop-up asking if you would like to **Save** or **Add a Mastery Level**. If you do not wish to add a **Mastery Level**, then again click **Save**. This will allow you to move on with the next choice or area.



8-However, if you wish to add a **Mastery Level**, then follow the same steps for choosing the one you want as you did for the first deficit area.

9-Unless you wish to choose another **Behavioral Objective** in this section, you can again return to the **Short Term Objectives** by using the top left arrow or **Annual Goals** by again using the top left arrow.

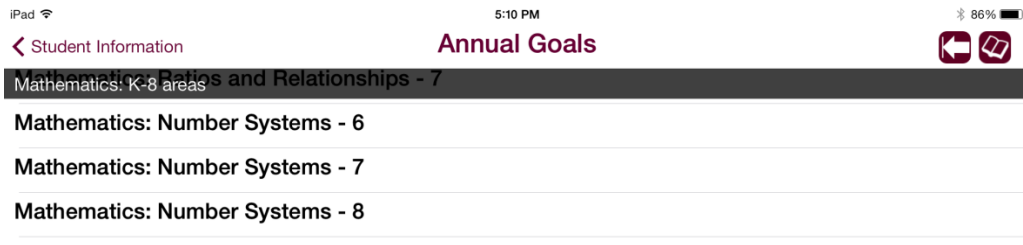


Now we are ready to do the next deficit area

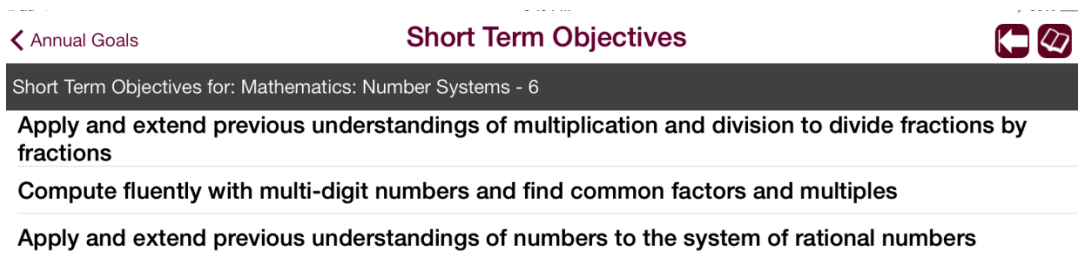
1-Return to **Annual Goals** and look at the **third deficit**.

John has difficulty applying division and multiplication facts in order to solve fractions

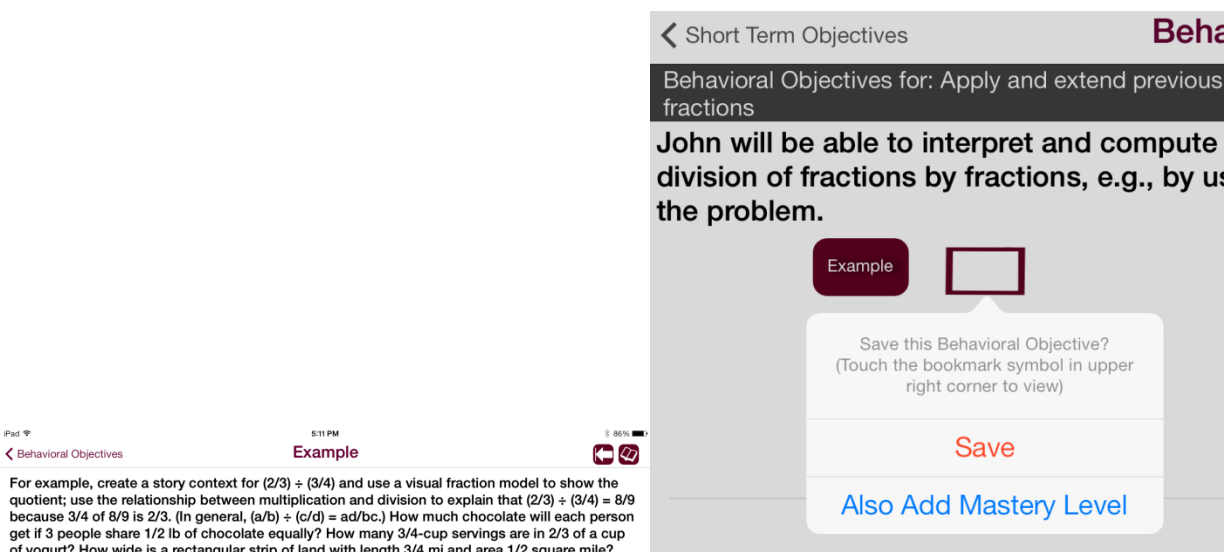
2-Since the area is in **Mathematics**, and the student is in grade 6, we go to the **Annual Goal** section, **Mathematics K-8**, and scroll down to where we will have to explore some areas. Since it has to do with Number Systems, we scroll down to **Number Systems Grade 6 (image of area)**. Click on this



3-Looking at the **Behavioral Objectives**, the first choice seems to identify the area in need of remediation. Click on this.



4-However, now you see two options for this choice which occurs with certain objectives in CCSS. The first provides you with an **Example** that further clarifies the objective. This may or may not cause you to change your mind about the objective you have chosen. If it adds to the appropriateness of the objective, click on the box and follow the same procedures for choosing **Save** or **Mastery Levels**.



Behavioral Objectives for: Apply and extend previous fractions

John will be able to interpret and compute division of fractions by fractions, e.g., by using the problem.

Example

Save this Behavioral Objective?
(Touch the bookmark symbol in upper right corner to view)

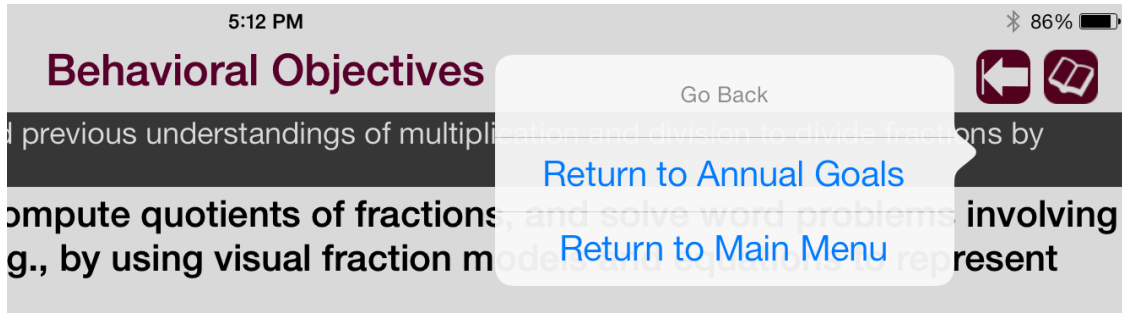
Save

Also Add Mastery Level

For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mile?

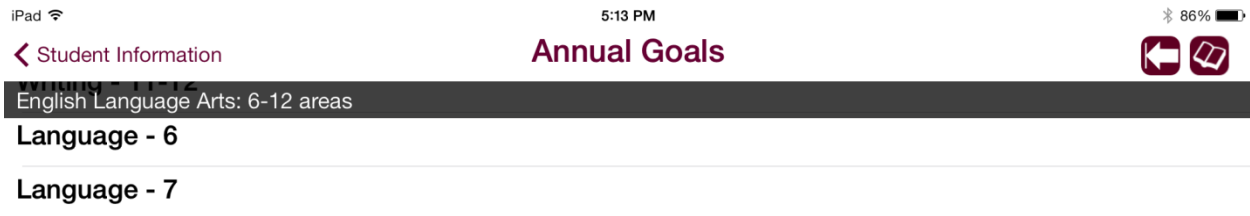
Now we are ready to do the next deficit area

1-Return to **Annual Goals** and look at the fourth deficit.

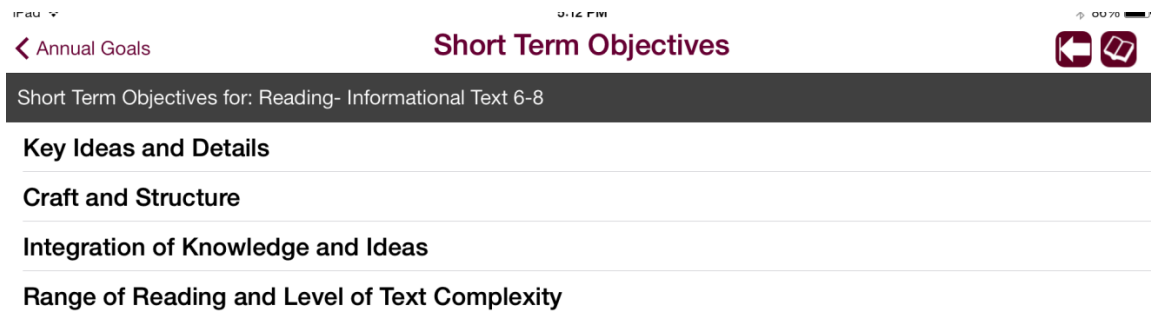


John has great difficulty understanding and integrating information in areas like science when it comes to charts and diagrams

2-Since the area is in a reading/literacy in science area, we scroll down to **Literacy in Science and Technical Subjects-6-12**. The Annual Goal option in this case would be **Reading-Informational Test 6-8**. Click on this.



3-This will bring us to four choices for Short Term Objectives. Since John is having difficulty integrating information, we should explore **Integration of Knowledge and Ideas**. Click on this.



4-This brings us to three choices for **Behavioral Objectives**. Reading, the area of deficit, the first objective seems to be the proper choice. Touch the box and follow the directions as in prior examples for **Save** or **Mastery Levels**.

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86%

< Short Term Objectives

Behavioral Objectives



Behavioral Objectives for: Integration of Knowledge and Ideas

John will be able to integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).



John will be able to distinguish among facts, reasoned judgment based on research findings, and speculation in a text.



John will be able to compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

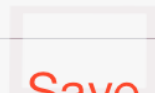


John will be able to integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).



John will be able to distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Save this Behavioral Objective?
(Touch the bookmark symbol in upper right corner to view)



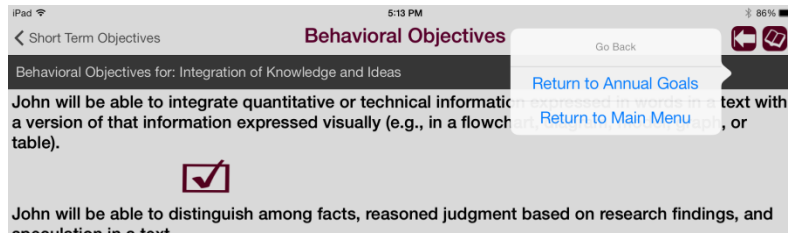
Save

John will be able to compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Also Add Mastery Level

Now we are ready to do the next deficit area

1-Return to **Annual Goals** and look at the last deficit.

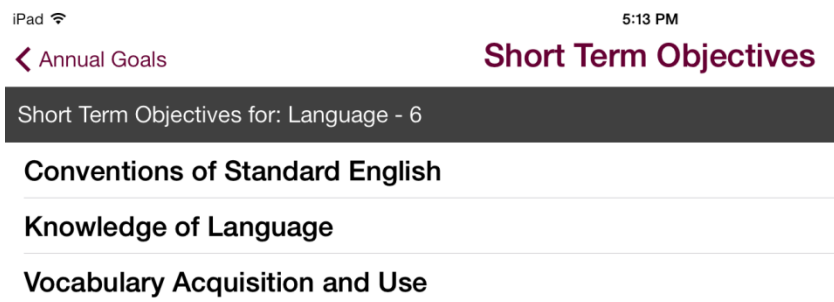


John has great difficulty and gets confused when determining the meaning from multiple meaning words and phrases.

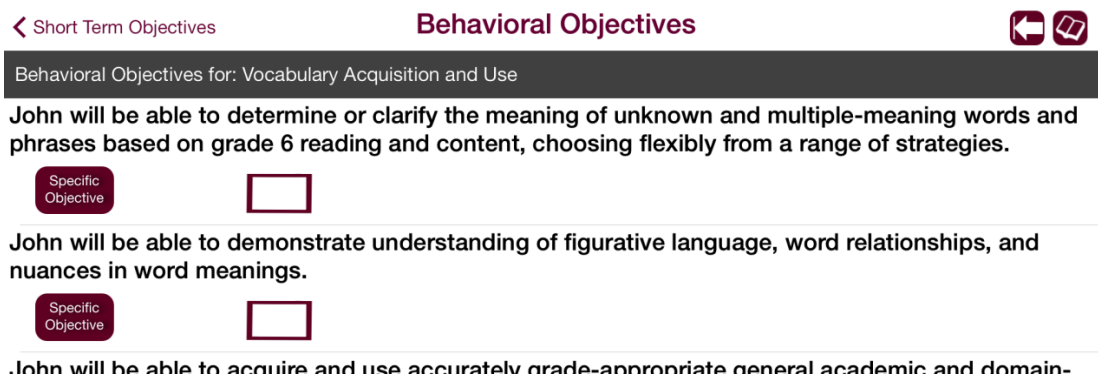
2-Since the area is in a language area, we scroll down to **English Language Arts 6-12**. The **Annual Goal** option in this case would be **Language-6**. Click on this.



3-This will bring us to four choices for Short Term Objectives. Since John is having difficulty integrating information, we should explore **Integration of Knowledge and Ideas**. Click on this.



4-This brings us to three choices for **Behavioral Objectives**. Reading is the area of deficit, and therefore, the third objective seems to be the proper choice; **Vocabulary Acquisition and Use**. Click on this.



5-Now you are presented with another option in CCSS that you may see with certain objectives; **Specific Objective**. This option allows you to be more specific with the wording of the objective, since by itself, the objective may be considered too general by you. You can choose to ignore this option and touch the box to the right. If you do, then follow prior rules for **Save** or **Mastery Level**.

< Behavioral Objectives
Specific Objective
↩️ 📖

Specifically, John will be able to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Specifically, John will be able to use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

Specifically, John will be able to consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Specifically, John will be able to verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

6-However, if you would like to make the objective more specific, then first click on **Specific Objectives** to see your options. Decide which option better defines your goal with this student and touch the box indicating preference.

with 90% accuracy
with 100% accuracy
Frequency
four out of five times/trials
five out of seven times/trials
six out of eight times/trials
eight out of nine times/trials

Specifically, John will be able to use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible) with 90% accuracy.

O.K.

7-Now, follow the same procedures for choosing **Save or Mastery Level** on prior objectives. This **Specific Objective** will be added to the initial objective in the Final Report at the end.



with 90% accuracy
with 100% accuracy
Frequency
four out of five times/trials
five out of seven times/trials
six out of eight times/trials
eight out of nine times/trials

Specifically, John will be able to use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible) with 90% accuracy.

O.K.

Saved Items

Once you have finished, click on the book icon in the right hand corner. This will bring you to all of your choices, along with student information. Clicking on the vertical arrow will allow you to mail this report to your email address where you can cut and paste it in to the IEP that you are developing.



[Behavioral Objectives](#) **Specific Objective**  

Specifically, John will be able to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Specifically, John will be able to use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

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Edit **Saved Items** Return

Student: John Smith Grade: 6
School: Town School Elementary D.O.B. 04/13/2003  
Teacher: Mrs. Jones



Annual Goal:
Writing - 6
Short Term Objective:
Production and Distribution of Writing
Behavioral Objective:
John will be able to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) with 90% accuracy.

Annual Goal:
Writing - 6
Short Term Objective:
Production and Distribution of Writing

Done **Saved Items** Return

Student: John Smith Grade: 6
School: Town School Elementary D.O.B. 04/13/2003  
Teacher: Mrs. Jones

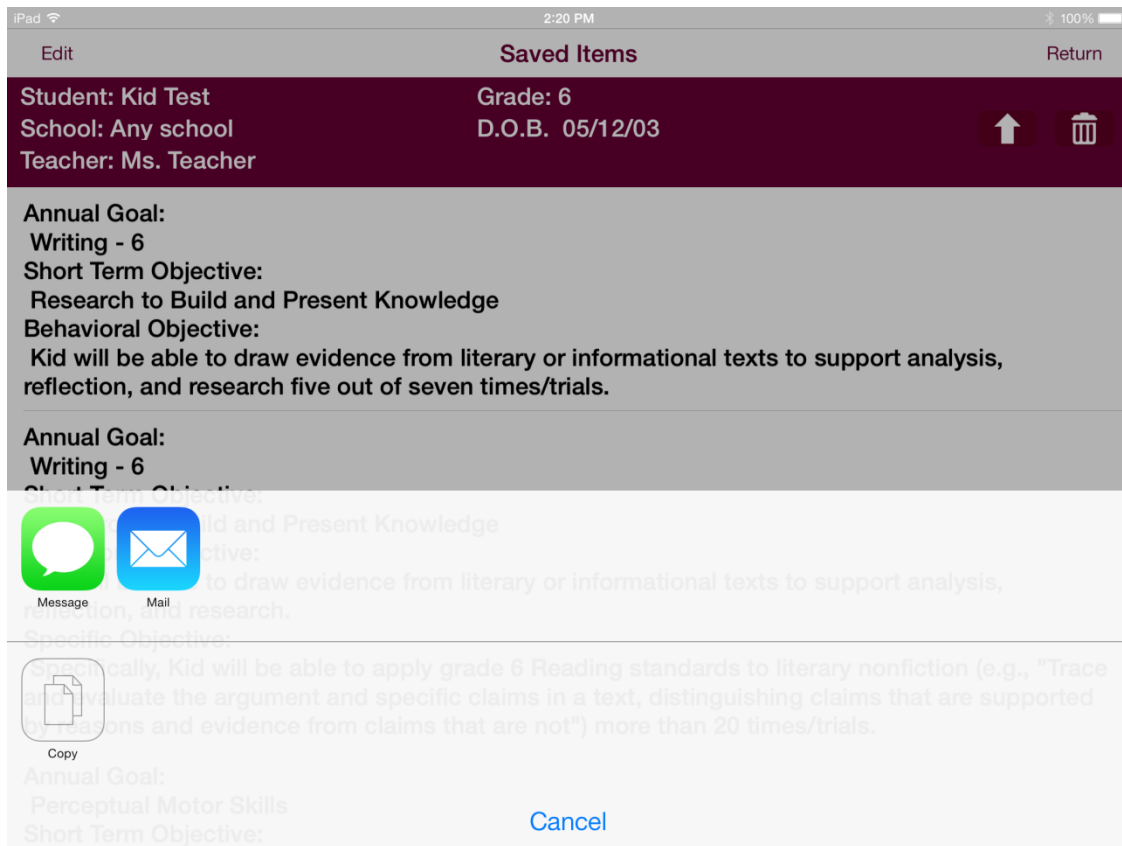
John will be able to interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

Annual Goal:
Reading- Informational Text 6-8
Short Term Objective:
 Integration of Knowledge and Ideas 
Behavioral Objective:
John will be able to integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart diagram)

IMPORTANT NOTE: You may review your choices and edit them (if you choose to do so) at any time by touching the open book in the right hand corner. If you wish to edit anything at all, touch the **Edit** on the top left of the page.

Output Saved Items

To output the results of your selections you can touch on the upward pointing arrow in the Saved Items area. Options typically include Email and Text. You may have other options depending on other apps installed on your device.



Note: Your selections are saved for the class that you created or chose at the beginning of the selection process. You may go back and add to or edit your choices at any time. You may also create any number of new sets of selections for other classes.