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

#### **An Example Case**

John is a 6<sup>th</sup> 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



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

|                            |                     |                 | Select S | Student      |         |      | Stude | ent Infor | mation |   |     |         | $\langle Z \rangle$      |
|----------------------------|---------------------|-----------------|----------|--------------|---------|------|-------|-----------|--------|---|-----|---------|--------------------------|
| ✓ Select Student           | Student Information |                 | John     |              | 0       | Smit | ı     |           |        | 0 | -   | Next    |                          |
|                            |                     |                 | Town So  | chool Elemen | ntary   |      |       |           |        | ٥ | 6   |         | 0                        |
| Student First Name         | Student Last Name   | Next            | Mrs. Joi | 105          |         |      |       |           |        | 0 | 04/ | 13/2003 | 0                        |
| School Name                |                     | Grade           |          |              |         |      |       |           |        |   |     |         |                          |
| Contact Teacher            |                     | D.O.B. MM/DD/YY | Clear S  | tudent Info  | Clear A | JI   |       |           |        |   |     |         |                          |
|                            |                     |                 | 1        | 2            | 3       | 4    | 5     | 6         | 7      | 8 | 9   | 0       | $\langle \times \rangle$ |
| Clear Student Info Clear A | ll -                |                 |          | Ξ,           |         |      |       |           | -      |   |     |         |                          |

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

| iPad 🗢                            | 5:05 PM      | * 86% 💷 • |
|-----------------------------------|--------------|-----------|
| Student Information               | Annual Goals |           |
| English Language Arts: 6-12 areas |              |           |
| Reading-Literature: 6             |              |           |
| Reading-Literature: 7             |              |           |
| Reading-Literature: 8             |              |           |
| Reading_l iterature: 0_10         |              |           |

**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.

| Annual Goals                           | Short Term Objectives |  |
|--|-----------------------|--|
| Short Term Objectives for: Writing - 6 |                       |  |
| Text Types and Purposes                |                       |  |
| Production and Distribution of         | f Writing             |  |
| Research to Build and Preser           | nt Knowledge          |  |
| Range of Writing                       |                       |  |

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.

| Short Term Objectives  | Behavioral Objectives  |   |
|--|--|---|
|  |  |   |
| Behavioral Objectives for: Production and I  | Distribution of Writing  |   |
| John will be able to produce clear<br>style are appropriate to task, purpo<br>are defined in standards 1–3 above       | and coherent writing in which the develop<br>ose, and audience. (Grade-specific expec<br>e.)                                       | oment, organization, and tations for writing types                          |
|  |  |   |
| John will be able to with some guid<br>writing as needed by planning, rev<br>conventions should demonstrate of<br>6.). | dance and support from peers and adults<br>ising, editing, rewriting, or trying a new ap<br>command of Language standards 1–3 up t | , develop and strengthen<br>oproach. (Editing for<br>to and including grade |
|  |  |   |
| John will be able to use technolog<br>to interact and collaborate with oth   | y, including the Internet, to produce and p<br>ners: demonstrate sufficient command of   | oublish writing as well as kevboarding skills to                            |

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.

| iPad ᅙ                         | 5:07 PM       |
|--------------------------------|---------------|
|                                | Mastery Level |
| Accuracy                       |               |
| with 75% accuracy              |               |
| with 80% accuracy              |               |
| 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  |               |

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.

| with 100% accuracy             |   |
|--------------------------------|---|
| Frequency                      |   |
| four out of five times/trials  | John will be able to produce clear and coherent writing in which the            |
| five out of seven times/trials | are appropriate to task, purpose, and<br>audience. (Grade-specific expectations |
| six out of eight times/trials  | for writing types are defined in<br>standards 1–3 above.) with 90%<br>accuracy. |
| eight out of nine times/trials | 0.K.  |
| eight out of 10 times/trials   |   |

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** 

| ✓ Student Information                     | Annual Goals |  |
|---|--------------|--|
| English Language Arts: 6-12 areas - 11-12 |              |  |
| Writing - 6                               |              |  |
| Writing - 7                               |              |  |
| Writing - 8                               |              |  |

**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.

| ✓ Short Term Objectives  | ehavior                             |  |  |  |
|--|-------------------------------------|--|--|--|
| Behavioral Objectives for: Production and Distribution   | ution of Wr                         |  |  |  |
| John will be able to produce clear and coherent<br>style are appropriate to task, purpose, and audio<br>are defined in standards 1–3 above.)               |                                     |  |  |  |
| $\checkmark$   |                                     |  |  |  |
| John will be able to with some guidance and su<br>writing as needed by planning, revising, editing,<br>conventions should demonstrate command of L<br>6.). |                                     |  |  |  |
|  |                                     |  |  |  |
| John will be<br>to interact :<br>type a minin  | luding th<br>demonst<br>gle sitting |  |  |  |
| Save   |                                     |  |  |  |
| Also Add Mastery Level   |                                     |  |  |  |

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.

| ✓ Short Term Objectives  | Behavioral Objectives   |  |
|--|---|--|
| Behavioral Objectives for: Production and  | Distribution of Writing   |  |
| John will be able to produce clear<br>style are appropriate to task, purp<br>are defined in standards 1–3 above  | <sup>r</sup> and coherent writing in which the developm<br>oose, and audience. (Grade-specific expecta<br>re.)                            | nent, organization, and tions for writing types                      |
| $\checkmark$   |   |  |
| John will be able to with some gu<br>writing as needed by planning, re<br>conventions should demonstrate<br>6.). | idance and support from peers and adults, c<br>vising, editing, rewriting, or trying a new app<br>command of Language standards 1–3 up to | levelop and strengthen<br>roach. (Editing for<br>and including grade |
| John will be able to use technolog   | av including the Internet to produce and pu   | hlish writing as well as   |

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.

| 5:10 PM  |                        | * 86% 🗖                |
|--|------------------------|------------------------|
| Behavioral Objectives                                    | Go Back                |                        |
| ribution of Writing                                      | Return to Annual Goals |                        |
| d coherent writing in which<br>, and audience. (Grade-sp | Return to Main Menu    | ation, and<br>ng types |
|  |                        |                        |

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

| Pad 🗢                                      | 5:10 PM      | ∦ 86% 💷 ) |
|--|--------------|-----------|
| Student Information                        | Annual Goals |           |
| Mathematics: K-8 areas and Relationships - | - 7          |           |
| Mathematics: Number Systems - 6            |              |           |
| Mathematics: Number Systems - 7            |              |           |
| Mathematics: Number Systems - 8            |              |           |

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

|                                     |  | ,               |
|-------------------------------------|--|-----------------|
| Annual Goals                        | Short Term Objectives                                    |                 |
| Short Term Objectives for: Math     | ematics: Number Systems - 6                              |                 |
| Apply and extend previous fractions | us understandings of multiplication and division to divi | de fractions by |
| Compute fluently with m             | ulti-digit numbers and find common factors and multip    | les             |
| Apply and extend previo             | us understandings of numbers to the system of rationa    | al numbers      |

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**.



### Now we are ready to do the next deficit area

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

| 5:12 PM   | ∦ 86% 🔳                    |
|---|----------------------------|
| Behavioral Objectives   | Go Back                    |
| l previous understandings of multipli                           | Return to Annual Goals     |
| ompute quotients of fractions<br>g., by using visual fraction m | Return to Main Menu resent |

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.

| iPad 🗢                            | 5:13 PM      | * 86% 💷 |
|-----------------------------------|--------------|---------|
| Student Information               | Annual Goals |         |
| English Language Arts: 6-12 areas |              |         |
| Language - 6                      |              |         |
| Language - 7                      |              |         |

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.

| irau 🐨   | 3-12 FW               |  |
|--|-----------------------|--|
| 🕻 Annual Goals   | Short Term Objectives |  |
| Short Term Objectives for: Reading- Informational Text 6-8 |                       |  |
| Key Ideas and Details                                      |                       |  |
| Craft and Structure  |                       |  |
| Integration of Knowledge and Ideas                         |                       |  |
| Range of Reading and Level of Text Complexity              |                       |  |

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**.



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.

| Student Information               | Annual Goals |
|-----------------------------------|--------------|
| English Language Arts: 6-12 areas |              |
| Language - 6                      |              |
| Language - 7                      |              |

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.

| <sup>iPad</sup> 중<br>✔ Annual Goals     | 5:13 PM<br>Short Term Objectives |
|---|----------------------------------|
| Short Term Objectives for: Language - 6 |                                  |
| Conventions of Standard English         |                                  |
| Knowledge of Language                   |                                  |
| Vocabulary Acquisition and Use          |                                  |

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.

| Short Term Objectives  | Behavioral Objectives  |                 |  |
|--|--|-----------------|--|
| Behavioral Objectives for:   | Vocabulary Acquisition and Use   |                 |  |
| John will be able to d<br>phrases based on gra<br>Specific<br>Objective  | etermine or clarify the meaning of unknown and multiple-meaning w<br>ide 6 reading and content, choosing flexibly from a range of strateging | ords and<br>es. |  |
| John will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |  |                 |  |
| Specific<br>Objective  |  |                 |  |

John will be able to acquire and use accurately grade-appropriate general academic and domain-

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**.

| K Behavioral Objectives   | Specific Objective  |  |
|---|---|--|
| Specifically, John will be able word's position or function in                                    | to use context (e.g., the overall meaning of a set<br>a sentence) as a clue to the meaning of a word of               | ntence or paragraph; a<br>or phrase.   |
|   |   |  |
| Specifically, John will be able clues to the meaning of a wor                                     | to use common, grade-appropriate Greek or Lat<br>d (e.g., audience, auditory, audible).                               | tin affixes and roots as               |
| Specifically, John will be able<br>thesauruses), both print and<br>precise meaning or its part of | to consult reference materials (e.g., dictionaries<br>digital, to find the pronunciation of a word or dete<br>speech. | , glossaries,<br>ermine or clarify its |
| Specifically, John will be able phrase (e.g., by checking the                                     | to verify the preliminary determination of the me<br>inferred meaning in context or in a dictionary).                 | eaning of a word or                    |

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  | Specifically, John will be able to use   |
| five out of seven times/trials | common, grade-appropriate Greek or<br>Latin affixes and roots as clues to the<br>meaning of a word (e.g., audience |
| six out of eight times/trials  | auditory, audible) with 90% accuracy.  |
| eight out of nine times/trials | О.К.   |

**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  | Specifically, John will be able to use  |
| five out of seven times/trials | common, grade-appropriate Greek or<br>Latin affixes and roots as clues to the<br>meaning of a word (e.g. audience |
| six out of eight times/trials  | auditory, audible) with 90% accuracy.   |
| eight out of nine times/trials | О.К.  |

# **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.

| K Behavioral Objectives   | Specific Objective  |   |
|---|---|---|
| Specifically, John will be able to u<br>word's position or function in a se   | use context (e.g., the overall meaning of a se<br>entence) as a clue to the meaning of a word   | entence or paragraph; a<br>or phrase.           |
| Specifically, John will be able to u<br>clues to the meaning of a word (e   | use common, grade-appropriate Greek or La<br>.g., audience, auditory, audible).   | atin affixes and roots as                       |
|   |   | -<br>-<br>-<br>δ δb% <b>■</b> .)*               |
| Edit  | Saved Items   | Return  |
| Student: John Smith<br>School: Town School Elementary<br>Teacher: Mrs. Jones  | Grade: 6<br>0 D.O.B. 04/13/2003   |   |
| Annual Goal:<br>Writing - 6<br>Short Term Objective:<br>Production and Distribution of V<br>Behavioral Objective:<br>John will be able to produce cle<br>and style are appropriate to task<br>types are defined in standards 1          | Vriting<br>ear and coherent writing in which the develo<br>, purpose, and audience. (Grade-specific ex<br>–3 above.) with 90% accuracy. | pment, organization,<br>xpectations for writing |
| Annual Goal:<br>Writing - 6<br>Short Term Objective:<br>Production and Distribution of V  | Vriting   |   |
| Done  | Saved Items   | Return  |
| Student: John Smith<br>School: Town School Elementary<br>Teacher: Mrs. Jones  | Grade: 6<br>D.O.B. 04/13/2003   |   |
| John will be able to interpret an<br>problems involving division of f<br>and equations to represent the   | nd compute quotients of fractions, ar<br>ractions by fractions, e.g., by using v<br>problem.  | nd solve word<br>isual fraction models          |
| <ul> <li>Annual Goal:<br/>Reading- Informational Text 6-3<br/>Short Term Objective:<br/>Integration of Knowledge and I<br/>Behavioral Objective:<br/>John will be able to integrate q<br/>text with a version of that inform</li> </ul> | 8<br>Ideas<br>Juantitative or technical information e   | xpressed in words in a                          |

IMF 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.

| iPad ᅙ   | 2:20 PM   | ∦ 100% 💴          |
|--|---|-------------------|
| Edit   | Saved Items   | Return            |
| Student: Kid Test<br>School: Any school<br>Teacher: Ms. Teacher  | Grade: 6<br>D.O.B. 05/12/03   |                   |
| Annual Goal:<br>Writing - 6<br>Short Term Objective:<br>Research to Build and Preser<br>Behavioral Objective:<br>Kid will be able to draw evide<br>reflection, and research five o | nt Knowledge<br>ence from literary or informational texts to s<br>ut of seven times/trials. | support analysis, |
| Annual Goal:<br>Writing - 6  |   |                   |
| Message Mail   |   |                   |
| cally, Kid will be able to<br>uluate the argument and<br>ons and evidence from   |   |                   |
| Copy<br>Annual Goal:   |   |                   |
|  | Cancel  |                   |

**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.