

BASIC GOAL

<i>ACHIEVE Definition</i>	<i>When to Use?</i>	<i>Additional Info</i>
A Basic Goal is a goal with one skill or behavior and one unit of measurement	<ul style="list-style-type: none"> ● One skill or behavior ● One unit of measurement ● No additional information is needed for progress monitoring (ex. Scale, rubric, checklist, etc. are not being used) 	Video
Sample Goal		
In 36 instructional weeks, given a 3rd grade FAST CBM-R probe, Valerie will read 131 correct words per minute.		
Baseline: <u>101</u> Unit of Measurement: <u>correct words per minute</u> Target value: <u>131</u>		

SECOND MEASUREMENT

<i>ACHIEVE Definition</i>	<i>When to Use?</i>	<i>Additional Info</i>
A Second Measurement is when a second dimension of behavior for ONE skill will be measured and monitored	<ul style="list-style-type: none"> ● One skill or behavior ● TWO units of measurement ● No additional information is needed for progress monitoring (ex. Scale, rubric, checklist, etc. are not being used) 	A baseline value, unit of measurement, and target value must be entered for BOTH measurements Two graphs will be displayed, one for each measure Video
Sample Goal		
In one academic school year, during play based activities or identified times of the day (such as centers or snacktime), Evan will express his wants and needs with a mean length utterance of 4 and with 80% intelligibility as measured through a language sample.		
Measurement 1 Baseline: <u>1.2</u> Unit of Measurement: <u>mean (average) length utterance</u> Target value: <u>4</u>		
Measurement 2		

Baseline: 30

Unit of Measurement: % intelligibility

Target value: 80

SCALE

ACHIEVE Definition	When to Use?	Additional Info
<p>A Scale is a measurement tool that assigns a numerical value to a statement that clearly describes the skill or behavior at that level.</p>	<ul style="list-style-type: none">• Scales can be the unit of measurement for the goal and/or the objectives• A scale is used to measure the degree to which the skill or behavior is being displayed by the learner NOT to describe components or sub-skills of a behavior or skill (i.e. task analysis)• Rating scales are helpful when measuring the skill is more qualitative or descriptive in nature	<p>A scale must have both a rating level (number) and a description of that rating</p> <p>The more precise and descriptive the words are for each rating level, the more reliable the scale</p> <p>Scales are not the same as a checklist or rubric. If you want to use a checklist (list of subskills or components of a goal) as the progress monitoring tool, the Objectives advanced option should be used. For a rubric, the Combined Objectives option should be used.</p> <p>When entering your scales, be sure to always start at 0 and describe each scale rating, even if the student's baseline is higher than 0.</p> <p>Tips for developing scales in ACHIEVE</p> <p>Video</p>

Sample Goal

In 36 instructional weeks, when participating in a large group activity and given universal prompts and cues, Valerie will have full engagement (looks at the person or object of attention almost all of the time and stays for the entire activity) during the large group as measured by the rating scale. She will achieve a level 4 of engagement for 5 consecutive data points.

Baseline: 0

Unit of measurement: level of engagement

Target Value: 4

Rating Scale: (Teams can choose to add more description to the scales as developed)

0: No engagement-does not look at person or object of attention and refuses to transition/leaves activity immediately

1: Little engagement-glances at least 3 times at the person or object of attention and stays with the activity for at least 3 minutes

2: Some engagement-looks at person or object of attention for half of the activity and stays with activity for at least half of the time

3: Frequent engagement-looks at person or object of attention most (at least 75%) of the time and attempts to leave the activity only once

4: Full engagement: looks at person or object of attention almost all (at least 90%) of the time and does not attempt to leave the activity

MILESTONES

<i>ACHIEVE Definition</i>	<i>When to Use?</i>	<i>Additional Info</i>
<p>Milestones are measurable indicators of learner progress towards the goal (may also be referred to as major milestones or benchmarks outside of ACHIEVE). Milestones are the measurable, intermediate steps between the baseline value and the target value across various points of time.</p>	<ul style="list-style-type: none"> ● Goal has one skill or behavior ● The team wants to set up points in time where they will aim to achieve a value closer to the target, like benchmarks ● Meets the requirements for Alternate Assessment 	<p>Milestones represent the same skill or behavior as the goal and use the same unit of measurement</p> <p>A rating scale could also be combined with milestones and be used as the unit of measurement.</p> <p>If you have a second measurement, you can also add milestones to the second measurement, as well as an additional scale.</p> <p>If you are using milestones, you cannot use Objectives or Combined Objectives</p> <p>Video</p>
<p>Sample Goal</p>		
<p>In 36 weeks, when provided with an environmental cue or general prompt, Valerie will provide an expressive language response of at least 3 words to communicate wants and needs 8 times a day across routines and activities.</p> <p>Baseline: <u>0</u> Unit of Measurement: <u>three word phrases</u> Target Value: <u>8</u></p> <p>Milestone Target: 2 Date: 12/1/21 Milestone Target: 4 Date: 3/1/22 Milestone Target: 6 Date: 6/1/22</p>		

OBJECTIVES

ACHIEVE Definition	When to Use?	Additional Info
<p>Objectives are the skills the learner needs to acquire or be able to perform in order to achieve the goal (may also be referred to as short-term objectives outside of ACHIEVE). Objectives could include a task analysis of smaller steps or skills that lead to mastery of the goal, developmental skills needed to achieve the goal, or a breakdown of the goal into discrete skill components.</p>	<ul style="list-style-type: none">● Team wants to identify subskills or components of a goal to progress monitor in addition to progress monitoring the goal● Meets the requirement for Alternate Assessment	<p>A baseline, unit of measurement, and target value must be provided for the goal AND each objective</p> <p>Objectives must be progress monitored in addition to the goal, however, users can set the objectives to one of three statuses: Pending/Inactive, Active, Met</p> <p>If an objective has a status of Active, progress monitoring data must be entered for the objective</p> <p>If an objective has a status of Pending/Inactive or Met, then progress monitoring data does not need to be entered for that objective (data must still be entered for the goal, there is no option to change the status of a goal)</p> <p>If you are using Objectives, you cannot use Milestones or Combined Objectives</p> <p>Video</p>

Sample Goal

In 36 instructional weeks, given visual support and a cue to wash his hands, Jared will independently wash his hands by completing the 8 steps listed in the objectives with no additional support across 5 consecutive data points.

Baseline: 0 Unit of measurement: steps completed independently Target value: 8

Objective 1: Walk to the faucet

Baseline: 1 Unit of measurement: Level of Independence* Target value: 4

**Baseline, unit of measurement, and target value must be entered for EACH objective*

Objective 2: Squirt ONE pump of soap into hand

Objective 3: Turn on water

Objective 4: Rub front and back of hands under water while singing ABCs

Objective 5: Rinse hands

Objective 6: Turn off faucet

Objective 7: Dry hands with ONE paper towel

Objective 8: Throw paper towel away

**Rating Scale (must be entered for each objective, this measure is different than the overall goal's measure):*

0: no response

1: full physical prompt

2: partial physical prompt

3: one verbal and visual prompt

4: independent

***Additional Option within OBJECTIVES: "Use the same goal unit of measurement and target for all objectives"**

When to use: If all of your objectives will use the same unit of measurement and target value as the goal's unit of measurement and target value, users can check this box and it will automatically fill in the unit of measurement and target value for each objective based on the goal. A baseline value for the objective will still need to be entered. This option is not available in COMBINED OBJECTIVES.

Sample Goal:

In 36 instructional weeks, given 20 mixed probe pictures, Lynda will use the /f, st, sp, sm, sn/ in unmodeled sentences with 80% accuracy for 4 consecutive days.

Baseline: 0 Unit of Measurement: % correct mixed probe pictures Target Value 80%

Objective 1: sound /f/ Baseline: 5 Unit of Measurement: % correct mixed probe pictures Target Value 80%

Objective 2: sound /st/ Baseline: 0 Unit of Measurement: % correct mixed probe pictures Target Value 80%

Objective 3: sound /sp/ Baseline: 3 Unit of Measurement: % correct mixed probe pictures Target Value 80%

Objective 4: sound /sm/

Baseline: 0

Unit of Measurement: % correct mixed probe pictures

Target Value 80%

Objective 5: sound /sn/

Baseline: 10

Unit of Measurement: % correct mixed probe pictures

Target Value 80%

COMBINED OBJECTIVES

ACHIEVE Definition	When to Use?	Additional Info
<p>Combined Objectives are used when the overall goal is being measured as a combined score or value of all the objectives together (similar to a rubric). In order to use this advanced option, a scale will be used as the unit of measurement and users will enter objectives with the scale ratings described for each objective.</p>	<ul style="list-style-type: none"> • Team wants to identify subskills or components of a goal to monitor progress and the overall goal is going to be measured as a total of all the objectives together. • Meets the requirement for Alternate Assessment 	<p>A baseline and target value must be set for each objective and once all objectives have been entered, the goal's baseline and target values will be automatically calculated based on adding up each objectives' values.</p> <p>All objectives must be progress monitored at all times. There is no status for Combined Objectives</p> <p>A rating scale must be used to progress monitor all combined objectives. The scale will have the same value range (ex. 0-4) for all combined objectives but different descriptions may be used.</p> <p>If you are using Combined Objectives, you cannot use Milestones or Objectives</p> <p>Video</p>

Sample Goal

In 36 instructional weeks, when given a work task, Jared will perform six vocational skills (see objectives) across settings (school and work) at a rating level of 5, for a total score of 30/30 points across each skill for 4 out of 5 data points.

Baseline: 2 Target value: 30 *(users do not enter baseline, unit of measurement, or target value for the goal in this advanced option)*

Scale Values-0 through: 5

Objective 1: Student is on time to work and returns from break on time

Baseline: 0 Target Value: 5

Rating Scale *(the rating scale values will be the same for each objective but the descriptions must be entered and could be different):*

0: never

1: rarely or never demonstrates skill

2: occasionally demonstrates skill

3: sometimes demonstrates skill

4: often demonstrates skill

5: always demonstrates skill

Objective 2: Student works when scheduled*

Objective 3: Student is dressed appropriately*

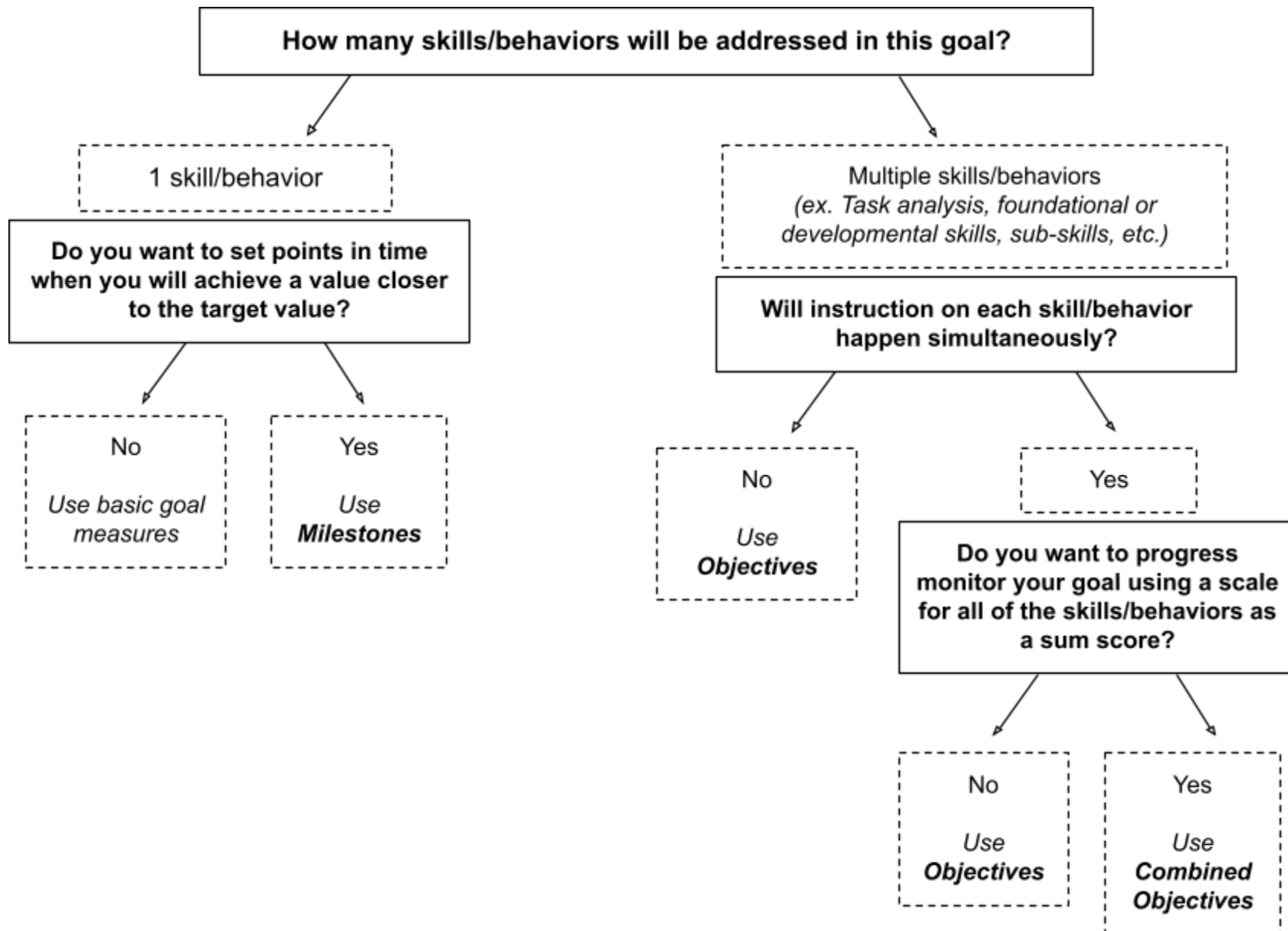
Objective 4: Student asks questions when necessary*

Objective 5: Student takes proper care of equipment/materials*

Objective 6: Student accepts redirections or constructive criticism*

**Baseline, target value, and rating scale descriptions must be entered for EACH objective*

Milestones, Objectives or Combined Objectives?*



*This flowchart addresses the three advanced options that are mutually exclusive of each other; the other two advanced options (scale and second measurement) can be used in combination with any of the other advanced options.