

# Sample Goal Rubrics

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| <b>Goal Title:</b> | <b>Fluency</b> |
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| Goal Statement: | Fluency |
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| Standards: | Uses strategies to assist fluent speech.<br>Uses deliberate phrasing techniques.<br>Identifies fluent and dysfluent speech of self and others.<br>Produces clear and fluent speech. |
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| Introduced: | Student will acknowledge nonfluent speech patterns himself as well as others. |
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| Emerging: | Student will demonstrate requested rate of talking when producing phrases and modeled sentences fluent speech 80% the time. |
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| Developing: | Student will demonstrate phrasing technique when producing phrases and modeled sentences fluently 80% of the time |
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| Ongoing: | Student will produce phrases and sentences fluently in structure speaking situations. |
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| Demonstrated: | Student will produce 2 to 3 connected sentences fluently 80% of the time. |
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| Applied: | Student will produce sentences fluently during structured conversational activities within the therapy setting 80% of the time. |
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| <b>Goal Title:</b> | <b>Articulation</b> |
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| Goal Statement: | Artic |
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Standards: Produces the correct individual sounds that comprise words.  
Separates or isolates the sounds in a word.  
Articulates the sounds of a word together in order as in spoken language.  
Uses /t,d,n,l/ sounds in all positions of words at all levels.

Introduced: Student notices articulation errors made by others.

Emerging: Student notices her/his articulation errors.

Developing: Student produces target sounds in words with minimal cueing.

Ongoing: Student produces target sounds in words without cueing.

Demonstrated: Student produces target sounds in sentences without cueing.

Applied: Student produces target sounds in structured conversation without cueing.

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**Goal Title: Auditory comprehension of age appropriate information.**

Goal Statement: will use picture clues and context to aid in comprehension of age appropriate paragraph information demonstrated by stating the main idea and through answering WH questions with 90% accuracy.

Standards: [1-5] Responds to who, what, when, where, why and how questions  
[LA.1.2.5] Use context (the meaning of the surrounding text) to understand word and sentence meanings.  
[1] Discusses main idea of what is read

Introduced: Student will independently point to item to picture/word to answer: who, what, what doing, where, when and why questions.

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| Emerging:     | Student will state correct verbal answer for who, what, and what doing questions with minimal help.                 |
| Developing:   | Student will state correct verbal answer for who,what, what doing and where questions with minimal help.            |
| Ongoing:      | Student will state correct verbal answer for who,what, what doing, where and when questions with minimal help.      |
| Demonstrated: | Student will state correct verbal answer for who,what, what doing, where, when and why questions with minimal help. |
| Applied:      | Uses this skill independently to respond to WH questions in the classroom setting without assistance.               |

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| <b>Goal Title:</b> | <b>Verbal Description</b> |
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| Goal Statement: | The student will improve verbal expressive skills. |
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| Standards: | [LA.K.7.3] Describe people, places, things (including their size, color, and shape), locations, and actions. |
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| Introduced: | this student will point to a picture of a person place or thing using one out of 12 of the designated categories including: shape, size, color, item that goes with it, what it is made of, who would use it, how is it used, when is it used, is it the same as or different than something else, component parts of, numerosity, and category or group that it belongs to when prompted verbally. |
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| Emerging: | this student will point to a picture of a person place or thing using two out of 12 of the designated categories including: shape, size, color, item that goes with it, what it is made of, who would use it, how is it used, when is it used, is it the same as or different than something else, component parts of, numerosity, and category or group that it belongs to and verbally state one characteristic of the person, place or thing. |
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| Developing:   | this student will describe a person place or thing using three out of 12 of the designated categories including: shape, size, color, item that goes with it, what it is made of, who would use it, how is it used, when is it used, is it the same as or different than something else, component parts of, numerosity, and category or group that it belongs to, giving three characteristics of the person, place or thing. |
| Ongoing:      | this student will describe a person place or thing using four out of 12 of the designated categories including: shape, size, color, item that goes with it, what it is made of, who would use it, how is it used, when is it used, is it the same as or different than something else, component parts of, numerosity, and category or group that it belongs to.                                                              |
| Demonstrated: | this student will describe a person place or thing using five out of 12 of the designated categories including: shape, size, color, item that goes with it, what it is made of, who would use it, how is it used, when is it used, is it the same as or different than something else, component parts of, numerosity, and category or group that it belongs to.                                                              |
| Applied:      | The student will describe a person place or thing using four out of 12 of the designated categories including: shape, size, color, item that goes with it, what it is made of, who would use it, how is it used, when is it used, is it the same as or different than something else, component parts of, numerosity, and category or group that it belongs to, independently.                                                |

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| <b>Goal Title:</b> | <b>WH Questions</b>                                                                                                                                                                                                                                                                  |
| Goal Statement:    | Student will demonstrate understanding of the different types of information needed to accurately answer various wh question forms by answering various WH questions independently in the speech room/classroom setting without assistance 90% of the time.                          |
| Standards:         | <p>[LA.1.2.3 ] Respond to who, what, when, where, why, and how questions and discuss the main idea of what is read.</p> <p>[LA.2.2.4 ] Ask and respond to questions ( what, who, where, why, what if, how) to aid comprehension about important elements of informational texts.</p> |

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|---------------|---------------------------------------------------------------------------------------------------------------------------|
| Introduced:   | Student will independently point to item to picture/word to answer: who, what, what doing, where, when and why questions. |
| Emerging:     | Student will state correct verbal answer for who, what, and what doing questions with verbal or visual cues.              |
| Developing:   | Student will state correct verbal answer for who, what, what doing and where questions with verbal cues.                  |
| Ongoing:      | Student will state correct verbal answer for who, what, what doing, where and when questions with minimal verbal cues.    |
| Demonstrated: | Student will state correct verbal answer for who, what, what doing, where, when and why questions with no cues.           |
| Applied:      | Answers various forms of WH questions independently in the speech room/classroom setting without cues 90% of the time.    |

**Goal Title:                   Vocabulary (Preschool)**

Goal Statement:           (student) will identify/name a)10 body parts; b)10 clothing items; c)20 familiar objects (toys, household objects etc) with 80% accuracy over 3 therapy sessions.

Standards:

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| Introduced:   | Points to objects in pictures                             |
| Emerging:     | Names objects with picture cues                           |
| Developing:   | Points to actions and descriptive words with picture cues |
| Ongoing:      |                                                           |
| Demonstrated: |                                                           |

Applied: Names pictures in spontaneous speech

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**Goal Title: Language (Preschool)**

Goal Statement: (student) will demonstrate understanding of a)spatial concepts (in, on, off, under, next to, behind); b)pronouns (me, my, you, your, he, she); c)quantity concepts (one, some, many, all) with 80% accuracy over 3 therapy sessions.

Standards:

Introduced: Concept has been introduced

Emerging: Chooses item/object to demonstrate understanding.

Developing: Points to item or picture to demonstrate understand

Ongoing:

Demonstrated:

Applied: Follows simple directions to demonstrate understanding of concept.

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**Goal Title: Articulation (Preschool)**

Goal Statement: (student) will produce /p,d,k,g,f/ in all positions of a)syllables; b)words; c)phrases with 90% accuracy over 3 therapy sessions.

Standards:

Introduced: Begins to produce various consonant-vowel productions

Emerging: Produces phoneme in isolation.

Developing: Uses phoneme in I,M,F position in syllables.

Ongoing: Uses phoneme in I,M,F position in words.

Demonstrated:

Applied: Uses phoneme in I,M,F position in phrases.

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**Goal Title: Homework Completion**

Goal Statement: Student will complete homework/classwork assignments within the given time frame on 9 of 10 assignments.

Standards:

Introduced: The student is informed of daily assignments to write in agenda and the materials that are needed to go home for the day

Emerging: The student needs verbal and visual cues to write down assignments in agenda, organize materials for home and bring these things back and forth from school to home.

Developing: The student completes 1-4 of 10 homework assignments and brings them back to school within the time frame given by the teacher.

Ongoing: The student completes 5-8 of 10 homework assignments and brings them back to school within the time frame given by the teacher.

Demonstrated: The student completes 9 or more of 10 homework assignments and brings them back to school within the time frame given by the teacher.

Applied: Student will complete homework/classwork assignments within the given time frame on 9 of 10 assignments.

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**Goal Title: Homework Completion**

Goal Statement: Completes homework assignments on time and returns them to school independently 90% of the time.

Standards:

Introduced: Records assignments in assignment book accurately.

Emerging: Refers to assignment book and tells parents what assignments need to be completed.

Developing: Takes responsibility for telling adults when assignments need to be completed.

Ongoing: Brings home all materials to complete assignments.

Demonstrated: Uses time in class wisely, takes all materials home and accurately records assignments.

Applied: Homework is completed and returned to school independently.

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**Goal Title: Reading Fluency**

Goal Statement: will read aloud grade-level-appropriate poems, stories, and informational text fluently with 80% accuracy

Standards: [LA.6.1.1 ] Read aloud grade-level-appropriate poems and literary and informational texts fluently and

|               |                                                                                                                                                                                    |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introduced:   | Student reads without attention to phrasing or punctuation. Frequent repetitions, sound outs, and multiple attempts at a word. A pace of less than 65 words per minute.            |
| Emerging:     | Student reads with little or no expression. Repetitions and deviations from the text often disrupt the flow of reading. A pace of 65-90 words per minute.                          |
| Developing:   | Student reads with little intonation to mark the end of a sentence or clause. Word groupings are choppy and unrelated to the content of the text. Pace of 90-125 words per minute. |
| Ongoing:      | Student uses natural phrasing with some attention to expression. Few repetitions and deviations from the text. Pacing of 125-160 words per minute.                                 |
| Demonstrated: | Student reads large meaningful phrases with only occasional breaks caused by difficulties with specific words. Pacing of 160 words or more per minute.                             |
| Applied:      | Student will read aloud grade level appropriate texts fluently and accurately with appropriate timing, change in voice, and expression.                                            |

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**Goal Title:**

Goal Statement:

Standards:

Introduced:

Emerging:

Developing:

Ongoing:

Demonstrated:

Applied:

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