



# Literacy

## PLAAFP, Goal, & LRE Examples

 **Literacy**


[Math](#)

[Behavior](#)

[Daily Living, Motor,  
Employability +](#)

[Speech/Language](#)

### INSTRUCTIONS:

- Use the table of contents to select an IEP goal. If you click on the title of your selected IEP goal, you will be directed to that section of the document.
- If you're planning to use the example statement as a basis for your own IEP contents, the easiest way to do this is to customize the example in Google Docs prior to pasting it into SpEd Forms. Begin by clicking your cursor/mouse at the beginning of the PLAAFP you want to copy. Hold down your mouse and drag it down until all of the text you want to copy is highlighted in blue.
- Press "Ctrl + C" (if you have a PC) or "Command + C" (Mac). This will copy the text.
- Open a blank Google Doc and paste in your example text using "Ctrl + V" (PC) or "Command + V" (Mac). Some case managers prefer to keep a standing "working" Google Doc that functions like an Etch-A-Sketch; they edit some text in it when writing a new IEP and then clear it all away when they're done transferring into SpEd Forms. Here's a  [quick how-to](#) (1:44).
- Edit the example until it is individualized and accurate to your student's performance, areas of strength and need, and the procedure you will use to monitor the goal. **[Bracketed blue text]** is meant to draw attention to statements that always vary across students (e.g., strengths, needs, performance, etc.). These statements absolutely must be individualized. While special attention has been drawn to key phrases, all text in a student's IEP must be an accurate reflection of their unique functioning and needs.
- When you're finished editing, use the same key commands (e.g., "Ctrl + C"...) to copy your text and then paste ("Ctrl + V"...) it into SpEd Forms.

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# Meaningful Goals

## Individualize Goals

Students' academic goals should be based on their disability-related needs detailed in the PLAAFP with the aim of enabling students to be involved and make progress in the general education curriculum. It is imperative that students' goals align with their needs.

- **POOR EXAMPLE:**

**Mary's PLAAFP:** 8th-grader Mary is reading passages at an 8th grade level with 32% accuracy and 84 correct words per minute. She can read 4th grade level passages at 124 correct words per minute with 96% accuracy.

**Mary's Goal:** By January 20XX, when presented with an unrehearsed 8th grade level passage and an unlimited time to read the passage and ten related comprehension questions, Mary will increase the number of comprehension questions answered correctly from 2 to 9.

- **Why it's not individualized:** Mary's PLAAFP shows Mary has needs in accurate decoding (32% accuracy on a grade-level text). While comprehension of grade-level passages is expected of same-aged peers, a comprehension goal is not individualized to Mary's needs, which are likely related more to decoding quickly and accurately. To support her access to grade-level content, she first needs to read accurately and at a rate that can support comprehension.

- **BETTER EXAMPLE:** By January 20XX, when presented with unrehearsed 5th grade level passages, Mary will improve her oral reading fluency from 110 correct words per minute with 80% accuracy to 145 correct words per minute with at least 95% accuracy for two consecutive data points.

## Consider Accuracy

Many skills are multi-faceted, and it is important to consider students' needs with those multiple skills when setting a goal. This is especially relevant to CBMreading (oral reading fluency) and Math Automaticity. Accuracy is important in student achievement because it reflects how consistently and correctly a student applies a skill or knowledge, demonstrating true mastery. For example, if a student is working on oral reading fluency so that they can gain access to grade-level texts, they need both a rate and accuracy level that support comprehension. For mastery of math facts, students' recall of facts needs to be both automatic and accurate.

- **POOR EXAMPLE:** Mary will increase her oral reading fluency on a 6th grade level probe from 89 correct words per minute to 129 words per minute...
- **STILL A POOR EXAMPLE:** Mary will increase her oral reading fluency on a 6th grade level probe from 89 correct words per minute to 129 words per minute with 95% accuracy...
- **BETTER EXAMPLE:** By May 20XX, Mary will increase her oral reading fluency on a 6th grade level probe from a baseline of 89 correct words per minute with 78% accuracy to 129 correct words per minute at 95% accuracy for two consecutive data points as measured weekly by special education staff.
  - *In these cases, make sure to use your benchmarks strategically (see section on benchmarks). You cannot expect an immediate improvement in both accuracy and rate, so utilize benchmarks to account for both.*
- **POOR EXAMPLE:** By December 20XX, John will increase his L2 Math Automaticity score from 8 to 32...
- **BETTER EXAMPLE:** By December 20XX, John will increase his L2 Math Automaticity score from a score of 8 with 65% accuracy to a score of 32 with 95% accuracy for two consecutive data points as measured weekly by special education staff.
  - *In these cases, make sure to use your benchmarks strategically! You cannot expect an immediate improvement in both accuracy and rate, so utilize benchmarks to account for both.*

## Rigorous Goals

Setting rigorous goals for students should be ambitious and challenging for the student to make meaningful progress towards grade level standards. Goals should also be realistic, allowing students to benefit from their instruction and make progress toward academic and functional skills. When considering the rigor of a goal, it's important to distinguish it from instruction. Instruction should align with the student's current level and include appropriate scaffolding (e.g., using a multiplication chart). However, the goal itself should be set at a level that challenges the student beyond their instructional level, assessing their abilities without

the use of scaffolds.

- **POOR EXAMPLE 1:** Alex will improve reading skills by reading more books during the school year.
- **POOR EXAMPLE 2:** Alex will memorize his multiplication facts to 20.
  - **Why they are not rigorous:** These goals are vague, lack measurable outcomes, do not specify a timeline, and do not reflect a clear challenge or targeted skill development. The goals do not appear to be based on the student's strengths and needs, nor do they clearly show how meeting the goals will support progress toward grade-level standards.
- **BETTER EXAMPLE 1:** By the end of the school year, Alex will improve reading comprehension by identifying the main idea and two supporting details in a grade-level passage (150-200 words) with 80% accuracy across three consecutive trials.
- **BETTER EXAMPLE 2:** By November 20XX, Alex will increase his multiplication fact fluency from a score of 5 with 60% accuracy to 25 with 95% accuracy across three consecutive data points on the CBMMath Automaticity, without using a multiplication chart.
  - **Why these are rigorous:** These goals are specific, measurable, and appropriately challenge Alex to work on grade-level material with the necessary accommodations, fostering meaningful progress.

## Utilize Benchmarks Strategically

Typical benchmarks are targets that are between the baseline and the goal at evenly spaced intervals. In some cases, it will work to simply calculate  $\frac{1}{3}$  of the goal as the first benchmark and  $\frac{2}{3}$  of the goal as the second benchmark. However, we can often be more strategic in how we set benchmarks. For example, if a student's baseline score and baseline accuracy are both very low, we want to consider how each contributes to student success.

- **Example Goal:** By February 20XX, when presented with unrehearsed 4th grade level passages, Taylor will improve her oral reading fluency from 52 words correct per minute with 63% accuracy to 85 words correct per minute with at least 95% accuracy for two consecutive data points.
  - **POOR EXAMPLE BENCHMARKS:**
    - By May 20XX, when presented with unrehearsed 4th grade level passages, Taylor will improve her oral reading fluency to 63 words correct per minute with 95% accuracy.
    - By November 20XX, when presented with unrehearsed 4th grade level passages, Taylor will improve her oral reading fluency to 74 words correct per minute with 95% accuracy.
      - **Why these benchmarks are not strategic:** Students need to become accurate before they can gain fluency. These benchmarks seem to account for only increases in words correct per minute without accounting for the student's need to increase in accuracy.
  - **BETTER EXAMPLE BENCHMARKS:**
    - By May 20XX, when presented with unrehearsed 4th grade level passages, Taylor will improve her oral reading fluency to 52 words correct per minute with 88% accuracy.
    - By November 20XX, when presented with unrehearsed 4th grade level passages, Taylor will improve her oral reading fluency to 70 words correct per minute with 95% accuracy.
      - **Why these benchmarks are strategic:** These benchmarks account for improvements in both accuracy and score (words correct per minute) allowing time and instruction for the student to improve on both. Students need to become accurate with a skill before they can become fluent with that skill.

We can also consider how individual skills that contribute towards a larger goal might be meaningful benchmarks to help students be successful.

- **Example Goal:** By October 20XX, when given a level 3 CBMmath Automaticity probe Sam will increase his score from 2 with 40% accuracy to 50 with 95% accuracy for two consecutive data points.
  - **EXAMPLE BENCHMARKS:**
    - By February 20XX, when given a level 3 CBMmath Automaticity probe Sam will increase his score to 17 with 65% accuracy.
    - By May 20XX, when given a level 3 CBMmath Automaticity probe Sam will increase his score to 34 with 95% accuracy.
  - **ENHANCED EXAMPLE BENCHMARKS:**

- By February 20XX, when given a Multiplication to 12 probe (similar to CBMmath Automaticity, but with only multiplication problems) Sam will score at least 40 with 95% accuracy.
- By May 20XX, when given a level 3 CBMmath Automaticity probe Sam will increase his score to 34 with 95% accuracy.
  - **Why these benchmarks are more strategic:** Rigorous goals may be set with probes that measure multiple skills at once. In this example, the goal probe includes problems from all four math operations. However, we may have benchmarks that focus on one or two of those skills before measuring all of them in order to help a student gain proficiency. This may more accurately reflect the instruction the student is receiving and how it shifts over the course of the IEP year.
- **Example Goal:** By October 20XX, when given a story starter and one minute of think time followed by three minutes to write, Linda will improve her score from writing 4 correct word sequences to writing 22 correct word sequences for two consecutive data points.
  - **EXAMPLE BENCHMARKS:**
    - By February 20XX, when given a story starter and one minute of think time followed by three minutes to write, Linda will improve her score to writing 10 correct word sequences.
    - By May 20XX, when given a story starter and one minute of think time followed by three minutes to write, Linda will improve her score to writing 16 correct word sequences.
  - **ENHANCED EXAMPLE BENCHMARKS:**
    - By February 20XX, when given a story starter and one minute of think time followed by three minutes to write, Linda will improve her total words written score to 50. Total words written is the number of words, regardless of grammar or spelling conventions.
    - By May 20XX, when given a story starter and one minute of think time followed by three minutes to write, Linda will improve her score to writing 14 correct word sequences.
      - **Why these benchmarks are more strategic:** Total Words Written is not considered a rigorous goal, but some students need to increase their total words written in order to progress with the correctness that Correct Word Sequences measures. Individualizing benchmarks in this way may be helpful for specific students and can be a way for teams to consider the whole child.

## Common Measurements for K-12 Literacy IEP Goals

### Reading

Student Need	Assessment	Considerations
Letter Sounds	FAST Letter Sound Fluency	By mid-kindergarten, letter sounds should be used, not letter naming or letter identification. This is a timed measure.
Decoding CVC words	FAST Nonsense Word Fluency	Nonsense Words is preferred because students will not have memorized them. In particular cases (such as with some autistic students or English learners) FAST Decodable Words may be substituted.
Fluency	FAST CBMReading	When transitioning a goal from Nonsense Word Fluency to CBMreading, it may be helpful to use PRESS Phonics progress monitoring for the intermediate benchmarks because it measures decoding at the word level with more difficult phonics skills (e.g., CVCe words, vowel teams).
Comprehension	FAST CBMReading + Comprehension Questions	If using with a group of students, progress monitoring should be done in a manner that other students cannot hear previous students' answers.
Comprehension	FAST compEfficiency	Passages alternate between narrative and informational; goals should specify the type of text used. Consult with an academic services coordinator for support.

## Writing

Student Need	Assessment	Considerations
Handwriting	Goal is 52/52 correct letter formation	It is essential to determine if the student needs instruction in letter formation, or if issues with handwriting are primarily related to motor skills. If primarily motor skills, it is important to consult with an occupational therapist.
Spelling	Word Dictation Written Expression/Story Prompt (scored with Words Spelled Correctly)	Word Dictation will ensure that students progress with a variety of spelling patterns. Written Expression/Story Prompts are dependent on student production and it may be harder to measure progress on specific spelling skills.
Sentence writing	Picture Word Prompt Written Expression/Story Prompts (scored with Correct Writing Sequences)	Picture Word Prompt may be more appropriate for learners who are still developing readers and may not yet be able to write multiple sentences on a single topic.
Writing fluency	Written Expression/Story Prompts (scored with Total Words Written)	Total Words Written is NOT recommended for goal writing because it sometimes fluctuates based on topic, but it may be helpful as a benchmark to help students produce more writing that can be scored with Correct Writing Sequences as a goal.
Conventions of writing	Written Expression/Story Prompts (scored with Correct Writing Sequences)	

# Reading

## Early Reading

### *Decodable Words (FastBridge)*

**STRENGTHS:** [Student's Name] demonstrates that [he/she] is capable of [Include a statement of strengths that is related to the goal area and reflective of your student's unique performance. What skills in this goal area are they performing well and/or relatively well compared to their overall capabilities?]

**PRESENT LEVEL OF PERFORMANCE:** [Student's Name]'s proficiency with the skill of decoding words has been assessed using a Decodable Words probe, which involves presenting [him/her] with a page of 50 three-letter words (consonant-vowel-consonant) and asking [Student's Name] to read each word aloud. The task is timed for one minute, producing an accuracy and a rate score for the number of correctly produced letter sounds and the number of whole words read within the time limit. Using this assessment, [Student's Name] is currently scoring a median of [baseline] correct responses per minute. A non-disabled same-age peer would be expected to obtain a score of [grade level target] points on [insert probe label].

**NEEDS:** [Student's Name] needs to increase [his/her] early reading skills because [Include a needs statement that is related to the goal and is student-centered. What will achieving this goal do for the student?]

**EFFECT ON INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM:** [Student's Name]'s inability to decode words at an expected rate and level of accuracy affects [Describe how the student's functioning differs from a typically developing peer (i.e., What happens as a result of the skill deficit? What does it look like?).]

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** [Student's Name] will receive specialized reading instruction in the special education setting. While [Student's Name] receives this instruction, [he/she] will not receive grade level reading instruction. Participating in general education instruction during this time would not provide [Student's Name] with a reasonable opportunity for educational benefit because, in order to make adequate progress, [he/she] requires [describe the format of specialized instruction / the skills it will target] and the general curriculum [describe reasons the general education setting is inadequate].

**Measurable Annual Goal:** By MONTH YEAR, when given a Decodable Words probe, [Student's Name] will increase [his/her] score from [baseline] correct responses per minute to [target] correct responses for two consecutive data points.

**Benchmark:** By MONTH YEAR, when given a Decodable Words probe, [Student's Name] will increase [his/her] score to [target] correct responses per minute.

**How will progress toward meeting this annual goal be measured?:** This goal will be measured [every week] by a special education staff member using a Decodable Words probe.

## Letter Name Fluency (FastBridge)

**STRENGTHS:** [Student's Name] demonstrates that [he/she] is capable of [Include a statement of strengths that is related to the goal area and reflective of your student's unique performance. What skills in this goal area are they performing well and/or relatively well compared to their overall capabilities?]

**PRESENT LEVEL OF PERFORMANCE:** When [Student's Name] is presented with a random list of upper- and lower-case letters and given one minute to identify the names of as many letters as possible, [Student's Name] is currently making [baseline] letter name identifications per minute. A non-disabled same-age peer would be expected to correctly identify [grade level target] letter names in one minute.

**NEEDS:** [Student's Name] needs to increase [his/her] early reading skills because [Include a needs statement that is related to the goal and is student-centered. What will achieving this goal do for the student?]

**EFFECT ON INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM:** [Student's Name]'s inability to identify letter names at an expected rate and level of accuracy affects [Describe how the student's functioning differs from a typically developing peer (i.e., What happens as a result of the skill deficit? What does it look like?)].

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** [Student's Name] will receive specialized reading instruction in the special education setting. While [Student's Name] receives this instruction, [he/she] will not receive grade level reading instruction. Participating in general education instruction during this time would not provide [Student's Name] with a reasonable opportunity for educational benefit because, in order to make adequate progress, [he/she] requires [describe the format of specialized instruction / the skills it will target] and the general curriculum [describe reasons the general education setting is inadequate].

**Measurable Annual Goal:** By MONTH YEAR, when given a Letter Name Fluency probe and one minute of work time, [Student's Name] will increase [his/her] score from [baseline] correct responses to [target] correct responses for two consecutive data points.

**Benchmark:** By MONTH YEAR, when given a Letter Name Fluency probe and one minute of work time, [Student's Name] will increase [his/her] score to [target] correct responses.

**How will progress toward meeting this annual goal be measured?:** This goal will be measured [every week] by a special education staff member using a Letter Name Fluency probe.

## Letter Sound Fluency (FastBridge)

**STRENGTHS:** [Student's Name] demonstrates that [he/she] is capable of [Include a statement of strengths that is related to the goal area and reflective of your student's unique performance. What skills in this goal area are they performing well and/or relatively well compared to their overall capabilities?]

**PRESENT LEVEL OF PERFORMANCE:** When [Student's Name] is presented with a list of 26 letters in random order and given one minute to say the sounds that correspond with the 26 letters, [Student's Name] is currently making [baseline] letter sound identifications per minute. A non-disabled same-age peer would be expected to correctly identify [grade level target] letter sounds in one minute.

**NEEDS:** [Student's Name] needs to increase [his/her] early reading skills because [Include a needs statement that is related to the goal and is student-centered. What will achieving this goal do for the student?]

**EFFECT ON INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM:** [Student's Name]'s inability to identify letter sounds at an expected rate and level of accuracy affects [Describe how the student's functioning differs from a typically developing peer (i.e., What happens as a result of the skill deficit? What does it look like?).]

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** [Student's Name] will receive specialized reading instruction in the special education setting. While [Student's Name] receives this instruction, [he/she] will not receive grade level reading instruction. Participating in general education instruction during this time would not provide [Student's Name] with a reasonable opportunity for educational benefit because, in order to make adequate progress, [he/she] requires [describe the format of specialized instruction / the skills it will target] and the general curriculum [describe reasons the general education setting is inadequate].

**Measurable Annual Goal:** By MONTH YEAR, when given a Letter Sound Fluency probe and one minute of work time, [Student's Name] will increase [his/her] score from [baseline] correct responses to [target] correct responses for two consecutive data points.

**Benchmark:** By MONTH YEAR, when given a Letter Sound Fluency probe and one minute of work time, [Student's Name] will increase [his/her] score to [target] correct responses.

**How will progress toward meeting this annual goal be measured?:** This goal will be measured [every week] by a special education staff member using a Letter Sound Fluency probe.

## ***Nonsense Word Fluency (FastBridge)***

**STRENGTHS:** [Student's Name] demonstrates that [he/she] is capable of [Include a statement of strengths that is related to the goal area and reflective of your student's unique performance. What skills in this goal area are they performing well and/or relatively well compared to their overall capabilities?]

**PRESENT LEVEL OF PERFORMANCE:** [Student's Name] needs to increase [his/her] proficiency in early reading skills, specifically in the area of letter-sound correspondence and blending letter sounds into words. When assessed using a Nonsense Word Fluency probe, which is a measure of the aforementioned skills, [Student's Name] is presented with a randomly ordered VC and CVC nonsense words (e.g., sig, rav, ov) and asked to verbally produce the individual letter sounds in each word, or read the whole word. For example, if the word is "pov" the student could say /p/ /o/ /v/ or say the word /pov/ to obtain a total of three letter-sounds correct. When given one minute to produce as many letter-sounds as [he/she] can, [Student's Name] is currently obtaining a score of [baseline] correct letter sounds. A non-disabled same-age peer would be expected to obtain a score of [grade level target] letter sounds.

**NEEDS:** [Student's Name] needs to increase [his/her] early reading skills because [Include a needs statement that is related to the goal and is student-centered. What will achieving this goal do for the student?]

**EFFECT ON INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM:** [Student's Name]'s inability to read nonsense words at an expected rate and level of accuracy affects [Describe how the student's functioning differs from a typically developing peer (i.e., What happens as a result of the skill deficit? What does it look like?)].

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** [Student's Name] will receive specialized reading instruction in the special education setting. While [Student's Name] receives this instruction, [he/she] will not receive grade level reading instruction. Participating in general education instruction during this time would not provide [Student's Name] with a reasonable opportunity for educational benefit because, in order to make adequate progress, [he/she] requires [describe the format of specialized instruction / the skills it will target] and the general curriculum [describe reasons the general education setting is inadequate].

**Measurable Annual Goal:** By MONTH YEAR, when given a Nonsense Word Fluency probe and one minute of work time, [Student's Name] will increase [his/her] score from [baseline] correct responses to [target] correct responses for two consecutive data points, as measured [every week] by a special education staff member.

**Benchmark:** By MONTH YEAR, when given a Nonsense Word Fluency probe and one minute of work time, [Student's Name] will increase [his/her] score to [target] correct responses.

**How will progress toward meeting this annual goal be measured?:** This goal will be measured [every week] by a special education staff member using a Nonsense Word Fluency probe.

## ***Onset Sounds (FastBridge)***

**STRENGTHS:** [Student's Name] demonstrates that [he/she] is capable of [Include a statement of strengths that is related to the goal area and reflective of your student's unique performance. What skills in this goal area are they performing well and/or relatively well compared to their overall capabilities?]

**PRESENT LEVEL OF PERFORMANCE:** [Student's Name]'s proficiency with the skill of identifying and producing word onset sounds has been assessed using an Onset Sounds probe, which involves a mix of two tasks. First, [Student's Name] is presented with four pictures and instructed to identify the picture that begins with a specified sound. For example: "Which of these words begins with the /k/ sound---'key,' 'bat,' 'dolphin,' or 'water'?" Next, the administrator says a word (e.g., "bat") and asks [Student's Name] to say the beginning sound out loud (i.e., the /b/ sound). Using this assessment, [Student's Name] is currently scoring a median of [baseline] correct responses out of a possible 16. A non-disabled same-age peer would be expected to obtain a score of [grade level target] points on [insert probe label].

**NEEDS:** [Student's Name] needs to increase [his/her] early reading skills because [Include a needs statement that is related to the goal and is student-centered. What will achieving this goal do for the student?]

**EFFECT ON INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM:** [Student's Name]'s inability to identify and produce word onset sounds at an expected level of accuracy affects [Describe how the student's functioning differs from a typically developing peer (i.e., What happens as a result of the skill deficit? What does it look like?)].

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** [Student's Name] will receive specialized reading instruction in the special education setting. While [Student's Name] receives this instruction, [he/she] will not receive grade level reading instruction. Participating in general education instruction during this time would not provide

[Student's Name] with a reasonable opportunity for educational benefit because, in order to make adequate progress, [he/she] requires [describe the format of specialized instruction / the skills it will target] and the general curriculum [describe reasons the general education setting is inadequate].

**Measurable Annual Goal:** By MONTH YEAR, when given an Onset Sounds probe, [Student's Name] will increase [his/her] score from [baseline] correct responses to [target] correct responses for two consecutive data points.

**Benchmark:** By MONTH YEAR, when given an Onset Sounds probe, [Student's Name] will increase [his/her] score to [target] correct responses.

**How will progress toward meeting this annual goal be measured?:** This goal will be measured [every week] by a special education staff member using an Onset Sounds probe.

## ***Sight Words (FastBridge)***

**STRENGTHS:** [Student's Name] demonstrates that [he/she] is capable of [Include a statement of strengths that is related to the goal area and reflective of your student's unique performance. What skills in this goal area are they performing well and/or relatively well compared to their overall capabilities?]

**PRESENT LEVEL OF PERFORMANCE:** [Student's Name] is currently able to read [baseline] sight words in 1 minute. [At this time [Student's Name] needs to sound out every word that [he/she] reads. This causes [him/her] to lose track of what [he/she] is reading and to forget what [he/she] is reading about.] A non-disabled same-age peer would be expected to read [grade level target] or more sight words in 1 minute.

**NEEDS:** [Student's Name] needs to increase [his/her] capacity to fluently and accurately read the first 100 Fry sight words. [Student's Name] needs this skill in order to [Include a needs statement that is related to the goal and is student-centered. What will achieving this goal do for the student?]

**EFFECT ON INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM:** [Student's Name]'s inability to fluently and accurately read sight words affects [Describe how the student's functioning differs from a typically developing peer (i.e., What happens as a result of the skill deficit? What does it look like?).]

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** [Student's Name] will receive specialized reading instruction in the special education setting. While [Student's Name] receives this instruction, [he/she] will not receive grade level reading instruction. Participating in general education instruction during this time would not provide [Student's Name] with a reasonable opportunity for educational benefit because, in order to make adequate progress, [he/she] requires [describe the format of specialized instruction / the skills it will target] and the general curriculum [describe reasons the general education setting is inadequate].

**Measurable Annual Goal:** By MONTH YEAR, when given a sight word fluency probe and one minute of work time, [Student's Name] will increase [his/her] score from [baseline] correct responses to [target] correct responses for two consecutive data points.

**Benchmark:** By MONTH YEAR, when given a sight word fluency probe and one minute of work time, [Student's Name] will increase [his/her] score to [target] correct responses.

**How will progress toward meeting this annual goal be measured?:** This goal will be measured **every week** by a special education staff member using a sight word fluency probe.

## ***Word Blending (FastBridge)***

**STRENGTHS:** **Student's Name** demonstrates that **he/she** is capable of **Include a statement of strengths that is related to the goal area and reflective of your student's unique performance. What skills in this goal area are they performing well and/or relatively well compared to their overall capabilities?**

**PRESENT LEVEL OF PERFORMANCE:** **Student's Name**'s proficiency with the skill of blending phonemes has been assessed using a Word Blending probe, which involves reading aloud a list of three- or four-phoneme words by sounds and asking **Student's Name** to take the individual sounds and produce the whole word correctly. In addition to accuracy, the assessment also measures rate by timing how long it takes **Student's Name** to respond to a total of 10 words. Using this assessment, **Student's Name** is currently scoring a median of **baseline** correct responses. A non-disabled same-age peer would be expected to obtain a score of **grade level target** points on **insert probe label**.

**NEEDS:** **Student's Name** needs to increase **his/her** early reading skills because **Include a needs statement that is related to the goal and is student-centered. What will achieving this goal do for the student?**

**EFFECT ON INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM:** **Student's Name**'s inability to blend phonemes at an expected rate and level of accuracy affects **Describe how the student's functioning differs from a typically developing peer (i.e., What happens as a result of the skill deficit? What does it look like?).**

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** **Student's Name** will receive specialized reading instruction in the special education setting. While **Student's Name** receives this instruction, **he/she** will not receive grade level reading instruction. Participating in general education instruction during this time would not provide **Student's Name** with a reasonable opportunity for educational benefit because, in order to make adequate progress, **he/she** requires **describe the format of specialized instruction / the skills it will target** and the general curriculum **describe reasons the general education setting is inadequate**.

**Measurable Annual Goal:** By MONTH YEAR, when given a Word Blending probe, **Student's Name** will increase **his/her** score from **baseline** points to **target** points for two consecutive data points.

**Benchmark:** By MONTH YEAR, when given a Word Blending probe, **Student's Name** will increase **his/her** score to **target** points.

**How will progress toward meeting this annual goal be measured?:** This goal will be measured **every week** by a special education staff member using a Word Blending probe.

## Letter Names in Own Name (Match/Point/Say)

Measuring the rate of successful performance across multiple observed opportunities; each opportunity is judged as either successful or not successful. This template is written with early childhood programs in mind.

**STRENGTHS:** [Student's Name] demonstrates that [he/she] is capable of [Include a statement of strengths that is related to the goal area and reflective of your student's unique performance. What skills in this goal area are they performing well and/or relatively well compared to their overall capabilities? – e.g., "...consistently matching the letters L and N."]

**PRESENT LEVEL OF PERFORMANCE:** [Student's Name] needs to develop greater proficiency in the skill of letter identification. Observers assess [Student's Name]'s performance of this skill by presenting letters in [Student's Name]'s name and using the following scale to rate performance:

SAY: A letter is pointed to and [Student's Name] identifies it independently = 3 points

POINT: Staff says "Point to the [letter]" and [Student's Name] points to that letter = 2 points

MATCH: Staff hold up a letter, say "Which one looks like this?" and [Student's Name] points to the letter = 1 point

[Student's Name] currently obtains a rating of [baseline]. A non-disabled same-age peer would be expected to obtain a rating of [2-3 points for each letter of his/her name], indicating expected proficiency.

**NEEDS:** [Student's Name] needs to develop greater proficiency in letter identification because [Include a needs statement that is related to the goal and is student-centered. What will achieving this goal do for the student? – e.g., "it is a step that will eventually allow [Student's Name] to read her name, which is an important functional skill"]

**EFFECT ON INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM:** [Student's Name]'s inability to identify letters with expected proficiency affects [Describe how the student's functioning differs from a typically developing peer (i.e., What happens as a result of the skill deficit? What does it look like?) – e.g., "his ability to respond independently and accurately during practice activities that take place at school"].

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** [Student's Name] will receive specialized instruction targeting the skills of [letter identification and ...]. This specialized instruction will be provided in the general education setting; [Student's Name] will not miss any time with typically-developing peers to receive these services. In order to make adequate progress toward this goal, [Student's Name] requires [describe the format of specialized instruction].

**Measurable Annual Goal:** By MONTH YEAR, when presented with individual letters in [Student's Name]'s name and prompted using a SAY→POINT→MATCH sequence, [Student's Name] will increase [his/her] performance from earning [baseline] points to earning [target] points.

**Benchmark:** By MONTH YEAR, when presented with individual letters in [Student's Name]'s name and prompted using a SAY→POINT→MATCH sequence, [Student's Name] will earn [target] points.

**How will progress toward meeting this annual goal be measured?:** This goal will be measured by special education staff using a 1-3 rating scale (for each letter in [Student's Name]'s name) during natural opportunities to trial this skill in the context of [Student's Name]'s instruction. These trials will occur at least once per week, they will be recorded on a data sheet, and multiple ratings (if applicable) will be averaged to produce one score per week.

## Letter Names (Match)

Measuring the rate of successful performance across multiple observed opportunities; each opportunity is judged as either successful or not successful. This template is written with early childhood programs in mind.

**STRENGTHS:** [Student's Name] demonstrates that [he/she] is capable of [Include a statement of strengths that is related to the goal area and reflective of your student's unique performance. What skills in this goal area are they performing well and/or relatively well compared to their overall capabilities? – e.g., "...consistently matching the letters L and N."]

**PRESENT LEVEL OF PERFORMANCE:** [Student's Name] needs to develop greater proficiency in the skill of letter matching. Observers assess [Student's Name]'s performance of this skill by presenting an array of up to 6 random letters, then handing [Student's Name] a letter and prompting to "Match the [letter]." If [Student's Name] is able to accurately place the given letter on its matching letter, one point is recorded. A complete trial involves all 26 letters, both upper- and lower-case, resulting in 52 possible points/successful matches. [Student's Name] is currently capable of matching [baseline] letters. A non-disabled same-age peer would be expected to match [typical performance] letters, indicating expected proficiency.

**NEEDS:** [Student's Name] needs to develop greater proficiency in letter matching because [Include a needs statement that is related to the goal and is student-centered. What will achieving this goal do for the student? – e.g., "it is an important component of phonemic awareness, which is a building block to fluent reading"]

**EFFECT ON INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM:** [Student's Name]'s inability to match letters with expected proficiency affects [Describe how the student's functioning differs from a typically developing peer (i.e., What happens as a result of the skill deficit? What does it look like?) – e.g., "his ability to respond independently and accurately during practice activities that take place at school"].

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** [Student's Name] will receive specialized instruction targeting the skills of [letter identification and ...]. This specialized instruction will be provided in the general education setting; [Student's Name] will not miss any time with typically-developing peers to receive these services. In order to make adequate progress toward this goal, [Student's Name] requires [describe the format of specialized instruction].

**Measurable Annual Goal:** By MONTH YEAR, when presented with an array of up to 6 letters, handed a matching letter, and prompted to place the given letter on its match, [Student's Name] will improve [his/her] performance from matching [baseline] letters to matching [target – e.g., "52 letters (all 26, both upper- and lower-case)].

**Benchmark:** By MONTH YEAR, when presented with an array of up to 6 letters, handed a matching letter, and prompted to place the given letter on its match, [Student's Name] will improve [his/her] performance to matching [target] letters.

**How will progress toward meeting this annual goal be measured?:** This goal will be measured by special education staff using letters during natural opportunities to trial this skill in the context of [Student's Name]'s instruction. These trials will occur at least once per week, they will be recorded on a data sheet, and multiple ratings (if applicable) will be averaged to produce one score per week.

## Letter Names (Point)

Measuring the rate of successful performance across multiple observed opportunities; each opportunity is judged as either successful or not successful. This template is written with early childhood programs in mind.

**STRENGTHS:** [Student's Name] demonstrates that [he/she] is capable of [Include a statement of strengths that is related to the goal area and reflective of your student's unique performance. What skills in this goal area are they performing well and/or relatively well compared to their overall capabilities? – e.g., "...consistently matching the letters L and N."]

**PRESENT LEVEL OF PERFORMANCE:** [Student's Name] needs to develop greater proficiency in the skill of letter identification. Observers assess [Student's Name]'s performance of this skill by presenting an array of up to 3 random letter cards and then prompting "Point to [letter]" or "Give me [letter]." If [Student's Name] is able to accurately point to or pick up the letter, one point is recorded. A complete trial involves all 26 letters, both upper- and lower-case, resulting in 52 possible points. [Student's Name] is currently capable of identifying [baseline] letters. A non-disabled same-age peer would be expected to identify [typical performance] letters, indicating expected proficiency.

**NEEDS:** [Student's Name] needs to develop greater proficiency in letter identification because [Include a needs statement that is related to the goal and is student-centered. What will achieving this goal do for the student? – "it is an important component of phonemic awareness, which is a building block to fluent reading"]

**EFFECT ON INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM:** [Student's Name]'s inability to identify letters with expected proficiency affects [Describe how the student's functioning differs from a typically developing peer (i.e., What happens as a result of the skill deficit? What does it look like?) – e.g., "his ability to respond independently and accurately during practice activities that take place at school"].

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** [Student's Name] will receive specialized instruction targeting the skills of [letter identification and ...]. This specialized instruction will be provided in the general education setting; [Student's Name] will not miss any time with typically-developing peers to receive these services. In order to make adequate progress toward this goal, [Student's Name] requires [describe the format of specialized instruction].

**Measurable Annual Goal:** By MONTH YEAR, when presented with an array of up to 3 letters and then prompted "Point to [letter]" or "Give me [letter]," [Student's Name] will improve [his/her] performance from identifying [baseline] letters to identifying [target – e.g., "52 letters (all 26, both upper- and lower-case)].

**Benchmark:** By MONTH YEAR, when presented with an array of up to 3 letters and then prompted "Point to [letter]" or "Give me [letter]," [Student's Name] will improve [his/her] performance to identifying [target] letters.

**How will progress toward meeting this annual goal be measured?:** This goal will be measured by special education staff using letters during natural opportunities to trial this skill in the context of [Student's Name]'s instruction. These trials will occur at least once per week, they will be recorded on a data sheet, and multiple ratings (if applicable) will be averaged to produce one score per week.

## Letter Names (Say)

Measuring the rate of successful performance across multiple observed opportunities; each opportunity is judged as either successful or not successful. This template is written with early childhood programs in mind.

**STRENGTHS:** [Student's Name] demonstrates that [he/she] is capable of [Include a statement of strengths that is related to the goal area and reflective of your student's unique performance. What skills in this goal area are they performing well and/or relatively well compared to their overall capabilities? – e.g., "...consistently pointing to 24 of the 26 letters."]

**PRESENT LEVEL OF PERFORMANCE:** [Student's Name] needs to develop greater proficiency in the skill of letter identification. Observers assess [Student's Name]'s performance of this skill by presenting [Student's Name] with a printed letter and then prompting "What letter?" If [Student's Name] is able to accurately name the letter, one point is recorded. A complete trial involves all 26 letters, both upper- and lower-case, resulting in 52 possible points. [Student's Name] is currently capable of name [baseline] letters. A non-disabled same-age peer would be expected to name [typical performance] letters, indicating expected proficiency.

**NEEDS:** [Student's Name] needs to develop greater proficiency in letter identification because [Include a needs statement that is related to the goal and is student-centered. What will achieving this goal do for the student? – e.g., "it is an important component of phonemic awareness, which is a building block to fluent reading"]

**EFFECT ON INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM:** [Student's Name]'s inability to name letters with expected proficiency affects [Describe how the student's functioning differs from a typically developing peer (i.e., What happens as a result of the skill deficit? What does it look like?) – e.g., "his ability to respond independently and accurately during practice activities that take place at school"].

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** [Student's Name] will receive specialized instruction targeting the skills of [letter identification and ...]. This specialized instruction will be provided in the general education setting; [Student's Name] will not miss any time with typically-developing peers to receive these services. In order to make adequate progress toward this goal, [Student's Name] requires [describe the format of specialized instruction].

**Measurable Annual Goal:** By MONTH YEAR, when presented with a printed letter and prompted "What letter?" [Student's Name] will improve [his/her] performance from naming [baseline] letters to naming [target – e.g., "52 letters (all 26, both upper- and lower-case)].

**Benchmark:** By MONTH YEAR, when presented with a letter and prompted "What letter?" [Student's Name] will improve [his/her] performance to naming [target] letters.

**How will progress toward meeting this annual goal be measured?:** This goal will be measured by special education staff using letter cards during natural opportunities to trial this skill in the context of [Student's Name]'s instruction. These trials will occur at least once per week, they will be recorded on a data sheet, and multiple ratings (if applicable) will be averaged to produce one score per week.

## Reading Fluency

## CBMreading / Oral Reading Fluency (FastBridge)

**STRENGTHS:** [Student's Name] demonstrates that [he/she] is capable of [Include a statement of strengths that is related to the reading and reflective of your student's unique performance. What skills in this goal area are they performing well and/or relatively well compared to their overall capabilities?]

**PRESENT LEVEL OF PERFORMANCE:** When presented with an unrehearsed level [insert grade level] reading passage with one minute to read, [Student's Name] currently reads at a rate of [baseline] words correct per minute. A non-disabled same-age peer would be expected to read [grade level target] words correct per minute on level [insert grade level] reading passages.

**NEEDS:** [Student's Name] needs to increase [his/her] reading fluency skills because [Include a needs statement that is related to the goal and is student-centered. What will achieving this goal do for the student?]

**EFFECT ON INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM:** [Student's Name]'s inability to read at an expected rate and level of accuracy affects [Describe how the student's functioning differs from a typically developing peer (i.e., What happens as a result of the skill deficit? What does it look like?).]

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** [Student's Name] will receive specialized reading instruction in the special education setting. While [Student's Name] receives this instruction, [he/she] will not receive grade level language arts instruction. Participating in general education instruction during this time would not provide [Student's Name] with a reasonable opportunity for educational benefit because, in order to make adequate progress, [he/she] requires [describe the format of specialized instruction / the skills it will target] and the general curriculum [describe reasons the general education setting is inadequate].

**Measurable Annual Goal:** By MONTH YEAR, when presented with unrehearsed [insert grade level] grade level passages, [Student's Name] will improve [his/her] oral reading fluency from [baseline rate] with [baseline accuracy] to [target] words correct per minute with at least 95% accuracy for two consecutive data points.

**Benchmark:** By MONTH YEAR, when presented with unrehearsed [insert grade level] grade level passages, [Student's Name] will improve [his/her] oral reading rate to [target] words correct per minute with at least [95%] accuracy.

**How will progress toward meeting this annual goal be measured?:** This goal will be measured [every week | every other week] by a special education staff member using unrehearsed [insert grade level] grade level passages.

## Reading Comprehension

### Reading Comprehension

**STRENGTHS:** [Student's Name] demonstrates that [he/she] is capable of [Include a statement of strengths that is related to the reading and reflective of your student's unique performance. What skills in this goal area are they performing well and/or relatively well compared to their overall capabilities?]

**PRESENT LEVEL OF PERFORMANCE:** When presented with an unrehearsed level [insert grade level] reading passage, [Student's Name] currently answers [baseline] of ten comprehension questions correct. A non-disabled same-age peer would be expected to have a retell score of [target] and a comprehension question score of [target] on level [insert grade level] reading passages.

**NEEDS:** [Student's Name] needs to increase [his/her] reading comprehension skills because [Include a needs statement that is related to the goal and is student-centered. What will achieving this goal do for the student?]

**EFFECT ON INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM:** [Student's Name]'s inability to read with sufficient comprehension affects [Describe how the student's functioning differs from a typically developing peer (i.e., What happens as a result of the skill deficit? What does it look like?)].

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** [Student's Name] will receive specialized reading instruction in the special education setting. While [Student's Name] receives this instruction, [he/she] will not receive grade level language arts instruction. Participating in general education instruction during this time would not provide [Student's Name] with a reasonable opportunity for educational benefit because, in order to make adequate progress, [he/she] requires [describe the format of specialized instruction / the skills it will target] and the general curriculum [describe reasons the general education setting is inadequate].

**Measurable Annual Goal:** By MONTH YEAR, when presented with unrehearsed [insert grade level] grade level passages and an unlimited time to read the passage, and answer ten related comprehension questions, [Student's Name] will increase the number of comprehension questions answered correctly from [baseline] to [target].

**Benchmark:** By MONTH YEAR, when presented with unrehearsed [insert grade level] grade level passages, [Student's Name] will increase the number of comprehension questions answered correctly from [baseline] to [target].

**How will progress toward meeting this annual goal be measured?:** This goal will be measured [every week | every other week] by a special education staff member using unrehearsed [insert grade level] grade level passages.

## Functional Reading (Low Incidence Disabilities)

### Comprehend Written Information Well (TRAX)

Measuring the rate and quality of skill performance using a multi-item rating scale. The scale was created via the [TRAX](#) website. To customize, either print the PDF and annotate it before photocopying -OR- log into TRAX and create a new version (under *Tools* → *Rubric Setup* → *Rubric Library*).

**STRENGTHS:** [Student's Name] demonstrates that [he/she] is capable of [Include a statement of strengths that is related to the goal area and reflective of your student's unique performance. What skills in this goal area are they performing well and/or relatively well compared to their overall capabilities?]

**PRESENT LEVEL OF PERFORMANCE:** [Student's Name] needs to develop greater proficiency in the skill of comprehending written information. Staff who work with [Student's Name] assess proficiency using a rating scale, which includes one or more items in each of the following areas:

- Use strategies to improve comprehension
- Use reading strategies to gather information
- Understand what is read

There are 12 items in total, and each item is rated on a 5 point scale: 5=Always, 4=Most of time, 3=Reasonably often, 2=Some of time, 1=Never. 60 points can be earned on this scale. [Student's Name] currently obtains a rating of [baseline]. A non-disabled same-age peer would be expected to obtain a rating of 54, indicating expected proficiency.

**NEEDS:** [Student's Name] needs to develop greater proficiency in comprehending written information because [Include a needs statement that is related to the goal and is student-centered. What will achieving this goal do for the student?]

**EFFECT ON INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM:** [Student's Name]'s inability to comprehending written information with expected proficiency affects [Describe how the student's functioning differs from a typically developing peer (i.e., What happens as a result of the skill deficit? What does it look like?)].

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** In order to support skill development in this area, [Student's Name] will receive specialized [select: reading and/or language arts] instruction [in the special education setting]. [Student's Name] will participate in this instruction rather than a [what the student will miss]. This is the LRE at this time because, in order to make adequate progress, [Student's Name] requires [instruction targeting below grade level standards, instruction at a slower pace, repetition, increased opportunities to process and opportunities to respond, and related instructional features which are not included in the general curriculum to the extent needed by [Student's Name]]. Attempting to provide these features in the general education setting through supplementary aids and services would not provide a reasonable opportunity for educational benefit.]

**Measurable Annual Goal:** By MONTH YEAR, when observed across the school day during opportunities to use this skill, [Student's Name] will increase the quality of [his/her] performance of comprehending written information from [baseline] to [target] for two consecutive data points.

**Benchmark:** By MONTH YEAR, when observed across the school day during opportunities to use this skill, [Student's Name] will increase the quality of [his/her] performance of comprehending written information to [target].

**How will progress toward meeting this annual goal be measured?:** This goal will be measured [every week | every other week] using a multi-item rating scale completed by staff who work with [Student's Name].

## Functional Reading Comprehension

**STRENGTHS:** [Student's Name] demonstrates that [he/she] is capable of [Include a statement of strengths that is related to the reading and reflective of your student's unique performance. What skills in this goal area are they performing well and/or relatively well compared to their overall capabilities?]

**PRESENT LEVEL OF PERFORMANCE:** When presented with an untimed, [insert level of support: picture-supported, orally presented, unrehearsed, etc.] [insert grade level] reading passage and is asked to answer [describe type of questions and supports: ie. basic "wh" questions, multiple choice questions with picture supports, opportunities for correction, errorless, etc.] comprehension questions, [Student's Name] can answer [baseline] of [ten] comprehension questions correct when/using

[describe response style: ie. AAC device, pointing, handing the teacher the picture, orally, errorless, etc.]. A non-disabled same-age peer would be expected to have a comprehension question score of [target] on level [insert grade level] reading passages.

**NEEDS:** [Student's Name] needs to increase [his/her] reading comprehension skills because [Include a needs statement that is related to the goal and is student-centered. What will achieving this goal do for the student?]

**EFFECT ON INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM:** [Student's Name]'s inability to read with sufficient comprehension affects [Describe how the student's functioning differs from a typically developing peer (i.e., What happens as a result of the skill deficit? What does it look like?).]

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** [Student's Name] will receive specialized reading instruction in the special education setting. While [Student's Name] receives this instruction, [he/she] will not receive grade level language arts instruction. Participating in general education instruction during this time would not provide [Student's Name] with a reasonable opportunity for educational benefit because, in order to make adequate progress, [he/she] requires [describe the format of specialized instruction / the skills it will target] and the general curriculum [describe reasons the general education setting is inadequate].

**Measurable Annual Goal:** By MONTH YEAR, when presented with an untimed, [insert level of support: picture-supported, orally presented, unrehearsed, etc.] [insert grade level] grade level passages, and [ten] related comprehension questions, [Student's Name] will increase the number of comprehension questions answered correctly from [baseline] to [target] as measured [every week | every other week] by special education staff.

**Benchmark:** By MONTH YEAR, when presented with an untimed, [insert level of support: picture-supported, orally presented, unrehearsed, etc.] [insert grade level] grade level passages, [Student's Name] will increase the number of comprehension questions answered correctly from [baseline] to [target] as measured [every week | every other week] by special education staff.

**How will progress toward meeting this annual goal be measured?:** This goal will be measured [every week | every other week] by a special education staff member using untimed [insert type of support] [insert grade level] grade level passages.

## Use Functional Reading (TRAX)

Measuring the rate and quality of skill performance using a multi-item rating scale. The scale was created via the [TRAX](#) website. To customize, either print the PDF and annotate it before photocopying -OR- log into TRAX and create a new version (under *Tools* → *Rubric Setup* → *Rubric Library*).

**STRENGTHS:** [Student's Name] demonstrates that [he/she] is capable of [Include a statement of strengths that is related to the goal area and reflective of your student's unique performance. What skills in this goal area are they performing well and/or relatively well compared to their overall capabilities?]

**PRESENT LEVEL OF PERFORMANCE:** [Student's Name] needs to develop greater proficiency in the skill of using functional reading skills. Staff who work with [Student's Name] assess proficiency using a rating scale, which includes one or more items in each of the following areas:

- Use strategies to improve comprehension
- Use reading strategies to gather information
- Understand what is read

- Understand common signs and symbols
- Identify common print materials and what they provide

There are 19 items in total, and each item is rated on a 5 point scale: 5=Always, 4=Most of time, 3=Reasonably often, 2=Some of time, 1=Never. 95 points can be earned on this scale. [Student's Name] currently obtains a rating of [baseline]. A non-disabled same-age peer would be expected to obtain a rating of 86, indicating expected proficiency.

**NEEDS:** [Student's Name] needs to develop greater proficiency in using functional reading skills because [Include a needs statement that is related to the goal and is student-centered. What will achieving this goal do for the student?]

**EFFECT ON INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM:** [Student's Name]'s inability to using functional reading skills with expected proficiency affects [Describe how the student's functioning differs from a typically developing peer (i.e., What happens as a result of the skill deficit? What does it look like?).]

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** In order to support skill development in this area, [Student's Name] will receive specialized [select: reading and/or language arts] instruction [in the special education setting]. [Student's Name] will participate in this instruction rather than a [what the student will miss]. This is the LRE at this time because, in order to make adequate progress, [Student's Name] requires [instruction targeting below grade level standards, instruction at a slower pace, repetition, increased opportunities to process and opportunities to respond, and related instructional features which are not included in the general curriculum to the extent needed by [Student's Name]]. Attempting to provide these features in the general education setting through supplementary aids and services would not provide a reasonable opportunity for educational benefit.]

**Measurable Annual Goal:** By MONTH YEAR, when observed across the school day during opportunities to use this skill, [Student's Name] will increase the quality of [his/her] performance of using functional reading skills from [baseline] to [target] for two consecutive data points.

**Benchmark:** By MONTH YEAR, when observed across the school day during opportunities to use this skill, [Student's Name] will increase the quality of [his/her] performance of using functional reading skills to [target].

**How will progress toward meeting this annual goal be measured?:** This goal will be measured [every week | every other week] using a multi-item rating scale completed by staff who work with [Student's Name].

# Written Expression

## Standard Writing Probes

## Correct Writing Sequences

**STRENGTHS:** [Student's Name] demonstrates that [he/she] is capable of [Include a statement of strengths that is related to the goal area and reflective of your student's unique performance. What skills in this goal area are they performing well and/or relatively well compared to their overall capabilities?]

**PRESENT LEVEL OF PERFORMANCE:** Curriculum Based Measures of writing are an ongoing measure of a student's writing skills. The student is given a partial topic sentence, one minute of think time, and three minutes to write. Scoring procedures measure correct word sequences (CWS), which is defined as two adjacent words that are syntactically and semantically appropriate as well as correctly spelled. At this time, when given a story starter with one minute to think followed by three minutes to write, [Student's Name] has obtained a median score of [baseline] CWS. The target score for a Xth grade student in the [fall/winter/spring] would be [grade level target] CWS.

**NEEDS:** [Student's Name] needs to increase [his/her] written expression fluency skills because [Include a needs statement that is related to the goal and is student-centered. What will achieving this goal do for the student?]

**EFFECT ON INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM:** [Student's Name]'s inability to write at an expected rate and level of accuracy affects [Describe how the student's functioning differs from a typically developing peer (i.e., What happens as a result of the skill deficit? What does it look like?).]

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** [Student's Name] will participate in small group language arts instruction using an alternative curriculum, which will take place in a special education classroom. [Student's Name] will participate in this specialized instruction while same age peers participate in core English Language Arts instruction. Participating in general education instruction during this time would not provide [Student's Name] with a reasonable opportunity for educational benefit because, in order to make adequate progress, [he/she] requires [describe the format of specialized instruction / the skills it will target] and the general curriculum [describe reasons the general education setting is inadequate].

**Measurable Annual Goal:** By MONTH YEAR, when given a story starter and one minute of think time followed by three minutes to write, [Student's Name] will improve [his/her] score from writing [baseline] correct word sequences to writing [target] correct word sequences for two consecutive data points.

**Benchmark:** By MONTH YEAR, when given a story starter and one minute of think time followed by three minutes to write, [Student's Name] will improve [his/her] score to writing [target] correct word sequences.

**How will progress toward meeting this annual goal be measured?:** This goal will be measured [every week | every other week] by special education staff using written expression probes.

## Functional Writing (Low Incidence Disabilities)

## Functional Writing

**STRENGTHS:** [Student's Name] demonstrates that [he/she] is capable of [Include a statement of strengths that is related to the goal area and reflective of your student's unique performance. What skills in this goal area are they performing well and/or relatively well compared to their overall capabilities?]

**PRESENT LEVEL OF PERFORMANCE:** [Student's Name] needs support to complete functional literacy tasks in writing. They use a picture prompt for writing activities, and [Student's Name] is expected to generate ideas on [his/her] communication device related to the prompt. Progress is measured using a multi-item rating scale comprised of four steps:

1. Choose a picture prompt
2. Locate symbols on communication device or book
3. Choose 5 symbols related to the picture
4. Share information with group

Each of the four steps is rated using the following 0-4 point scale, resulting in a total possible score of 16:

- 0 = Refusal/no participation
- 1 = Full physical assistance
- 2 = Partial physical assistance
- 3 = Verbal prompting
- 4 = Independent participation

At this time [Student's Name] [describe level of assistance needed (ie. needs assistance from a paraprofessional to engage in the writing tasks.))] [Student's Name] will [describe their present level of performance ie. choose the picture prompt with minimal assistance and locate and choose symbols on their iPad with partial physical assistance]. He/she needs [describe their present level of performance (ie. verbal prompting to share information with the group)] resulting in a score of [baseline] out of 16 points. Other students [Student's Name]'s age are able to synthesize information into multi-page reports with minimal assistance [individualize to age level], and on the same rating scale, a non-disabled typically developing peer would be expected to score 16/16 points [individualize to age level].

**NEEDS:** [Student's Name] needs to increase [his/her] functional literacy skills in writing because [Include a needs statement that is related to the goal and is student-centered. What will achieving this goal do for the student?]

**EFFECT ON INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM:** [Student's Name]'s inability to engage in functional literacy skills at an expected level of proficiency affects [Describe how the student's functioning differs from a typically developing peer (i.e., What happens as a result of the skill deficit? What does it look like?)].

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** [Student's Name] will receive specialized writing instruction in the special education setting. While [Student's Name] receives this instruction, [he/she] will not receive grade level writing instruction. Participating in general education instruction during this time would not provide [Student's Name] with a reasonable opportunity for educational benefit because, in order to make adequate progress, [he/she] requires [describe the format of specialized instruction / the skills it will target] and the general curriculum [describe reasons the general education setting is inadequate].

**Measurable Annual Goal:** By MONTH YEAR, when given a picture prompt and a communication device, [Student's Name] will increase [his/her] functional writing skills from currently obtaining [baseline] out of [16-points] on the functional writing independence rating scale to obtaining [target] out of [16-points] for two consecutive data points, as measured [every week | every other week] by special education staff using the functional writing independence rating scale.

**Benchmark:** By MONTH YEAR, when [condition], [Student's Name] will increase [his/her] rate of [skill] to [target] as measured [every week | every other week] by special education staff using the functional writing independence rating scale.

**How will progress toward meeting this annual goal be measured?:** This goal will be measured [every week | every other week] using a rating scale completed by [describe raters].

## Use Correct Writing Mechanics and Grammar (TRAX)

Measuring the rate and quality of skill performance using a multi-item rating scale. The scale was created via the [TRAX](#) website. To customize, either print the PDF and annotate it before photocopying -OR- log into TRAX and create a new version (under *Tools* → *Rubric Setup* → *Rubric Library*).

**STRENGTHS:** [Student's Name] demonstrates that [he/she] is capable of [Include a statement of strengths that is related to the goal area and reflective of your student's unique performance. What skills in this goal area are they performing well and/or relatively well compared to their overall capabilities?]

**PRESENT LEVEL OF PERFORMANCE:** [Student's Name] needs to develop greater proficiency in the skill of using correct writing mechanics and grammar. Staff who work with [Student's Name] assess proficiency using a rating scale, which includes one or more items in each of the following areas:

- Use correct punctuation
- Use correct spelling
- Use correct capitalization
- Use proper grammar

There are 12 items in total, and each item is rated on a 5 point scale: 5=Always, 4=Most of time, 3=Reasonably often, 2=Some of time, 1=Never. 60 points can be earned on this scale. [Student's Name] currently obtains a rating of [baseline]. A non-disabled same-age peer would be expected to obtain a rating of 54, indicating expected proficiency.

**NEEDS:** [Student's Name] needs to develop greater proficiency in using correct writing mechanics and grammar because [Include a needs statement that is related to the goal and is student-centered. What will achieving this goal do for the student?]

**EFFECT ON INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM:** [Student's Name]'s inability to using correct writing mechanics and grammar with expected proficiency affects [Describe how the student's functioning differs from a typically developing peer (i.e., What happens as a result of the skill deficit? What does it look like?)].

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** In order to support skill development in this area, [Student's Name] will receive specialized [select: writing and/or language arts] instruction [in the special education setting]. [Student's Name] will participate in this instruction rather than a [what the student will miss]. This is the LRE at this time because, in order to make adequate progress, [Student's Name] requires [instruction targeting below grade level standards, instruction at a slower pace, repetition,

increased opportunities to process and opportunities to respond, and related instructional features which are not included in the general curriculum to the extent needed by **Student's Name**. Attempting to provide these features in the general education setting through supplementary aids and services would not provide a reasonable opportunity for educational benefit.]

**Measurable Annual Goal:** By MONTH YEAR, when observed across the school day during opportunities to use this skill, **Student's Name** will increase the quality of **his/her** performance of using correct writing mechanics and grammar from **baseline** to **target** for two consecutive data points.

**Benchmark:** By MONTH YEAR, when observed across the school day during opportunities to use this skill, **Student's Name** will increase the quality of **his/her** performance of using correct writing mechanics and grammar to **target**.

**How will progress toward meeting this annual goal be measured?:** This goal will be measured **every week | every other week** using a multi-item rating scale completed by staff who work with **Student's Name**.

## Use Functional Writing (TRAX)

Measuring the rate and quality of skill performance using a multi-item rating scale. The scale was created via the [TRAX](#) website. To customize, either print the PDF and annotate it before photocopying -OR- log into TRAX and create a new version (under *Tools* → *Rubric Setup* → *Rubric Library*).

**STRENGTHS:** **Student's Name** demonstrates that **he/she** is capable of **[Include a statement of strengths that is related to the goal area and reflective of your student's unique performance. What skills in this goal area are they performing well and/or relatively well compared to their overall capabilities?]**

**PRESENT LEVEL OF PERFORMANCE:** **Student's Name** needs to develop greater proficiency in the skill of using functional writing skills. Staff who work with **Student's Name** assess proficiency using a rating scale, which includes one or more items in each of the following areas:

- Write or dictate sentences that state one clear idea
- Write or copy sentences legibly
- Use correct mechanics
- Put several sentences together on a single topic

There are 7 items in total, and each item is rated on a 5 point scale: 5=Always, 4=Most of time, 3=Reasonably often, 2=Some of time, 1=Never. 35 points can be earned on this scale. **Student's Name** currently obtains a rating of **baseline**. A non-disabled same-age peer would be expected to obtain a rating of 32, indicating expected proficiency.

**NEEDS:** **Student's Name** needs to develop greater proficiency in using functional writing skills because **[Include a needs statement that is related to the goal and is student-centered. What will achieving this goal do for the student?]**

**EFFECT ON INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM:** **Student's Name**'s inability to using functional writing skills with expected proficiency affects **[Describe how the student's functioning differs from a typically developing peer (i.e., What happens as a result of the skill deficit? What does it look like?)]**.

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** In order to support skill development in this area, [Student's Name] will receive specialized [select: writing and/or language arts] instruction [in the special education setting]. [Student's Name] will participate in this instruction rather than a [what the student will miss]. This is the LRE at this time because, in order to make adequate progress, [Student's Name] requires [instruction targeting below grade level standards, instruction at a slower pace, repetition, increased opportunities to process and opportunities to respond, and related instructional features which are not included in the general curriculum to the extent needed by [Student's Name]]. Attempting to provide these features in the general education setting through supplementary aids and services would not provide a reasonable opportunity for educational benefit.]

**Measurable Annual Goal:** By MONTH YEAR, when observed across the school day during opportunities to use this skill, [Student's Name] will increase the quality of [his/her] performance of using functional writing skills from [baseline] to [target] for two consecutive data points.

**Benchmark:** By MONTH YEAR, when observed across the school day during opportunities to use this skill, [Student's Name] will increase the quality of [his/her] performance of using functional writing skills to [target].

**How will progress toward meeting this annual goal be measured?:** This goal will be measured [every week | every other week] using a multi-item rating scale completed by staff who work with [Student's Name].

## **Write Clearly and to the Point (TRAX)**

Measuring the rate and quality of skill performance using a multi-item rating scale. The scale was created via the [TRAX](#) website. To customize, either print the PDF and annotate it before photocopying -OR- log into TRAX and create a new version (under *Tools* → *Rubric Setup* → *Rubric Library*).

**STRENGTHS:** [Student's Name] demonstrates that [he/she] is capable of [Include a statement of strengths that is related to the goal area and reflective of your student's unique performance. What skills in this goal area are they performing well and/or relatively well compared to their overall capabilities?]

**PRESENT LEVEL OF PERFORMANCE:** [Student's Name] needs to develop greater proficiency in the skill of writing clearly and to the point. Staff who work with [Student's Name] assess proficiency using a rating scale, which includes one or more items in each of the following areas:

- Write clearly and logically
- Write in an organized manner
- Use correct mechanics

There are 17 items in total, and each item is rated on a 5 point scale: 5=Always, 4=Most of time, 3=Reasonably often, 2=Some of time, 1=Never. 85 points can be earned on this scale. [Student's Name] currently obtains a rating of [baseline]. A non-disabled same-age peer would be expected to obtain a rating of 77, indicating expected proficiency.

**NEEDS:** [Student's Name] needs to develop greater proficiency in writing clearly and to the point because [Include a needs statement that is related to the goal and is student-centered. What will achieving this goal do for the student?]

**EFFECT ON INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM:** [Student's Name]'s inability to writing clearly and to the point with expected proficiency affects [Describe how the student's functioning differs from a typically developing peer (i.e., What happens as a result of the skill deficit? What does it look like?).]

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** In order to support skill development in this area, [Student's Name] will receive specialized [select: writing and/or language arts] instruction [in the special education setting]. [Student's Name] will participate in this instruction rather than a [what the student will miss]. This is the LRE at this time because, in order to make adequate progress, [Student's Name] requires [instruction targeting below grade level standards, instruction at a slower pace, repetition, increased opportunities to process and opportunities to respond, and related instructional features which are not included in the general curriculum to the extent needed by [Student's Name]]. Attempting to provide these features in the general education setting through supplementary aids and services would not provide a reasonable opportunity for educational benefit.]

**Measurable Annual Goal:** By MONTH YEAR, when observed across the school day during opportunities to use this skill, [Student's Name] will increase the quality of [his/her] performance of writing clearly and to the point from [baseline] to [target] for two consecutive data points.

**Benchmark:** By MONTH YEAR, when observed across the school day during opportunities to use this skill, [Student's Name] will increase the quality of [his/her] performance of writing clearly and to the point to [target].

**How will progress toward meeting this annual goal be measured?:** This goal will be measured [every week | every other week] using a multi-item rating scale completed by staff who work with [Student's Name].