

Section 12

Goals and Benchmarks

Chicago Board of Education
Office of Specialized Services
Professional Development

SMART IEPS

- S Specific
- M Measurable
- A Action Words
- R Realistic and Relevant
- T Time-limited

SMART IEPS

- Specific goals & benchmarks describe each behavior & skill that will be taught
- Measurable goals & benchmarks allow you to assess student's progress & know when mastery is achieved
- Action words- "Joey will be able to

SMART IEPS (CON'T)

- Realistic & Relevant goals & benchmarks address student's unique needs
- Time-limited goals & benchmarks enable you to monitor progress regularly

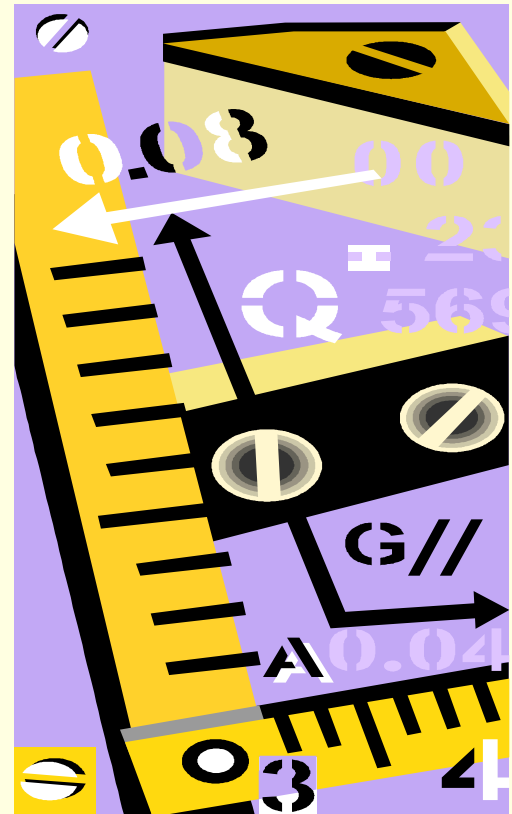


GOALS

- Present Level of Performance
 - Based on data from objective tests-either curriculum-based assessment or multiple sources of information including classroom tests
 - States how student's disability affects involvement and progress in general curriculum
 - States how student's disability affects student's participation in appropriate activities

GOAL (CON'T)

- Establishes baseline in measurable terms and allows for quarterly benchmarks
- Should not merely indicate reading & math scores

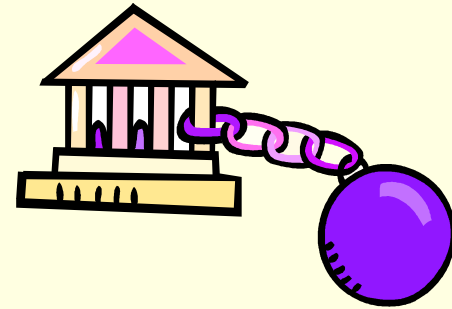


GOALS

- Measurable Annual Goal
 - Focuses on acquisition of basic skills
 - Describes improvement from current level of performance and conditions under which student will perform
 - Direct correlation between identified need, present level of performance & annual goal

GOALS

- Linked to Illinois Learning Standards
- Includes measurable level of attainment

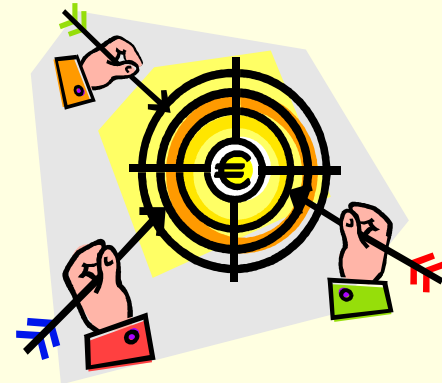


GOALS

- Quarterly Benchmarks
 - Anticipated level of performance by end of each marking period
 - Sequential breakdown of annual goal-identify to smaller essential steps that proceed from simple to more complex skills/concepts
 - Should include specific description of tasks to be performed and conditions under which student will be expected to perform tasks at time of assessment of progress

GOALS

- At the end of each quarter, primary provider for each IEP goal determines if student has met benchmark and indicates on IEP whether or not he/she has met the benchmark.



GOALS

- LRE Service Delivery Models
 - Consultation-Student driven goal developed by special educator or related service staff that provides ongoing technical assistance to the general educator
 - Team Teaching-direct service model that uses expertise of both general & special education teachers in the general education classroom



GOALS

- Collaborative Teaching/General Classroom- provides specialized support in general education classroom by special education teacher for part of school day
- Separate Class- student is removed from the general education classroom for instruction



GOALS

- Evaluation Procedures
 - Portfolio of work
 - Observe/chart progress & frequency
 - Oral/written test
 - Other



GOALS

- End of IEP Year Performance
 - Determine whether student met annual goal
 - If not, detailed explanation why and how strategies change for next year.

