Special Education Transition Annual Goals

Transition Annual Goals

- Annual goals should be meaningful for the student while still relating to curriculum and the needs as outlined in the 'Present Level' section of the Individualized Education Program (IEP).
- **Annual goals should follow the S.M.A.R.T. goal model:**
  - Each goal must focus on one **specific** skill to be developed.
  - Each goal must be **measurable**, using a specific measurement tool to guide how progress is measured.
  - Each goal should be **attainable** for the student, devised to be challenging but not unrealistic.
  - Each goal should be **relevant** to the student's needs, fitting into their plan to achieve a specific career and educational goal.
  - Each goal should be **time-bound,** meaning the goal has a specific deadline or timeline to ensure that resources are used efficiently and progress is made within a defined time period.
- Annual goals must include specifically-designed instruction (SDI). SDI is a type of instruction that is tailored to a student's individual needs to help them access and progress in the general education curriculum. It can address a variety of needs by "adapting…the content, methodology, or delivery of instruction to address the unique needs of the child that result from a child's disability." (Individuals with Disabilities Education Act, 2004)
- Annual goals should be aligned to grade level standards, unless student is on alternate diploma track.

Things to Remember When Writing Annual Goals

- Use information from the present levels of academic and functional achievement to determine appropriate annual goals.
- Annual goals should be meaningful for the student in order to challenge them and show that the case conference committee expects a high level of achievement.
- Annual goals must be clearly measurable. A good rule of thumb is anyone reading the IEP should be able to understand how each goal is measured. When writing a goal, think about how you will progress monitor it.
- Each goal should focus on measuring one skill.
- There should be at least one annual goal to support each transition area: employment, education/training, and if needed, independent living.
- Best practice is to have multiple annual goals. This helps when considering compliance, because if one annual goal is found to be compliant then the annual goal section is deemed compliant for transition purposes.

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Transition Annual S.M.A.R.T. Goal Examples

Reading Comprehension

Reading Comprehension Goal Examples:

- When given a reading passage or text, the student will support inferences with at least two pieces of text-based evidence with 75% accuracy on three out of five trials.
- Given graphic organizers and content read aloud, the student will write responses using the ACE method (answer question; cite evidence; explain or extend) with 80% accuracy in four of five opportunities as measured by in-class assessments and assignments.

Mathematics

Mathematics Goal Examples:

- Given a set of linear equations, the student will utilize the order of operations to correctly solve with at least an 80% accuracy in four out of five trials.
- When reading a real-world problem and provided a graphic organizer, the student will identify a quantity that varies (time, distance, age, etc.) by using a variable label to accurately represent that quantity in an equation with 80% accuracy in two out of three instances.

Writing

Writing Goal Examples:

- When given a grade-level writing prompt, the student will write a paragraph (topic sentence, three supporting details, and a conclusion) with an average of 70% accuracy in five of six trials.
- Using a graphic organizer, the student will cite two pieces of textual evidence with an explanation of how it supports the claim, scoring 75% or higher as measured by teacher rubric.

Student Role

Student Role Goal Examples:

- Given independent work time to work on a grade-level assignment, the student will stay on task for 10 minutes with no more than one reminder to refocus on task for four out of five observations.
- When given a frustrating situation (i.e., an undesired task, a demand, and/or undesired peer behavior), with one prompt, the student will utilize coping strategies (e.g., take a break) to work through the situation and return to the task at hand within two minutes of prompt, with 80% accuracy in three out of four grading periods.

Speech Language Pathologist (SLP) Goal Examples:

- Student will describe objects using language elements with 90% accuracy in three consecutive sessions.
- Student will produce targeted speech sounds (s, f, x) in the final position as demonstrated by improving from emerging to developed as measured by a rubric.

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