

**Texas Essential Knowledge and Skills  
Standards-Based  
Individualized Education Program (IEP)  
Development:**

*Question & Answer Document*

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## 1. What are standards-based goals?

Standards-based goals are annual, measurable goals aligned to enrolled grade level Texas Essential Knowledge and Skills (TEKS).

## 2. What does aligned to enrolled grade level standard mean?

Annual IEP goals should reflect and link directly to specific grade level TEKS. The IEP does not need to include all TEKS in a specific subject. The IEP should include only the most critical student expectations within a specific content domain.

## 3. What are annual goals?

Annual goals are statements that describe what a child with a disability can reasonably be expected to accomplish within a twelve month period in the child's special education program. These goals are skills and/or knowledge that will be mastered, not an activity.

## 4. What is a measurable annual goal?

Measurable goals are defined as statements that contain four critical components: timeframe, conditions, behavior and criterion. A measurable goal includes the behavior or skill that can be measured at periodic intervals against a criterion of success.

## 5. What are the four critical components of a measurable goal?

A. **Timeframe** identifies the amount of time in the goal period and is usually specified in the number of weeks or a certain date for completion.

B. **Conditions** specify the manner in which progress toward the goal occurs. Conditions describe the specific resources that must be present for a child to reach the goal. The condition of the goal should relate to the behavior being measured. For example, a goal relating to reading comprehension may require the use of a graphic organizer. The graphic organizer is the condition.

C. **Behavior** clearly identifies the performance that is being monitored. It represents an action that can be directly observed and measured.

D. **Criterion** identifies how much, how often, or to what standard the behavior must occur in order to demonstrate that the goal has been achieved. The goal criterion specifies the amount of growth that is expected.



**6. What should the Admission, Review and Dismissal (ARD) committee consider to ensure that IEP goals are measurable?**

A measurable goal meets the following requirements:

- Indicates what to do to measure accomplishment of the goal
- Yields the same conclusion if measured by several people
- Allows a calculation of how much progress it represents
- Can be measured without additional information

**7. What does a measurable goal with the timeframe, conditions, behavior and criterion look like?**

The following chart shows the natural flow of a written measurable goal.

<b>Timeframe</b>	<b>Condition</b>	<b>Behavior</b>	<b>Criteria</b>
In 36 instructional weeks	using decoding skills and oral practice within a 3 <sup>rd</sup> Grade passage	Joseph, a 3 <sup>rd</sup> grade student, will read	70 words per minute with fewer than 10 errors
By May 15, 2007	given a 4 <sup>th</sup> grade story prompt and 30 minutes to write	Linda, a 4 <sup>th</sup> grade student, will write	a three paragraph essay using transition words in sentences and between paragraphs with 5 or less errors
By the end of the 2007-2008 school year	given mixed fraction problems using all operations	Jose, a 6 <sup>th</sup> grade student, will solve	85% of all assigned problems correctly

**8. When are ARD committees required to write annual goals that include short-term objectives or benchmarks?**

For those students who take the alternate assessment judged against alternate achievement standards, (i.e. TAKS-Alt), the Individualized Education Program (IEP) must contain a description of benchmarks or short-term objectives as part of the student's annual goals. Therefore, any student taking the TAKS-Alternate (TAKS-Alt) Assessment must have annual goals that include short-term objectives or benchmarks.

For those students who take an alternate assessment aligned to modified academic achievement standards, (i.e. TAKS-M), the Individualized Educational Program (IEP) must contain annual goals. The ARD committee may elect to include short-term objectives or benchmarks aligned with annual goals to assist in monitoring student's progress. Therefore, including short-term objectives or benchmarks is an ARD committee decision for any students taking the TAKS-Modified (TAKS-M) Assessment.



Note students who are enrolled in a SSI (Student Success Initiative) and do not pass the statewide assessments in the following SSI identified subject areas; Grade 3 Reading, Grade 5 Reading and Mathematics, and Grade 8 Reading and Mathematics, the IEP must include a statement regarding how the student will participate in an accelerated instruction program. Refer to the Grade Placement Committee Manual on the TEA website link below for guidelines for an accelerated instruction program.

[http://www.tea.state.tx.us/index3.aspx?id=3230&menu\\_id3=793](http://www.tea.state.tx.us/index3.aspx?id=3230&menu_id3=793)

**9. What are short-term objectives or benchmarks?**

Short-term objectives and/or benchmarks state the steps to be taken between the child’s present levels of academic achievement and functional performance and the attainment of the annual goal. Like the annual goal, short-term objectives must include timeframe, conditions, behavior and criterion.

There should be at least two objectives for each goal. When considering frequency and duration specify the time that will be used for purposes of accountability, for example, 80% of any 15-minute observation.

**10. What does a short-term objective with the timeframe, conditions, behavior and criterion look like?**

The following chart shows the natural flow of a written short-term objective. There is one objective for each of the annual goals within the chart for question #7.

<b>Timeframe</b>	<b>Condition</b>	<b>Behavior</b>	<b>Criteria</b>
By the end of the first six weeks	using decodable texts	Joseph, a 3 <sup>rd</sup> grade student, will read and pronounce 50 frequently used words	with 10 or fewer errors
In three instructional weeks	with guided practice	Linda, a 4 <sup>th</sup> grade student, will correctly use transition words to connect simple and compound sentences	with 75% accuracy
By October 1	using prompts that decrease the assistance provided (most-to-least prompting) and through repetitive practice	Jose, a 6 <sup>th</sup> grade student, will identify 20 fractions that represent more than a whole number on a worksheet in three minutes or less	with 100% accuracy



**11. How many annual goals should the student’s ARD committee include from the enrolled grade level content area?**

The IDEA 2004 does not require a specified number of annual goals; rather, the decision should be based solely on the student’s disability and its effect in hindering academic progress.

**12. Is it a requirement to write goals for each tested objective on a state assessment?**

No. It is an ARD committee decision based on the student’s present levels of academic achievement and functional performance.

**13. How can ARD committees use the TEKS to write goals?**

The student expectation component of the TEKS is used to provide the framework for annual goal writing by establishing grade level expectations. However, student expectation statements alone are not measurable and should be crafted by ARD committees to reflect a measurable annual goal.

**14. Are ARD committees required to include the number of the particular TEKS and/or Student Expectation aligned to each annual goal?**

LEAs may elect to include this process in their local policies and procedures.

**15. Do students in Kindergarten-Grade 2 need standards-based IEPs?**

Yes, all students should be involved in the enrolled grade level curriculum with aligned IEPs to address individual student needs.

**16. Can ARD committees use TAKS-Alt essence statements to write standards based IEP goals?**

Yes, each knowledge and skills statement has been summarized into an essence statement that serves as a link to the grade-level TEKS. However, essence statements alone are not measurable and should be crafted by ARD committees to reflect a measurable annual goal. Teachers should use the Curriculum Framework documents at <http://framework.esc18.net/> to select appropriate prerequisite skills.

**17. Is it a requirement to write an annual goal for every essence statement for students assessed with TAKS-Alt?**

No. It is an ARD committee decision based on the student’s present levels of academic achievement and functional performance.



**18. Can you use the Functional Academic Curriculum for Exceptional Students (FACES) curriculum objectives as annual goals/objectives?**

For the academic content area goals (Reading/ELA, Math, Science, and Social Studies), FACES would not be appropriate as this is not considered the standard curriculum (TEKS). However, for functional goals, FACES objectives could be utilized.

**19. How do you write enrolled grade level goals when a student is not on grade level?**

The National Association of State Directors of Special Education (NASDSE) has produced a document that illustrates a recommended seven-step process, with accompanying guiding questions, to assist special education teachers and other professionals in developing a standards-based IEP. The Standards-Based Individualized Education Program Examples are available on the following NASDSE websites:

<http://www.projectforum.org/docs/Standards-BasedIEPExamples.pdf>

<http://www.projectforum.org/docs/SevenStepProcesstoCreatingStandards-basedIEPs.pdf>



## REFERENCES:

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