Standards-Based IEP Goal Construction Process Example



• Student has an understanding of contractions.

Student is able to provide a sense of voice in his writing.

Student is able to capitalize the first word in a sentence.

Student is able to correct a spelling mistake in single-syllable words.

Student is able to edit for ending punctuation.

Student is able to correctly identify and spell basic high-frequency words in his writing.



•Student needs specially designed instruction in writing. Specifically, instruction must address the following skill deficits:

Capitalize proper nouns and titles

Use commas to separate items in a series as well as introduce introductory clauses

Spelling patterns and "r controlled vowels" Edit writing for spelling and punctuation

Elaboration of thoughts/ideas and development of topic

Attend to conventions of English including punctuation, capitalization, and spacing



•Writing: Student is currently a second grade student, functioning at a first grade level in writing. The process of writing is difficult for the student as he has trouble recognizing grade level spelling patterns and rules. Although this is difficult for him and he does not enjoy it, he sees himself as a writer. He is, however, unable to recognize basic single syllable spelling patterns. According to the Elk Grove Writing Rubric for second grade, as well as the Common Core ELA standards, Student's writing is not inclusive of elaboration of detail or complex sentences. Rather, his writing is basic, with simple sentences and limited use of transitional words, which help with the organization and flow within writing. Student is able to appropriate sequence events within his story and with support is able to provide closure in his writing. Studen really benefits from orally presenting his thoughts and having them scribed, so as not to lose informaiton when trying to transfer thoughts from his head onto paper. He has been working on narrative writing and associated skills with this genre, with the help of graphic organizers, visual supports, and checklists. Student demonstrates great strength in his ability to show a sense of voice within his writing as indicated on informal writing samples. In additional to working with a particular genre during writing, his class is also working on journal writing. Student has difficulty with journal writing and will often want to write creative stories in his journal; he requires additional instruction and clarification on what the writing should look like.



By March 30, 2017, given specially designed instruction and multiple opportunities to practice, Student will
be able to produce writing with gradel level appropriate development and organization to task, purpose,
and audience by achieving at least 80% accuracy in 3 out of 4 trials as measured by the Elk Grove Writing
Rubrics, teacher observation records, and progress monitoring data. (CCSS: ELA 3.W.4)

By March 30, 2017, given specially designed instruction and multiple opportunities to practice, Student will be able to produce writing that contains appropriate spelling of grade level high frequency words as well as appropriate encoding of unfamiliar words that display grade level phonemic awareness skills with 85% accuracy in 3 out of 4 opportunities as measured by informal assessments, teacher observation records, and progress monitoring. (CCSS: ELA 3.W.5)

By March 30, 2017, given specially designed instructional and multiple opportunities to practice, Student will be able to develop and strengthen his writing through the process of revision and editing in order to include appropriate punctuation and mechanics with at least 80% accuracy in 3 out of 4 opportunities as measured by informal assessments, theElk Grove Writing Rubrics, teacher observation records, and progress monitoring data. (CCSS: ELA 3.W.6)