

Writing Essential Element-Based Annual Goals and Short-Term Objectives

Step 1: Use DLM Claims and Conceptual Areas to help set priorities.

- [ELA Blueprint](#) (with Claims and Conceptual Areas)
- [Math Blueprint](#) (with Claims and Conceptual Areas)

Step 2: Develop measurable annual goals aligned with selected DLM Claims and Conceptual Areas

Step 3: For each annual goal, develop benchmarks that align with the DLM Essential Elements within the prioritized Claim/Conceptual Area.

- [EEs by Conceptual Area ELA](#)
- [EEs by Conceptual Area Math](#)
- [Tested ELA EEs with linkage levels \(LLs\)](#)
- [Tested Math EEs with LLs](#)

Make sure annual goals and short-term objectives are SMART-C:

Specific, **M**easurable, **A**chievable, **R**ealistic, **T**ime-bound, and **C**hallenging

Example

The following example shows how a teacher could use the steps described above to develop an annual goal and short-term objectives for three students on differing linkage levels. Benjamin is on the initial precursor level, Tiana is on the distal precursor level, and Ethan is on target.

	Benjamin (Initial Precursor)	Tiana (Distal Precursor)	Ethan (Target)
Step 1: Use DLM Claims and Conceptual Areas to help set priorities.			
<p>ELA Claim 2: Students can produce writing for a range of purposes and audiences. <u>Conceptual Area 1: Use writing to communicate.</u> <u>Conceptual Area 2: Integrate ideas and Information in writing</u></p>			
Step 2: Develop measurable annual goals aligned with selected DLM Claims and Conceptual Areas			
	Given opportunities to communicate throughout the school day, Benjamin will make choices, describe a topic and begin to write with letters with 80% accuracy in 3 consecutive sessions by the end of the IEP cycle.	Given opportunities to communicate about her learning, Tiana will answer WH-questions, describe details of a topic and begin to spell using patterns with 80% accuracy in 3 consecutive sessions by the end of the IEP cycle.	Given writing opportunities throughout the school day, Ethan will write about a topic (giving facts, details and information), and begin to spell words phonetically with 80% accuracy over 3 consecutive sessions by the end of the IEP cycle.
	Benjamin (Initial Precursor)	Tiana (Distal Precursor)	Ethan (Target)

Step 3: For each annual goal, develop benchmarks that align with the DLM Essential Elements within the prioritized Claim/Conceptual Area.

<p><u>EE.W.6.2.a</u> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>Given an opportunity to make a choice (in the cafeteria line, on the playground, or during classroom activities), Benjamin will demonstrate his ability to make a choice between 2 objects by reaching for the preferred object in 4 of 5 opportunities in 3 consecutive sessions by the end of the IEP cycle.</p>	<p>Given a conversation about a familiar person, place, thing or event and 5 WH-questions about that subject, Tiana will answer the questions verbally with 80% accuracy over 3 consecutive sessions by the end of the IEP cycle.</p>	<p>Given speech-to-text software on a device, an informational topic of his choice, and one book and/or video of that topic covered, Ethan will use the speech-to-text software to introduce the topic and state at least 4 ideas and/or information about that topic over 3 consecutive sessions by the end of the IEP cycle.</p>
<p><u>ELA.W.6.2.b</u> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>Given a familiar person, place, thing or event and words to describe each in a field of 4, Benjamin will correctly select the word that describes the subject 80% of the time over 3 sessions by the end of the IEP cycle.</p>	<p>Given 5 personally relevant photographs or objects, Tiana will describe one relevant detail of each 80% of the time over 3 consecutive sessions by the end of the IEP cycle.</p>	<p>Given a topic discussed in class, Ethan will verbally provide a fact, detail or other information relevant to the topic when asked in 4 out of 5 opportunities over 3 consecutive sessions by the end of the IEP cycle.</p>
<p><u>EE.L.6.2.b</u> Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.</p>	<p>Given a print/flip chart with the first letter of his name (B) highlighted, Benjamin will correctly indicate the group that the letter is within and the actual letter by indicating yes or no using a switch, in 3 out of 5 opportunities over 3 consecutive sessions by the end of the IEP cycle.</p>	<p>Given letter tiles and a common spelling pattern (-at, -et, -ad, -ab, etc...), Tiana will use the spelling pattern to spell 2 new words correctly in 80% of attempts over 3 consecutive sessions by the end of the IEP cycle.</p>	<p>Given letter tiles and the prompt to spell a familiar word, Ethan will spell the word phonetically using letter-sound knowledge and common spelling patterns with at least 80% of the sounds present in 3 consecutive sessions by the end of the IEP cycle.</p>