

Area	Subarea	IEP Goal	CCSS Code	CCSS Grade/Band	CCSS Description
ELA	Language	By the end of the IEP period, through group phonics games, [Student Name] will spell 25 high-frequency sight words with 95% accuracy across a 3-month period as measured by progress charts.	[CCSS.ELA-LITERACY.L.1.2.D]	1	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
ELA	Language	By the end of the IEP period, when listening to a dictated sentence, [Student Name] will segment and write all words with 85% accuracy in 4 out of 5 attempts in written-language tasks as measured by teacher data collection.	[CCSS.ELA-LITERACY.L.1.2.E]	1	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
ELA	Language	By the end of the IEP period, during auditory drills, [Student Name] will transcribe phonetically irregular words with 80% accuracy in 3 of 4 trials as measured by teacher data.	[CCSS.ELA-LITERACY.L.1.2.E]	1	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
ELA	Language	By the end of the IEP period, when given a list of spoken vocabulary words, [Student Name] will identify the meaning of each word with 80% accuracy in 4 of 5 trials in classroom listening activities as measured by teacher data collection.	[CCSS.ELA-LITERACY.L.1.4]	1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from a range of strategies.
ELA	Language	By the end of the IEP period, when reading argumentative texts that include 15 college-level terms, [Student Name] will infer meanings from context and justify each inference with cited phrases in 3 of 4 trials scoring at least 3/4 on weekly assignments across 4 weeks as measured by a vocabulary analysis rubric.	[CCSS.ELA-LITERACY.L.11-12.4.A]	11-12	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA	Language	By the end of the IEP period, when given words with final blends, [Student Name] will spell 15 words with 85% accuracy during weekly reviews over 8 weeks as measured by teacher checklists.	[CCSS.ELA-LITERACY.L.2.2.D]	2	Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).
ELA	Language	By the end of the IEP period, through dictation activities, [Student Name] will spell 12 irregular words bi-weekly with 80% success as measured by teacher data.	[CCSS.ELA-LITERACY.L.2.2.D]	2	Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).
ELA	Language	By the end of the IEP period, [Student Name] will spell 20 words with initial blends with 90% accuracy during weekly spelling tasks over 6 weeks as measured by teacher records.	[CCSS.ELA-LITERACY.L.2.2.D]	2	Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).
ELA	Language	By the end of the IEP period, [Student Name] will correctly spell high-frequency words from a specified list with 90% accuracy across 5 spelling probes as measured by work samples.	[CCSS.ELA-LITERACY.L.2.2.D]	2	Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).
ELA	Language	By the end of the IEP period, when presented with vowel-team patterns, [Student Name] will spell 10 words weekly with 90% accuracy in classroom exercises as measured by teacher data.	[CCSS.ELA-LITERACY.L.2.2.D]	2	Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).
ELA	Language	By the end of the IEP period, after instruction on suffixes, [Student Name] will spell 10 suffix words with 90% accuracy across 3 consecutive weekly assessments as measured by teacher data.	[CCSS.ELA-LITERACY.L.2.4.C]	2	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
ELA	Language	By the end of the IEP period, during compound-word practice, [Student Name] will spell 8 of 10 compound words accurately on classroom quizzes over 6 weeks as measured by teacher records.	[CCSS.ELA-LITERACY.L.2.4.D]	2	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
ELA	Language	By the end of the IEP period, when introduced to compound words, [Student Name] will segment the words and articulate their meaning with 90% accuracy in 4 out of 5 sessions in vocabulary lessons as measured by teacher data collection.	[CCSS.ELA-LITERACY.L.2.4.D]	2	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
ELA	Language	By the end of the IEP period, when presented compound words, [Student Name] will separate and pronounce each component with 85% accuracy in 4 of 5 opportunities during small-group instruction as measured by teacher charts.	[CCSS.ELA-LITERACY.L.2.4.D]	2	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
ELA	Language	By the end of the IEP period, when reading complex sentences, [Student Name] will identify the subject and predicate with 95% accuracy in 4 of 5 trials in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.L.3.1.A]	3	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
ELA	Language	By the end of the IEP period, when given a writing prompt, [Student Name] will compose coherent sentences using correct punctuation and grammar with 80% accuracy in 5 of 6 writing tasks as measured by rubric scores.	[CCSS.ELA-LITERACY.L.3.1.I]	3	Produce simple, compound, and complex sentences.

ELA	Language	By the end of the IEP period, during guided word study, [Student Name] will visualize and spell 15 high-frequency words with 85% accuracy over 6 weeks as measured by teacher records.	[CCSS.ELA-LITERACY.L.3.2.F]	3	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
ELA	Language	By the end of the IEP period, when practicing 20 multisyllabic words, [Student Name] will analyze their spelling patterns and spell each word with 85% accuracy in structured practice sessions as documented by teacher data.	[CCSS.ELA-LITERACY.L.3.2.F]	3	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
ELA	Language	By the end of the IEP period, during weekly vocabulary sessions, [Student Name] will spell and use 15 new high-frequency words in context with 85% accuracy on bi-weekly assessments as measured by rubric.	[CCSS.ELA-LITERACY.L.3.2.G]	3	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
ELA	Language	By the end of the IEP period, when encountering unfamiliar words, [Student Name] will use context clues to determine meaning and record terms on flashcards with 80% accuracy in 4 out of 5 opportunities as measured by teacher data.	[CCSS.ELA-LITERACY.L.3.4.A]	3	Use sentence-level context as a clue to the meaning of a word or phrase.
ELA	Language	By the end of the IEP period, when given an auditory presentation, [Student Name] will identify critical vocabulary terms with 75% accuracy in 3 of 4 trials as measured by teacher observation.	[CCSS.ELA-LITERACY.L.3.4.A]	3	Use sentence-level context as a clue to the meaning of a word or phrase.
ELA	Language	By the end of the IEP period, when reading a passage, [Student Name] will decode 10 unfamiliar meaning-related words using context clues with 80% accuracy across 3 trials as measured by comprehension checks.	[CCSS.ELA-LITERACY.L.3.4.A]	3	Use sentence-level context as a clue to the meaning of a word or phrase.
ELA	Language	By the end of the IEP period, when given a sentence, [Student Name] will determine the meaning of a word using its prefix or suffix with 80% accuracy in 3 of 5 trials in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.L.3.4.B]	3	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
ELA	Language	By the end of the IEP period, when using root-word charts, [Student Name] will identify and spell 15 root-based words correctly in 4 of 5 practice sessions as measured by teacher checklists.	[CCSS.ELA-LITERACY.L.3.4.C]	3	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
ELA	Language	By the end of the IEP period, when provided a list of vocabulary words, [Student Name] will define each word using a dictionary or glossary with 90% accuracy in 3 of 4 trials in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.L.3.4.D]	3	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
ELA	Language	By the end of the IEP period, when asked to sort vocabulary, [Student Name] will accurately group at least 10 of 12 words into correct categories with 85% accuracy in 4 of 5 opportunities as measured by teacher checklists.	[CCSS.ELA-LITERACY.L.3.5.A]	3	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
ELA	Language	By the end of the IEP period, when shown a picture, [Student Name] will generate at least 3 descriptive vocabulary words related to the image with 85% accuracy in 3 of 4 sessions as measured by a descriptive-language checklist.	[CCSS.ELA-LITERACY.L.3.5]	3	Demonstrate understanding of word relationships and nuances in word meanings.
ELA	Language	By the end of the IEP period, when presented with a new vocabulary word, [Student Name] will use the word correctly in a complete sentence with 85% accuracy in 3 of 5 instructional trials as measured by writing samples.	[CCSS.ELA-LITERACY.L.4.1.F]	4	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
ELA	Language	By the end of the IEP period, when presented with 10 homophone pairs, [Student Name] will spell each word accurately with 85% accuracy across semester assessments as measured by teacher records.	[CCSS.ELA-LITERACY.L.4.1.G]	4	Correctly use frequently confused words (e.g., to, too, two; there, their).
ELA	Language	By the end of the IEP period, when presented with 12 homophone pairs, [Student Name] will spell and use each word accurately in sentences with 90% accuracy across 4 of 5 lessons as measured by teacher checklists.	[CCSS.ELA-LITERACY.L.4.1.G]	4	Correctly use frequently confused words (e.g., to, too, two; there, their).
ELA	Language	By the end of the IEP period, using chunk-focused exercises, [Student Name] will identify and spell 20 new multisyllabic words correctly in 4 of 5 trials by quarter's end as measured by teacher data.	[CCSS.ELA-LITERACY.L.4.2.D]	4	Spell grade-appropriate words correctly, consulting references as needed.

ELA	Language	By the end of the IEP period, when provided a weekly vocabulary list, [Student Name] will spell each word correctly within a written sentence with 85% accuracy in 4 of 5 weeks as measured by spelling journals.	[CCSS.ELA-LITERACY.L.4.2.D]	4	Spell grade-appropriate words correctly, consulting references as needed.
ELA	Language	By the end of the IEP period, [Student Name] will self-edit all classroom writing to correct spelling, capitalization, grammar, and punctuation in 100% of assignments with 80% overall accuracy as measured by teacher observation.	[CCSS.ELA-LITERACY.L.4.2]	4	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ELA	Language	By the end of the IEP period, when given word lists, [Student Name] will identify and correct misspellings in 90% of opportunities across two monthly editing tasks as measured by teacher logs.	[CCSS.ELA-LITERACY.L.4.2]	4	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ELA	Language	By the end of the IEP period, when given a grade-level passage, [Student Name] will identify the meaning of unfamiliar words using context clues with 80% accuracy in 4 of 5 trials in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.L.4.4.A]	4	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ELA	Language	By the end of the IEP period, when given audio examples of words in context, [Student Name] will determine the meaning of unfamiliar words using context clues with 85% accuracy in 3 of 4 trials in classroom listening activities as measured by teacher data collection.	[CCSS.ELA-LITERACY.L.4.4.A]	4	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ELA	Language	By the end of the IEP period, when given vocabulary words, [Student Name] will define and use each word in a sentence with 90% accuracy in 3 of 4 trials in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.L.4.4.A]	4	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ELA	Language	By the end of the IEP period, when given a list of ten unfamiliar vocabulary words, [Student Name] will spell each word correctly using context clues with 80% accuracy in 4 of 5 classroom-writing trials as measured by teacher work-sample review.	[CCSS.ELA-LITERACY.L.4.4.A]	4	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ELA	Language	By the end of the IEP period, when provided with context clues, [Student Name] will infer the meaning of unfamiliar words with 85% accuracy in 4 out of 5 reading activities as measured by teacher records.	[CCSS.ELA-LITERACY.L.4.4.A]	4	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ELA	Language	By the end of the IEP period, when given key terms, [Student Name] will predict meanings using context with 85% accuracy in 4 of 5 sessions in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.L.4.4.A]	4	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ELA	Language	By the end of the IEP period, when given a list of 10 unfamiliar words, [Student Name] will accurately define at least 8 of them (80%) in 4 of 5 classroom assessments as measured by teacher-made quizzes.	[CCSS.ELA-LITERACY.L.4.4.A]	4	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ELA	Language	By the end of the IEP period, when tracking repeated significant terminology, [Student Name] will summarize definitions with 85% accuracy in 3 of 5 trials as measured by teacher records.	[CCSS.ELA-LITERACY.L.4.4.A]	4	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ELA	Language	By the end of the IEP period, when using context clues, [Student Name] will determine meanings of unfamiliar words with 90% accuracy in 4 of 5 occurrences in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.L.4.4.A]	4	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ELA	Language	By the end of the IEP period, when encountering unfamiliar vocabulary in text, [Student Name] will use context clues to determine meaning with 80% accuracy in 4 of 5 attempts in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.L.4.4.A]	4	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ELA	Language	By the end of the IEP period, when given a word bank and fill-in-the-blank sentences, [Student Name] will select the appropriate word to complete each sentence with 90% accuracy in 3 of 5 classroom assessments as measured by teacher scoring.	[CCSS.ELA-LITERACY.L.4.4.A]	4	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

ELA	Language	By the end of the IEP period, when reading a passage that contains unfamiliar words, [Student Name] will identify five new words and determine each meaning using context clues with 80% accuracy in 4 of 5 trials as measured by teacher observation and student annotations. [CCSS.ELA-LITERACY.L.4.4.A]	4	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ELA	Language	By the end of the IEP period, when using context clues, [Student Name] will determine meanings of unfamiliar words with 85% accuracy in 4 of 5 exercises in classroom reading sessions as measured by teacher data collection. [CCSS.ELA-LITERACY.L.4.4.A]	4	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ELA	Language	By the end of the IEP period, after instruction on prefixes, [Student Name] will spell and define 12 prefix-influenced words with 85% accuracy in 3 of 4 trials as measured by teacher records. [CCSS.ELA-LITERACY.L.4.4.B]	4	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, television, autograph).
ELA	Language	By the end of the IEP period, during independent reading, [Student Name] will define five unfamiliar words from text with 90% accuracy in 4 of 5 attempts in classroom reading sessions as measured by teacher data collection. [CCSS.ELA-LITERACY.L.4.4]	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
ELA	Language	By the end of the IEP period, when introduced to tier-two words, [Student Name] will explain each word's meaning in their own words with 80% accuracy in 3 of 4 instructional trials as measured by oral responses recorded on a rubric. [CCSS.ELA-LITERACY.L.4.4]	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
ELA	Language	By the end of the IEP period, when given a vocabulary-matching activity, [Student Name] will match words to their meanings with 90% accuracy in 4 of 5 opportunities as measured by worksheet performance. [CCSS.ELA-LITERACY.L.4.4]	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
ELA	Language	By the end of the IEP period, when given a vocabulary quiz of 15 words, [Student Name] will choose the correct definition for at least 12 words with 80% accuracy in 3 of 4 testing sessions as measured by quiz scores. [CCSS.ELA-LITERACY.L.4.4]	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
ELA	Language	By the end of the IEP period, when provided a list of target words, [Student Name] will correctly identify synonyms and antonyms for 80% of the words in 4 of 5 trials as measured by vocabulary worksheets. [CCSS.ELA-LITERACY.L.4.5.C]	4	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
ELA	Language	By the end of the IEP period, when listening to a verbal passage containing homonyms, [Student Name] will identify each homonym and explain its meaning with 90% accuracy in 4 of 5 trials in classroom settings as measured by teacher observation. [CCSS.ELA-LITERACY.L.4.5.C]	4	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
ELA	Language	By the end of the IEP period, when presented synonyms and antonyms in text, [Student Name] will identify and explain them with 90% accuracy in 4 of 5 instances in classroom reading sessions as measured by teacher data collection. [CCSS.ELA-LITERACY.L.4.5.C]	4	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
ELA	Language	By the end of the IEP period, when engaged in a ten-minute peer discussion, [Student Name] will use learned vocabulary words at least 3 times with 75% accuracy in 3 of 4 observed conversations as measured by participation logs. [CCSS.ELA-LITERACY.L.4.6]	4	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic.
ELA	Language	By the end of the IEP period, through sentence-construction activities, [Student Name] will correctly apply and spell ten newly taught words per week with 85% accuracy in writing tasks across one grading period as measured by rubric. [CCSS.ELA-LITERACY.L.4.6]	4	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic.
ELA	Language	By the end of the IEP period, through targeted drills, [Student Name] will memorize and spell 20 challenging words with 85% consistency over 4 weeks as measured by teacher records. [CCSS.ELA-LITERACY.L.5.2.E]	5	Spell grade-appropriate words correctly, consulting references as needed.
ELA	Language	By the end of the IEP period, when given ten multisyllabic morphologically complex words per assessment, [Student Name] will spell at least 8 correctly in weekly tests over 8 weeks as measured by teacher logs. [CCSS.ELA-LITERACY.L.5.2.E]	5	Spell grade-appropriate words correctly, consulting references as needed.

ELA	Language	By the end of the IEP period, when explicitly taught 15 root-based words, [Student Name] will spell each word correctly by identifying its root meaning with 90% accuracy across 3 consecutive weekly quizzes as measured by teacher records.	[CCSS.ELA-LITERACY.L.5.4.B]	4	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
ELA	Language	By the end of the IEP period, when reading selected text, [Student Name] will identify and explain similes, metaphors, or idioms in 4 out of 5 opportunities as measured by teacher checklist.	[CCSS.ELA-LITERACY.L.5.5.A]	5	Interpret figurative language, including similes and metaphors, in context.
ELA	Language	By the end of the IEP period, when reading text containing figurative language, [Student Name] will interpret figurative phrases with 85% accuracy in 3 of 4 attempts in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.L.5.5.A]	5	Interpret figurative language, including similes and metaphors, in context.
ELA	Language	By the end of the IEP period, using a vocabulary word bank, [Student Name] will spell and use 10 morphologically complex words with 85% accuracy in 3 of 4 writing opportunities as measured by rubric.	[CCSS.ELA-LITERACY.L.5.6]	5	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
ELA	Language	By the end of the IEP period, in context-specific writing, [Student Name] will include 12 advanced vocabulary words spelled correctly with 75% accuracy by the 8-week checkpoint as measured by writing rubric.	[CCSS.ELA-LITERACY.L.6.2.B]	6	Spell correctly.
ELA	Language	By the end of the IEP period, following focused vocabulary lessons, [Student Name] will spell content-specific science or social-studies terms with 85% accuracy on unit quizzes as measured by teacher data.	[CCSS.ELA-LITERACY.L.6.6]	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA	Language	By the end of the IEP period, when reading grade-level passages with 12 underlined words, [Student Name] will infer meanings from context and annotate definitions with at least 80% accuracy on weekly probes across 4 weeks as measured by a teacher checklist.	[CCSS.ELA-LITERACY.L.7.4.A]	7	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA	Language	By the end of the IEP period, when given grade-level science and history paragraphs that include 10 unknown terms, [Student Name] will use context to define each term with at least 80% accuracy on bi-weekly assessments over 4 weeks as measured by teacher records.	[CCSS.ELA-LITERACY.L.8.4.A]	8	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA	Language	By the end of the IEP period, when reading two 700–900-word literary texts containing 12 unfamiliar words, [Student Name] will determine meanings using context and annotate textual evidence with at least 85% accuracy on three consecutive weekly tasks as measured by a vocabulary rubric.	[CCSS.ELA-LITERACY.L.9-10.4.A]	9-10	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA	Language	By the end of the IEP period, when given 15 CVC-pattern words, [Student Name] will spell each correctly with 90% accuracy on bi-weekly assessments over 4 weeks as measured by teacher records.	[CCSS.ELA-LITERACY.L.K.2.D]	K	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
ELA	Language	By the end of the IEP period, [Student Name] will sort objects by a stated category (e.g., colour or shape) with 90% accuracy in 4 of 5 trials as measured by data sheet.	[CCSS.ELA-LITERACY.L.K.5.A]	K	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
ELA	Reading: Foundational Skills	By the end of the IEP period, when given a set of words, [Student Name] will blend individual phonemes to form words with 90% accuracy during 3 consecutive instructional sessions as measured by teacher records.	[CCSS.ELA-LITERACY.RF.1.2.B]	1	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
ELA	Reading: Foundational Skills	By the end of the IEP period, [Student Name] will isolate and pronounce the medial vowel sound in 10 two-syllable words with 80% accuracy across 3 consecutive sessions as measured by teacher data.	[CCSS.ELA-LITERACY.RF.1.2.C]	1	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when given a two- or three-syllable word, [Student Name] will orally segment and articulate each syllable with 90% accuracy in 4 out of 5 trials in literacy intervention as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.1.2.D]	1	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

ELA	Reading: Foundational Skills	By the end of the IEP period, when provided unfamiliar one-syllable words, [Student Name] will segment the phonemes and decode the words aloud with 80% accuracy in 4 out of 5 sessions in decoding instruction as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.1.2.D]	1	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
ELA	Reading: Foundational Skills	By the end of the IEP period, [Student Name] will segment sounds in 12 three-syllable words and spell each accurately with 80% proficiency during guided writing sessions as measured by teacher data.	[CCSS.ELA-LITERACY.RF.1.2.D]	1	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
ELA	Reading: Foundational Skills	By the end of the IEP period, when presented words containing digraphs and blends, [Student Name] will decode them correctly in 4 out of 5 trials as measured by curriculum-based measures.	[CCSS.ELA-LITERACY.RF.1.3.A]	1	Know the spelling-sound correspondences for common consonant digraphs.
ELA	Reading: Foundational Skills	By the end of the IEP period, after explicit phoneme-grapheme instruction, [Student Name] will decode words containing the taught grapheme with 90% accuracy in 3 out of 4 attempts in decoding instruction as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.1.3.A]	1	Know the spelling-sound correspondences for common consonant digraphs.
ELA	Reading: Foundational Skills	By the end of the IEP period, when presented with digraphs such as "sh" or "ch," [Student Name] will identify and articulate the corresponding sound with 85% accuracy in 4 out of 5 trials in phonics instruction as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.1.3.A]	1	Know the spelling-sound correspondences for common consonant digraphs.
ELA	Reading: Foundational Skills	By the end of the IEP period, using phonics flashcards, [Student Name] will spell 12 digraph words with 90% accuracy on assessments over 2 months as measured by teacher data.	[CCSS.ELA-LITERACY.RF.1.3.A]	1	Know the spelling-sound correspondences for common consonant digraphs.
ELA	Reading: Foundational Skills	By the end of the IEP period, during classroom reading, [Student Name] will pronounce single-syllable words with 95% accuracy across 3 trials as measured by teacher scoring.	[CCSS.ELA-LITERACY.RF.1.3.B]	1	Decode regularly spelled one-syllable words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when shown consonant-vowel-consonant (CVC) words, [Student Name] will decode them with 90% accuracy in 4 out of 5 opportunities as measured by decoding probes.	[CCSS.ELA-LITERACY.RF.1.3.B]	1	Decode regularly spelled one-syllable words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when provided short-vowel CVC words, [Student Name] will fluently decode and read them aloud with 90% accuracy in 3 out of 4 trials in decoding instruction as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.1.3.B]	1	Decode regularly spelled one-syllable words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when given a written word containing a consonant blend, [Student Name] will decode and read it aloud with 85% accuracy in 4 out of 5 attempts in decoding instruction as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.1.3.B]	1	Decode regularly spelled one-syllable words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when given word lists that include long and short vowel sounds, [Student Name] will read the words with 80% accuracy in 3 out of 5 trials as measured by teacher checklist.	[CCSS.ELA-LITERACY.RF.1.3.C]	1	Know final -e and common vowel team conventions for representing long vowel sounds.
ELA	Reading: Foundational Skills	By the end of the IEP period, when presented with teacher-selected words, [Student Name] will decode short- and long-vowel words with 85% accuracy across 3 assessment trials as measured by curriculum tests.	[CCSS.ELA-LITERACY.RF.1.3.C]	1	Know final -e and common vowel team conventions for representing long vowel sounds.
ELA	Reading: Foundational Skills	By the end of the IEP period, after explicit instruction in vowel and consonant patterns, [Student Name] will decode and read aloud 15 targeted words with 90% accuracy over 3 weekly tasks as measured by decoding probes.	[CCSS.ELA-LITERACY.RF.1.3.C]	1	Know final -e and common vowel team conventions for representing long vowel sounds.
ELA	Reading: Foundational Skills	By the end of the IEP period, when provided VCe patterned words, [Student Name] will decode them with 85% accuracy during 5 consecutive classroom sessions as measured by decoding probes.	[CCSS.ELA-LITERACY.RF.1.3.C]	1	Know final -e and common vowel team conventions for representing long vowel sounds.
ELA	Reading: Foundational Skills	By the end of the IEP period, [Student Name] will spell 15 silent-e words with 90% accuracy on bi-weekly tests over 10 weeks as measured by teacher records.	[CCSS.ELA-LITERACY.RF.1.3.C]	1	Know final -e and common vowel team conventions for representing long vowel sounds.
ELA	Reading: Foundational Skills	By the end of the IEP period, when reading words with varied endings, [Student Name] will segment and read patterned words with 85% consistency across 4 weekly opportunities in spelling practice as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.1.3.F]	1	Read words with inflectional endings.

ELA	Reading: Foundational Skills	By the end of the IEP period, when provided high-frequency sight words, [Student Name] will accurately recognize and read them aloud with 90% accuracy in 4 out of 5 trials in classroom literacy sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.1.3.F]	1	Read words with inflectional endings.
ELA	Reading: Foundational Skills	By the end of the IEP period, [Student Name] will recognize and pronounce high-frequency irregular words with 90% accuracy during individual reading across 4 of 6 sessions as measured by running records.	[CCSS.ELA-LITERACY.RF.1.3.G]	1	Recognize and read grade-appropriate irregularly spelled words.
ELA	Reading: Foundational Skills	By the end of the IEP period, during a one-minute timed reading, [Student Name] will read 25 sight words correctly with 90% accuracy over 3 trials as measured by fluency charts.	[CCSS.ELA-LITERACY.RF.1.3.G]	1	Recognize and read grade-appropriate irregularly spelled words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when shown sets of high-frequency words, [Student Name] will read 50 new words fluently with at least 80% accuracy in 4 out of 5 teacher-led trials as measured by word-list probes.	[CCSS.ELA-LITERACY.RF.1.3.G]	1	Recognize and read grade-appropriate irregularly spelled words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when presented with grade-level sight words, [Student Name] will recognize and read the words with 90% accuracy in 3 out of 4 trials in classroom literacy sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.1.3.G]	1	Recognize and read grade-appropriate irregularly spelled words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when provided unfamiliar words, [Student Name] will decode 20 words using phonetic strategies with 85% accuracy during 4 of 5 monitored sessions as measured by teacher logs.	[CCSS.ELA-LITERACY.RF.1.3]	1	Know and apply grade-level phonics and word analysis skills in decoding words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when practicing pseudo-words, [Student Name] will decode non-words using phonetic strategies with 85% accuracy in 4 of 6 practice sessions over 3 weeks as measured by teacher data.	[CCSS.ELA-LITERACY.RF.1.3]	1	Know and apply grade-level phonics and word analysis skills in decoding words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when decoding an unfamiliar word, [Student Name] will apply phonetic strategies with 75% accuracy in 3 of 5 trials as measured by reading probes.	[CCSS.ELA-LITERACY.RF.1.3]	1	Know and apply grade-level phonics and word analysis skills in decoding words.
ELA	Reading: Foundational Skills	By the end of the IEP period, [Student Name] will use speech-to-text software to decode 15 assigned words with 85% accuracy over 2 monitored attempts as measured by software reports.	[CCSS.ELA-LITERACY.RF.1.3]	1	Know and apply grade-level phonics and word analysis skills in decoding words.
ELA	Reading: Foundational Skills	By the end of the IEP period, through structured phonics activities, [Student Name] will decode and spell 12 unfamiliar consonant-blend words correctly in 3 of 4 attempts as measured by teacher checklists.	[CCSS.ELA-LITERACY.RF.1.3]	1	Know and apply grade-level phonics and word analysis skills in decoding words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when reading words containing consonant blends and digraphs, [Student Name] will decode 10 new words per week with 80% accuracy during monitored reading activities as measured by weekly logs.	[CCSS.ELA-LITERACY.RF.1.3]	1	Know and apply grade-level phonics and word analysis skills in decoding words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when reading sentences that contain sight words, [Student Name] will read and comprehend the sentences with 80% accuracy in 3 out of 4 trials in classroom literacy sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.1.4.A]	1	Read grade-level text with purpose and understanding.
ELA	Reading: Foundational Skills	By the end of the IEP period, when timed for one minute, [Student Name] will fluently read at least 50 words with no more than two errors in 3 out of 5 attempts in fluency assessments as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.1.4.B]	1	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
ELA	Reading: Foundational Skills	By the end of the IEP period, during timed reading, [Student Name] will read 50 words fluently per minute after 8 weeks of intervention as measured by curriculum-based fluency measures.	[CCSS.ELA-LITERACY.RF.1.4.B]	1	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
ELA	Reading: Foundational Skills	By the end of the IEP period, when presented grade-level word lists, [Student Name] will read 40 words in one minute with 85% accuracy in 3 out of 5 attempts in fluency practice as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.1.4.B]	1	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
ELA	Reading: Foundational Skills	By the end of the IEP period, when given a list of decodable words, [Student Name] will correctly read 20 words per minute with 85% accuracy during 4 consecutive fluency trials as measured by teacher records.	[CCSS.ELA-LITERACY.RF.1.4.B]	1	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

ELA	Reading: Foundational Skills	By the end of the IEP period, when reading words with blends, digraphs, or diphthongs, [Student Name] will decode and read the words with 85% accuracy in 4 out of 5 attempts in decoding instruction as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.2.3.B]	2	Know spelling-sound correspondences for additional common vowel teams.
ELA	Reading: Foundational Skills	By the end of the IEP period, when introduced to r-controlled vowels, [Student Name] will spell 10 words with 85% accuracy during weekly exercises over 2 months as measured by teacher charts.	[CCSS.ELA-LITERACY.RF.2.3.B]	2	Know spelling-sound correspondences for additional common vowel teams.
ELA	Reading: Foundational Skills	By the end of the IEP period, when completing daily audio drills of multisyllabic words, [Student Name] will segment each word correctly with 85% accuracy in 4 out of 5 sessions in fluency practice as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.2.3.C]	2	Decode two-syllable words with long vowels.
ELA	Reading: Foundational Skills	By the end of the IEP period, [Student Name] will apply prefix and suffix recognition to decode 12 words with 85% consistency during 3 consecutive lessons as measured by teacher records.	[CCSS.ELA-LITERACY.RF.2.3.D]	2	Decode words with common prefixes and suffixes.
ELA	Reading: Foundational Skills	By the end of the IEP period, through phonics worksheets, [Student Name] will spell 10 suffix words with 85% accuracy over 1 month as measured by teacher records.	[CCSS.ELA-LITERACY.RF.2.3.D]	2	Decode words with common prefixes and suffixes.
ELA	Reading: Foundational Skills	By the end of the IEP period, [Student Name] will spell 20 prefix words with 90% accuracy during classroom activities over a semester as measured by teacher data.	[CCSS.ELA-LITERACY.RF.2.3.D]	2	Decode words with common prefixes and suffixes.
ELA	Reading: Foundational Skills	By the end of the IEP period, when shown flashcards containing unfamiliar words, [Student Name] will decode and read at least 12 of 15 cards with 70% accuracy in 4 out of 5 attempts in classroom literacy sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.2.3]	2	Know and apply grade-level phonics and word analysis skills in decoding words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when provided a mixed list of familiar and unfamiliar words, [Student Name] will accurately read at least 20 of 25 words with 80% accuracy in 3 out of 4 trials in classroom literacy sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.2.3]	2	Know and apply grade-level phonics and word analysis skills in decoding words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when given 2–3 syllable words, [Student Name] will apply common word patterns to decode with 80% accuracy in 3 of 5 instances over 6 weeks as measured by work samples.	[CCSS.ELA-LITERACY.RF.2.3]	2	Know and apply grade-level phonics and word analysis skills in decoding words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when shown flashcards containing new vocabulary, [Student Name] will accurately read at least 15 of 20 words with 75% accuracy in 4 out of 5 attempts in classroom literacy sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.2.3]	2	Know and apply grade-level phonics and word analysis skills in decoding words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when provided word lists drawn from common texts, [Student Name] will decode and recognize the words with 85% accuracy in 3 out of 5 attempts in classroom literacy sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.2.3]	2	Know and apply grade-level phonics and word analysis skills in decoding words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when reading aloud, [Student Name] will use appropriate intonation, rhythm, and pitch in 4 out of 5 opportunities as measured by a prosody rating rubric.	[CCSS.ELA-LITERACY.RF.2.4.B]	2	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
ELA	Reading: Foundational Skills	By the end of the IEP period, after repeated reading practice, [Student Name] will increase fluency by five correct words per minute every two weeks while maintaining 85% accuracy in 4 out of 5 sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.2.4.B]	2	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
ELA	Reading: Foundational Skills	By the end of the IEP period, when reading connected text, [Student Name] will pause appropriately at punctuation and use accurate phrasing in 4 out of 5 trials as measured by prosody rubric.	[CCSS.ELA-LITERACY.RF.2.4.B]	2	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
ELA	Reading: Foundational Skills	By the end of the IEP period, [Student Name] will use context clues to decode 10 of 12 unfamiliar words over 6 trials during independent reading as measured by teacher anecdotal records.	[CCSS.ELA-LITERACY.RF.2.4.C]	2	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA	Reading: Foundational Skills	By the end of the IEP period, when studying common affixes, [Student Name] will explain meanings of prefixes and suffixes with 80% accuracy during 3 of 5 literacy activities over 4 weeks as measured by exit tickets.	[CCSS.ELA-LITERACY.RF.3.3.A]	3	Identify and know the meaning of the most common prefixes and derivational suffixes.

ELA	Reading: Foundational Skills	By the end of the IEP period, when encountering unfamiliar words, [Student Name] will identify prefixes, suffixes, and root words with 90% accuracy during 3 of 5 literacy sessions as measured by worksheets.	[CCSS.ELA-LITERACY.RF.3.3.A]	3	Identify and know the meaning of the most common prefixes and derivational suffixes.
ELA	Reading: Foundational Skills	By the end of the IEP period, when using a phonics-based decoding strategy, [Student Name] will read multisyllabic words with 85% accuracy in 3 out of 5 sessions in decoding instruction as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.3.3.C]	3	Decode multisyllable words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when presented multi-syllable words in isolation, [Student Name] will divide each word into syllables and read it fluently with 80% accuracy in 3 out of 5 opportunities as measured by curriculum-based assessment.	[CCSS.ELA-LITERACY.RF.3.3.C]	3	Decode multisyllable words.
ELA	Reading: Foundational Skills	By the end of the IEP period, after instruction on open vs. closed syllables, [Student Name] will spell 15 target words with 85% accuracy on weekly quizzes over 9 weeks as measured by teacher data.	[CCSS.ELA-LITERACY.RF.3.3.C]	3	Decode multisyllable words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when presented novel multisyllabic words, [Student Name] will accurately pronounce 12 of 15 words over 5 trials as measured by oral-reading rubrics.	[CCSS.ELA-LITERACY.RF.3.3.C]	3	Decode multisyllable words.
ELA	Reading: Foundational Skills	By the end of the IEP period, [Student Name] will spell 15 multisyllabic words with correct syllable division at 90% accuracy during group exercises over 8 weeks as measured by teacher data.	[CCSS.ELA-LITERACY.RF.3.3.C]	3	Decode multisyllable words.
ELA	Reading: Foundational Skills	By the end of the IEP period, given visual aids, [Student Name] will segment and blend multisyllabic words with 90% accuracy across 3 consecutive trials as measured by teacher data sheets.	[CCSS.ELA-LITERACY.RF.3.3.C]	3	Decode multisyllable words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when presented multisyllabic words, [Student Name] will decode and read each word with 85% accuracy in 4 out of 5 trials in decoding instruction as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.3.3.C]	3	Decode multisyllable words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when given a short passage with new vocabulary, [Student Name] will read at least 18 of 25 target words correctly with 72% accuracy in 4 out of 5 attempts in classroom literacy sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.3.3.]	3	Know and apply grade-level phonics and word analysis skills in decoding words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when using chunking strategies, [Student Name] will decode multisyllabic words with 85% accuracy across 3 classroom exercises per week as measured by teacher logs.	[CCSS.ELA-LITERACY.RF.3.3C]	3	Decode multisyllable words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when given multisyllabic words, [Student Name] will break them into syllables and decode them with 80% accuracy during 4 monitored trials as measured by work samples.	[CCSS.ELA-LITERACY.RF.3.3C]	3	Decode multisyllable words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when given grade-level text to read aloud, [Student Name] will accurately decode words with 90% accuracy in 4 out of 5 oral-reading opportunities as measured by running-record analysis.	[CCSS.ELA-LITERACY.RF.3.4.A]	3	Read grade-level text with purpose and understanding.
ELA	Reading: Foundational Skills	By the end of the IEP period, when reading aloud, [Student Name] will use appropriate pacing and expression with 80% accuracy in 3 of 5 trials in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.3.4.B]	3	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
ELA	Reading: Foundational Skills	By the end of the IEP period, during paired-reading activities, [Student Name] will increase fluency by 10 correct words per minute in 4 out of 5 sessions in peer-reading settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.3.4.B]	3	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
ELA	Reading: Foundational Skills	By the end of the IEP period, when provided a written passage, [Student Name] will read aloud fluently with correct pronunciation and pacing in 85% of trials across five sessions in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.3.4.B]	3	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

ELA	Reading: Foundational Skills	By the end of the IEP period, [Student Name] will identify and apply correct stress patterns in multisyllabic words, pronouncing them accurately in 90% of opportunities across 3 monitored sessions as measured by teacher checklists.	[CCSS.ELA-LITERACY.RF.4.3.A]	3	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
ELA	Reading: Foundational Skills	By the end of the IEP period, when reading narrative, informational, and functional texts, [Student Name] will demonstrate fluent phrasing with 90% accuracy in 4 out of 5 settings as measured by teacher rubric.	[CCSS.ELA-LITERACY.RF.4.4.B]	4	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
ELA	Reading: Foundational Skills	By the end of the IEP period, when reading grade-level text, [Student Name] will self-monitor and correct misunderstandings with 90% accuracy in 4 of 5 sessions in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.4.4.C]	4	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA	Reading: Foundational Skills	By the end of the IEP period, when reading aloud, [Student Name] will self-correct miscues 80% of the time in 4 out of 5 trials as measured by error-analysis records.	[CCSS.ELA-LITERACY.RF.4.4.C]	4	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA	Reading: Foundational Skills	By the end of the IEP period, when given grade-level text, [Student Name] will read aloud at ___ words per minute with 90% decoding accuracy in 4 out of 5 timed readings as measured by words-per-minute charts.	[CCSS.ELA-LITERACY.RF.4.4]	4	Read with sufficient accuracy and fluency to support comprehension.
ELA	Reading: Foundational Skills	By the end of the IEP period, when reading a passage that contains grade-level vocabulary, [Student Name] will identify and fluently read the words with 90% accuracy in 4 out of 5 attempts as measured by teacher word-recognition tally.	[CCSS.ELA-LITERACY.RF.4.4]	4	Read with sufficient accuracy and fluency to support comprehension.
ELA	Reading: Foundational Skills	By the end of the IEP period, when reading aloud at instructional level, [Student Name] will answer comprehension questions with 85% accuracy in 4 out of 5 trials as measured by teacher records, demonstrating the link between fluency and understanding.	[CCSS.ELA-LITERACY.RF.5.4]	5	Read with sufficient accuracy and fluency to support comprehension.
ELA	Reading: Foundational Skills	By the end of the IEP period, when listening to a read-aloud during circle time, [Student Name] will remain seated, track the print, and ask for clarification when needed, demonstrating all three behaviors with 100% accuracy in 4 out of 5 sessions as measured by teacher observation.	[CCSS.ELA-LITERACY.RF.K.1.A]	K	Follow words from left to right, top to bottom, and page by page.
ELA	Reading: Foundational Skills	By the end of the IEP period, when asked to name letters in sequence, [Student Name] will recognize and name letters A–G with 85% accuracy in 3 of 4 trials over 10 weeks as measured by teacher observation.	[CCSS.ELA-LITERACY.RF.K.1.D]	K	Recognize and name all upper- and lowercase letters of the alphabet.
ELA	Reading: Foundational Skills	By the end of the IEP period, [Student Name] will match uppercase to lowercase letters with 80% accuracy in 4 of 5 literacy trials as measured by work samples.	[CCSS.ELA-LITERACY.RF.K.1.D]	K	Recognize and name all upper- and lowercase letters of the alphabet.
ELA	Reading: Foundational Skills	By the end of the IEP period, when shown uppercase letter flashcards, [Student Name] will name all letters with 90% accuracy over 4 consecutive sessions as measured by teacher checklists.	[CCSS.ELA-LITERACY.RF.K.1.D]	K	Recognize and name all upper- and lowercase letters of the alphabet.
ELA	Reading: Foundational Skills	By the end of the IEP period, when presented lowercase letters, [Student Name] will identify them with 85% accuracy across 3 opportunities in a month as measured by informal probes.	[CCSS.ELA-LITERACY.RF.K.1.D]	K	Recognize and name all upper- and lowercase letters of the alphabet.
ELA	Reading: Foundational Skills	By the end of the IEP period, [Student Name] will match uppercase to lowercase letter pairs with 95% accuracy in 5 trials within a grading period as measured by teacher data.	[CCSS.ELA-LITERACY.RF.K.1D]	K	Recognize and name all upper- and lowercase letters of the alphabet.
ELA	Reading: Foundational Skills	By the end of the IEP period, when dictated 10 rhyming words, [Student Name] will spell at least 9 correctly (90%) over 1 month as measured by teacher records.	[CCSS.ELA-LITERACY.RF.K.2.A]	K	Recognize and produce rhyming words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when listening to verbal word pairs, [Student Name] will identify rhyming words with 85% accuracy in 3 out of 5 opportunities in phonological-awareness activities as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.K.2.A]	K	Recognize and produce rhyming words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when asked, [Student Name] will identify non-rhyming words within a set with 85% accuracy in 5 of 6 instructional activities as measured by work samples.	[CCSS.ELA-LITERACY.RF.K.2.A]	K	Recognize and produce rhyming words.

ELA	Reading: Foundational Skills	By the end of the IEP period, [Student Name] will generate and spell rhyming words for 15 prompts with 90% accuracy during small-group literacy activities as measured by teacher charts.	[CCSS.ELA-LITERACY.RF.K.2.A]	K	Recognize and produce rhyming words.
ELA	Reading: Foundational Skills	By the end of the IEP period, [Student Name] will blend individual phonemes to form and spell 10 words, succeeding in 4 of 5 trials as measured by teacher records.	[CCSS.ELA-LITERACY.RF.K.2.C]	K	Blend and segment onsets and rimes of single-syllable spoken words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when provided individual phonemes, [Student Name] will blend the sounds to form words with 90% accuracy in 4 out of 5 trials as measured by phoneme-blending probes.	[CCSS.ELA-LITERACY.RF.K.2.C]	K	Blend and segment onsets and rimes of single-syllable spoken words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when presented with spoken words, [Student Name] will identify initial, medial, and final phonemes with 85% accuracy in 4 of 5 trials in whole-group instruction as measured by teacher charting.	[CCSS.ELA-LITERACY.RF.K.2.D]	K	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when prompted, [Student Name] will segment spoken words into individual phonemes with 85% accuracy in 3 of 5 classroom trials as measured by teacher observation.	[CCSS.ELA-LITERACY.RF.K.2.D]	K	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when given spoken words, [Student Name] will identify the initial, medial, and final phonemes with 80% accuracy in 4 of 5 trials in small-group phonemic-awareness practice as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.K.2.D]	K	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when given one-syllable words, [Student Name] will isolate specified phonemes with 80% accuracy in 4 of 5 trials in targeted instruction as measured by teacher data.	[CCSS.ELA-LITERACY.RF.K.2.D]	K	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
ELA	Reading: Foundational Skills	By the end of the IEP period, [Student Name] will categorize 12 spoken words by initial sound with 90% proficiency during auditory exercises as measured by teacher records.	[CCSS.ELA-LITERACY.RF.K.2.D]	K	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
ELA	Reading: Foundational Skills	By the end of the IEP period, when provided a spoken word, [Student Name] will isolate and identify the individual phonemes with 85% accuracy in 3 out of 4 trials in literacy intervention as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.K.2.D]	K	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when given a spoken word, [Student Name] will segment it into individual phonemes with 80% accuracy in 4 out of 5 sessions as measured by teacher phoneme-segmentation records.	[CCSS.ELA-LITERACY.RF.K.2.D]	K	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
ELA	Reading: Foundational Skills	By the end of the IEP period, [Student Name] will recognize and correct initial sound errors in 12 words with 85% proficiency during guided practice as measured by teacher checklists.	[CCSS.ELA-LITERACY.RF.K.2.D]	K	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
ELA	Reading: Foundational Skills	By the end of the IEP period, when engaged in sound-manipulation tasks, [Student Name] will substitute individual phonemes to create new words with 80% accuracy during 5 teacher-led sessions as measured by data sheets.	[CCSS.ELA-LITERACY.RF.K.2.E]	K	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when manipulating sounds, [Student Name] will add or delete phonemes in spoken words to create new words with 80% accuracy across 4 of 5 trials as measured by teacher checklists.	[CCSS.ELA-LITERACY.RF.K.2.E]	K	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
ELA	Reading: Foundational Skills	By the end of the IEP period, when presented short one-syllable words, [Student Name] will segment and count the phonemes with 80% accuracy in 4 out of 5 trials in literacy intervention as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.K.2]	K	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
ELA	Reading: Foundational Skills	By the end of the IEP period, when provided verbal phonemes, [Student Name] will blend sounds to form a word with 90% accuracy during 3 consecutive sessions as measured by teacher logs.	[CCSS.ELA-LITERACY.RF.K.2]	K	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

ELA	Reading: Foundational Skills	By the end of the IEP period, when provided a list of words, [Student Name] will recognize rhyming words with 90% accuracy across 4 of 5 practice activities as measured by curriculum-based assessments.	[CCSS.ELA-LITERACY.RF.K.2]	K	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
ELA	Reading: Foundational Skills	By the end of the IEP period, when given a list of consonant sounds, [Student Name] will match each sound to its letter with 85% accuracy in 4 out of 5 trials in phonics instruction as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.K.3.A]	K	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
ELA	Reading: Foundational Skills	By the end of the IEP period, when presented with uppercase and lowercase letters, [Student Name] will verbally produce the corresponding sound with 90% accuracy in 4 out of 5 trials in phonics instruction as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.K.3.A]	K	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
ELA	Reading: Foundational Skills	By the end of the IEP period, when shown vowel letters, [Student Name] will produce the correct vowel sound with 80% accuracy in 3 out of 5 trials in phonics instruction as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.K.3.B]	K	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
ELA	Reading: Foundational Skills	By the end of the IEP period, when shown a list of high-frequency words, [Student Name] will correctly read 15 new words with 80% accuracy within 4 weeks as measured by sight-word inventories.	[CCSS.ELA-LITERACY.RF.K.3.C]	K	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
ELA	Reading: Foundational Skills	By the end of the IEP period, during reading, [Student Name] will recognize grade-level sight words with 90% accuracy across 5 reading probes as measured by curriculum-based assessment.	[CCSS.ELA-LITERACY.RF.K.3.C]	K	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
ELA	Reading: Foundational Skills	By the end of the IEP period, when presented with sentences containing sight words, [Student Name] will read them fluently with 90% accuracy in 3 of 5 attempts during classroom activities as measured by running records.	[CCSS.ELA-LITERACY.RF.K.3.C]	K	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
ELA	Reading: Foundational Skills	By the end of the IEP period, when presented everyday sight words, [Student Name] will read and match them to pictures with 90% accuracy over a 4-week period in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.K.3.C]	K	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
ELA	Reading: Foundational Skills	By the end of the IEP period, when given flashcards of daily-use words, [Student Name] will recognize and read each word with 90% accuracy in 3 of 4 activities in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.K.3.C]	K	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
ELA	Reading: Foundational Skills	By the end of the IEP period, when accessing a word wall, [Student Name] will identify and pronounce 10 targeted sight words with 85% accuracy over 3 attempts in one week as measured by teacher tally.	[CCSS.ELA-LITERACY.RF.K.3.C]	K	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
ELA	Reading: Foundational Skills	By the end of the IEP period, when given a list of high-frequency words, [Student Name] will read at least 20 of 25 words correctly with 80% accuracy in 4 out of 5 trials in classroom literacy sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.K.3.C]	K	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
ELA	Reading: Foundational Skills	By the end of the IEP period, when given a list of five sight words, [Student Name] will read and pronounce each word correctly with 85% accuracy in 4 of 5 trials in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RF.K.3.C]	K	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
ELA	Reading for Informational Text	By the end of the IEP period, when given a 150-word passage and 6 wh-questions, [Student Name] will answer questions about key details with at least 80% accuracy on weekly assessments across 4 weeks as measured by teacher records.	[CCSS.ELA-LITERACY.RI.1.1]	1	Ask and answer questions about key details in a text.
ELA	Reading for Informational Text	By the end of the IEP period, when given scholarly articles, [Student Name] will curate and cite at least 5 pieces of evidence that support a claim scoring at least 3/4 on weekly assignments across 4 weeks as measured by an evidence rubric and teacher records.	[CCSS.ELA-LITERACY.RI.11-12.1]	11-12	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
ELA	Reading for Informational Text	By the end of the IEP period, when after reading a 200-word article, [Student Name] will ask or answer 6 wh-questions with at least 85% accuracy on weekly probes across 4 weeks as measured by a response log.	[CCSS.ELA-LITERACY.RI.2.1]	2	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELA	Reading for Informational Text	By the end of the IEP period, when reading nonfiction text, [Student Name] will highlight and explain three key details with 80% accuracy in 4 of 5 trials in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.3.1]	3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ELA	Reading for Informational Text	By the end of the IEP period, when reading a passage, [Student Name] will answer "why" questions about key events with 90% accuracy in 3 of 5 sessions in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.3.1]	3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ELA	Reading for Informational Text	By the end of the IEP period, when reading a short passage, [Student Name] will identify three key details with 80% accuracy in 4 of 5 trials in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.3.1]	3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ELA	Reading for Informational Text	By the end of the IEP period, when prompted, [Student Name] will state the main idea of a short passage read aloud with 80% accuracy in 3 of 5 trials as measured by comprehension checks.	[CCSS.ELA-LITERACY.RI.3.2]	3	Determine the main idea of a text; recount the key details and explain how they support the main idea.
ELA	Reading for Informational Text	By the end of the IEP period, when asked, [Student Name] will explain relationships among events, ideas, or concepts in text with 90% accuracy in 4 of 5 sessions in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.3.3]	3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
ELA	Reading for Informational Text	By the end of the IEP period, when provided a timeline of events, [Student Name] will arrange the events in chronological order with 90% accuracy in 4 out of 5 trials in social-studies sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.3.3]	3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
ELA	Reading for Informational Text	By the end of the IEP period, after reading grade-level text, [Student Name] will identify one cause-and-effect relationship with 70% accuracy in 4 out of 5 opportunities as measured by comprehension checks.	[CCSS.ELA-LITERACY.RI.3.3]	3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
ELA	Reading for Informational Text	By the end of the IEP period, when asked about narrative, [Student Name] will explain cause-and-effect relationships with 80% accuracy in 3 of 5 exercises in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.3.3]	3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
ELA	Reading for Informational Text	By the end of the IEP period, when reading independently, [Student Name] will preview text features to aid comprehension with 80% accuracy in 3 of 5 instances in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.3.5]	3	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
ELA	Reading for Informational Text	By the end of the IEP period, when answering comprehension questions, [Student Name] will answer inferential questions with 75% accuracy in 3 of 4 trials in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.4.1]	4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ELA	Reading for Informational Text	By the end of the IEP period, when reading multi-paragraph material, [Student Name] will generate 3–5 questions about the content with 90% accuracy in 4 out of 5 reading activities in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.4.1]	4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ELA	Reading for Informational Text	By the end of the IEP period, when reading a paragraph, [Student Name] will identify the main idea and supporting details with 90% accuracy in 4 of 5 attempts in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.4.2]	4	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ELA	Reading for Informational Text	By the end of the IEP period, when asked to summarize, [Student Name] will state key details of the text with 80% accuracy in 3 of 4 attempts in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.4.2]	4	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ELA	Reading for Informational Text	By the end of the IEP period, when given a grade-level passage, [Student Name] will identify its main idea with 85% accuracy in 4 of 5 attempts in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.4.2]	4	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ELA	Reading for Informational Text	By the end of the IEP period, when given a short paragraph, [Student Name] will identify the main idea with 85% accuracy in 4 of 5 trials in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.4.2]	4	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

ELA	Reading for Informational Text	By the end of the IEP period, when given a passage, [Student Name] will summarize the main idea and three key details with 90% accuracy in 3 out of 5 opportunities as measured by written summaries.	[CCSS.ELA-LITERACY.RI.4.2]	4	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ELA	Reading for Informational Text	By the end of the IEP period, when tasked with reading an academic text, [Student Name] will identify the main idea and supporting details independently with 90% accuracy in 4 out of 5 attempts in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.4.2]	4	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ELA	Reading for Informational Text	By the end of the IEP period, when reading multi-paragraph text, [Student Name] will identify supporting details for the main idea with 85% accuracy in 3 of 4 trials in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.4.2]	4	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ELA	Reading for Informational Text	By the end of the IEP period, after reading a passage, [Student Name] will create a concept map illustrating key ideas with 85% completion in 3 of 5 activities in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.4.2]	4	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ELA	Reading for Informational Text	By the end of the IEP period, while reading, [Student Name] will summarize sections at intervals with 80% accuracy in 4 of 5 exercises in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.4.2]	4	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ELA	Reading for Informational Text	By the end of the IEP period, when reviewing a passage, [Student Name] will identify the main idea and supporting details with 90% accuracy in 4 of 5 attempts in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.4.2]	4	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ELA	Reading for Informational Text	By the end of the IEP period, when provided a graphic organizer, [Student Name] will identify the main idea and two supporting details of a passage with 85% accuracy in 4 of 5 reading activities as measured by comprehension checklists.	[CCSS.ELA-LITERACY.RI.4.2]	4	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ELA	Reading for Informational Text	By the end of the IEP period, when provided a passage, [Student Name] will summarize the main idea and supporting details with 85% accuracy in 3 of 4 trials in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.4.2]	4	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ELA	Reading for Informational Text	By the end of the IEP period, when reading informational text, [Student Name] will identify the main idea and two supporting details with 90% accuracy in 3 of 4 attempts in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.4.2]	4	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ELA	Reading for Informational Text	By the end of the IEP period, when provided a graphic organizer, [Student Name] will identify the main idea and three supporting details from a text with 85% accuracy in 5 out of 6 trials as measured by work samples.	[CCSS.ELA-LITERACY.RI.4.2]	4	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ELA	Reading for Informational Text	By the end of the IEP period, when reading nonfiction, [Student Name] will identify its organizational structure with 85% accuracy in 3 of 4 instances in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.4.5]	4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
ELA	Reading for Informational Text	By the end of the IEP period, when reading text and viewing a related graphic, [Student Name] will analyze how the graphic clarifies text with 90% accuracy in 3 of 4 instances in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.4.7]	4	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
ELA	Reading for Informational Text	By the end of the IEP period, when asked inference questions, [Student Name] will draw logical conclusions from evidence with 80% accuracy in 4 of 5 trials in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.5.1]	5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ELA	Reading for Informational Text	By the end of the IEP period, after reading a passage, [Student Name] will draw a logical conclusion and cite evidence with 75% accuracy in 3 out of 5 trials as measured by comprehension rubric.	[CCSS.ELA-LITERACY.RI.5.1]	5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELA	Reading for Informational Text	By the end of the IEP period, when reading informational text, [Student Name] will restate central themes in own words with 90% accuracy in 3 of 4 attempts in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.5.2]	5	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
ELA	Reading for Informational Text	By the end of the IEP period, when asked theme questions, [Student Name] will infer central ideas with 80% accuracy in 4 of 5 sessions in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.5.2]	5	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
ELA	Reading for Informational Text	By the end of the IEP period, when reading complex text, [Student Name] will determine the main idea and summarize concisely with 85% accuracy in 3 of 5 attempts in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.5.2]	5	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
ELA	Reading for Informational Text	By the end of the IEP period, when reading a long passage, [Student Name] will summarize main events or ideas with 85% accuracy in 3 of 5 attempts in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.5.2]	5	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
ELA	Reading for Informational Text	By the end of the IEP period, when presented two texts, [Student Name] will compare and contrast structures with 85% accuracy in 3 of 5 attempts in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.5.5]	5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
ELA	Reading for Informational Text	By the end of the IEP period, when reading mixed-media texts, [Student Name] will distinguish fact from opinion with 85% accuracy in 4 of 5 demonstrations in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.5.8]	5	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
ELA	Reading for Informational Text	By the end of the IEP period, when comparing two texts on the same topic, [Student Name] will identify similarities and differences with 80% accuracy in 3 of 5 assignments in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.5.9]	5	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
ELA	Reading for Informational Text	By the end of the IEP period, when performing comparative analysis, [Student Name] will identify two similarities and two differences with 85% accuracy in 3 of 5 efforts in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.5.9]	5	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
ELA	Reading for Informational Text	By the end of the IEP period, when asked to analyze implied meanings, [Student Name] will cite textual evidence to justify inferences with 80% accuracy in 3 of 4 trials in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.6.1]	6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Transition	Education/Training	By the end of the IEP period, when assigned reading material, [Student Name] will summarize key points with 80% accuracy in 4 out of 5 trials in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.6.2]	6	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA	Reading for Informational Text	By the end of the IEP period, when given news articles, [Student Name] will identify author bias or point of view with 80% accuracy in 3 of 4 attempts in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.6.6]	6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
ELA	Reading for Informational Text	By the end of the IEP period, when reading a passage, [Student Name] will identify and explain the author's purpose with 80% accuracy in 3 out of 5 trials as measured by comprehension probes.	[CCSS.ELA-LITERACY.RI.6.6]	6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
ELA	Reading for Informational Text	By the end of the IEP period, when reading persuasive text, [Student Name] will infer author purpose and provide evidence with 80% accuracy in 4 of 5 cases in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.6.6]	6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
ELA	Reading for Informational Text	By the end of the IEP period, when reading informational text, [Student Name] will infer the author's purpose with 85% accuracy in 4 of 5 instances in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.6.6]	6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
ELA	Reading for Informational Text	By the end of the IEP period, when given a historical document, [Student Name] will evaluate the author's perspective with 75% accuracy in 3 of 4 attempts in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.6.6]	6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

ELA	Reading for Informational Text	By the end of the IEP period, when presented argumentative text, [Student Name] will assess whether evidence supports claims with 85% accuracy in 3 of 5 instances in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.6.8]	6	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
ELA	Reading for Informational Text	By the end of the IEP period, when given two grade-level articles, [Student Name] will cite at least 3 pieces of evidence per prompt to support analysis scoring at least 3/4 on in 3 of 4 tasks across 4 weeks as measured by an evidence rubric.	[CCSS.ELA-LITERACY.RI.7.1]	7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELA	Reading for Informational Text	By the end of the IEP period, when provided multimedia sources, [Student Name] will integrate information to draw conclusions with 80% accuracy in 4 of 5 practices in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.7.7]	7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
ELA	Reading for Informational Text	By the end of the IEP period, when presented two texts on the same topic, [Student Name] will compare perspectives with 85% accuracy in 4 of 5 trials in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.7.9]	7	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
ELA	Reading for Informational Text	By the end of the IEP period, when reading persuasive text, [Student Name] will analyze argument strength using evidence with 80% accuracy in 3 of 4 sessions in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.8.8]	8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
ELA	Reading for Informational Text	By the end of the IEP period, when analyzing text, [Student Name] will distinguish facts from opinions with 90% accuracy in 3 of 4 trials in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.8.8]	8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
ELA	Reading for Informational Text	By the end of the IEP period, when reading persuasive articles, [Student Name] will evaluate argument credibility with 85% accuracy in 4 of 5 trials in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.8.8]	8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
ELA	Reading for Informational Text	By the end of the IEP period, when given two opposing arguments, [Student Name] will identify similarities and differences with 75% accuracy in 3 of 5 attempts in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RI.8.9]	8	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
ELA	Reading for Informational Text	By the end of the IEP period, when reading 900-word editorials, [Student Name] will cite at least 4 strong pieces of evidence with accurate page or line references in 3 consecutive weeks on weekly assignments across 3 weeks as measured by an evidence rubric.	[CCSS.ELA-LITERACY.RI.9-10.1]	9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELA	Reading for Informational Text	By the end of the IEP period, when participating in read-alouds of 3–4 sentences, [Student Name] will name the main topic and retell two details in 3 of 4 sessions on weekly observations across 4 weeks as measured by a teacher data sheet.	[CCSS.ELA-LITERACY.RI.K.2]	K	With prompting and support, identify the main topic and retell key details of a text.
ELA	Reading for Literature	By the end of the IEP period, when after a read-aloud story, [Student Name] will answer 5 teacher-posed wh-questions with at least 80% accuracy on in 3 of 4 sessions across 4 weeks as measured by a checklist.	[CCSS.ELA-LITERACY.RL.1.1]	1	Ask and answer questions about key details in a text.
ELA	Reading for Literature	By the end of the IEP period, when presented with a short passage, [Student Name] will answer comprehension questions with 90% accuracy in 4 of 5 attempts in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RL.1.1]	1	Ask and answer questions about key details in a text.
ELA	Reading for Literature	By the end of the IEP period, when given a complex literary text and a prompt, [Student Name] will integrate at least 5 evidence citations with commentary that advances the claim scoring at least 3/4 on in 3 of 4 essays across 4 weeks as measured by an evidence-and-commentary rubric.	[CCSS.ELA-LITERACY.RL.11-12.1]	11-12	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
ELA	Reading for Literature	By the end of the IEP period, when given a narrative text, [Student Name] will retell key events in correct sequence with 90% accuracy in 4 out of 5 sessions as measured by story-retell rubric.	[CCSS.ELA-LITERACY.RL.2.2]	2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
ELA	Reading for Literature	By the end of the IEP period, when given a narrative passage, [Student Name] will identify the sequence of events (beginning, middle, end) with 100% accuracy in 4 of 5 trials as measured by teacher records.	[CCSS.ELA-LITERACY.RL.2.5]	2	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

ELA	Reading for Literature	By the end of the IEP period, when shown an illustration, [Student Name] will accurately label the character's emotion and give one supporting detail with 80% accuracy in 4 of 5 trials as measured by teacher-made probes.	[CCSS.ELA-LITERACY.RL.2.7]	2	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
ELA	Reading for Literature	By the end of the IEP period, after reading, [Student Name] will answer three comprehension questions in complete sentences with 80% accuracy in 4 out of 5 trials as measured by teacher-made assessments.	[CCSS.ELA-LITERACY.RL.3.1]	3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ELA	Reading for Literature	By the end of the IEP period, after reading a passage, [Student Name] will answer at least three literal comprehension questions with 80% accuracy in 4 out of 5 sessions as measured by teacher-made quizzes.	[CCSS.ELA-LITERACY.RL.3.1]	3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Social/Behavior	Peer Interaction	By the end of the IEP period, when discussing peer interactions, [Student Name] will articulate at least one possible motivation for a peer's behavior with 75% accuracy in 3 of 4 discussions as measured by teacher checklist.	[CCSS.ELA-LITERACY.RL.3.3]	3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
ELA	Reading for Literature	By the end of the IEP period, when presented a social story, [Student Name] will identify characters' emotions with 80% accuracy in 4 of 5 trials as measured by comprehension sheet.	[CCSS.ELA-LITERACY.RL.3.3]	3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
ELA	Reading for Literature	By the end of the IEP period, when given a text, [Student Name] will compare and contrast two elements (e.g., characters or events) with 70% accuracy in 3 out of 5 trials as measured by Venn-diagram rubric.	[CCSS.ELA-LITERACY.RL.4.3]	4	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
ELA	Reading for Literature	By the end of the IEP period, when analyzing fiction, [Student Name] will explain setting significance and its impact on plot with 90% accuracy in 3 of 4 efforts in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RL.4.3]	4	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
ELA	Reading for Literature	By the end of the IEP period, when analyzing fiction, [Student Name] will identify character motivations and their impact on plot with 80% accuracy in 4 of 5 practices in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RL.4.3]	4	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
ELA	Reading for Literature	By the end of the IEP period, when given a narrative passage, [Student Name] will infer a character's emotions or motivations with 80% accuracy in 3 of 5 demonstrations in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RL.4.3]	4	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
ELA	Reading for Literature	By the end of the IEP period, when given grade-level reading passages, [Student Name] will determine meanings of unknown words using context clues with 80% accuracy in 4 out of 5 trials as measured by comprehension checks.	[CCSS.ELA-LITERACY.RL.4.4]	4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).
ELA	Reading for Literature	By the end of the IEP period, while reading, [Student Name] will independently apply a comprehension strategy (e.g., summarizing or predicting) in 3 out of 5 sessions as measured by reading logs.	[CCSS.ELA-LITERACY.RL.5.2]	5	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
ELA	Reading for Literature	By the end of the IEP period, when reading text, [Student Name] will compare and contrast key themes or characters with 80% accuracy in 3 of 5 sessions in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RL.5.3]	5	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
ELA	Reading for Literature	By the end of the IEP period, when reading poetry or figurative passages, [Student Name] will interpret deeper meaning with 75% accuracy in 3 of 5 practices in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RL.5.4]	5	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
ELA	Reading for Literature	By the end of the IEP period, when analyzing character motivations, [Student Name] will cite textual evidence with 80% accuracy in 3 of 4 exercises in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.RL.6.1]	6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELA	Reading for Literature	By the end of the IEP period, when given a passage, [Student Name] will identify the theme and cite evidence in 70% of cases across 3 out of 5 opportunities as measured by comprehension questions.	[CCSS.ELA-LITERACY.RL.6.2]	6	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELA	Reading for Literature	By the end of the IEP period, after reading a passage, [Student Name] will make and explain a text-to-self connection in 3 out of 5 trials as measured by oral retellings.	[CCSS.ELA-LITERACY.RL.6.2]	6	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA	Reading for Literature	By the end of the IEP period, after reading text, [Student Name] will accurately predict upcoming events in 4 out of 5 trials as measured by comprehension logs.	[CCSS.ELA-LITERACY.RL.6.5]	6	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
ELA	Reading for Literature	By the end of the IEP period, when given grade-level literature prompts, [Student Name] will cite at least 3 pieces of evidence with correct quotation or paraphrase scoring at least 3/4 on in 3 of 4 tasks across 4 weeks as measured by an analysis rubric.	[CCSS.ELA-LITERACY.RL.7.1]	7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELA	Reading for Literature	By the end of the IEP period, when given two 800-word excerpts, [Student Name] will select the strongest 3 or more pieces of evidence and justify why each is strongest in 3 of 4 tasks on weekly assignments across 4 weeks as measured by an evidence strength rubric.	[CCSS.ELA-LITERACY.RL.8.1]	8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
ELA	Reading for Literature	By the end of the IEP period, when writing literary analysis responses, [Student Name] will produce two claims each supported with 4–6 cited pieces of evidence with accurate attribution scoring at least 3/4 on across three weekly assignments as measured by an analysis rubric.	[CCSS.ELA-LITERACY.RL.9-10.1]	9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELA	Reading for Literature	By the end of the IEP period, when recounting a familiar story, [Student Name] will sequence events correctly with 75% accuracy in 3 of 5 language trials as measured by story retell rubric.	[CCSS.ELA-LITERACY.RL.K.2]	K	With prompting and support, retell familiar stories, including key details.
ELA	Reading for Science & Technical Subjects	By the end of the IEP period, when given a scientific text and a query, [Student Name] will cite specific textual evidence to support their analysis, noting important distinctions or gaps in the text, with at least 80% accuracy on weekly tasks across 4 weeks as measured by an evidence rubric.	[CCSS.ELA-LITERACY.RST.11-12.1]	11-12	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
ELA	Reading for Science & Technical Subjects	By the end of the IEP period, when given technical manuals or documentation, [Student Name] will extract and cite at least 4 precise details that support troubleshooting decisions in 3 of 4 tasks on weekly analyses across 4 weeks as measured by a citations-and-accuracy checklist.	[CCSS.ELA-LITERACY.RST.11-12.1]	11-12	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
ELA	Reading for Science & Technical Subjects	By the end of the IEP period, when given a complex multistep experiment protocol, [Student Name] will carry out the procedure and analyze the results according to the text's explanation with at least 85% accuracy on 3 consecutive lab tasks as measured by teacher observation and records.	[CCSS.ELA-LITERACY.RST.11-12.3]	11-12	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
ELA	Reading for Science & Technical Subjects	By the end of the IEP period, when reading multi-step directions, [Student Name] will follow all steps with 90% accuracy in 3 of 4 scenarios in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.RST.11-12.3]	11	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
ELA	Reading for Science & Technical Subjects	By the end of the IEP period, when given a grade-level science/technical text, [Student Name] will determine the central ideas or conclusions and provide an accurate summary in 3 out of 4 trials on weekly comprehension checks across 4 weeks as measured by teacher records.	[CCSS.ELA-LITERACY.RST.9-10.2]	9-10	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
ELA	Reading for Science & Technical Subjects	By the end of the IEP period, when given an 8-step lab protocol, [Student Name] will execute steps in order and record outcomes with at least 90% procedural accuracy on across 3 labs over 4 weeks as measured by a procedural checklist.	[CCSS.ELA-LITERACY.RST.9-10.3]	9-10	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
ELA	Reading for Science & Technical Subjects	By the end of the IEP period, when given a multistep lab protocol, [Student Name] will follow the steps precisely and record outcomes with at least 90% procedural accuracy across 3 lab sessions as measured by a procedural checklist.	[CCSS.ELA-LITERACY.RST.9-10.3]	9-10	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
ELA	Speaking & Listening	By the end of the IEP period, when participating in classroom dialogue, [Student Name] will identify relevant conversational turns with 90% accuracy in 3 of 5 trials as measured by teacher observation.	[CCSS.ELA-LITERACY.SL.1.1.A]	1	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

ELA	Speaking & Listening	By the end of the IEP period, when provided auditory input from peers, [Student Name] will restate key points accurately with 85% accuracy in 4 of 5 trials as measured by teacher data.	CCSS.ELA-LITERACY.SL.1.1.B	1	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
ELA	Speaking & Listening	By the end of the IEP period, when in a group discussion, [Student Name] will track and respond to peer comments appropriately with 80% accuracy in 3 of 4 trials as measured by teacher observation.	CCSS.ELA-LITERACY.SL.1.1	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
Communication	Pragmatics	By the end of the IEP period, during structured activities, [Student Name] will sustain a conversation for at least four back-and-forth exchanges in 4 of 5 trials per month as measured by conversation log.	CCSS.ELA-LITERACY.SL.1.1	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
ELA	Speaking & Listening	By the end of the IEP period, when given comprehension questions after listening to a story, [Student Name] will respond using key details with 90% accuracy in 4 of 5 trials as measured by teacher data.	CCSS.ELA-LITERACY.SL.1.2	1	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
ELA	Speaking & Listening	By the end of the IEP period, when asked factual questions about an audio segment, [Student Name] will respond correctly with 80% accuracy in 4 of 5 trials as measured by teacher data collection.	CCSS.ELA-LITERACY.SL.1.2	1	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
ELA	Speaking & Listening	By the end of the IEP period, when before scheduled seminars, [Student Name] will submit a preparation note with 2 claims, 2 questions, and 2 citations and draw on it in discussion in 3 of 4 meetings on over 4 weeks as measured by teacher records and a prep-note checklist.	CCSS.ELA-LITERACY.SL.11-12.1.A	11-12	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
Communication	Pragmatics	By the end of the IEP period, when given a natural peer-interaction opportunity, [Student Name] will initiate a conversation by offering a culturally respectful greeting and one open-ended question with 80% success in 4 of 5 observed settings as measured by teacher checklist.	CCSS.ELA-LITERACY.SL.2.1.A	2	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
Communication	Pragmatics	By the end of the IEP period, when engaged in verbal interaction, [Student Name] will demonstrate active engagement (e.g., eye contact, nodding, or verbal acknowledgement) for the length of the exchange in 4 of 5 trials as measured by teacher observation.	CCSS.ELA-LITERACY.SL.2.1	2	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
ELA	Speaking & Listening	By the end of the IEP period, when listening to personal narratives, [Student Name] will create summaries of key events with 85% accuracy in 4 of 5 trials as measured by teacher data.	CCSS.ELA-LITERACY.SL.2.2	2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
ELA	Speaking & Listening	By the end of the IEP period, when questioned about main ideas in a spoken lesson, [Student Name] will answer accurately with 85% accuracy in 3 of 4 trials as measured by teacher observation.	CCSS.ELA-LITERACY.SL.2.2	2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
ELA	Speaking & Listening	By the end of the IEP period, when given an auditory passage, [Student Name] will restate the content in their own words with 80% accuracy in 3 of 4 trials as measured by teacher observation.	CCSS.ELA-LITERACY.SL.2.2	2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
ELA	Speaking & Listening	By the end of the IEP period, when given a spoken story or passage, [Student Name] will identify at least three key details with 80% accuracy in 4 of 5 trials during listening activities as measured by teacher data collection.	CCSS.ELA-LITERACY.SL.2.2	2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
ELA	Speaking & Listening	By the end of the IEP period, when provided audio information, [Student Name] will retell details in sequence with 90% accuracy in 3 of 4 trials as measured by teacher observation.	CCSS.ELA-LITERACY.SL.2.2	2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
ELA	Speaking & Listening	By the end of the IEP period, during peer conversations, [Student Name] will tell a story that includes a clear beginning, middle, and end in 4 out of 5 opportunities as measured by teacher observation.	CCSS.ELA-LITERACY.SL.2.4	2	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
ELA	Speaking & Listening	By the end of the IEP period, when participating in social situations, [Student Name] will accurately recall and share information or details with peers with 90% accuracy in 4 of 5 opportunities as measured by teacher observation.	CCSS.ELA-LITERACY.SL.2.4	2	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
ELA	Speaking & Listening	By the end of the IEP period, in group settings, [Student Name] will contribute at least one idea in 4 of 5 opportunities as measured by participation checklist.	CCSS.ELA-LITERACY.SL.3.1.B	3	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Communication	Pragmatics	By the end of the IEP period, when participating in discussions, [Student Name] will ask at least one relevant follow-up question in 4 of 5 sessions as measured by teacher notes.	[CCSS.ELA-LITERACY.SL.3.1.C]	3	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
ELA	Speaking & Listening	By the end of the IEP period, during group reading, [Student Name] will take turns and answer questions in 4 out of 5 opportunities as measured by participation checklist.	[CCSS.ELA-LITERACY.SL.3.1]	3	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
ELA	Speaking & Listening	By the end of the IEP period, when listening to short scenarios, [Student Name] will differentiate causes from effects with 85% accuracy in 4 of 5 trials as measured by teacher data collection.	[CCSS.ELA-LITERACY.SL.3.2]	3	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA	Speaking & Listening	By the end of the IEP period, when listening to spoken scenarios, [Student Name] will predict logical outcomes with 80% accuracy in 3 of 4 trials as measured by teacher data.	[CCSS.ELA-LITERACY.SL.3.2]	3	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA	Speaking & Listening	By the end of the IEP period, when provided verbal academic content, [Student Name] will identify the central theme with 80% accuracy in 4 of 5 trials as measured by teacher observation.	[CCSS.ELA-LITERACY.SL.3.2]	3	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA	Speaking & Listening	By the end of the IEP period, when listening to a short oral passage, [Student Name] will determine the main idea with 85% accuracy in 3 of 5 trials as measured by teacher data collection.	[CCSS.ELA-LITERACY.SL.3.2]	3	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA	Speaking & Listening	By the end of the IEP period, when listening to lectures, [Student Name] will flag phrases that indicate main ideas with 80% accuracy in 4 of 5 trials as measured by teacher data.	[CCSS.ELA-LITERACY.SL.3.2]	3	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA	Speaking & Listening	By the end of the IEP period, when provided oral prompts, [Student Name] will identify likely next steps with 85% accuracy in 4 of 5 trials as measured by teacher observation.	[CCSS.ELA-LITERACY.SL.3.2]	3	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA	Speaking & Listening	By the end of the IEP period, when given verbal examples, [Student Name] will identify cause-and-effect relationships with 80% accuracy in 3 of 4 trials as measured by teacher observation.	[CCSS.ELA-LITERACY.SL.3.2]	3	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA	Speaking & Listening	By the end of the IEP period, when asked follow-up questions about an auditory presentation, [Student Name] will respond with accurate details with 90% accuracy in 4 of 5 trials as measured by teacher data collection.	[CCSS.ELA-LITERACY.SL.3.3]	3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Communication	Expressive Language	By the end of the IEP period, when sharing stories, [Student Name] will narrate events in chronological order using descriptive language in 4 of 5 opportunities as measured by narrative rubric.	[CCSS.ELA-LITERACY.SL.3.4]	3	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
ELA	Speaking & Listening	By the end of the IEP period, when presented with conflicting opinions, [Student Name] will express their viewpoint respectfully without raising their voice or becoming agitated with 80% accuracy in 3 out of 4 discussions as measured by teacher observation.	[CCSS.ELA-LITERACY.SL.4.1.B]	4	Follow agreed-upon rules for discussions and carry out assigned roles.
ELA	Speaking & Listening	By the end of the IEP period, when brainstorming in a collaborative setting, [Student Name] will generate at least 2 relevant ideas to contribute to the team goal in 3 out of 4 discussions in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.SL.4.1.B]	4	Follow agreed-upon rules for discussions and carry out assigned roles.
ELA	Speaking & Listening	By the end of the IEP period, when in group discussion, [Student Name] will accurately summarize peers' points with 85% accuracy in 3 of 4 instances in classroom discussions as measured by teacher data collection.	[CCSS.ELA-LITERACY.SL.4.1.C]	4	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
ELA	Speaking & Listening	By the end of the IEP period, during story discussions, [Student Name] will demonstrate active listening by giving relevant comments or paraphrases 80% of the time as measured by discussion rubric.	[CCSS.ELA-LITERACY.SL.4.1.C]	4	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Communication	Pragmatics	By the end of the IEP period, during classroom discussions, [Student Name] will contribute a relevant comment or question with 80% accuracy in 3 of 5 trials as measured by teacher data collection.	[CCSS.ELA-LITERACY.SL.4.1.C]	4	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
Communication	Pragmatics	By the end of the IEP period, during discussions, [Student Name] will contribute a relevant comment or question in 70% of 10 monitored opportunities as measured by participation tally.	[CCSS.ELA-LITERACY.SL.4.1.C]	4	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
ELA	Speaking & Listening	By the end of the IEP period, when listening to auditory classroom lessons, [Student Name] will summarize the key points with 85% accuracy in 3 of 4 trials as measured by teacher observation.	[CCSS.ELA-LITERACY.SL.4.2]	4	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA	Speaking & Listening	By the end of the IEP period, when presented auditory information in lecture format, [Student Name] will take notes on key details with 70% accuracy across 3 trials as measured by teacher review.	[CCSS.ELA-LITERACY.SL.4.2]	4	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA	Speaking & Listening	By the end of the IEP period, when asked to state the gist of an auditory lesson, [Student Name] will do so with 90% accuracy in 3 of 4 trials as measured by teacher data.	[CCSS.ELA-LITERACY.SL.4.2]	4	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA	Speaking & Listening	By the end of the IEP period, when listening to classroom discussions, [Student Name] will determine the speaker's perspective with 85% accuracy in 3 of 4 trials as measured by teacher observation.	[CCSS.ELA-LITERACY.SL.4.3]	4	Identify the reasons and evidence a speaker provides to support particular points.
ELA	Speaking & Listening	By the end of the IEP period, when completing auditory reasoning tasks, [Student Name] will explain stated connections with 90% accuracy in 3 of 5 trials as measured by teacher observation.	[CCSS.ELA-LITERACY.SL.4.3]	4	Identify the reasons and evidence a speaker provides to support particular points.
ELA	Speaking & Listening	By the end of the IEP period, when asked to infer the conclusion of a spoken story, [Student Name] will select the correct prediction with 90% accuracy in 3 of 4 trials as measured by teacher data.	[CCSS.ELA-LITERACY.SL.4.3]	4	Identify the reasons and evidence a speaker provides to support particular points.
ELA	Speaking & Listening	By the end of the IEP period, when listening to audio-based scenarios, [Student Name] will make logical inferences with 80% accuracy in 4 of 5 trials as measured by teacher data.	[CCSS.ELA-LITERACY.SL.4.3]	4	Identify the reasons and evidence a speaker provides to support particular points.
ELA	Speaking & Listening	By the end of the IEP period, when analyzing a speaker's point of view, [Student Name] will explain their reasoning with 90% accuracy in 4 of 5 trials as measured by teacher data.	[CCSS.ELA-LITERACY.SL.4.3]	4	Identify the reasons and evidence a speaker provides to support particular points.
ELA	Speaking & Listening	By the end of the IEP period, when participating in group discussions, [Student Name] will demonstrate active listening by paraphrasing or asking clarification questions with 85% consistency in 3 out of 4 group meetings in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.SL.5.1.C]	5	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
ELA	Speaking & Listening	By the end of the IEP period, when participating in group projects, [Student Name] will take on a defined role and contribute to the group goal in 4 out of 5 assignments with 85% accuracy in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.SL.5.1]	5	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
ELA	Speaking & Listening	By the end of the IEP period, when given auditory content, [Student Name] will draw accurate conclusions based on evidence with 85% accuracy in 3 of 4 trials as measured by teacher observation.	[CCSS.ELA-LITERACY.SL.5.3]	5	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Communication	Receptive Language	By the end of the IEP period, after receiving information, [Student Name] will paraphrase key points accurately in 4 of 5 instances as measured by teacher confirmation.	[CCSS.ELA-LITERACY.SL.5.3]	5	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
ELA	Speaking & Listening	By the end of the IEP period, when explaining ideas, [Student Name] will use purposeful gestures to enhance meaning in 4 of 5 opportunities as measured by presentation rubric.	[CCSS.ELA-LITERACY.SL.5.4]	5	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
ELA	Speaking & Listening	By the end of the IEP period, when working in a team setting, [Student Name] will acknowledge others' ideas respectfully and provide constructive feedback in 3 out of 4 instances with 90% participation in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.SL.6.1]	6	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

ELA	Speaking & Listening	By the end of the IEP period, when in group discussions, [Student Name] will articulate a viewpoint and engage respectfully with 85% accuracy in 3 of 5 sessions in classroom discussions as measured by teacher data collection.	[CCSS.ELA-LITERACY.SL.6.1]	6	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
ELA	Speaking & Listening	By the end of the IEP period, when speaking during class, [Student Name] will present ideas clearly using grade-level vocabulary and structured sentences in 85% of graded assignments in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.SL.6.4]	6	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
ELA	Speaking & Listening	By the end of the IEP period, in peer reviews, [Student Name] will provide respectful, actionable feedback to peers in 3 of 4 monthly reviews as measured by feedback rubric.	[CCSS.ELA-LITERACY.SL.7.1.C]	7	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
ELA	Speaking & Listening	By the end of the IEP period, when participating in seminars, [Student Name] will co-create discussion norms and self-monitor adherence scoring at least 3/4 on in 3 of 4 sessions over 4 weeks as measured by a discussion rubric.	[CCSS.ELA-LITERACY.SL.9-10.1.B]	9-10	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
ELA	Speaking & Listening	By the end of the IEP period, when during circle-time discussions, [Student Name] will follow rules for listening and turn-taking in 4 of 5 observations on over 4 weeks as measured by a participation checklist.	[CCSS.ELA-LITERACY.SL.K.1.A]	K	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
ELA	Writing	By the end of the IEP period, when given a prompt and a graphic organizer, [Student Name] will write an opinion piece that introduces the topic, states an opinion with a reason, and provides a sense of closure in 3 of 4 opportunities on weekly writing tasks across 4 weeks as measured by a writing rubric.	[CCSS.ELA-LITERACY.W.1.1]	1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
ELA	Writing	By the end of the IEP period, when given a grade-level topic and a visual organizer, [Student Name] will write an informative text naming the topic, supplying at least two facts about it, and providing a sense of closure in 3 of 4 trials on weekly tasks across 4 weeks as measured by teacher records.	[CCSS.ELA-LITERACY.W.1.2]	1	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
ELA	Writing	By the end of the IEP period, when provided a sequence prompt (first/then/last), [Student Name] will write a narrative recounting two or more sequenced events with some details, using temporal words and providing closure, in 3 of 4 trials on weekly story prompts across 4 weeks as measured by a narrative writing checklist.	[CCSS.ELA-LITERACY.W.1.3]	1	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
ELA	Writing	By the end of the IEP period, when given a substantive topic and source materials, [Student Name] will write an argumentative essay that supports a precise claim with relevant and sufficient evidence while maintaining a formal style, scoring at least 3/4 on an analytic rubric across three assignments as measured by teacher assessment.	[CCSS.ELA-LITERACY.W.11-12.1]	11-12	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.

					Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELA	Writing	By the end of the IEP period, when given a complex topic and research materials, [Student Name] will produce an informative/explanatory text that effectively organizes and conveys complex ideas with domain-specific vocabulary, scoring at least 3/4 on an analytic rubric in 3 of 4 trials across 6 weeks as measured by teacher records.	[CCSS.ELA-LITERACY.W.11-12.2]	11-12	
ELA	Writing	By the end of the IEP period, when given an open-ended research question, [Student Name] will conduct a short research project that uses multiple sources and develops additional focused questions for exploration, completing the project in 3 out of 4 opportunities across a grading period as measured by a project rubric.	[CCSS.ELA-LITERACY.W.11-12.7]	11-12	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ELA	Writing	By the end of the IEP period, when given a text, [Student Name] will write one complete sentence stating the main idea with correct capitalization and punctuation in 4 out of 5 opportunities as measured by writing samples.	[CCSS.ELA-LITERACY.W.2.2]	2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
ELA	Writing	By the end of the IEP period, [Student Name] will produce written pieces that include a beginning, middle, and end and appropriate transition words in 100% of assessed pieces as measured by rubric scores.	[CCSS.ELA-LITERACY.W.3.3.C]	3	Use temporal words and phrases to signal event order.
ELA	Writing	By the end of the IEP period, when writing narratives, [Student Name] will include three sensory details with 85% accuracy in 3 of 4 attempts in writing sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.W.3.3.D]	3	Use temporal words and phrases to signal event order.
ELA	Writing	By the end of the IEP period, when using a writing checklist, [Student Name] will edit punctuation and spelling errors with 80% accuracy in 4 of 5 trials in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.W.3.5]	3	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
ELA	Writing	By the end of the IEP period, when reading, [Student Name] will identify transition words connecting ideas with 80% accuracy in 3 of 4 trials in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.W.4.1.C]	4	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
ELA	Writing	By the end of the IEP period, when completing a written assignment, [Student Name] will organize thoughts into clear sentences and paragraphs with 80% accuracy in 4 of 5 trials in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.W.4.2.A]	4	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

Transition	Education/Training	By the end of the IEP period, when writing an essay, [Student Name] will include a clear introduction, body, and conclusion with 85% accuracy in 3 out of 4 assignments in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.W.4.2.A]	4	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
ELA	Writing	By the end of the IEP period, when provided a prompt, [Student Name] will compose a coherent paragraph with topic, details, and concluding sentence with 85% accuracy in 4 of 5 trials in writing sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.W.4.2.A]	4	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
ELA	Writing	By the end of the IEP period, when given a writing prompt, [Student Name] will construct a paragraph with a clear topic sentence and supporting details with 90% accuracy in 3 of 5 attempts in writing sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.W.4.2.A]	4	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
ELA	Writing	By the end of the IEP period, [Student Name] will develop ideas fully by writing passages containing (x) paragraphs and at least (x) details per paragraph in accordance with a teacher rubric as measured by rubric scores.	[CCSS.ELA-LITERACY.W.4.2.B]	4	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
ELA	Writing	By the end of the IEP period, when provided with a structured template, [Student Name] will write a cohesive paragraph containing a topic sentence, supporting details, and a conclusion with 85% accuracy in 4 out of 5 writing tasks as measured by rubric-based scoring.	[CCSS.ELA-LITERACY.W.4.2]	4	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ELA	Writing	By the end of the IEP period, when reflecting on reading, [Student Name] will write a journal entry connecting text to personal experience with 75% completion in 3 of 5 trials in writing sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.W.4.3.A]	4	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
ELA	Writing	By the end of the IEP period, when given a writing assignment, [Student Name] will independently create an outline containing the main topic and supporting points in 100% of assignments as measured by teacher feedback.	[CCSS.ELA-LITERACY.W.4.5]	4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELA	Writing	By the end of the IEP period, when using a graphic organizer before writing an argumentative essay, [Student Name] will structure ideas with 95% accuracy in 4 of 5 attempts in writing sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.W.5.1.A]	5	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
ELA	Writing	By the end of the IEP period, when given a text, [Student Name] will create an outline of introduction, body, and conclusion with 80% accuracy in 3 of 5 practices in classroom reading sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.W.5.2.A]	5	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
ELA	Writing	By the end of the IEP period, after reading a passage, [Student Name] will write a brief summary including the main idea and two key details in 4 out of 5 sessions as measured by summary rubric.	[CCSS.ELA-LITERACY.W.5.2]	5	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ELA	Writing	By the end of the IEP period, [Student Name] will compose five-paragraph essays that follow proper structure and clearly address the given prompt in 100% of scored essays as measured with a rubric.	[CCSS.ELA-LITERACY.W.5.4]	5	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
ELA	Writing	By the end of the IEP period, when revising writing, [Student Name] will correct grammatical errors and improve coherence with 90% accuracy in 3 of 4 drafts in writing sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.W.5.5]	5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
ELA	Writing	By the end of the IEP period, when writing an argumentative essay, [Student Name] will develop a clear thesis supported by evidence with 80% accuracy in 4 of 5 essays in writing sessions as measured by teacher data collection.	[CCSS.ELA-LITERACY.W.6.1.A]	6	Introduce claim(s) and organize the reasons and evidence clearly.
ELA	Writing	By the end of the IEP period, when writing an academic response, [Student Name] will communicate the main idea and supporting details effectively with at least 85% clarity in 4 out of 5 writing assignments in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.W.6.2]	6	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

ELA	Writing	By the end of the IEP period, when provided a grade-level prompt and an outline template, [Student Name] will produce a multi-paragraph argumentative essay that meets standard criteria (organization, development, and style) scoring at least 3/4 on an analytic rubric across three weekly tasks as measured by a standards-aligned writing rubric.	[CCSS.ELA-LITERACY.W.7.1]	7	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
ELA	Writing	By the end of the IEP period, when provided a grade-level topic and an outline, [Student Name] will produce a multi-paragraph informative/explanatory text that meets standard criteria (clarity, organization, and content) scoring at least 3/4 on an analytic rubric across three weekly tasks as measured by a standards-aligned writing rubric.	[CCSS.ELA-LITERACY.W.7.2]	7	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
ELA	Writing	By the end of the IEP period, when given a research question and several sources, [Student Name] will conduct a short research project and present findings, refocusing the inquiry when necessary, in 3 out of 4 project check-ins across 4 weeks as measured by a research project rubric.	[CCSS.ELA-LITERACY.W.7.7]	7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ELA	Writing	By the end of the IEP period, when given a grade-level argumentative prompt and an outline, [Student Name] will produce a multi-paragraph argument that includes clear claims, counterclaims, and supporting evidence, scoring at least 3/4 on an analytic rubric across three weekly assignments as measured by a standards-aligned rubric.	[CCSS.ELA-LITERACY.W.8.1]	8	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

ELA	Writing	By the end of the IEP period, when provided a grade-level topic and an outline template, [Student Name] will write a multi-paragraph informative/explanatory composition with appropriate organization and development, scoring at least 3/4 on an analytic rubric in 3 of 4 attempts across 3 weeks as measured by a standards-aligned rubric.	[CCSS.ELA-LITERACY.W.8.2]	8	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
ELA	Writing	By the end of the IEP period, when given a research assignment with multiple sources, [Student Name] will gather relevant information and accurately quote or paraphrase from at least three sources while avoiding plagiarism, in 3 out of 4 trials on weekly research tasks across 4 weeks as measured by a source-use checklist.	[CCSS.ELA-LITERACY.W.8.8]	8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism.
ELA	Writing	By the end of the IEP period, when provided a grade-level argumentative prompt and resource materials, [Student Name] will write an argumentative essay that includes well-organized claims and counterclaims supported by relevant evidence, scoring at least 3/4 on a grade-level rubric across three bi-weekly writing samples as measured by a standards-aligned writing rubric.	[CCSS.ELA-LITERACY.W.9-10.1]	9-10	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.

				Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELA	Writing	By the end of the IEP period, when given a complex topic and reference texts, [Student Name] will write an informative/explanatory essay that conveys ideas clearly and accurately, scoring at least 3/4 on a standards-based rubric across three writing tasks as measured by teacher records.	[CCSS.ELA-LITERACY.W.9-10.2]	9-10
ELA	Writing	By the end of the IEP period, when given various writing assignments, [Student Name] will produce clear and coherent writing appropriate to the task, purpose, and audience in at least 3 out of 4 attempts on bi-weekly assignments across 8 weeks as measured by a teacher scoring guide.	[CCSS.ELA-LITERACY.W.9-10.4]	9-10
ELA	Writing	By the end of the IEP period, when given a familiar topic and drawing materials, [Student Name] will use drawing, dictating, and writing to compose an opinion piece that names the topic and states an opinion in 4 out of 5 trials on bi-weekly probes across 4 weeks as measured by a writing checklist.	[CCSS.ELA-LITERACY.W.K.1]	K
ELA	Writing	By the end of the IEP period, when given a familiar topic and prompts, [Student Name] will use drawing, dictating, and writing to compose an informative text that names the topic and includes at least one fact, in 4 out of 5 trials on bi-weekly checks across 4 weeks as measured by teacher records.	[CCSS.ELA-LITERACY.W.K.2]	K
ELA	Writing	By the end of the IEP period, when asked to recount an event, [Student Name] will use drawing, dictating, and writing to narrate an event or series of events in order and provide a reaction, achieving this in 4 of 5 trials on weekly story retells across 4 weeks as measured by a narrative checklist.	[CCSS.ELA-LITERACY.W.K.3]	K
Math	Geometry	By the end of the IEP period, when given examples of shapes, [Student Name] will distinguish defining attributes (e.g., number of sides) from non-defining attributes (e.g., color) and draw shapes that have specified defining attributes in 4 out of 5 trials on bi-weekly probes as measured by a teacher checklist.	[CCSS.MATH.CONTENT.1.G.A.1]	1
Math	Geometry	By the end of the IEP period, when using attribute cards and drawing tools, [Student Name] will sort and draw shapes by defining attributes with at least 90% accuracy on across 3 weeks as measured by teacher records.	[CCSS.MATH.CONTENT.1.G.A.1]	1
Math	Measurement & Data	By the end of the IEP period, when presented with pictorial data, [Student Name] will compare quantities and state which is greater, lesser, or equal with 90% accuracy in 3 out of 5 trials in classroom math sessions as measured by teacher data collection.	[CCSS.MATH.CONTENT.1.MD.C.4]	1

Math	Number & Operations in Base Ten	By the end of the IEP period, when given a set of written numbers, [Student Name] will identify numbers 1-100 with 90% accuracy in 4 out of 5 trials in classroom math sessions as measured by teacher data collection.	[CCSS.MATH.CONTENT.1.NBT.A.1]	1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
Math	Operations & Algebraic Thinking	By the end of the IEP period, when presented with word problems involving basic addition or subtraction, [Student Name] will identify relevant information, select the correct operation, and solve with 90% accuracy in 3 out of 5 trials in classroom math sessions as measured by teacher data collection.	[CCSS.MATH.CONTENT.1.OA.A.1]	1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Math	Operations & Algebraic Thinking	By the end of the IEP period, when presented with basic subtraction problems up to 20, [Student Name] will solve them with 85% accuracy in 4 out of 5 opportunities in classroom math sessions as measured by teacher data collection.	[CCSS.MATH.CONTENT.1.OA.C.6]	1	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
Math	Geometry	By the end of the IEP period, when given shape prompts, [Student Name] will draw or select shapes with requested attributes in 8 of 10 trials on on weekly probes across 4 weeks as measured by teacher records.	[CCSS.MATH.CONTENT.2.G.A.1]	2	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
Math	Geometry	By the end of the IEP period, when given shape criteria (e.g., a shape with 6 angles), [Student Name] will draw a shape meeting the criteria and correctly identify common shapes (triangles, quadrilaterals, pentagons, hexagons, cubes) with 80% accuracy on weekly tasks across 4 weeks as measured by teacher records.	[CCSS.MATH.CONTENT.2.G.A.1]	2	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
Math	Measurement & Data	By the end of the IEP period, [Student Name] will use a ruler to measure objects to the nearest inch with 90% accuracy in 4 of 5 math trials as measured by teacher checklist.	[CCSS.MATH.CONTENT.2.MD.A.1]	2	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
Math	Measurement & Data	By the end of the IEP period, when given real-life items, [Student Name] will estimate and measure their length in inches and centimeters with 90% accuracy in 4 out of 5 trials in classroom or community settings as measured by teacher data collection.	[CCSS.MATH.CONTENT.2.MD.A.1]	2	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
Math	Measurement & Data	By the end of the IEP period, when given a number line, [Student Name] will plot numbers correctly with 85% accuracy in 4 out of 5 attempts in classroom math sessions as measured by teacher data collection.	[CCSS.MATH.CONTENT.2.MD.B.6]	2	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
Math	Measurement & Data	By the end of the IEP period, when prompted with questions about time units, [Student Name] will accurately define and give examples of minutes, hours, days, weeks, and months with 90% accuracy across 4 out of 5 probes as measured by teacher data.	[CCSS.MATH.CONTENT.2.MD.C.7]	2	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
Math	Measurement & Data	By the end of the IEP period, when provided with a clock, [Student Name] will identify the correct time to the nearest five minutes with 85% accuracy in 4 out of 5 trials in classroom or community settings as measured by teacher data collection.	[CCSS.MATH.CONTENT.2.MD.C.7]	2	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
Math	Measurement & Data	By the end of the IEP period, when faced with real-life money scenarios, [Student Name] will calculate total cost and determine correct change with 80% accuracy in 3 out of 5 trials in community-based instruction as measured by teacher data collection.	[CCSS.MATH.CONTENT.2.MD.C.8]	2	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
Math	Measurement & Data	By the end of the IEP period, when given a monetary amount up to \$10, [Student Name] will count out the correct coins with 90% accuracy in 4 out of 5 trials in community-based instruction as measured by teacher data collection.	[CCSS.MATH.CONTENT.2.MD.C.8]	2	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
Math	Measurement & Data	By the end of the IEP period, [Student Name] will count coins and make correct change up to \$1.00 with 75% accuracy in 3 of 5 trials as measured by work samples.	[CCSS.MATH.CONTENT.2.MD.C.8]	2	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Math	Measurement & Data	By the end of the IEP period, when given receipts or budgets, [Student Name] will calculate total cost and change with 80% accuracy in 3 of 5 opportunities as measured by work samples. [CCSS.MATH.CONTENT.2.MD.C.8]	2	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
Math	Number & Operations in Base Ten	By the end of the IEP period, when asked to skip-count, [Student Name] will count by 2s, 5s, and 10s up to 100 with 80% accuracy in 3 out of 5 trials in classroom math sessions as measured by teacher data collection. [CCSS.MATH.CONTENT.2.NBT.A.2]	2	Count within 1000; skip-count by 5s, 10s, and 100s.
Math	Operations & Algebraic Thinking	By the end of the IEP period, when given a single-step word problem, [Student Name] will independently select the correct mathematical operation with 100% accuracy in 4 of 5 trials as measured quarterly by teacher data. [CCSS.MATH.CONTENT.2.OA.A.1]	2	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Math	Operations & Algebraic Thinking	By the end of the IEP period, when on mixed sets of 10 word problems, [Student Name] will solve correctly with at least 8 correct on across three weekly probes as measured by teacher records. [CCSS.MATH.CONTENT.2.OA.A.1]	2	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Math	Operations & Algebraic Thinking	By the end of the IEP period, when given a timed math-facts worksheet, [Student Name] will complete the worksheet with at least 85% accuracy in 5 of 6 trials as measured by teacher observation. [CCSS.MATH.CONTENT.2.OA.B.2]	2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
Math	Geometry	By the end of the IEP period, when given a set of shapes, [Student Name] will classify them by shared attributes (e.g., recognizing squares, rectangles, and rhombuses all as quadrilaterals) and draw an example of a quadrilateral that does not fit a given subcategory in 3 of 4 trials on weekly tasks across 4 weeks as measured by a teacher checklist. [CCSS.MATH.CONTENT.3.G.A.1]	3	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
Math	Geometry	By the end of the IEP period, when given mixed polygon sets, [Student Name] will classify polygons and justify category membership in 8 of 10 items on across 3 sessions over 4 weeks as measured by teacher records. [CCSS.MATH.CONTENT.3.G.A.1]	3	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
Math	Measurement & Data	By the end of the IEP period, when given a list of daily tasks, [Student Name] will estimate the time required in minutes with 80% accuracy in 4 out of 5 attempts in life-skills sessions as measured by teacher data collection. [CCSS.MATH.CONTENT.3.MD.A.1]	3	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
Math	Measurement & Data	By the end of the IEP period, when given a recipe, [Student Name] will measure ingredients accurately using measuring cups or spoons 90% of the time in 3 out of 5 trials in kitchen-based instruction as measured by teacher data collection. [CCSS.MATH.CONTENT.3.MD.A.2]	3	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
Math	Number & Operations in Base Ten	By the end of the IEP period, when on curriculum-based measurement probes of 12 items, [Student Name] will solve multi-digit addition and subtraction problems with at least 10 correct on across 3 weeks as measured by CBM scoring. [CCSS.MATH.CONTENT.3.NBT.A.2]	3	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
Math	Number & Operations—Fractions	By the end of the IEP period, when working with number-line tasks, [Student Name] will place 10 fractions correctly on a number line with at least 80% accuracy on across 3 probes over 4 weeks as measured by teacher records. [CCSS.MATH.CONTENT.3.NF.A.2]	3	Understand a fraction as a number on the number line; represent fractions on a number line diagram.

Math	Operations & Algebraic Thinking	By the end of the IEP period, when provided multiplication problems up to 12×12 , [Student Name] will solve them with 80% accuracy in 3 out of 5 trials in classroom math sessions as measured by teacher data collection.	[CCSS.MATH.CONTENT.3.OA.C.7]	3	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
Math	Operations & Algebraic Thinking	By the end of the IEP period, when presented with division problems up to $144 \div 12$, [Student Name] will solve them with 75% accuracy in 4 out of 5 trials in classroom math sessions as measured by teacher data collection.	[CCSS.MATH.CONTENT.3.OA.C.7]	3	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
Math	Operations & Algebraic Thinking	By the end of the IEP period, when given a multi-step word problem involving addition or subtraction, [Student Name] will identify the correct operation in 4 out of 5 opportunities with 80% accuracy in classroom math sessions as measured by teacher data collection.	[CCSS.MATH.CONTENT.3.OA.D.8]	3	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Math	Operations & Algebraic Thinking	By the end of the IEP period, when shown grouped items, [Student Name] will estimate the total quantity within 2 units of accuracy in 3 out of 5 opportunities in classroom math sessions as measured by teacher data collection.	[CCSS.MATH.CONTENT.3.OA.D.8]	3	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Math	Operations & Algebraic Thinking	By the end of the IEP period, when given a real-world scenario such as estimating total cost at a store, [Student Name] will make a reasonable estimation with 85% accuracy in 4 out of 5 opportunities in community-based instruction as measured by teacher data collection.	[CCSS.MATH.CONTENT.3.OA.D.8]	3	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Math	Operations & Algebraic Thinking	By the end of the IEP period, when given mathematical equations, [Student Name] will identify whether each equation follows a consistent pattern with 80% accuracy in 3 out of 5 trials in classroom math sessions as measured by teacher data collection.	[CCSS.MATH.CONTENT.3.OA.D.9]	3	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
Math	Geometry	By the end of the IEP period, when given pictures of shapes, [Student Name] will sort them as symmetrical or asymmetrical with 80% accuracy in 4 out of 5 trials in art/math sessions as measured by teacher data collection.	[CCSS.MATH.CONTENT.4.G.A.3]	4	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
Math	Geometry	By the end of the IEP period, when presented with incomplete shapes, [Student Name] will draw symmetrical reflections with 80% accuracy in 3 out of 5 trials in classroom math sessions as measured by teacher data collection.	[CCSS.MATH.CONTENT.4.G.A.3]	4	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
Math	Measurement & Data	By the end of the IEP period, when presented with various containers, [Student Name] will identify the appropriate unit of measurement (ounces, cups, liters) with 85% accuracy in 4 out of 5 trials in classroom settings as measured by teacher data collection.	[CCSS.MATH.CONTENT.4.MD.A.1]	4	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
Math	Measurement & Data	By the end of the IEP period, when using a protractor, [Student Name] will measure angles in degrees with 85% accuracy in 3 out of 5 trials in classroom math sessions as measured by teacher data collection.	[CCSS.MATH.CONTENT.4.MD.C.6]	4	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
Math	Number & Operations in Base Ten	By the end of the IEP period, when given 20 numbers up to the millions place, [Student Name] will round each to the stated place value with at least 85% accuracy on across three weekly assessments as measured by teacher records.	[CCSS.MATH.CONTENT.4.NBT.A.3]	4	Use place value understanding to round multi-digit whole numbers to any place.

Math	Number & Operations—Fractions	By the end of the IEP period, when given 12 fraction pairs, [Student Name] will compare using symbols and justify reasoning with at least 85% accuracy on across 3 weeks as measured by teacher records.	[CCSS.MATH.CONTENT.4.NF.A.2]	4	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
Math	Operations & Algebraic Thinking	By the end of the IEP period, when solving multi-step problems, [Student Name] will follow all steps systematically and reach the correct solution with 75% accuracy in 4 out of 5 attempts in classroom math sessions as measured by teacher data collection.	[CCSS.MATH.CONTENT.4.OA.A.3]	4	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Math	Operations & Algebraic Thinking	By the end of the IEP period, when math instruction is broken into steps, [Student Name] will solve multi-step math problems with 90% accuracy in 5 out of 6 practice sets as measured by work samples.	[CCSS.MATH.CONTENT.4.OA.A.3]	4	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Math	Operations & Algebraic Thinking	By the end of the IEP period, when provided with an incomplete sequence, [Student Name] will complete the sequence with 90% accuracy in 4 out of 5 trials in classroom math sessions as measured by teacher data collection.	[CCSS.MATH.CONTENT.4.OA.C.5]	4	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
Math	Operations & Algebraic Thinking	By the end of the IEP period, when provided with pattern blocks, [Student Name] will create a basic geometric pattern with 90% accuracy in 3 out of 5 trials in classroom math sessions as measured by teacher data collection.	[CCSS.MATH.CONTENT.4.OA.C.5]	4	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.
Math	Operations & Algebraic Thinking	By the end of the IEP period, when provided with a number sequence, [Student Name] will identify and extend the pattern with 90% accuracy in 4 out of 5 trials in classroom math sessions as measured by teacher data collection.	[CCSS.MATH.CONTENT.4.OA.C.5]	4	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
Math	Operations & Algebraic Thinking	By the end of the IEP period, when observing repeating behaviors in data sets, [Student Name] will articulate the pattern with 80% accuracy in 3 out of 5 trials in classroom math sessions as measured by teacher data collection.	[CCSS.MATH.CONTENT.4.OA.C.5]	4	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.
Math	Geometry	By the end of the IEP period, when given a graph or chart, [Student Name] will plot points to form basic shapes with 85% accuracy in 3 out of 5 trials in classroom math sessions as measured by teacher data collection.	[CCSS.MATH.CONTENT.5.G.A.2]	5	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
Math	Measurement & Data	By the end of the IEP period, when given multi-step word problems requiring unit conversions, [Student Name] will solve correctly 8 of 10 correct on across three weekly assessments as measured by teacher records.	[CCSS.MATH.CONTENT.5.MD.A.1]	5	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
Math	Number & Operations in Base Ten	By the end of the IEP period, when on 12-item probes, [Student Name] will explain and apply place-value relationships with at least 85% accuracy on in 3 of 4 sessions across 4 weeks as measured by teacher records.	[CCSS.MATH.CONTENT.5.NBT.A.1]	5	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.

Math	Number & Operations—Fractions	By the end of the IEP period, when on mixed 10-item sets, [Student Name] will compute sums and differences of fractions with unlike denominators with at least 80% accuracy on across 3 probes over 4 weeks as measured by teacher records.	CCSS.MATH.CONTENT.5.NF.A.1	5	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)
Math	Operations & Algebraic Thinking	By the end of the IEP period, when given 10 numerical expressions, [Student Name] will insert and/or evaluate grouping symbols appropriately with at least 80% accuracy on across 3 weeks as measured by teacher records.	CCSS.MATH.CONTENT.5.OA.A.1	5	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
Math	Expressions & Equations	By the end of the IEP period, when given 10 exponent expressions, [Student Name] will evaluate correctly with at least 80% accuracy on weekly for 3 weeks as measured by teacher records.	CCSS.MATH.CONTENT.6.EE.A.1	6	Write and evaluate numerical expressions involving whole-number exponents.
Math	Geometry	By the end of the IEP period, when given irregular shapes composed of simpler shapes, [Student Name] will calculate the area of each shape by composing or decomposing it, with at least 80% accuracy on three weekly probes as measured by teacher records.	CCSS.MATH.CONTENT.6.G.A.1	6	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
Math	Geometry	By the end of the IEP period, when on mixed geometry probes of 10 items, [Student Name] will compute areas for specified figures with at least 80% accuracy on across 3 weeks as measured by teacher records.	CCSS.MATH.CONTENT.6.G.A.1	6	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
Math	The Number System	By the end of the IEP period, when on 12 long-division items, [Student Name] will compute quotients using the standard algorithm with at least 10 correct on across 3 weekly probes as measured by CBM scoring.	CCSS.MATH.CONTENT.6.NS.B.2	6	Fluently divide multi-digit numbers using the standard algorithm.
Math	Ratios & Proportional Relationships	By the end of the IEP period, when identifying distances on a map, [Student Name] will approximate distances in miles using the given scale with 80% accuracy in 4 out of 5 attempts in social-studies sessions as measured by teacher data collection.	CCSS.MATH.CONTENT.6.RP.A.3.D	6	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
Math	Expressions & Equations	By the end of the IEP period, when on sets of 8 multi-step problems, [Student Name] will produce correct solutions and show steps with at least 80% accuracy on across 3 probes as measured by teacher records.	CCSS.MATH.CONTENT.7.EE.B.3	7	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
Math	Geometry	By the end of the IEP period, when given specific conditions (measures of angles or sides), [Student Name] will construct triangles satisfying the conditions and determine whether the conditions result in a unique triangle, more than one triangle, or no triangle, in 4 out of 5 trials on weekly geometry tasks across 5 weeks as measured by a teacher checklist.	CCSS.MATH.CONTENT.7.G.A.2	7	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
Math	Geometry	By the end of the IEP period, when given side and angle constraints, [Student Name] will construct valid triangles and note impossible conditions in 4 of 5 tasks on across 4 weeks as measured by teacher records.	CCSS.MATH.CONTENT.7.G.A.2	7	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
Math	The Number System	By the end of the IEP period, when on 12-item probes, [Student Name] will add and subtract signed rational numbers with at least 80% accuracy on across 3 weeks as measured by teacher records.	CCSS.MATH.CONTENT.7.NS.A.1	7	Apply and extend previous understandings of operations with fractions to add and subtract rational numbers.
Math	Ratios & Proportional Relationships	By the end of the IEP period, when interpreting tables and graphs, [Student Name] will determine proportionality and compute unit rate in 8 of 10 problems on across 3 sessions as measured by teacher records.	CCSS.MATH.CONTENT.7.RP.A.2	7	Recognize and represent proportional relationships between quantities.

Math	Statistics & Probability	By the end of the IEP period, when analyzing two numerical datasets, [Student Name] will identify which set contains higher or lower values with 90% accuracy in 3 out of 5 trials in classroom math sessions as measured by teacher data collection.	CCSS.MATH.CONTENT.7.SP.B.4	7	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.
Math	Expressions & Equations	By the end of the IEP period, when given 12 expressions with integer exponents, [Student Name] will simplify to equivalent forms with at least 85% accuracy on across three weekly checks as measured by teacher records.	CCSS.MATH.CONTENT.8.EE.A.1	8	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.
Math	Functions	By the end of the IEP period, when given two points or a table, [Student Name] will build a linear model and interpret slope and intercept in 4 of 5 tasks on across 4 weeks as measured by teacher records.	CCSS.MATH.CONTENT.8.F.B.4	8	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
Math	Geometry	By the end of the IEP period, when given a visual outline of a right triangle, [Student Name] will explain a proof of the Pythagorean Theorem and its converse, scoring at least 3/4 on a teacher-made rubric in 3 of 4 opportunities across 4 weeks as measured by teacher assessment.	CCSS.MATH.CONTENT.8.G.B.6	8	Explain a proof of the Pythagorean Theorem and its converse.
Math	Geometry	By the end of the IEP period, when given three Pythagorean tasks, [Student Name] will produce a clear proof or explanation using diagrams scoring at least 3/4 on on two consecutive weeks as measured by a proof rubric.	CCSS.MATH.CONTENT.8.G.B.6	8	Explain a proof of the Pythagorean Theorem and its converse.
Math	The Number System	By the end of the IEP period, when given mixed sets of rational and irrational numbers, [Student Name] will classify numbers and justify irrationality in 8 of 10 items on across 3 sessions over 4 weeks as measured by teacher records.	CCSS.MATH.CONTENT.8.NS.A.1	8	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
Math	Statistics & Probability	By the end of the IEP period, when asked to identify patterns in weather data, [Student Name] will make predictions based on observed patterns with 85% accuracy in 3 out of 5 trials in classroom science sessions as measured by teacher data collection.	CCSS.MATH.CONTENT.8.SP.A.1	8	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
Math	High School: Algebra	By the end of the IEP period, when given contextual formulas, [Student Name] will interpret parts of expressions (terms, factors, coefficients) in 4 of 5 tasks on across 4 weeks as measured by teacher records.	CCSS.MATH.CONTENT.HSA-SSE.A.1	9-12	Interpret expressions that represent a quantity in terms of its context.
Math	High School: Functions	By the end of the IEP period, when given relations as tables or graphs, [Student Name] will determine function or not-a-function and justify in 8 of 10 items on across 3 sessions as measured by teacher records.	CCSS.MATH.CONTENT.HSF-IF.A.1	9-12	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
Math	Geometry	By the end of the IEP period, when given a geometric figure and a described transformation, [Student Name] will draw the transformed figure and specify a sequence of transformations to map one figure onto another with 80% accuracy on 3 out of 4 attempts across 4 weeks as measured by a geometry skills checklist.	CCSS.MATH.CONTENT.HSG-CO.A.5	9-12	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
Math	Geometry	By the end of the IEP period, when given a transformation command, [Student Name] will construct the image and specify a valid sequence of transformations with 4 of 5 correct per probe on across 4 weeks as measured by teacher records.	CCSS.MATH.CONTENT.HSG-CO.A.5	9-12	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Math	High School: Geometry	By the end of the IEP period, when provided a transformation command, [Student Name] will construct the image and specify a valid sequence with 4 of 5 correct per probe on across 4 weeks as measured by teacher records.	CCSS.MATH.CONTENT.HSG-CO.A.5	9-12	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
Math	Geometry	By the end of the IEP period, when given coordinates of vertices of polygons, [Student Name] will compute the perimeter or area (as appropriate) using the distance formula with at least 80% accuracy on three assessments across 3 weeks as measured by teacher records.	CCSS.MATH.CONTENT.HSG-GPE.B.7	9-12	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
Math	High School: Number & Quantity	By the end of the IEP period, when in multi-step tasks, [Student Name] will select consistent units and show conversions correctly in 4 of 5 items on across 4 weeks as measured by teacher records.	CCSS.MATH.CONTENT.HSN-Q.A.1	9-12	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
Math	High School: Statistics & Probability	By the end of the IEP period, when from a raw dataset, [Student Name] will create dot plots, histograms, or box plots that match the data in 3 of 4 tasks on across 4 weeks as measured by a product checklist.	CCSS.MATH.CONTENT.HSS-ID.A.1	9-12	Represent data with plots on the real number line (dot plots, histograms, and box plots).
Math	Counting & Cardinality	By the end of the IEP period, when given mixed sets of 20–100 objects, [Student Name] will count to 100 by ones and tens with 100% accuracy on across 4 weekly probes as measured by a data sheet.	CCSS.MATH.CONTENT.K.CC.A.1	K	Count to 100 by ones and by tens.
Math	Counting & Cardinality	By the end of the IEP period, [Student Name] will orally or visually sequence numbers 1-20 in order with 90% accuracy across 5 sessions as measured by teacher records.	CCSS.MATH.CONTENT.K.CC.A.1	K	Count to 100 by ones and by tens.
Math	Counting & Cardinality	By the end of the IEP period, when given numbers 0 – 10, [Student Name] will place them in correct order with 80% accuracy in 3 of 5 tasks in classroom sessions as measured by teacher data collection.	CCSS.MATH.CONTENT.K.CC.A.2	K	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
Math	Counting & Cardinality	By the end of the IEP period, when provided two sets of items, [Student Name] will determine which set has more, less, or an equal number with 90% accuracy in 3 out of 5 trials in classroom math sessions as measured by teacher data collection.	CCSS.MATH.CONTENT.K.CC.C.6	K	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
Math	Counting & Cardinality	By the end of the IEP period, when given digit cards, [Student Name] will order numbers from smallest to largest with 90% accuracy in 4 out of 5 trials in classroom math sessions as measured by teacher data collection.	CCSS.MATH.CONTENT.K.CC.C.7	K	Compare two numbers between 1 and 10 presented as written numerals.
Math	Geometry	By the end of the IEP period, when given models, [Student Name] will describe basic attributes of shapes with 85% accuracy in 3 out of 5 trials in classroom math sessions as measured by teacher data collection.	CCSS.MATH.CONTENT.K.G.A.1	K	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
Math	Geometry	By the end of the IEP period, when provided with a simple map, [Student Name] will use directional terms (left, right, above, below) with 90% accuracy in 4 out of 5 trials in geography sessions as measured by teacher data collection.	CCSS.MATH.CONTENT.K.G.A.1	K	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
Math	Geometry	By the end of the IEP period, when given two-dimensional shapes, [Student Name] will identify circles, squares, triangles, and rectangles with 90% accuracy in 4 out of 5 trials in classroom math sessions as measured by teacher data collection.	CCSS.MATH.CONTENT.K.G.A.2	K	Correctly name shapes regardless of their orientations or overall size.
Math	Geometry	By the end of the IEP period, when presented with three-dimensional objects, [Student Name] will identify spheres, cubes, cones, and cylinders with 85% accuracy in 3 out of 5 attempts in classroom math sessions as measured by teacher data collection.	CCSS.MATH.CONTENT.K.G.A.2	K	Correctly name shapes regardless of their orientations or overall size.
Math	Measurement & Data	By the end of the IEP period, when given a set of objects, [Student Name] will sequence them by size from smallest to largest in 4 out of 5 attempts with 90% accuracy in classroom settings as measured by teacher data collection.	CCSS.MATH.CONTENT.K.MD.A.2	K	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

Math	Measurement & Data	By the end of the IEP period, when given two objects with differing features, [Student Name] will verbally describe at least two differences with 85% accuracy in 4 out of 5 trials in classroom conversations as measured by teacher data collection.	[CCSS.MATH.CONTENT.K.MD.A.2]	K	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.
Math	Measurement & Data	By the end of the IEP period, when asked to compare two objects, [Student Name] will use comparative language (longer, shorter, heavier) with 90% accuracy in 3 out of 5 trials in classroom discussions as measured by teacher data collection.	[CCSS.MATH.CONTENT.K.MD.A.2]	K	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.
Math	Measurement & Data	By the end of the IEP period, when provided with various objects, [Student Name] will classify and order them by weight from lightest to heaviest with 90% accuracy in 4 out of 5 opportunities in classroom settings as measured by teacher data collection.	[CCSS.MATH.CONTENT.K.MD.A.2]	K	Directly compare two objects with a measurable attribute in common, to see which object has ‘more of’/‘less of’ the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
Math	Number & Operations in Base Ten	By the end of the IEP period, when using manipulatives, [Student Name] will compose and decompose teen numbers correctly in 4 of 5 trials each week on over 4 weeks as measured by teacher records.	[CCSS.MATH.CONTENT.K.NBT.A.1]	K	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
Math	Operations & Algebraic Thinking	By the end of the IEP period, when provided visual aids, [Student Name] will solve addition and subtraction problems within 10 with 80% accuracy in 4 of 5 trials in classroom math sessions as measured by teacher data collection.	[CCSS.MATH.CONTENT.K.OA.A.1]	K	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
Math	Operations & Algebraic Thinking	By the end of the IEP period, when given a single-digit addition problem, [Student Name] will solve it using physical manipulatives with 80% accuracy in 3 out of 5 trials in classroom math sessions as measured by teacher data collection.	[CCSS.MATH.CONTENT.K.OA.A.1]	K	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
Math	Operations & Algebraic Thinking	By the end of the IEP period, when completing math tasks, [Student Name] will solve single-digit addition problems within 10 with 90% accuracy in 5 classroom opportunities as measured by teacher-made assessments.	[CCSS.MATH.CONTENT.K.OA.A.1]	K	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
Adaptive/Independent Living	Cleaning/Housekeeping	By the end of the IEP period, when given a written cleaning checklist, [Student Name] will independently complete all listed steps with 80% accuracy in 4 of 5 trials as measured by checklist review.			
Adaptive/Independent Living	Leisure Skills	By the end of the IEP period, when given downtime, [Student Name] will independently choose and initiate a recreational activity with 85% accuracy in 4 of 5 opportunities as measured by teacher observation.			
Adaptive/Independent Living	Community Skills	By the end of the IEP period, when grocery shopping, [Student Name] will locate and select five listed items with 90% accuracy in 4 of 5 outings as measured by teacher log.			
Adaptive/Independent Living	Cleaning/Housekeeping	By the end of the IEP period, when finishing a meal, [Student Name] will clean their eating area with 90% accuracy in 4 of 5 trials in the classroom as measured by task-analysis checklist.			
Adaptive/Independent Living	Community Skills	By the end of the IEP period, [Student Name] will identify and purchase a ticket for a public event with 85% accuracy in 4 of 5 trials as measured by community-based observation.			
Adaptive/Independent Living	Dressing	By the end of the IEP period, when dressing, [Student Name] will match weather-appropriate clothing with 85% accuracy in 4 of 5 opportunities as measured by teacher checklist.			
Adaptive/Independent Living	Hygiene	By the end of the IEP period, [Student Name] will brush teeth independently with 80% accuracy across 5 observed routines as measured by hygiene checklist.			
Adaptive/Independent Living	Hygiene	By the end of the IEP period, when managing hygiene items, [Student Name] will select and use correct products with 90% accuracy in 3 of 5 trials as measured by teacher observation.			

Adaptive/Independent Living	Leisure Skills	By the end of the IEP period, when offered activity choices, [Student Name] will engage in a preferred activity for 10 continuous minutes in 3 of 5 trials as measured by duration recording.
Adaptive/Independent Living	Community Skills	By the end of the IEP period, when presented with a set of symbols, [Student Name] will match each symbol to its corresponding word or phrase with 85% accuracy in 3 of 4 trials in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Cooking	By the end of the IEP period, when using a microwave, [Student Name] will adjust time and power settings correctly with 75% accuracy in 3 of 5 trials as measured by task analysis.
Adaptive/Independent Living	Routines	By the end of the IEP period, when following structured routines, [Student Name] will independently complete morning and dismissal procedures with 90% accuracy in 5 out of 6 days as measured by teacher records.
Adaptive/Independent Living	Self-Care	By the end of the IEP period, when provided a visual sequence, [Student Name] will complete a three-step self-care task independently with 80% accuracy in 3 of 4 opportunities as measured by task-analysis data.
Adaptive/Independent Living	Self-Care	By the end of the IEP period, when eating independently, [Student Name] will use proper table manners with 90% accuracy in 4 of 5 meals as measured by behaviour checklist.
Adaptive/Independent Living	Hygiene	By the end of the IEP period, when preparing to go outdoors, [Student Name] will put on appropriate outerwear independently 90% of the time in 4 of 5 trials as measured by task analysis.
Adaptive/Independent Living	Safety	By the end of the IEP period, [Student Name] will recognise and state the meaning of common community signs with 90% accuracy in 4 of 5 probes as measured by flash-card data.
Adaptive/Independent Living	Laundry	By the end of the IEP period, [Student Name] will sort laundry items by colour or type with 85% accuracy in 4 of 5 home-skills trials as measured by task analysis.
Adaptive/Independent Living	Safety	By the end of the IEP period, [Student Name] will follow stated safety rules (e.g., hallway walking) in 100% of school-day opportunities as measured by behaviour checklist.
Adaptive/Independent Living	Hygiene	By the end of the IEP period, during daily grooming, [Student Name] will complete the assigned activity with 85% accuracy across 5 consecutive days as measured by self-care checklist.
Adaptive/Independent Living	Hygiene	By the end of the IEP period, [Student Name] will button or unbutton a shirt with 80% accuracy in 4 of 5 attempts in life-skills sessions as measured by task analysis.
Adaptive/Independent Living	Cleaning/Housekeeping	By the end of the IEP period, when presented a new organizational task, [Student Name] will execute required steps with 70% accuracy in 2 of 3 attempts as measured by task-analysis data.
Adaptive/Independent Living	Hygiene	By the end of the IEP period, [Student Name] will brush teeth for two minutes using proper technique 100% of observed opportunities across one week as measured by hygiene log.
Adaptive/Independent Living	Cleaning/Housekeeping	By the end of the IEP period, when using a visual aid checklist, [Student Name] will adhere to all steps with 85% accuracy in 4 of 5 instances as measured by checklist review.
Adaptive/Independent Living	Cleaning/Housekeeping	By the end of the IEP period, when completing an assigned task, [Student Name] will return items to their designated places with 80% accuracy in 3 of 5 trials during school routines as measured by teacher data.
Adaptive/Independent Living	Safety	By the end of the IEP period, when given an emergency scenario, [Student Name] will state an appropriate action (e.g., call 911) with 90% accuracy in 3 of 5 opportunities as measured by role-play rubric.

Adaptive/Independent Living	Cleaning/Housekeeping	By the end of the IEP period, when prompted to tidy a shared workspace, [Student Name] will follow procedural cleaning steps with 80% accuracy in 3 of 4 opportunities as measured by teacher checklist.
Adaptive/Independent Living	Hygiene	By the end of the IEP period, [Student Name] will follow a morning routine independently, completing all tasks 80% of the time across 5 consecutive days as measured by routine checklist.
Adaptive/Independent Living	Health/Wellness	By the end of the IEP period, during outdoor play, [Student Name] will engage in moderate physical activity for at least 10 minutes in 4 of 5 recess periods as measured by teacher log.
Adaptive/Independent Living	Cooking	By the end of the IEP period, [Student Name] will complete a simple recipe with minimal adult assistance in 75% of 4 observed sessions as measured by task analysis.
Adaptive/Independent Living	Cleaning/Housekeeping	By the end of the IEP period, when completing a recurring daily task, [Student Name] will demonstrate independence and accuracy at 85% in 3 of 5 attempts as measured by task-analysis log.
Adaptive/Independent Living	Dressing	By the end of the IEP period, [Student Name] will select appropriate footwear for specified activities with 85% accuracy in 4 of 5 trials as measured by teacher data.
Adaptive/Independent Living	Cooking	By the end of the IEP period, [Student Name] will prepare a simple meal independently with 80% accuracy in 3 of 5 attempts as measured by cooking task checklist.
Adaptive/Independent Living	Cleaning/Housekeeping	By the end of the IEP period, when asked to organize materials, [Student Name] will sort and store items properly with 85% accuracy in 4 of 5 opportunities as measured by organizational checklist.
Adaptive/Independent Living	Personal Care	By the end of the IEP period, [Student Name] will maintain proper seated posture for 15 minutes in 3 of 5 classroom sessions as measured by observational rubric.
Adaptive/Independent Living	Cleaning/Housekeeping	By the end of the IEP period, when instructed to clean or organize a specific area, [Student Name] will fulfil the task with 80% consistency in 3 of 5 trials as measured by teacher data.
Adaptive/Independent Living	Fine Motor Skills	By the end of the IEP period, when presented a writing task, [Student Name] will hold a pencil with an appropriate grip in 85% of 5 observed opportunities as measured by fine-motor checklist.
Adaptive/Independent Living	Following Directions	By the end of the IEP period, when asked to complete a familiar one-step direction without additional prompting, [Student Name] will do so successfully in 80% of observed instances across school settings as measured by teacher checklist.
Adaptive/Independent Living	Cleaning/Housekeeping	By the end of the IEP period, when given a visual or verbal reminder, [Student Name] will place trash in the garbage can with 100% accuracy in 5 of 5 classroom opportunities as measured by teacher observation.
Adaptive/Independent Living	Safety	By the end of the IEP period, when shown safety signs, [Student Name] will explain each sign's purpose with 85% accuracy in 3 of 5 trials in community settings as measured by teacher data collection.
Adaptive/Independent Living	Safety	By the end of the IEP period, when given basic first-aid labels, [Student Name] will read and follow the steps with 80% accuracy in 4 of 5 attempts in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Safety	By the end of the IEP period, when presented prescription labels, [Student Name] will identify medication name and dosage with 90% accuracy in 3 of 5 situations in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Safety	By the end of the IEP period, when reading a fire-evacuation map, [Student Name] will locate at least two exits with 85% accuracy in 4 of 5 trials in school settings as measured by teacher data collection.

Adaptive/Independent Living	Safety	By the end of the IEP period, when provided emergency contact numbers, [Student Name] will identify who to call in specific situations with 80% accuracy in 3 of 5 scenarios in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Hygiene	By the end of the IEP period, when shown hygiene instruction charts, [Student Name] will read and demonstrate the procedure with 90% accuracy in 4 of 5 evaluations in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Safety	By the end of the IEP period, when reading safety-drill notices, [Student Name] will identify required procedures with 85% accuracy in 3 of 5 reviews in school settings as measured by teacher data collection.
Adaptive/Independent Living	Health/Wellness	By the end of the IEP period, when presented nutritional labels, [Student Name] will identify three details with 80% accuracy in 4 of 5 trials in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Safety	By the end of the IEP period, when reading weather alerts, [Student Name] will identify the hazard and action steps with 85% accuracy in 3 of 5 practice sessions in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Safety	By the end of the IEP period, when given pedestrian crossing signals, [Student Name] will interpret and respond correctly with 90% accuracy in 4 of 5 attempts in community settings as measured by teacher data collection.
Adaptive/Independent Living	Safety	By the end of the IEP period, when given common safety signs, [Student Name] will identify the meaning of each sign with 90% accuracy in 4 of 5 trials in school or community settings as measured by teacher data collection.
Adaptive/Independent Living	Community Skills	By the end of the IEP period, when shown environmental print (e.g., "STOP," "EXIT"), [Student Name] will state each sign's meaning with 90% accuracy in 4 of 5 trials in community settings as measured by teacher data collection.
Adaptive/Independent Living	Community Skills	By the end of the IEP period, when entering a new location, [Student Name] will locate and identify at least five functional signs with 90% accuracy across 3 trials in community settings as measured by teacher data collection.
Adaptive/Independent Living	Community Skills	By the end of the IEP period, when asked, [Student Name] will identify the meaning of color-coded symbols (red = stop, green = go) with 85% accuracy in 3 of 4 trials in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Community Skills	By the end of the IEP period, while navigating school or community settings, [Student Name] will identify directional signs with 90% accuracy in 3 of 5 opportunities as measured by teacher data collection.
Adaptive/Independent Living	Community Skills	By the end of the IEP period, when presented a graphic symbol, [Student Name] will state its purpose with 75% accuracy in 4 of 5 opportunities in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Community Skills	By the end of the IEP period, when presented with room labels, [Student Name] will match each word to the correct location with 85% accuracy in 4 of 5 trials in school settings as measured by teacher data collection.
Adaptive/Independent Living	Safety	By the end of the IEP period, when shown hazard signs, [Student Name] will read and interpret each sign with 80% accuracy in 4 of 5 chances in community settings as measured by teacher data collection.
Adaptive/Independent Living	Safety	By the end of the IEP period, when given written health and safety instructions, [Student Name] will explain their meaning with 90% accuracy in 3 of 5 trials in classroom settings as measured by teacher data collection.

Adaptive/Independent Living	Community Skills	By the end of the IEP period, when presented community locations, [Student Name] will match each word to its description with 80% accuracy in 4 of 5 attempts in community settings as measured by teacher data collection.
Adaptive/Independent Living	Daily Living Skills	By the end of the IEP period, when exploring foods, [Student Name] will identify items by reading names and matching pictures with 80% accuracy in 3 of 5 reviews in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Daily Living Skills	By the end of the IEP period, when provided clothing labels, [Student Name] will match each word to the correct item with 85% accuracy in 4 of 5 trials in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Safety	By the end of the IEP period, when shown basic safety signs, [Student Name] will identify their meaning with 90% accuracy in 4 of 5 assessments in community settings as measured by teacher data collection.
Adaptive/Independent Living	Hygiene	By the end of the IEP period, when shown hygiene product words, [Student Name] will match each item to its use with 85% accuracy in 3 of 5 evaluations in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Community Skills	By the end of the IEP period, [Student Name] will answer or take messages on the phone appropriately with 85% accuracy in 4 of 5 trials as measured by role-play assessment.
Adaptive/Independent Living	Money Management	By the end of the IEP period, when given a grocery receipt, [Student Name] will read and identify at least three items with 90% accuracy in 4 of 5 reviews in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Safety	By the end of the IEP period, when provided emergency words, [Student Name] will explain each word's meaning with 85% accuracy in 3 of 5 sessions in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Transportation	By the end of the IEP period, [Student Name] will follow basic public-transport guidelines (identify correct route and board safely) with 70% accuracy in 2 of 5 trials as measured by community-based assessment.
Adaptive/Independent Living	Following Directions	By the end of the IEP period, when presented simple written directions, [Student Name] will follow the directions with 85% accuracy in 3 of 4 trials in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Following Directions	By the end of the IEP period, when given step-by-step instructions, [Student Name] will execute the steps in order with 80% accuracy in 3 of 4 opportunities in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Cooking	By the end of the IEP period, when reading functional instructions such as recipes, [Student Name] will complete the task with 90% accuracy in 4 of 5 sessions in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Following Directions	By the end of the IEP period, when given a worksheet with short tasks, [Student Name] will follow each written direction with 80% accuracy in 3 of 4 sessions in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Following Directions	By the end of the IEP period, when provided one-step written requests, [Student Name] will respond accurately with 85% accuracy in 3 of 5 trials in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Daily Living Skills	By the end of the IEP period, when given chore instructions, [Student Name] will complete the task with 80% accuracy in 3 of 5 practices in home-living simulations as measured by teacher data collection.

Adaptive/Independent Living	Following Directions	By the end of the IEP period, when provided a three-step written sequence, [Student Name] will follow all steps with 85% accuracy in 3 of 5 sessions in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Following Directions	By the end of the IEP period, when interpreting visual aids with written directions, [Student Name] will act accurately with 90% accuracy in 4 of 6 activities in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Daily Living Skills	By the end of the IEP period, [Student Name] will pour a drink from a pitcher to a glass without spilling with 90% accuracy in 4 of 5 functional trials as measured by task analysis.
Adaptive/Independent Living	Daily Living Skills	By the end of the IEP period, when served a meal, [Student Name] will use utensils correctly with 75% accuracy in 4 of 5 trials as measured by teacher observation.
Adaptive/Independent Living	Daily Living Skills	By the end of the IEP period, [Student Name] will pack a bag with required outing supplies with 75% accuracy in 3 of 5 attempts as measured by packing checklist.
Adaptive/Independent Living	Daily Living Skills	By the end of the IEP period, when preparing to leave, [Student Name] will identify and take essential items with 85% accuracy in 4 of 5 opportunities as measured by teacher observation.
Adaptive/Independent Living	Safety	By the end of the IEP period, when shown a thermometer, [Student Name] will read and record the temperature in degrees Fahrenheit with 85% accuracy in 3 out of 5 trials in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Cleaning/Housekeeping	By the end of the IEP period, when participating in classroom cleanup routines, [Student Name] will collaborate with peers and complete assigned responsibilities with 90% engagement in 4 of 5 group tasks as measured by teacher rubric.
Adaptive/Independent Living	Cleaning/Housekeeping	By the end of the IEP period, when provided a visual schedule of chores, [Student Name] will complete assigned tasks in sequence with 85% accuracy in 4 of 5 occasions as measured by teacher data.
Adaptive/Independent Living	Cleaning/Housekeeping	By the end of the IEP period, when asked to assist in group cleanup, [Student Name] will follow multi-step directions with 85% accuracy across a 3-week span as measured by teacher checklist.
Adaptive/Independent Living	Hygiene	By the end of the IEP period, after restroom use, [Student Name] will wash hands with soap and water 100% of opportunities across one week as measured by hygiene log.
Adaptive/Independent Living	Health/Wellness	By the end of the IEP period, when given food options, [Student Name] will identify healthy choices with 75% accuracy in 3 of 5 health lessons as measured by teacher tally.
Adaptive/Independent Living	Classroom Skills	By the end of the IEP period, when engaged in routine maintenance tasks, [Student Name] will perform duties (e.g., sharpening pencils) with 80% accuracy in 4 of 5 occurrences as measured by task log.
Adaptive/Independent Living	Transportation	By the end of the IEP period, when reading a basic transportation schedule, [Student Name] will identify times and stops with 80% accuracy in 4 of 5 attempts in community settings as measured by teacher data collection.
Adaptive/Independent Living	Leisure Skills	By the end of the IEP period, during free time, [Student Name] will recognise and use materials for designated leisure activities with 75% accuracy in 5 of 7 days as measured by teacher data.
Adaptive/Independent Living	Technology Skills	By the end of the IEP period, using a computer or tablet, [Student Name] will log in to a school program independently with 85% accuracy in 4 tech sessions as measured by teacher records.
Adaptive/Independent Living	Cleaning/Housekeeping	By the end of the IEP period, when taught to use labelled storage bins, [Student Name] will place items in the correct bin with 75% accuracy in 3 of 5 attempts as measured by teacher data collection.
Adaptive/Independent Living	Cleaning/Housekeeping	By the end of the IEP period, when asked to sort classroom items, [Student Name] will separate them into designated categories with 90% accuracy in 3 of 5 trials as measured by sorting rubric.

Adaptive/Independent Living	Life Skills	By the end of the IEP period, [Student Name] will schedule an appointment using a calendar or phone with 80% accuracy in 3 of 5 attempts as measured by teacher verification.
Adaptive/Independent Living	Cleaning/Housekeeping	By the end of the IEP period, [Student Name] will vacuum a designated area including corners with 80% accuracy in 3 of 5 attempts as measured by task checklist.
Adaptive/Independent Living	Cooking	By the end of the IEP period, when given a simple recipe, [Student Name] will follow all steps with 75% accuracy in 3 of 5 cooking opportunities as measured by task checklist.
Adaptive/Independent Living	Gross Motor Skills	By the end of the IEP period, when given laces, [Student Name] will tie their shoelaces with 80% accuracy in 4 of 5 attempts in functional settings as measured by task analysis.
Adaptive/Independent Living	Fine Motor Skills	By the end of the IEP period, when instructed, [Student Name] will complete a 3- to 5-piece inset puzzle with 85% accuracy in 3 of 5 instances in classroom or therapy sessions as measured by teacher data collection.
Adaptive/Independent Living	Hygiene	By the end of the IEP period, when directed to a sink, [Student Name] will complete a three-step hand-washing sequence with 80% accuracy in 4 of 5 trials in classroom or life-skills settings as measured by teacher data collection.
Adaptive/Independent Living	Dressing	By the end of the IEP period, when provided a picture prompt, [Student Name] will identify a requested clothing item with 80% accuracy in 4 of 5 tasks in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Dressing	By the end of the IEP period, when prompted, [Student Name] will remove and put on a jacket with minimal assistance with 75% accuracy in 3 of 5 attempts in life-skills sessions as measured by teacher data collection.
Adaptive/Independent Living	Cleaning/Housekeeping	By the end of the IEP period, when provided materials, [Student Name] will follow a two-step cleanup task list with 90% accuracy in 4 of 5 trials in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Eating/Feeding	By the end of the IEP period, when asked to use utensils, [Student Name] will feed himself with minimal assistance using a spoon or fork with 85% accuracy in 4 of 5 trials in cafeteria settings as measured by teacher data collection.
Adaptive/Independent Living	Personal Care	By the end of the IEP period, when given a visual or verbal prompt, [Student Name] will gather required materials for a task (e.g., toothbrush and toothpaste) with 80% accuracy in 3 of 5 opportunities in life-skills sessions as measured by teacher data collection.
Adaptive/Independent Living	Gross Motor Skills	By the end of the IEP period, when given gross-motor instructions, [Student Name] will perform actions such as jumping, clapping, or sitting with 70% accuracy in 3 of 5 trials in PE or therapy sessions as measured by teacher data collection.
Adaptive/Independent Living	Fine Motor Skills	By the end of the IEP period, when using an adaptive writing tool, [Student Name] will trace basic shapes independently with 80% accuracy in 4 of 5 trials in classroom or OT sessions as measured by teacher data collection.
Adaptive/Independent Living	Fine Motor Skills	By the end of the IEP period, when provided a model, [Student Name] will cut along a straight line with scissors with 75% accuracy in 3 of 5 opportunities in OT sessions as measured by teacher data collection.
Adaptive/Independent Living	Fine Motor Skills	By the end of the IEP period, when asked to stack objects, [Student Name] will stack at least five blocks with 85% accuracy in 4 of 5 attempts in classroom settings as measured by teacher data collection.
Adaptive/Independent Living	Fine Motor Skills	By the end of the IEP period, when shown a pegboard, [Student Name] will place all pegs in correct holes with 80% accuracy in 3 of 5 trials in therapy sessions as measured by teacher data collection.

Adaptive/Independent Living	Gross Motor Skills	By the end of the IEP period, when asked, [Student Name] will kick or throw a ball to a partner with 75% accuracy in 4 of 5 trials in PE or therapy sessions as measured by teacher data collection.
Adaptive/Independent Living	World Knowledge	By the end of the IEP period, when provided prompts, [Student Name] will identify three types of weather with 90% accuracy in 3 of 5 trials in classroom science sessions as measured by teacher data collection.
Adaptive/Independent Living	World Knowledge	By the end of the IEP period, when shown images or models, [Student Name] will categorize animals into land, water, or air groups with 85% accuracy in 4 of 5 opportunities in classroom science sessions as measured by teacher data collection.
Adaptive/Independent Living	World Knowledge	By the end of the IEP period, when provided with a map, [Student Name] will identify at least three major countries or regions with 80% accuracy in 4 of 5 attempts in classroom geography sessions as measured by teacher data collection.
Adaptive/Independent Living	World Knowledge	By the end of the IEP period, when asked about key historical events or figures, [Student Name] will state two accurate facts with 85% accuracy in 3 of 5 trials in classroom discussions as measured by teacher data collection.
Adaptive/Independent Living	Money Management	By the end of the IEP period, when meal-planning, [Student Name] will develop a grocery list within budget with 85% accuracy in 3 out of 4 trials in life-skills class as measured by teacher data collection.
Adaptive/Independent Living	Cooking	By the end of the IEP period, when instructed to use kitchen appliances, [Student Name] will safely prepare simple meals with 100% compliance in 5 out of 5 trials in culinary instruction as measured by teacher data collection.
Adaptive/Independent Living	Laundry	By the end of the IEP period, when practicing laundry routines, [Student Name] will sort, wash, and fold clothes with 90% accuracy in 4 out of 5 opportunities in home-living instruction as measured by teacher data collection.
Adaptive/Independent Living	Hygiene	By the end of the IEP period, when prompted, [Student Name] will identify and use appropriate cleaning supplies to clean a surface with 90% accuracy in 4 out of 5 trials in life-skills lab as measured by teacher data collection.
Adaptive/Independent Living	Hygiene	By the end of the IEP period, when asked, [Student Name] will demonstrate proper handwashing following all steps with 100% accuracy in 5 out of 5 trials in health instruction as measured by teacher data collection.
Adaptive/Independent Living	Cooking	By the end of the IEP period, when instructed, [Student Name] will follow a basic recipe to prepare a snack with 90% accuracy in 4 out of 5 opportunities in culinary instruction as measured by teacher data collection.
Adaptive/Independent Living	Money Management	By the end of the IEP period, when shopping, [Student Name] will locate and purchase items from a list with 90% accuracy in 4 out of 5 outings in community settings as measured by teacher data collection.
Adaptive/Independent Living	Hygiene	By the end of the IEP period, when given an opportunity, [Student Name] will identify appropriate attire for weather conditions with 90% accuracy in 4 out of 5 scenarios in life-skills instruction as measured by teacher data collection.
Adaptive/Independent Living	Transportation	By the end of the IEP period, when using public transportation, [Student Name] will identify the correct route with 90% accuracy in 4 out of 5 trials in community settings as measured by teacher data collection.
Adaptive/Independent Living	Cooking	By the end of the IEP period, when participating in meal preparation, [Student Name] will set the table correctly with 100% accuracy in 5 out of 5 opportunities in culinary instruction as measured by teacher data collection.

Adaptive/Independent Living	Safety	By the end of the IEP period, when practicing safety skills, [Student Name] will demonstrate proper use of crossings and sidewalks with 100% accuracy in 3 out of 3 opportunities in community settings as measured by teacher data collection.
Adaptive/Independent Living	Hygiene	By the end of the IEP period, when provided visual supports, [Student Name] will complete daily hygiene routines independently with 100% success in 5 out of 5 trials in home settings as measured by teacher data collection.
Adaptive/Independent Living	Hygiene	By the end of the IEP period, when given a checklist, [Student Name] will groom appropriately for school or work with 90% compliance in 4 out of 5 trials in home settings as measured by teacher data collection.
Adaptive/Independent Living	Hygiene	By the end of the IEP period, when prompted, [Student Name] will sanitize hands properly with 100% accuracy in 5 out of 5 trials in health instruction as measured by teacher data collection.
Adaptive/Independent Living	Hygiene	By the end of the IEP period, when introduced to a skincare routine, [Student Name] will identify and complete the steps with 85% accuracy in 4 out of 5 days in life-skills instruction as measured by teacher data collection.
Adaptive/Independent Living	Hygiene	By the end of the IEP period, when instructed, [Student Name] will dress appropriately for weather and setting with 100% accuracy in 5 out of 5 trials in home-living instruction as measured by teacher data collection.
Adaptive/Independent Living	Cooking	By the end of the IEP period, when presented with food items, [Student Name] will plan a balanced meal using at least three food groups with 90% accuracy in 4 out of 5 trials in culinary instruction as measured by teacher data collection.
Adaptive/Independent Living	Cooking	By the end of the IEP period, when following a simple recipe, [Student Name] will complete each step with 85% accuracy in 4 out of 5 attempts in culinary instruction as measured by teacher data collection.
Adaptive/Independent Living	Money Management	By the end of the IEP period, when making a purchase within a budget, [Student Name] will select and buy items with 100% accuracy in 4 out of 5 trials in community settings as measured by teacher data collection.
Adaptive/Independent Living	Safety	By the end of the IEP period, when taught traffic safety, [Student Name] will correctly demonstrate street crossing with 100% accuracy in 5 out of 5 trials in community settings as measured by teacher data collection.
Adaptive/Independent Living	Hygiene	By the end of the IEP period, when identifying daily hygiene tasks, [Student Name] will execute them independently with 90% accuracy in 4 out of 5 days in home settings as measured by teacher data collection.
Adaptive/Independent Living	Money Management	By the end of the IEP period, when managing personal finances, [Student Name] will create and adhere to a budget with 90% accuracy in tracking expenses during 3 out of 4 weeks as measured by teacher data collection.
Adaptive/Independent Living	Transportation	By the end of the IEP period, when shown local transportation schedules, [Student Name] will plan a route to a destination with 90% accuracy in 4 out of 5 trials in community settings as measured by teacher data collection.
Adaptive/Independent Living	Daily Living Skills	By the end of the IEP period, [Student Name] will follow meal clean-up procedures with 75% accuracy in 3 of 5 meals as measured by task analysis.
Adaptive/Independent Living	Hygiene	By the end of the IEP period, [Student Name] will clean personal space (make bed, organize belongings) with 85% accuracy in 4 of 5 days as measured by housekeeping checklist.
Adaptive/Independent Living	Daily Living Skills	By the end of the IEP period, when selecting clothing, [Student Name] will choose weather-appropriate items with 70% accuracy in 3 of 5 opportunities as measured by teacher data.

Adaptive/Independent Living	Safety	By the end of the IEP period, when identifying expiration dates, [Student Name] will evaluate freshness of perishable items with 80% accuracy in 3 of 5 trials as measured by teacher checklist.
Adaptive/Independent Living	Laundry	By the end of the IEP period, when given a laundry task, [Student Name] will sort clothes by colour/fabric with 80% accuracy in 3 of 5 trials as measured by task analysis.
Adaptive/Independent Living	Daily Living Skills	By the end of the IEP period, when presented with a specific classroom chore, [Student Name] will follow all required steps with 75% accuracy in 3 of 5 opportunities as measured by step-completion chart.
Communication	Receptive Language	By the end of the IEP period, when given a two-step verbal instruction, [Student Name] will complete both steps in sequence with 70% accuracy in 3 of 5 opportunities in classroom settings as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, when experiencing frustration during a task, [Student Name] will verbally express the need for assistance with 75% accuracy in 3 of 4 trials in classroom settings as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, [Student Name] will use a pre-taught script or sentence starter to ask for help with 80% accuracy in 3 of 5 trials as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, when prompted, [Student Name] will clarify instructions with a peer before starting a task in 4 of 5 interactions as measured by teacher data.
Communication	Pragmatics	By the end of the IEP period, while working on multi-step tasks, [Student Name] will ask for clarification as needed with 80% accuracy in 4 of 5 instances as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, during extracurricular activities, [Student Name] will request adult assistance with 85% accuracy in 3 of 4 trials as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, when interacting with peers, [Student Name] will use appropriate greetings and farewells in 90% of 10 monitored instances as measured by teacher tally.
Communication	Receptive Language	By the end of the IEP period, [Student Name] will follow classmate-provided directions in peer-led activities with 80% accuracy in 7 sessions as measured by teacher tally.
Communication	Receptive Language	By the end of the IEP period, when given a non-verbal cue, [Student Name] will complete the requested action within 30 seconds with 90% accuracy in 4 of 5 trials as measured by teacher timing data.
Communication	Pragmatics	By the end of the IEP period, [Student Name] will listen actively when receiving explanations with 85% accuracy in 3 of 4 opportunities as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, when a task is outlined, [Student Name] will ask clarifying questions and follow instructions to completion with 75% accuracy in 3 of 4 trials as measured by teacher records.
Communication	Expressive Language	By the end of the IEP period, [Student Name] will use a communication board or AAC device to request help with 85% accuracy in 3 of 4 trials as measured by teacher data collection.
Communication	Expressive Language	By the end of the IEP period, during group activities, [Student Name] will answer yes/no questions using AAC with 80% accuracy in 4 of 5 sessions as measured by communication tallies.
Communication	Pragmatics	By the end of the IEP period, during group activities, [Student Name] will initiate peer interaction using gesture, picture card, or AAC with 80% accuracy in 4 of 5 trials as measured by observation.

Communication	Expressive Language	By the end of the IEP period, when experiencing frustration, [Student Name] will use a picture card or AAC device to request a break with 80% accuracy in 4 of 5 incidents as measured by behavior records.
Communication	Receptive Language	By the end of the IEP period, when given a model, [Student Name] will point to named body parts with 85% accuracy in 4 of 5 learning trials as measured by teacher tallies.
Communication	Expressive Language	By the end of the IEP period, when given a speech-generating device, [Student Name] will request preferred items using appropriate icons with 80% accuracy in 4 of 5 AAC opportunities as measured by communication logs.
Communication	Pragmatics	By the end of the IEP period, when given a structured opportunity, [Student Name] will engage in a reciprocal conversation of at least three exchanges with an adult or peer with 80% accuracy in 3 of 4 sessions as measured by communication tallies.
Communication	Pragmatics	By the end of the IEP period, when given a verbal prompt, [Student Name] will initiate a greeting to peers with 75% accuracy in 3 of 4 opportunities in natural peer interactions as measured by teacher observation.
Communication	Pragmatics	By the end of the IEP period, when given a visual prompt or script, [Student Name] will initiate a conversation with 80% accuracy in 3 of 4 opportunities as measured by communication tallies.
Communication	Expressive Language	By the end of the IEP period, when given an object or photo cue, [Student Name] will indicate personal needs with 85% accuracy in 4 of 5 routines as measured by tally sheets.
Communication	Pragmatics	By the end of the IEP period, when given feedback, [Student Name] will use polite language in interactions with 90% accuracy in 5 of 6 trials as measured by teacher tallies.
Communication	Pragmatics	By the end of the IEP period, when given peer-interaction opportunities, [Student Name] will demonstrate appropriate eye contact and body orientation during conversations with 80% accuracy in 3 out of 4 observations as measured by teacher checklist.
Communication	Expressive Language	By the end of the IEP period, when given preferred and non-preferred items, [Student Name] will reject the non-preferred item using AAC or picture with 90% accuracy in 5 of 6 trials as measured by communication data.
Communication	Pragmatics	By the end of the IEP period, when given social opportunities, [Student Name] will participate in a conversation by initiating and maintaining at least three exchanges with 80% accuracy in 4 out of 5 observed interactions as measured by teacher observation.
Communication	Pragmatics	By the end of the IEP period, when given structured opportunities, [Student Name] will initiate a social interaction with a peer or adult using appropriate language with 80% accuracy in 3 out of 4 trials as measured by teacher observation.
Communication	Pragmatics	By the end of the IEP period, when given visual instructions, [Student Name] will stay on topic with a peer for two minutes with 85% accuracy in 4 of 5 conversations as measured by timing sheets.
Communication	Pragmatics	By the end of the IEP period, when in social situations, [Student Name] will use appropriate eye contact with 80% accuracy in 4 of 5 interactions as measured by teacher logs.
Communication	Expressive Language	By the end of the IEP period, when offered activity choices, [Student Name] will select a preferred option via pointing or AAC with 85% accuracy in 4 of 5 trials as measured by choice-making logs.
Communication	Receptive Language	By the end of the IEP period, when presented with a two-step direction, [Student Name] will follow the direction with 90% accuracy in 4 of 5 classroom trials as measured by task-analysis checklists.

Communication	Expressive Language	By the end of the IEP period, when provided a choice board, [Student Name] will select between two options by pointing with 90% accuracy in 5 of 6 classroom trials as measured by teacher data.
Communication	Pragmatics	By the end of the IEP period, when provided structured practice, [Student Name] will verbally request help or clarification with 80% accuracy in 3 of 4 academic situations as measured by teacher data.
Communication	Receptive Language	By the end of the IEP period, when provided tactile or visual supports, [Student Name] will identify named classroom objects with 85% accuracy in 4 of 5 trials as measured by teacher observation.
Communication	Pragmatics	By the end of the IEP period, when provided with specific feedback, [Student Name] will use polite verbal phrases (e.g., "excuse me," "thank you") with 90% accuracy in 5 out of 6 monitored interactions as measured by data collection.
Communication	Pragmatics	By the end of the IEP period, when shown a greeting, [Student Name] will respond with an appropriate gesture (e.g., wave) with 75% accuracy in 3 of 4 opportunities as measured by observation.
Communication	Pragmatics	By the end of the IEP period, when shown a modeled example, [Student Name] will recognize and respond to non-verbal cues with 75% accuracy in 3 of 4 practice sessions as measured by data sheets.
Communication	Expressive Language	By the end of the IEP period, when using a communication device, [Student Name] will activate it to answer familiar questions with 75% accuracy in 3 of 4 sessions as measured by AAC logs.
Communication	Pragmatics	By the end of the IEP period, when using a visual schedule for interactions, [Student Name] will participate in a conversation of at least three exchanges with 80% accuracy in 4 of 5 sessions as measured by communication checklists.
Communication	Expressive Language	By the end of the IEP period, when using PECS, [Student Name] will complete reciprocal exchanges with the correct icon card with 90% accuracy in 5 of 6 sessions as measured by PECS phase records.
Communication	Expressive Language	By the end of the IEP period, when working with a communication partner, [Student Name] will request help via AAC or gesture with 80% accuracy in 3 of 4 classroom needs as measured by data sheets.
Communication	Pragmatics	By the end of the IEP period, during unstructured activities, [Student Name] will gesture or ask about material locations with 80% accuracy in 3 of 4 opportunities as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, during group work, [Student Name] will request clarification or support with 80% accuracy in 4 of 5 sessions as measured by teacher data collection.
Communication	Receptive Language	By the end of the IEP period, [Student Name] will follow a two-part verbal direction without extra prompting with 85% accuracy across 5 classroom trials as measured by teacher checklist.
Communication	Pragmatics	By the end of the IEP period, when struggling with classroom assignments, [Student Name] will verbally request help from a teacher or peer with 75% accuracy in 3 of 4 instances as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, [Student Name] will practice requesting clarification through social story or role-play in 4 of 5 scenarios as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, when faced with a challenging classroom task, [Student Name] will request assistance using a pre-taught verbal or non-verbal cue in 80% of opportunities as measured by teacher data.

Communication	Receptive Language	By the end of the IEP period, [Student Name] will follow multi-step verbal directions and complete tasks with 85% accuracy in 4 of 5 opportunities in classroom settings as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, during independent work, [Student Name] will ask at least one question about unclear instructions with 80% accuracy in 3 of 4 trials as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, [Student Name] will advocate for necessary accommodations with 75% accuracy in 3 of 4 instances as measured by teacher data collection.
Communication	Receptive Language	By the end of the IEP period, when presented with a familiar two-step instruction, [Student Name] will complete the task with 85% accuracy in 4 of 5 sessions as measured by teacher observation.
Communication	Receptive Language	By the end of the IEP period, when visual schedules or task cards are provided, [Student Name] will follow non-verbal directions with 85% accuracy across the school term as measured by teacher observation.
Communication	Receptive Language	By the end of the IEP period, when listening to two-step instructions, [Student Name] will repeat the instructions aloud and complete both steps correctly with 80% consistency over 10 opportunities in classroom settings as measured by teacher tally.
Communication	Pragmatics	By the end of the IEP period, during group projects, [Student Name] will ask for help understanding their role with 70% accuracy in 4 of 5 trials as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, [Student Name] will request alternative formats (e.g., audio, large print) for materials with 80% accuracy in 4 of 5 instances as measured by teacher data collection.
Communication	Receptive Language	By the end of the IEP period, [Student Name] will summarize assistance received to show understanding with 75% accuracy in 3 of 4 instances as measured by teacher data collection.
Communication	Receptive Language	By the end of the IEP period, [Student Name] will follow multi-step verbal instructions from the teacher with 85% accuracy during 5 consecutive group activities as measured by teacher data.
Communication	Receptive Language	By the end of the IEP period, when provided 3- or 4-step instructions, [Student Name] will complete all steps in sequence with 70% accuracy in 4 of 5 opportunities as measured by teacher data collection.
Communication	Receptive Language	By the end of the IEP period, when asked to choose between two items, [Student Name] will follow the direction accurately in 80% of observed opportunities during small-group activities as measured by teacher tally.
Communication	Expressive Language	By the end of the IEP period, before frustration occurs, [Student Name] will state feelings of confusion to request help with 80% accuracy in 4 of 5 instances as measured by teacher data collection.
Communication	Receptive Language	By the end of the IEP period, when a behaviour is modeled, [Student Name] will replicate the action with 85% accuracy in 4 of 6 direct-instruction trials as measured by teacher data.
Communication	Receptive Language	By the end of the IEP period, when given a three-step verbal instruction, [Student Name] will complete all steps with 90% accuracy in 4 of 5 opportunities as measured by teacher checklist.
Communication	Expressive Language	By the end of the IEP period, when given a challenging task, [Student Name] will state, "I need help," with 80% accuracy in 4 of 5 trials in classroom settings as measured by teacher data collection.

Communication	Pragmatics	By the end of the IEP period, when interacting with peers, [Student Name] will initiate or respond to social communication in 3 of 5 opportunities in natural settings as measured by teacher observation.
Communication	Pragmatics	By the end of the IEP period, [Student Name] will ask for clarification when needed with 85% accuracy in 4 of 5 opportunities as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, during classroom discussions, [Student Name] will wait for their turn to speak and listen to peers with 90% accuracy in 4 of 5 monitored sessions as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, [Student Name] will initiate interactions with peers using preferred communication methods with 75% accuracy in 4 of 5 instances as measured by teacher data collection.
Communication	Receptive Language	By the end of the IEP period, when shown a sequence of images or symbols, [Student Name] will complete the multi-step task with 80% accuracy in 3 of 5 trials as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, when deciphering simple text messages with familiar social words, [Student Name] will show understanding with 80% accuracy in 3 of 5 assessments in classroom settings as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, during group assignments, [Student Name] will signal a peer for clarification with 80% accuracy in 3 of 4 opportunities as measured by teacher data collection.
Communication	Speaking & Listening	By the end of the IEP period, after a group project, [Student Name] will describe their contribution with 90% accuracy in 5 of 5 opportunities as measured by teacher data collection.
Communication	Expressive Language	By the end of the IEP period, when seeking assistance, [Student Name] will use a complete sentence (e.g., "Can you help me with this problem?") with 85% accuracy in 4 of 5 trials as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, during structured peer-interaction activities, [Student Name] will respond appropriately to non-verbal social cues in 70% of observed opportunities as measured by teacher tally.
Communication	Pragmatics	By the end of the IEP period, [Student Name] will ask a question to clarify understanding during lessons with 80% accuracy in 3 of 4 trials as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, [Student Name] will acknowledge assistance using preferred communication methods in 90% of opportunities as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, [Student Name] will initiate a positive social interaction using a greeting aligned with communication preferences with 70% accuracy in 4 of 5 trials as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, [Student Name] will use supportive tools (e.g., visual aids, timers) to advocate for task completion with 80% accuracy in 4 of 5 opportunities as measured by teacher data collection.
Communication	Expressive Language	By the end of the IEP period, [Student Name] will initiate a verbal or non-verbal break request during independent work with 75% accuracy in 4 of 5 opportunities as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, during classroom activities, [Student Name] will request a quiet space with 75% accuracy in 3 of 4 attempts as measured by teacher data collection.

Communication	Pragmatics	By the end of the IEP period, [Student Name] will politely decline unnecessary help 80% of the time during 4 observation periods as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, during group activities, [Student Name] will request clarification or assistance with 80% accuracy in 4 of 5 opportunities as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, during group activities, [Student Name] will respectfully express disagreement or alternative ideas with 75% accuracy in 3 of 5 instances as measured by teacher data collection.
Communication	Receptive Language	By the end of the IEP period, when given a verbal or visual prompt, [Student Name] will follow a one-step direction with 80% accuracy in 4 of 5 classroom trials as measured by teacher data collection.
Communication	Receptive Language	By the end of the IEP period, when provided visual supports with verbal two-step directions, [Student Name] will complete the tasks with 85% success in 3 of 5 trials as measured by teacher observation.
Communication	Receptive Language	By the end of the IEP period, when given multi-step oral directions, [Student Name] will follow each step in the proper order with 85% accuracy in 3 of 5 trials in classroom activities as measured by teacher data collection.
Communication	Receptive Language	By the end of the IEP period, when given repeated instructions, [Student Name] will independently complete the task as instructed with 80% accuracy in 3 of 4 trials in classroom activities as measured by teacher data collection.
Communication	Receptive Language	By the end of the IEP period, when asked to follow verbal sequences, [Student Name] will complete all steps correctly with 90% accuracy in 4 of 5 trials as measured by teacher observation.
Communication	Pragmatics	By the end of the IEP period, when given a recorded message, [Student Name] will identify the speaker's tone or attitude with 80% accuracy in 4 of 5 trials as measured by teacher data.
Communication	Expressive Language	By the end of the IEP period, when presented a choice board, [Student Name] will select a preferred option using pictures or words with 80% accuracy in 4 of 5 trials in therapy sessions as measured by teacher data collection.
Communication	Expressive Language	By the end of the IEP period, when asked a basic "what" or "where" question, [Student Name] will respond with one- to two-word answers with 75% accuracy in 3 of 5 trials in classroom sessions as measured by teacher data collection.
Communication	Expressive Language	By the end of the IEP period, when provided visual or verbal prompts, [Student Name] will use 2- to 3-word phrases to express wants or needs with 70% accuracy in 4 of 5 trials in classroom sessions as measured by teacher data collection.
Communication	Receptive Language	By the end of the IEP period, when engaged in a familiar activity, [Student Name] will follow one-step verbal instructions with 80% accuracy in 5 of 5 trials in classroom sessions as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, when presented greeting scenarios, [Student Name] will use an appropriate greeting ("hello" or "good-bye") with 70% accuracy in 3 of 5 opportunities in classroom settings as measured by teacher data collection.
Communication	Receptive Language	By the end of the IEP period, when shown an unfamiliar item, [Student Name] will match it to a picture from an array of three with 80% accuracy in 4 of 5 attempts in therapy sessions as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, during interactions, [Student Name] will both interpret and use body language cues appropriately in 4 of 5 exchanges as measured by non-verbal rubric.

Communication	Pragmatics	By the end of the IEP period, when conversing, [Student Name] will align facial expression with expressed emotion in 4 of 5 scenarios as measured by teacher observation.
Communication	Pragmatics	By the end of the IEP period, when addressed by a speaker, [Student Name] will interpret tone of voice and respond appropriately in 3 of 4 instances as measured by comprehension log.
Communication	Pragmatics	By the end of the IEP period, in group work, [Student Name] will correctly interpret peers' gestures in 4 of 5 situations as measured by teacher checklist.
Communication	Pragmatics	By the end of the IEP period, during seated conversations, [Student Name] will maintain an open, attentive posture in 4 of 5 instances as recorded by observation.
Communication	Pragmatics	By the end of the IEP period, across environments, [Student Name] will adjust voice volume to match setting in 4 of 5 opportunities as measured by volume rubric.
Communication	Pragmatics	By the end of the IEP period, during interactions, [Student Name] will respect personal space, remaining at a culturally comfortable distance in 4 of 5 occasions as measured by observation.
Communication	Pragmatics	By the end of the IEP period, when communicating, [Student Name] will accurately identify peers' emotions from facial expressions in 4 of 5 cases as measured by quick-check cards.
Communication	Pragmatics	By the end of the IEP period, during conversations, [Student Name] will orient body toward speaker in 4 of 5 scenarios as measured by engagement rubric.
Communication	Pragmatics	By the end of the IEP period, in conversation settings, [Student Name] will minimize distracting hand movements in 4 of 5 cases as measured by teacher observation.
Communication	Pragmatics	By the end of the IEP period, [Student Name] will use non-verbal cues such as nodding or facial expressions to convey empathy in 3 of 4 interactions as measured by observation checklist.
Communication	Pragmatics	By the end of the IEP period, during dialogue, [Student Name] will interpret vocal pitch changes to infer speaker emotion in 3 of 4 instances as measured by comprehension log.
Communication	Pragmatics	By the end of the IEP period, across settings, [Student Name] will display relaxed body language (e.g., shoulders down) in 4 of 5 situations as measured by teacher notes.
Communication	Pragmatics	By the end of the IEP period, when appropriate, [Student Name] will use socially acceptable touch (e.g., handshake) in 3 of 4 circumstances as measured by social skills rubric.
Communication	Pragmatics	By the end of the IEP period, during conversations, [Student Name] will recognize and utilize pauses effectively in 4 of 5 interactions as measured by communication rubric.
Communication	Pragmatics	By the end of the IEP period, during exchanges, [Student Name] will use positive head nods to indicate understanding in 4 of 5 cases as measured by observation.
Communication	Pragmatics	By the end of the IEP period, when engaged in conversation, [Student Name] will maintain a mutually comfortable level of eye gaze for at least 70% of the interaction in 4 of 5 opportunities as measured by structured observation data.
Communication	Pragmatics	By the end of the IEP period, when entering a classroom or group, [Student Name] will use an appropriate verbal greeting in 3 of 4 situations as measured by teacher tally.
Communication	Pragmatics	By the end of the IEP period, when clarification is needed, [Student Name] will request repetition or explanation with 70% accuracy in 3 of 5 weekly opportunities as measured by self-advocacy log.
Communication	Pragmatics	By the end of the IEP period, when shown peer-emotion scenarios, [Student Name] will correctly identify the emotion using non-verbal cues in 3 of 4 trials as measured by performance checklist.

Communication	Pragmatics	By the end of the IEP period, during conversations, [Student Name] will introduce new topics smoothly without disrupting the flow in 4 of 5 interactions as measured by teacher rubric.
Communication	Pragmatics	By the end of the IEP period, in authentic social interactions, [Student Name] will incorporate polite phrases (e.g., please, thank you) in 4 of 5 scenarios as measured by observation checklist.
Communication	Pragmatics	By the end of the IEP period, during conversations, [Student Name] will provide appropriate verbal and non-verbal listener feedback (e.g., nod, "uh-huh") in 4 of 5 exchanges as measured by interaction rubric.
Communication	Pragmatics	By the end of the IEP period, when entering class, [Student Name] will greet at least two peers appropriately in 4 of 5 weekly opportunities as measured by teacher tally.
Communication	Pragmatics	By the end of the IEP period, when asked a direct question, [Student Name] will provide a relevant answer within 10 seconds with 85% accuracy across 5 trials as measured by response-time log.
Communication	Pragmatics	By the end of the IEP period, when communicating with peers or teachers, [Student Name] will use polite and professional language 90% of the time in 4 out of 5 interactions in classroom settings as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, during group activities, [Student Name] will contribute at least one idea or comment with 80% frequency in 3 out of 5 sessions in classroom settings as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, when prompted, [Student Name] will greet peers and teachers appropriately with 80% accuracy in 3 out of 5 interactions in school settings as measured by teacher data collection.
Communication	Expressive Language	By the end of the IEP period, during role-play, [Student Name] will simulate making a doctor's appointment over the phone with 100% accuracy in 3 out of 4 trials in counseling sessions as measured by teacher data collection.
Communication	Pragmatics	By the end of the IEP period, when attending a social event, [Student Name] will initiate and maintain a 3-minute conversation with at least two peers in 3 out of 5 opportunities in community settings as measured by teacher data collection.
Communication	Expressive Language	By the end of the IEP period, when needing assistance, [Student Name] will appropriately request help from an adult or peer with 90% accuracy in 3 out of 5 trials in classroom settings as measured by teacher data collection.
Communication	Receptive Language	By the end of the IEP period, when a preferred item is indicated non-verbally, [Student Name] will choose or respond correctly with 90% accuracy across 5 consecutive opportunities as measured by teacher observation.
Communication	Receptive Language	By the end of the IEP period, when given a single verbal instruction, [Student Name] will follow the direction with 80% accuracy in 4 of 5 trials in classroom settings as measured by teacher data collection.
Communication	Receptive Language	By the end of the IEP period, when participating in group activities, [Student Name] will follow teacher directions without prompts with 80% accuracy in 4 of 5 trials as measured by teacher data collection.
Social/Behavior	Self-Regulation	By the end of the IEP period, when feeling overwhelmed, [Student Name] will request a break or use a calming strategy with 80% accuracy in 3 of 4 opportunities in classroom settings as measured by teacher data collection.

Social/Behavior	Emotional Regulation	By the end of the IEP period, when frustrated during classwork, [Student Name] will remain calm and request help appropriately with 85% accuracy in 4 of 5 instances in classroom settings as measured by teacher data collection.
Social/Behavior	Emotional Regulation	By the end of the IEP period, when provided cue cards, [Student Name] will identify and describe personal emotions with 75% accuracy in 3 of 4 trials in counseling sessions as measured by teacher data collection.
Social/Behavior	Self-Regulation	By the end of the IEP period, when using a behavior tracking sheet, [Student Name] will demonstrate appropriate self-regulation during discussions with 90% accuracy in 4 of 5 observations in classroom settings as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, when initiating conversations, [Student Name] will use appropriate greetings or questions with 85% accuracy in 3 of 4 trials in classroom settings as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, when participating in group activities, [Student Name] will contribute relevant ideas while respecting peers' turns with 90% accuracy in 5 of 6 sessions in classroom settings as measured by teacher data collection.
Social/Behavior	Self-Advocacy	By the end of the IEP period, when given direct instruction, [Student Name] will use "I" statements to express feelings or opinions with 80% accuracy in 4 of 5 situations in classroom settings as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, when collaborating with peers, [Student Name] will compromise or negotiate with 80% accuracy in 3 of 4 opportunities in classroom settings as measured by teacher data collection.
Social/Behavior	Social Awareness	By the end of the IEP period, when reviewing social scenarios, [Student Name] will identify appropriate and inappropriate behaviors with 90% accuracy in 5 of 6 trials in classroom settings as measured by teacher data collection.
Social/Behavior	Coping Skills	By the end of the IEP period, when role-playing strategies, [Student Name] will use polite language to resolve conflicts with 85% accuracy in 4 of 5 activities in counseling sessions as measured by teacher data collection.
Social/Behavior	Self-Regulation	By the end of the IEP period, when receiving corrective feedback, [Student Name] will respond calmly and adjust behavior with 80% accuracy in 6 of 8 instances in classroom settings as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, when engaging in peer discussions, [Student Name] will maintain eye contact and stay on topic with 85% accuracy in 3 of 4 opportunities in classroom settings as measured by teacher data collection.
Social/Behavior	Self-Advocacy	By the end of the IEP period, [Student Name] will request access to a visual schedule or planner to organize tasks with 85% accuracy in 4 of 5 opportunities as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, during collaborative tasks, [Student Name] will contribute relevant ideas or actions with 80% accuracy in 3 of 4 opportunities as measured by group-work rubric.
Social/Behavior	Peer Interaction	By the end of the IEP period, when in a small group, [Student Name] will complete tasks assigned by group members with 85% success in 5 of 6 opportunities as measured by teacher records.
Social/Behavior	Peer Interaction	By the end of the IEP period, during free-choice, [Student Name] will share materials and take turns with 70% accuracy in 4 of 5 opportunities as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will follow sequential tasks assigned by a peer leader with 85% accuracy in 8 group tasks as measured by teacher observation.

Social/Behavior	Coping Skills	By the end of the IEP period, when frustrated by a challenging task, [Student Name] will request assistance rather than avoiding the task with 80% accuracy in 3 of 5 opportunities as measured by teacher data collection.
Social/Behavior	Coping Skills	By the end of the IEP period, [Student Name] will say, "I would like to take a break," during stressful situations with 75% accuracy in 3 of 4 instances as measured by teacher data collection.
Social/Behavior	Safety	By the end of the IEP period, [Student Name] will follow social-distancing cues in 100% of monitored interactions as measured by event recording.
Social/Behavior	Peer Interaction	By the end of the IEP period, during group discussions, [Student Name] will demonstrate active listening and respond empathetically with 80% accuracy in 4 out of 5 opportunities as measured by participation rubric.
Social/Behavior	Self-Regulation	By the end of the IEP period, [Student Name] will request a preferred sensory tool or strategy during instruction with 75% accuracy in 4 of 5 opportunities as measured by teacher data collection.
Social/Behavior	Self-Regulation	By the end of the IEP period, when a transition signal is provided non-verbally, [Student Name] will comply and move to the designated area with minimal prompts in 3 of 4 instances as measured by teacher observation.
Social/Behavior	Coping Skills	By the end of the IEP period, [Student Name] will explain strengths and needs to a peer or teacher with 75% accuracy in 4 of 5 scenarios as measured by teacher data collection.
Social/Behavior	Self-Advocacy	By the end of the IEP period, when unable to solve a problem after two attempts, [Student Name] will use a help-signal card with 90% accuracy in 5 of 5 trials in classroom settings as measured by teacher data collection.
Social/Behavior	Self-Advocacy	By the end of the IEP period, when given a challenging academic task, [Student Name] will identify the need for help by raising a hand, using assistive technology, or submitting a written request with 80% accuracy in 4 of 5 trials in classroom settings as measured by teacher data collection.
Social/Behavior	Self-Advocacy	By the end of the IEP period, when presented with new material, [Student Name] will indicate confusion by using a predetermined signal with 70% accuracy in 4 of 5 trials in classroom lessons as measured by teacher data collection.
Social/Behavior	Self-Advocacy	By the end of the IEP period, [Student Name] will signal or state the need for modified instructions with 80% accuracy in 3 of 4 trials as measured by teacher data collection.
Social/Behavior	Self-Advocacy	By the end of the IEP period, during unstructured activities, [Student Name] will self-advocate for accommodations to minimize stress with 75% accuracy in 3 of 4 occurrences as measured by teacher data collection.
Social/Behavior	Classroom Skills	By the end of the IEP period, during group activities, [Student Name] will raise a hand and wait to be called on before speaking in 85% of opportunities as measured by frequency count.
Social/Behavior	Peer Interaction	By the end of the IEP period, when engaged in group activities, [Student Name] will take turns and contribute at least one idea with 80% accuracy in 4 of 5 sessions as measured by teacher rubrics.
Social/Behavior	Self-Advocacy	By the end of the IEP period, [Student Name] will evaluate the effectiveness of assistance received and give feedback with 70% accuracy in 3 of 5 trials as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, after explicit instruction, [Student Name] will handle peer rejection or disagreement appropriately with 75% accuracy in 3 of 4 monitored incidents as measured by behavior logs.

Social/Behavior	Peer Interaction	By the end of the IEP period, after instruction on boundaries, [Student Name] will maintain personal space with 80% accuracy in 3 of 4 observations as measured by teacher logs.
Social/Behavior	Peer Interaction	By the end of the IEP period, after instruction, [Student Name] will show empathetic behavior with 75% accuracy in 3 of 4 observed social situations as measured by teacher logs.
Social/Behavior	Self-Regulation	By the end of the IEP period, during group activities, [Student Name] will wait for their turn without prompts with 85% accuracy in 4 of 5 sessions as measured by observation.
Social/Behavior	Classroom Skills	By the end of the IEP period, during group discussions, [Student Name] will raise their hand and respond in turn with relevant information with 85% accuracy in 4 out of 5 sessions as measured by teacher tally.
Social/Behavior	Peer Interaction	By the end of the IEP period, during peer-group activities, [Student Name] will demonstrate active listening by nodding, maintaining eye contact, and paraphrasing with 80% accuracy in 3 out of 4 sessions as measured by observation checklist.
Social/Behavior	Peer Interaction	By the end of the IEP period, during structured interactions, [Student Name] will initiate a greeting to a peer with 80% accuracy in 4 of 5 opportunities as measured by social-skills checklists.
Social/Behavior	Peer Interaction	By the end of the IEP period, during structured opportunities, [Student Name] will respond appropriately to peer questions or comments with 85% accuracy in 4 of 5 trials as measured by data sheets.
Social/Behavior	Pragmatics	By the end of the IEP period, during structured peer activities, [Student Name] will use appropriate eye contact and body language with 80% accuracy in 3 of 4 observations as measured by social-skills rating scales.
Social/Behavior	Self-Regulation	By the end of the IEP period, when assigned a non-preferred task, [Student Name] will use a self-regulation strategy (e.g., deep breathing or requesting a break) with 85% accuracy in 4 of 5 teaching sessions as measured by behavior logs.
Social/Behavior	Coping Skills	By the end of the IEP period, when given a conflict scenario, [Student Name] will state a problem and suggest an appropriate resolution with 75% accuracy in 3 of 4 role-play trials as measured by teacher notes.
Social/Behavior	Self-Regulation	By the end of the IEP period, when given a nonverbal cue, [Student Name] will refrain from repetitive behaviors during classroom activities with 80% accuracy in 4 out of 5 observations as measured by behavior data sheets.
Social/Behavior	Coping Skills	By the end of the IEP period, when given a prompt, [Student Name] will ask for help instead of refusing tasks with 85% accuracy in 4 out of 5 attempts as measured by teacher observation.
Social/Behavior	Self-Regulation	By the end of the IEP period, when given a social narrative, [Student Name] will wait in line appropriately with 90% accuracy in 5 of 6 observations as measured by behavior tallies.
Social/Behavior	Peer Interaction	By the end of the IEP period, when given a social story, [Student Name] will share a toy or object with a peer with 80% accuracy in 3 of 4 play sessions as measured by teacher notes.
Social/Behavior	Self-Regulation	By the end of the IEP period, when given a structured routine, [Student Name] will transition between activities without agitated behaviors with 85% accuracy in 4 out of 5 trials as measured by teacher logs.
Social/Behavior	Emotional Regulation	By the end of the IEP period, when given a verbal cue, [Student Name] will identify their emotions using "I feel ..." statements with 90% accuracy in 4 of 5 classroom discussions as measured by teacher tallies.

Social/Behavior	Emotional Regulation	By the end of the IEP period, when given access to a calming area, [Student Name] will recognize signs of frustration and independently move to the area with 85% accuracy in 4 out of 5 occurrences as measured by behavior logs.
Social/Behavior	Self-Regulation	By the end of the IEP period, when given explicit expectations and visual supports, [Student Name] will demonstrate self-control during highly stimulating situations without disruptive behaviors with 85% accuracy in 4 out of 5 observations as measured by behavior data.
Social/Behavior	Peer Interaction	By the end of the IEP period, when given peer-modeling, [Student Name] will take turns during games or activities with 80% accuracy in 3 of 4 structured play sessions as measured by teacher tallies.
Social/Behavior	Self-Regulation	By the end of the IEP period, when given reminders, [Student Name] will comply with adult instructions and complete tasks with 85% accuracy in 4 out of 5 observations as measured by teacher data.
Social/Behavior	Coping Skills	By the end of the IEP period, when given social stories, [Student Name] will demonstrate appropriate conflict-resolution strategies with 85% accuracy in 4 out of 5 practice scenarios as measured by teacher checklist.
Social/Behavior	Emotional Regulation	By the end of the IEP period, when given verbal or visual prompts, [Student Name] will use a self-calming strategy during moments of frustration with 85% accuracy in 4 out of 5 incidents as measured by behavior logs.
Social/Behavior	Self-Regulation	By the end of the IEP period, when given visual supports, [Student Name] will follow classroom rules (e.g., raising hand) with 90% accuracy in 5 out of 6 lessons as measured by teacher tally.
Social/Behavior	Peer Interaction	By the end of the IEP period, when guided through peer activity, [Student Name] will share a preferred item with 80% accuracy in 4 of 5 opportunities as measured by observation.
Social/Behavior	Coping Skills	By the end of the IEP period, when presented a conflict scenario, [Student Name] will use calm language to state their perspective with 80% accuracy in 4 of 5 role-plays as measured by data sheets.
Social/Behavior	Peer Interaction	By the end of the IEP period, when presented a peer-interaction opportunity, [Student Name] will share a preferred item with a peer with 80% accuracy in 3 of 4 social opportunities as measured by observation charts.
Social/Behavior	Emotional Regulation	By the end of the IEP period, when presented with emotional-regulation tools, [Student Name] will independently use a self-calming strategy when frustrated with 85% accuracy in 4 out of 5 opportunities as measured by teacher observation.
Social/Behavior	Self-Regulation	By the end of the IEP period, when provided a sensory break, [Student Name] will return to the assigned task and complete it with 85% accuracy in 4 of 5 observations in classroom settings as measured by work-completion logs.
Social/Behavior	Emotional Regulation	By the end of the IEP period, when provided emotional-regulation tools, [Student Name] will indicate their emotional state during challenging tasks with 80% accuracy in 3 out of 4 opportunities as measured by mood chart review.
Social/Behavior	Emotional Regulation	By the end of the IEP period, when provided explicit instruction, [Student Name] will express feelings using verbal or visual tools instead of negative behaviors with 80% accuracy in 4 out of 5 instances as measured by behavior logs.
Social/Behavior	Peer Interaction	By the end of the IEP period, when provided modeling and visuals, [Student Name] will appropriately join a group activity with 80% accuracy in 3 of 4 opportunities as measured by teacher observation.

Social/Behavior	Self-Regulation	By the end of the IEP period, when provided positive reinforcement, [Student Name] will wait in line appropriately without challenging behaviors with 90% accuracy in 5 out of 6 observations as measured by teacher checklist.
Social/Behavior	Self-Regulation	By the end of the IEP period, when provided role-play scenarios, [Student Name] will identify triggers for negative behaviors and propose alternatives with 75% accuracy in 3 out of 4 sessions as measured by teacher records.
Social/Behavior	Coping Skills	By the end of the IEP period, when provided sensory regulation supports, [Student Name] will independently use a calming strategy with 85% accuracy in 4 of 5 observations as measured by self-regulation charts.
Social/Behavior	Peer Interaction	By the end of the IEP period, when provided visual prompts, [Student Name] will take turns in a game or group activity with 85% accuracy in 3 of 4 trials as measured by observation tallies.
Social/Behavior	Self-Regulation	By the end of the IEP period, when provided with a visual cue, [Student Name] will remain seated during instructional time with 90% accuracy in 5 out of 6 sessions as measured by teacher observation.
Social/Behavior	Emotional Regulation	By the end of the IEP period, when shown a picture cue, [Student Name] will identify basic emotions in self or others with 80% accuracy in 3 of 4 instructional trials as measured by data sheets.
Social/Behavior	Peer Interaction	By the end of the IEP period, when shown a social-scenario picture or role-play, [Student Name] will identify an appropriate response with 80% accuracy in 3 of 4 instructional trials as measured by teacher data sheets.
Social/Behavior	Self-Regulation	By the end of the IEP period, when taught alternative behaviors, [Student Name] will appropriately request a break instead of engaging in inappropriate behaviors with 80% accuracy in 4 out of 5 opportunities as measured by behavior data.
Social/Behavior	Emotional Regulation	By the end of the IEP period, when taught coping strategies, [Student Name] will express frustration appropriately with 85% accuracy in 4 of 5 practice situations as measured by behavior charts.
Social/Behavior	Emotional Regulation	By the end of the IEP period, when taught to express emotions, [Student Name] will identify and verbalize feelings in social settings with 85% accuracy in 4 of 5 opportunities as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will follow implicit group norms (e.g., waiting turn) with 75% consistency in 5 collaborative tasks as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, when encountering peer conflict, [Student Name] will use an agreed problem-solving strategy to resolve the issue appropriately in 75% of incidents as measured by teacher documentation.
Social/Behavior	Emotional Regulation	By the end of the IEP period, [Student Name] will use a predetermined calming strategy when upset with 80% accuracy in 4 of 5 opportunities as measured by teacher data collection.
Social/Behavior	Self-Regulation	By the end of the IEP period, during transitions between settings, [Student Name] will maintain expected behaviour with no more than one prompt in 80% of occurrences as measured by event recording.
Social/Behavior	Coping Skills	By the end of the IEP period, when presented with a social conflict, [Student Name] will use a pre-taught coping strategy with 75% accuracy in 3 of 4 incidents as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, during collaborative projects, [Student Name] will follow designated group roles and outlined steps with 90% accuracy in 4 of 5 trials as measured by teacher observation.

Social/Behavior	Self-Regulation	By the end of the IEP period, [Student Name] will adjust work based on feedback with 75% accuracy in 3 of 4 tasks as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, when participating in a group game, [Student Name] will follow established rules with 80% accuracy and minimal prompts during weekly activities as measured by teacher rubric.
Social/Behavior	Peer Interaction	By the end of the IEP period, during group tasks, [Student Name] will negotiate roles or tasks effectively with 75% accuracy in 3 out of 4 instances as measured by teacher observation.
Social/Behavior	Self-Regulation	By the end of the IEP period, in unstructured settings, [Student Name] will seek support when difficulties arise with 70% accuracy in 5 occurrences as measured by teacher data collection.
Social/Behavior	Self-Regulation	By the end of the IEP period, during tests, [Student Name] will request sensory tools (e.g., headphones) with 80% accuracy in 4 of 5 occurrences as measured by teacher data collection.
Social/Behavior	Self-Regulation	By the end of the IEP period, when presented with a non-preferred task, [Student Name] will use a self-regulation strategy in 80% of opportunities in classroom settings as measured by self-monitoring logs.
Social/Behavior	Peer Interaction	By the end of the IEP period, when working on collaborative projects, [Student Name] will contribute a relevant idea or suggestion with 80% accuracy in 4 of 5 opportunities as measured by teacher data collection.
Social/Behavior	Self-Advocacy	By the end of the IEP period, when transitioning between tasks, [Student Name] will use their accommodation plan with 75% accuracy in 3 of 4 opportunities as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, when working in pairs or small groups, [Student Name] will stay on task and contribute to the activity with 85% engagement in 4 of 5 cooperative learning sessions as measured by teacher rubric.
Social/Behavior	Emotional Regulation	By the end of the IEP period, when shown emotion images, [Student Name] will label each emotion with 90% accuracy in 4 of 5 trials as measured by teacher records.
Social/Behavior	Self-Advocacy	By the end of the IEP period, [Student Name] will request breaks or alternate seating respectfully with 75% accuracy in 3 of 4 attempts as measured by teacher data collection.
Social/Behavior	Self-Advocacy	By the end of the IEP period, when struggling with independent assignments, [Student Name] will use a "help" card to request assistance with 80% accuracy in 3 of 5 instances in classroom settings as measured by teacher data collection.
Social/Behavior	Coping Skills	By the end of the IEP period, [Student Name] will process and respond to corrective feedback appropriately with 75% accuracy in 3 of 5 instances as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, during group activities, [Student Name] will take turns and share materials with 85% accuracy in 3 of 4 opportunities as measured by teacher data collection.
Social/Behavior	Self-Advocacy	By the end of the IEP period, when a task requires extended time, [Student Name] will request that accommodation with 85% accuracy in 4 of 5 attempts as measured by teacher data collection.
Social/Behavior	Coping Skills	By the end of the IEP period, when faced with a conflict, [Student Name] will communicate concerns and resolve the issue with 85% accuracy in 3 of 4 situations as measured by teacher data collection.
Social/Behavior	Self-Advocacy	By the end of the IEP period, [Student Name] will request a break appropriately using a predetermined signal or phrase with 85% accuracy in 3 of 4 trials in classroom settings as measured by teacher data collection.

Social/Behavior	Social Cues	By the end of the IEP period, when given a list of common social words, [Student Name] will read aloud and state their meaning with 90% accuracy in 4 of 5 observations in classroom settings as measured by teacher data collection.
Social/Behavior	Social Cues	By the end of the IEP period, when provided a sentence containing a functional social word, [Student Name] will read and explain the context with 85% accuracy in 3 of 5 trials in classroom settings as measured by teacher data collection.
Social/Behavior	Social Cues	By the end of the IEP period, [Student Name] will read and identify at least ten social interaction words with 85% accuracy across 4 trials in classroom settings as measured by teacher data collection.
Social/Behavior	Pragmatics	By the end of the IEP period, when provided a written greeting, [Student Name] will read and respond appropriately with 85% accuracy in 3 of 4 trials in classroom settings as measured by teacher data collection.
Social/Behavior	Social Cues	By the end of the IEP period, [Student Name] will identify social phrases (e.g., "No Smoking") and explain their purpose with 90% accuracy in 4 of 6 tasks in community settings as measured by teacher data collection.
Social/Behavior	Social Cues	By the end of the IEP period, [Student Name] will match social vocabulary to contexts with 85% accuracy in 4 of 5 evaluations in classroom settings as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, when reading written rules for a game, [Student Name] will apply the rules with 85% accuracy in 3 of 4 trials in classroom settings as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will follow written group directions provided by peers with 90% accuracy in 6 of 8 opportunities as measured by teacher records.
Social/Behavior	Peer Interaction	By the end of the IEP period, during cooperative learning, [Student Name] will give respectful feedback to peers in 3 of 5 trials as measured by teacher data collection.
Social/Behavior	Self-Advocacy	By the end of the IEP period, during class discussions, [Student Name] will raise concerns or questions about assignments with 85% accuracy in 3 of 4 trials as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will identify and use a peer-mediation strategy to resolve disagreements with 75% accuracy in 3 out of 4 opportunities as measured by teacher observation.
Social/Behavior	Emotional Regulation	By the end of the IEP period, when receiving negative peer feedback, [Student Name] will remain calm and respond appropriately with 75% accuracy in 3 out of 4 situations as measured by behavior logs.
Social/Behavior	Peer Interaction	By the end of the IEP period, during peer interactions, [Student Name] will listen attentively and respond with relevant comments with 85% consistency over two months as measured by teacher tally.
Social/Behavior	Following Directions	By the end of the IEP period, when presented with a non-verbal signal, [Student Name] will interpret the cue and perform the task in 75% of observed transitions as measured by teacher tally.
Social/Behavior	Following Directions	By the end of the IEP period, when transitioning within a familiar routine, [Student Name] will follow single-step transitions with 85% accuracy in 3 of 4 sessions in classroom settings as measured by teacher observation.
Social/Behavior	Following Directions	By the end of the IEP period, when provided with a visual prompt, [Student Name] will complete the single-step task within one minute with 90% accuracy in 3 of 4 trials in classroom settings as measured by teacher observation.

Social/Behavior	Peer Interaction	By the end of the IEP period, during center rotations, [Student Name] will move to the next activity when directed by peers in 4 of 5 settings as measured by teacher tally.
Social/Behavior	Following Directions	By the end of the IEP period, when navigating classroom routines, [Student Name] will comply with teacher directions within 2 minutes in 80% of opportunities as measured by time-sample recording.
Social/Behavior	Emotional Regulation	By the end of the IEP period, when offered assistance, [Student Name] will accept help without frustration behaviors with 80% accuracy in 3 of 4 observation periods as measured by teacher data collection.
Social/Behavior	Self-Regulation	By the end of the IEP period, when frustrated, [Student Name] will use a self-regulation strategy to calm within 2 minutes with 80% success in 3 of 5 opportunities as measured by behaviour logs.
Social/Behavior	Social Interaction	By the end of the IEP period, [Student Name] will engage appropriately when guided, using preferred communication, with 85% accuracy in 4 of 5 instances as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will independently follow group-shared expectations with 80% consistency during cooperative sessions as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will follow suggestions from peers or teachers with 80% accuracy in 3 of 4 observation periods as measured by teacher data collection.
Social/Behavior	Self-Advocacy	By the end of the IEP period, during peer interactions, [Student Name] will advocate to join an activity with 85% accuracy in 3 of 4 trials as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, during cooperative learning tasks, [Student Name] will respond to peer instructions by completing the assigned task with 85% success in 8 opportunities as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, when given a preferred activity, [Student Name] will appropriately request to participate with 80% accuracy in 4 of 5 trials in classroom or therapy sessions as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, when an opportunity to engage with peers is available, [Student Name] will acknowledge others through verbal or non-verbal means with 70% accuracy in 3 of 5 trials in classroom settings as measured by teacher data collection.
Social/Behavior	Emotional Regulation	By the end of the IEP period, when presented a new task, [Student Name] will express emotions appropriately using speech or AAC with 80% accuracy in 4 of 5 trials in classroom settings as measured by teacher data collection.
Social/Behavior	Self-Regulation	By the end of the IEP period, when provided a scheduled sensory break, [Student Name] will return to the task calmly and independently with 90% accuracy in 4 of 5 trials in classroom settings as measured by teacher data collection.
Social/Behavior	Coping Skills	By the end of the IEP period, when upset, [Student Name] will use an agreed-upon coping strategy with 75% accuracy in 3 of 5 instances in classroom settings as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, when instructed to take turns during group activities, [Student Name] will participate appropriately with 70% accuracy in 4 of 5 trials in classroom settings as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, when in a group activity, [Student Name] will take turns appropriately with minimal prompts in 4 of 5 opportunities in classroom social-skills sessions as measured by teacher data collection.

Social/Behavior	Peer Interaction	By the end of the IEP period, when given a conversational prompt, [Student Name] will respond appropriately to questions or comments with 80% accuracy in 3 of 5 interactions in classroom social-skills sessions as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, when given peer prompts, [Student Name] will initiate a greeting with 80% accuracy in 4 out of 5 peer-interaction opportunities in natural classroom settings as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, when engaged in group work, [Student Name] will respond to peer-initiated questions with relevant answers with 75% accuracy across 3 weeks of teacher-monitored sessions as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, when presented with a social scenario, [Student Name] will maintain a conversation with a peer by asking at least one follow-up question in 4 out of 5 opportunities in structured social settings as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, when provided visual supports, [Student Name] will use at least two complete sentences to express thoughts to peers in 80% of observed interactions during classroom activities as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, when working in pairs, [Student Name] will appropriately ask for help from a peer in 4 out of 5 opportunities in classroom tasks as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, during group activities, [Student Name] will demonstrate active listening by maintaining eye contact and providing relevant responses in 70% of observed interactions as measured by teacher data.
Social/Behavior	Peer Interaction	By the end of the IEP period, when given a choice, [Student Name] will independently select and engage with a preferred activity and explain the choice using at least one complete sentence in 4 out of 5 opportunities in classroom routines as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, when given teacher prompts, [Student Name] will initiate greetings with peers or adults in 80% of structured social-interaction opportunities as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will demonstrate understanding of personal space by maintaining an appropriate distance from peers in 85% of observed interactions across varied school settings as measured by teacher data.
Social/Behavior	Peer Interaction	By the end of the IEP period, during free-play or leisure activities, [Student Name] will share materials or toys with peers in 4 out of 5 opportunities as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, with teacher guidance, [Student Name] will identify and express emotions using appropriate vocabulary in 3 out of 5 emotion-focused discussions as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will recognize and follow classroom routines independently in 80% of observed instances as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, when given a group problem-solving task, [Student Name] will contribute at least one idea or solution in 4 out of 5 opportunities as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, using a script or visual aid, [Student Name] will independently introduce themselves to a new peer and ask a follow-up question in 3 out of 5 interactions as measured by teacher observation.

Social/Behavior	Peer Interaction	By the end of the IEP period, with adult modeling, [Student Name] will appropriately accept constructive feedback from peers or adults in 4 out of 5 opportunities as measured by teacher data.
Social/Behavior	Conflict Resolution	By the end of the IEP period, when faced with a disagreement, [Student Name] will use "I feel" statements to express emotions appropriately in 75% of conflict situations as measured by teacher observation.
Social/Behavior	Conflict Resolution	By the end of the IEP period, when a conflict arises, [Student Name] will identify one possible solution with adult prompting in 80% of instances as measured by teacher data.
Social/Behavior	Conflict Resolution	By the end of the IEP period, during group activities, [Student Name] will accept compromise or alternative solutions in 3 out of 4 interactions as measured by teacher observation.
Social/Behavior	Conflict Resolution	By the end of the IEP period, given visual supports, [Student Name] will appropriately apologize following a peer conflict in 80% of observed incidents as measured by teacher data.
Social/Behavior	Conflict Resolution	By the end of the IEP period, when experiencing frustration, [Student Name] will request a break before reacting negatively with 85% accuracy in 6 out of 8 opportunities as measured by teacher observation.
Social/Behavior	Conflict Resolution	By the end of the IEP period, [Student Name] will use "I" statements to express feelings and needs in conflict situations with 75% accuracy in 4 out of 5 practices as measured by teacher data.
Social/Behavior	Conflict Resolution	By the end of the IEP period, during role-play scenarios, [Student Name] will suggest two possible solutions to a conflict in 4 out of 5 attempts as measured by teacher observation.
Social/Behavior	Conflict Resolution	By the end of the IEP period, given a checklist or prompt, [Student Name] will demonstrate active listening techniques in 80% of peer interactions as measured by teacher data collection.
Social/Behavior	Conflict Resolution	By the end of the IEP period, [Student Name] will independently seek adult assistance to resolve a peer conflict in 3 out of 4 instances as measured by teacher records.
Social/Behavior	Conflict Resolution	By the end of the IEP period, following a disagreement, [Student Name] will initiate a reconciliation conversation in 3 out of 5 incidents as measured by teacher observation.
Social/Behavior	Conflict Resolution	By the end of the IEP period, when presented with a hypothetical conflict, [Student Name] will identify one appropriate compromise in 4 out of 5 cases as measured by teacher data.
Social/Behavior	Peer Interaction	By the end of the IEP period, when given a scenario or role play, [Student Name] will identify appropriate versus inappropriate peer responses in 4 out of 5 opportunities as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, during free play, [Student Name] will demonstrate appropriate physical boundaries (e.g., no grabbing or pushing) in 90% of observed interactions as measured by teacher data.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will refrain from interrupting peers during conversations in 4 out of 5 opportunities as measured by teacher observation.
Social/Behavior	Coping Skills	By the end of the IEP period, when frustrated during a peer interaction, [Student Name] will use coping strategies (e.g., breathing exercises, asking for help) instead of disruptive behavior in 3 out of 4 trials as measured by teacher data.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will use polite language (e.g., "excuse me" or "may I?") during peer conversations in 80% of opportunities as measured by teacher observation.
Social/Behavior	Emotional Regulation	By the end of the IEP period, when upset or frustrated, [Student Name] will use a self-regulation strategy (e.g., deep breathing, requesting a break) in 4 out of 5 instances per week as measured by teacher data.

Social/Behavior	Emotional Regulation	By the end of the IEP period, [Student Name] will identify their emotions and underlying causes with 80% accuracy across structured sessions as measured by teacher observation.
Social/Behavior	Emotional Regulation	By the end of the IEP period, [Student Name] will refrain from disruptive behaviors and use appropriate coping strategies in 90% of opportunities as measured by teacher data.
Social/Behavior	Emotional Regulation	By the end of the IEP period, [Student Name] will demonstrate flexibility by adapting to changes in routine without distress in 3 out of 5 instances as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, during collaborative tasks, [Student Name] will engage with the group by contributing a relevant idea in 75% of group sessions as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, given visual or verbal cues, [Student Name] will remain on task during group work for 10 consecutive minutes with 80% success as measured by teacher data.
Social/Behavior	Peer Interaction	By the end of the IEP period, without adult supervision, [Student Name] will actively participate in small-group discussions in 4 out of 5 opportunities as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will provide positive feedback or encouragement to peers in 2 out of 3 weekly interactions as measured by teacher logs.
Social/Behavior	Peer Interaction	By the end of the IEP period, when observing peers, [Student Name] will model positive group behaviors with 75% consistency as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, when given a verbal or visual cue, [Student Name] will initiate a greeting with a peer with 80% accuracy in 4 out of 5 trials as measured by teacher data.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will independently ask a peer for help with a task in 3 out of 4 opportunities as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, when prompted with a social scenario card, [Student Name] will start a conversation with a peer and maintain at least two exchanges with 75% success as measured by teacher data.
Social/Behavior	Peer Interaction	By the end of the IEP period, during structured group activities, [Student Name] will ask a peer to join them in play in 3 out of 5 observed sessions as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will use a verbal or non-verbal strategy (e.g., raising a hand or gesturing) to gain a peer's attention in 4 out of 5 opportunities as measured by teacher data.
Social/Behavior	Peer Interaction	By the end of the IEP period, during recess, [Student Name] will engage in reciprocal play with peers for 5 minutes on 3 out of 4 days weekly as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, with an adult prompt, [Student Name] will invite or join peer conversation during leisure activities in 80% of peer opportunities as measured by teacher data.
Social/Behavior	Self-Regulation	By the end of the IEP period, when waiting for their turn during a game, [Student Name] will demonstrate patience by staying calm with 90% consistency as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will approach peers to join a preferred activity in 3 out of 5 weekly opportunities as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, during imaginative play, [Student Name] will suggest a cooperative idea peers can adopt in 75% of interactions as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, when greeted by a peer, [Student Name] will respond with a verbal greeting in 4 out of 5 opportunities as measured by teacher data.

Social/Behavior	Peer Interaction	By the end of the IEP period, during structured social activities, [Student Name] will answer peer questions accurately in 3 out of 4 trials as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, when offered an item by a peer, [Student Name] will acknowledge the offer and decide whether to accept or decline in 4 out of 5 opportunities as measured by teacher data.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will maintain eye contact for at least 5 seconds when responding to a peer in 3 out of 5 interactions as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, given verbal praise from a peer, [Student Name] will respond appropriately (e.g., saying "Thank you" or smiling) in 80% of opportunities as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will independently ask a peer to clarify instructions or repeat information when needed in 2 out of 3 observed situations as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, during group projects, [Student Name] will express polite disagreement with a peer's idea in 3 out of 5 trials as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, when feeling uncomfortable in a peer interaction, [Student Name] will verbalize feelings and request to exit the interaction in 3 out of 5 trials as measured by teacher data.
Social/Behavior	Peer Interaction	By the end of the IEP period, given a scenario prompt, [Student Name] will identify when and how to ask for help from a peer in 4 out of 5 opportunities as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will use a self-monitoring tool (e.g., feelings chart) during peer group activities to identify and express emotions in 2 out of 3 observed opportunities as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, during structured activities, [Student Name] will share materials with peers with 90% accuracy in 3 out of 4 opportunities as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, when playing a game, [Student Name] will demonstrate appropriate turn-taking skills with 80% success across 5 game opportunities as measured by teacher data.
Social/Behavior	Peer Interaction	By the end of the IEP period, during free play, [Student Name] will politely ask a peer to share a toy or item in 75% of observed instances as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, with adult guidance, [Student Name] will wait their turn by listening quietly while peers speak during group discussion in 4 out of 5 attempts as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, when required, [Student Name] will exchange a requested object with a peer appropriately in 3 out of 4 interactions as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, during structured activities, [Student Name] will participate in a sharing activity with at least one peer with 80% success across one week as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will take turns using classroom materials during small-group work in 3 out of 4 opportunities as measured by teacher data.
Social/Behavior	Peer Interaction	By the end of the IEP period, during play-based learning, [Student Name] will initiate sharing of an item with peer acknowledgment in 75% of attempted instances as measured by teacher observation.

Social/Behavior	Peer Interaction	By the end of the IEP period, with minimal prompts, [Student Name] will wait patiently for their turn when others are using a preferred toy in 4 out of 5 occurrences as measured by teacher data.
Social/Behavior	Peer Interaction	By the end of the IEP period, during partner work, [Student Name] will offer help or share materials with a peer appropriately in 3 out of 5 instances as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will use verbal or non-verbal communication to request a turn during cooperative activities in 80% of opportunities as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, during transitions, [Student Name] will engage in turn-taking behaviors such as passing objects or queuing in 4 out of 5 chances as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, with moderate support, [Student Name] will express willingness to share a preferred item with a peer two times per week as measured by teacher logs.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will negotiate sharing or turn-taking conflicts with adult support in 3 out of 4 situations as measured by teacher data.
Social/Behavior	Peer Interaction	By the end of the IEP period, during circle time, [Student Name] will take turns contributing to group activities in 80% of opportunities as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, during group activities, [Student Name] will share materials or toys with a peer during 3 out of 5 observed opportunities as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, given verbal prompting, [Student Name] will take turns with a peer during board games or group tasks with 80% accuracy as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, during collaborative tasks, [Student Name] will make a suggestion or offer an idea to the group in at least 2 out of 3 observed opportunities as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will follow peer directions during group activities in 4 out of 5 opportunities as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, when assigned to a team, [Student Name] will express appreciation (e.g., "Thank you" or "Good job") toward a peer's contribution in 3 out of 5 opportunities as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, while participating in partner reading, [Student Name] will take turns reading aloud and giving feedback in 4 out of 5 sessions as measured by peer-interaction logs.
Social/Behavior	Peer Interaction	By the end of the IEP period, during group projects, [Student Name] will assume a leadership role by guiding peers toward a shared goal in 3 of 5 projects as measured by group-work rubric.
Social/Behavior	Peer Interaction	By the end of the IEP period, in group settings, [Student Name] will facilitate cooperation among peers in 4 of 5 opportunities over a semester as measured by teacher observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will encourage peer participation by inviting at least one peer idea in 3 of 4 weekly sessions as measured by participation log.
Social/Behavior	Coping Skills	By the end of the IEP period, when peers disagree, [Student Name] will mediate by suggesting a solution in 2 of 3 conflicts per month as measured by conflict-resolution record.
Social/Behavior	Peer Interaction	By the end of the IEP period, during group projects, [Student Name] will delegate tasks according to peers' strengths in 4 of 5 opportunities as measured by group rubric.

Social/Behavior	Peer Interaction	By the end of the IEP period, across group activities, [Student Name] will build rapport with team members through meaningful conversation in 3 of 5 activities as measured by teacher notes.
Social/Behavior	Peer Interaction	By the end of the IEP period, during project meetings, [Student Name] will promote inclusivity by ensuring each member shares once in 5 of 6 meetings as measured by participation checklist.
Social/Behavior	Self-Regulation	By the end of the IEP period, when interacting, [Student Name] will identify cues of peer discomfort (e.g., fidgeting) and adjust behavior in 4 of 5 scenarios as measured by teacher checklist.
Social/Behavior	Self-Regulation	By the end of the IEP period, during group tasks, [Student Name] will wait their turn to speak or act without prompts in 3 of 4 situations as measured by teacher data.
Social/Behavior	Peer Interaction	By the end of the IEP period, during cooperative projects, [Student Name] will offer materials or ideas without prompting in 4 of 5 activities as measured by teacher observation.
Social/Behavior	Coping Skills	By the end of the IEP period, in conflict situations, [Student Name] will express personal feelings and listen to peers' perspectives to reach resolution with 70% success across 6 weeks as measured by conflict-log review.
Social/Behavior	Coping Skills	By the end of the IEP period, when conflicts arise, [Student Name] will suggest at least two viable solutions in 3 of 5 situations as measured by teacher rubric.
Social/Behavior	Peer Interaction	By the end of the IEP period, during cooperative play or work, [Student Name] will share materials and alternate turns in 4 of 5 occurrences as measured by observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will initiate positive social interactions to begin friendships in 4 of 5 opportunities as measured by peer-report and teacher notes.
Social/Behavior	Peer Interaction	By the end of the IEP period, when conflicting ideas arise, [Student Name] will negotiate and reach a mutually beneficial compromise in 4 of 5 situations as recorded on group-work rubric.
Social/Behavior	Peer Interaction	By the end of the IEP period, in conflict discussions, [Student Name] will use "I" statements to express feelings or needs in 4 of 5 interactions over a month as measured by self-advocacy tally.
Social/Behavior	Peer Interaction	By the end of the IEP period, when noticing a peer in distress, [Student Name] will offer help or support in 2 of 3 weekly trials as measured by teacher anecdotal records.
Social/Behavior	Peer Interaction	By the end of the IEP period, during role-play, [Student Name] will demonstrate understanding of another's perspective with 70% accuracy in 3 of 4 monthly scenarios as measured by perspective-taking rubric.
Social/Behavior	Peer Interaction	By the end of the IEP period, when paired with unfamiliar peers, [Student Name] will introduce themselves and engage in brief small talk with 70% accuracy in 3 of 4 bi-weekly opportunities as measured by observation.
Social/Behavior	Peer Interaction	By the end of the IEP period, when given a compliment, [Student Name] will acknowledge and respond appropriately with 80% accuracy in 4 of 5 instances as measured by teacher tally.
Social/Behavior	Peer Interaction	By the end of the IEP period, when joining ongoing activities, [Student Name] will enter respectfully and seek permission with 85% accuracy in 4 of 5 attempts as measured by social-entry rubric.
Social/Behavior	Self-Regulation	By the end of the IEP period, when needing assistance, [Student Name] will use respectful language to request help in 4 of 5 opportunities as measured by teacher tally.
Social/Behavior	Self-Regulation	By the end of the IEP period, during interactions, [Student Name] will maintain personal space (arm's-length guideline) in 3 of 4 encounters as measured by proximity checklist.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will acknowledge and respond compassionately to others' emotions in 4 of 5 interactions as measured by empathy checklist.

Social/Behavior	Coping Skills	By the end of the IEP period, [Student Name] will seek adult support for emotion regulation in 3 of 4 incidents as recorded on help-seeking log.
Social/Behavior	Emotional Regulation	By the end of the IEP period, during weekly reflection, [Student Name] will accurately label personal feelings in 4 of 5 interactions as measured by emotional-literacy checklist.
Social/Behavior	Emotional Regulation	By the end of the IEP period, [Student Name] will identify feelings in a daily journal accurately 3 of 4 times per week as measured by journal review.
Social/Behavior	Self-Regulation	By the end of the IEP period, through structured activities, [Student Name] will describe two personal values and how they guide choices in 4 of 5 sessions as measured by reflection rubric.
Social/Behavior	Peer Interaction	By the end of the IEP period, in social settings, [Student Name] will state or signal personal boundaries and maintain them in 4 of 5 interactions as measured by boundary-setting log.
Social/Behavior	Peer Interaction	By the end of the IEP period, when resolving conflicts, [Student Name] will use mediation techniques such as "I" statements and listening without interrupting with 85% success in 4 out of 5 scenarios in classroom settings as measured by teacher data collection.
Social/Behavior	Coping Skills	By the end of the IEP period, when encountering difficulty during a classroom activity, [Student Name] will describe the challenge and seek appropriate help from peers or a teacher in 4 out of 5 instances with 85% success in classroom settings as measured by teacher data collection.
Social/Behavior	Coping Skills	By the end of the IEP period, when presented with conflict scenarios, [Student Name] will use one positive coping strategy with 80% success in 3 out of 5 simulations in counseling sessions as measured by teacher data collection.
Social/Behavior	Coping Skills	By the end of the IEP period, when faced with a conflict, [Student Name] will identify an appropriate resolution strategy with 90% accuracy in 4 out of 5 trials in counseling sessions as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, when working in a group, [Student Name] will contribute equally by completing assigned tasks with 85% participation in 3 out of 5 activities in classroom settings as measured by teacher data collection.
Social/Behavior	Following Directions	By the end of the IEP period, when participating in structured physical activity, [Student Name] will follow all directions with 100% accuracy in 3 out of 5 sessions in physical-education settings as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, when assigned group projects, [Student Name] will contribute at least three substantial ideas and complete designated tasks in 4 out of 5 projects in classroom settings as measured by teacher data collection.
Social/Behavior	Self-Advocacy	By the end of the IEP period, during cooperative projects, [Student Name] will request preferred seating or task division with 80% accuracy in 4 of 5 instances as measured by teacher data collection.
Social/Behavior	Peer Interaction	By the end of the IEP period, during unstructured times, [Student Name] will engage in appropriate play or socialisation with peers in 3 of 5 opportunities as measured by behaviour sampling.
Social/Behavior	Peer Interaction	By the end of the IEP period, [Student Name] will ask for peer assistance during group activities with 80% accuracy in 4 of 5 settings as measured by teacher data collection.
Social/Behavior	Self-Advocacy	By the end of the IEP period, when struggling with a written assignment, [Student Name] will request a scribe or keyboard with 85% accuracy in 4 of 5 instances as measured by teacher data collection.

Social/Behavior	Self-Regulation	By the end of the IEP period, [Student Name] will respond appropriately to non-verbal teacher cues (e.g., raised hand for quiet) with 80% accuracy across all observed opportunities as measured by frequency count.
Social/Behavior	Coping Skills	By the end of the IEP period, when given behavioural feedback, [Student Name] will respond appropriately without argument in 4 of 5 instances as measured by teacher tally.
Social/Behavior	Problem-Solving	By the end of the IEP period, when a conflict occurs, [Student Name] will resolve the problem by offering an apology and using calm language in 90% of incidents as measured by teacher observation.
Transition	Employment	By the end of the IEP period, when shown common workplace signs, [Student Name] will identify each sign's meaning with 90% accuracy in 4 of 5 assessments in community-based instruction as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when shown job-related tools, [Student Name] will read and name them with 90% accuracy in 4 of 5 reviews in vocational settings as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when reading job-related prompts, [Student Name] will perform the task with 90% accuracy in 3 of 4 attempts in vocational settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, during IEP meetings, [Student Name] will share at least one successful self-advocacy strategy in 3 of 4 meetings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when shopping in a community store, [Student Name] will independently pay for items using cash or a debit card with 90% accuracy in 4 out of 5 opportunities in community settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when practicing budgeting with a provided worksheet, [Student Name] will allocate funds for necessary expenses with 85% accuracy in 3 out of 4 monthly plans in classroom settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when given a paycheck, [Student Name] will deposit it into a bank account with 100% accuracy in 5 out of 5 simulated-bank trials as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when shown an online money-management platform, [Student Name] will track spending habits and savings goals with 80% accuracy in 3 out of 4 opportunities in classroom settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when tasked with writing checks, [Student Name] will complete each check with all required information with 95% accuracy in 4 out of 5 opportunities in classroom settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when using a calculator, [Student Name] will calculate sales tax and final purchase prices with 90% accuracy in 4 out of 5 opportunities in classroom settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when provided a sample budget, [Student Name] will create a personalized monthly budget based on income and expenses with 85% accuracy in 3 out of 4 trials in transition-planning sessions as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when presented with a utility bill, [Student Name] will identify the due date, total amount owed, and payment options with 100% accuracy in 5 out of 5 opportunities in classroom settings as measured by teacher data collection.

Transition	Independent Living	By the end of the IEP period, when given access to an online banking app, [Student Name] will check their account balance independently with 100% accuracy in 4 out of 4 attempts in community-based instruction as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when shown a mock grocery list, [Student Name] will calculate the total cost within a set budget with 90% accuracy in 4 out of 5 trials in classroom settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when researching financial institutions, [Student Name] will compare and contrast at least two banks' services and fees with 85% accuracy in 3 out of 4 opportunities in classroom settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when presented with a savings goal, [Student Name] will create a monthly savings plan with 80% accuracy in 4 out of 5 trials in counseling sessions as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when learning about credit cards, [Student Name] will identify interest rate, credit limit, and due date with 90% accuracy in 4 out of 5 opportunities in classroom settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when reviewing a bank statement, [Student Name] will detect discrepancies and describe corrective steps with 95% accuracy in 4 out of 5 trials in classroom settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when introduced to automatic payments, [Student Name] will set up recurring utility payments with 100% accuracy in 3 out of 3 attempts in classroom settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when discussing debt management, [Student Name] will outline a plan to prioritize and pay off debts with 80% accuracy in 4 out of 5 trials in counseling sessions as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when making online purchases, [Student Name] will correctly enter billing, shipping, and payment information with 100% accuracy in 5 out of 5 opportunities in community settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when provided saving-strategy instruction, [Student Name] will explain at least three effective saving methods with 90% accuracy in 4 out of 5 opportunities in classroom settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when asked about retirement savings, [Student Name] will outline basic features of a 401(k) and an IRA with 85% accuracy in 3 out of 4 opportunities in classroom settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when reading loan documents, [Student Name] will identify loan terms, repayment schedule, and interest rate with 90% accuracy in 4 out of 5 trials in classroom settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when given a house-cleaning checklist, [Student Name] will complete tasks independently with 80% accuracy in 4 out of 5 trials in home-living instruction as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when preparing a workspace, [Student Name] will set up and complete an assigned task with 85% accuracy in 4 out of 5 opportunities in vocational settings as measured by teacher data collection.

Transition	Independent Living	By the end of the IEP period, when in a new environment, [Student Name] will identify one reliable support resource with 80% accuracy in 3 out of 5 trials in community settings as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when preparing for college or a job, [Student Name] will draft a professional résumé with 90% accuracy in 4 out of 5 trials in counseling sessions as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when given a job application, [Student Name] will complete all required fields with 85% accuracy in 3 out of 4 applications in classroom settings as measured by teacher data collection.
Transition	Education/Training	By the end of the IEP period, when designing career plans, [Student Name] will identify milestones and steps with 80% accuracy in 4 out of 5 goal-setting sessions in counseling settings as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, during mock job interviews, [Student Name] will respond to common questions appropriately with 90% success in 4 out of 5 trials in classroom settings as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when networking professionally, [Student Name] will initiate conversations and exchange contact information with at least three professionals in 4 out of 5 events as measured by teacher data collection.
Transition	Education/Training	By the end of the IEP period, when preparing for standardized tests, [Student Name] will complete practice exams with a minimum score of 80% in 3 out of 4 attempts as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when exploring career options, [Student Name] will research and present summaries for at least three occupational paths in 4 out of 5 research sessions with 90% completeness as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when crossing intersections, [Student Name] will use pedestrian signals correctly with 100% compliance in 5 out of 5 trials in community settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when traveling alone, [Student Name] will carry emergency contact information and demonstrate its use with 100% success in 5 out of 5 trials as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when instructed, [Student Name] will identify and explain emergency protocols (fire exits, calling 911) with 95% accuracy in 4 out of 5 opportunities in classroom settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, in car-riding scenarios, [Student Name] will fasten a seat belt correctly with 100% success in 5 out of 5 trials in community settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when taking public transportation, [Student Name] will read schedules or maps to identify the correct bus or train with 90% accuracy in 4 out of 5 opportunities in community settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when given a shopping list, [Student Name] will purchase the correct items independently with 95% accuracy in 4 out of 5 opportunities in community settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when presented with social situations, [Student Name] will initiate appropriate greetings or responses with 90% accuracy in 4 out of 5 scenarios in community settings as measured by teacher data collection.

Transition	Independent Living	By the end of the IEP period, when handling money, [Student Name] will calculate exact change with 95% success in 4 out of 5 trials in community settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when using a smartphone, [Student Name] will send a text or call a designated contact with 100% success in 5 out of 5 opportunities in community settings as measured by teacher data collection.
Transition	Education/Training	By the end of the IEP period, when attending meetings with pre-prepared notes, [Student Name] will articulate personal needs or goals with 80% accuracy in 3 out of 4 meetings in school settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, in social settings, [Student Name] will request clarification or assistance when needed with 85% success in 4 out of 5 interactions as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when practicing interviews or accommodation requests, [Student Name] will clearly state personal strengths and challenges with 100% success in 5 out of 5 rehearsals in counseling sessions as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, during self-reflection activities, [Student Name] will identify at least two long-term goals with 100% completion in 3 out of 4 opportunities in counseling sessions as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, in real-life advocacy scenarios, [Student Name] will communicate personal rights respectfully with 85% accuracy in 4 out of 5 opportunities as measured by teacher data collection.
Transition	Education/Training	By the end of the IEP period, when participating in group discussions, [Student Name] will share at least one relevant idea in 4 out of 5 sessions in classroom settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when managing a personal schedule, [Student Name] will prioritize and complete at least three weekly tasks with 90% accuracy during 8 weeks in community settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when engaging in conflict resolution, [Student Name] will apply at least two management strategies with 80% success in 3 out of 5 instances in classroom settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when practicing communication skills, [Student Name] will maintain appropriate eye contact and tone in 4 out of 5 role-play scenarios with 90% accuracy as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when receiving constructive criticism, [Student Name] will demonstrate active listening and give an appropriate response with 90% accuracy in 3 out of 4 opportunities as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when interacting with peers or coworkers, [Student Name] will demonstrate appropriate eye contact in 3 out of 5 interactions 80% of the time in school settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when prompted, [Student Name] will use a respectful tone during communication with 80% accuracy in 4 out of 5 trials in classroom settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when given role-play scenarios, [Student Name] will demonstrate conflict-resolution skills with 90% accuracy across 3 out of 4 scenarios in counseling sessions as measured by teacher data collection.

Transition	Independent Living	By the end of the IEP period, when joining a meeting or group activity, [Student Name] will introduce themselves and greet peers appropriately in 4 out of 5 trials in school settings as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when provided specific feedback, [Student Name] will adjust behaviour as suggested with 75% accuracy in 3 out of 4 trials in classroom settings as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when following multi-step directions, [Student Name] will complete the task with 80% accuracy in 4 out of 5 trials in vocational settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, during group discussions, [Student Name] will contribute relevant comments or questions in 3 out of 4 opportunities in classroom settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when faced with unexpected changes, [Student Name] will use coping strategies to manage stress in 4 out of 5 instances in school settings as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when working independently, [Student Name] will maintain focus for at least 15 minutes in 4 out of 5 sessions in classroom settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when participating in group projects, [Student Name] will share materials and take turns appropriately in 4 out of 5 trials in classroom settings as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when presented with a problem, [Student Name] will independently identify at least one solution in 3 out of 4 trials in classroom settings as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when transitioning between activities, [Student Name] will do so within one minute without prompting in 4 out of 5 instances in classroom settings as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when given critical feedback, [Student Name] will respond respectfully without argument in 4 out of 5 opportunities in classroom settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when asked a direct question, [Student Name] will respond verbally and appropriately in 4 out of 5 trials in classroom settings as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, during unstructured times, [Student Name] will independently choose an appropriate activity in 3 out of 4 trials in school settings as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when given a work-related task, [Student Name] will complete the task with 90% accuracy in 4 out of 5 trials in vocational settings as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when provided with a checklist, [Student Name] will follow multi-step directions to finish a task with 80% accuracy in 3 out of 4 trials in classroom settings as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when instructed, [Student Name] will arrive at a predetermined location on time with 100% accuracy in 5 out of 5 trials in school settings as measured by teacher data collection.

Transition	Employment	By the end of the IEP period, when given a timeline for an assigned task, [Student Name] will prioritize steps to meet deadlines with 85% accuracy in 4 out of 5 trials in classroom settings as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when working in a group, [Student Name] will collaborate by contributing ideas and completing an assigned role with 80% success in 4 out of 5 trials in group-work settings as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when given written instructions, [Student Name] will follow the steps in the correct order with 90% accuracy in 4 out of 5 trials in classroom settings as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when prompted, [Student Name] will demonstrate active listening by maintaining eye contact and responding appropriately with 85% accuracy in 4 out of 5 class activities as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when working independently, [Student Name] will complete assigned tasks within the allotted timeframe with 85% accuracy in 4 out of 5 trials in classroom settings as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when presented with a problem, [Student Name] will identify at least two possible solutions with 80% success in 3 out of 4 scenarios in classroom settings as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when asked to organize materials, [Student Name] will arrange items in logical order with 90% accuracy in 4 out of 5 trials in classroom settings as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when encountering a conflict, [Student Name] will use appropriate communication strategies to resolve the issue with 75% effectiveness in 3 out of 4 group activities as measured by teacher data collection.
Transition	Independent Living	By the end of the IEP period, when setting personal goals, [Student Name] will create a step-by-step action plan with 80% accuracy in 3 out of 4 exercises in counseling sessions as measured by teacher data collection.
Transition	Employment	By the end of the IEP period, when given feedback, [Student Name] will implement suggested improvements with 85% effectiveness in 4 out of 5 trials in classroom settings as measured by teacher data collection.