

Executive Function Skill	Area	Subarea	IEP Goal	CCSS Code	CCSS Grade/Band	CCSS Description
Attentional Control	ELA	Speaking and Listening	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.SL.K.2]	K	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
Attentional Control	Social	Speaking and Listening	By the end of the IEP period, during small-group discussions, [Student Name] will follow at least two verbal cues with 85% consistency over the academic quarter as measured by teacher observation.	[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).
Attentional Control	Social	Speaking and Listening	By the end of the IEP period, when engaged in conversation with a peer or adult, [Student Name] will make eye contact, ask relevant questions, and wait for turn-taking cues, demonstrating all three behaviors with 100 % accuracy in 4 out of 5 observed conversations in natural school settings as measured by teacher and student observation.	[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).
Attentional Control	Social	Speaking and Listening	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.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).
Attentional Control	Adaptive		By the end of the IEP period, when given no more than one verbal cue, [Student Name] will engage in a non-preferred classroom activity for 15 consecutive minutes without avoidance behaviors in 3 out of 4 opportunities as measured by duration recording.			
Attentional Control	ELA		By the end of the IEP period, when provided independent reading time, [Student Name] will sustain attention to reading for 20 minutes, ignoring incidental classroom distractions in 5 out of 5 sessions as measured by time-on-task observation.			
Attentional Control	Adaptive		By the end of the IEP period, when given clear expectations and scheduled movement breaks, [Student Name] will engage in a non-preferred independent assignment for 20 consecutive minutes with on-task behavior in 3 out of 4 classroom opportunities as measured by staff documentation.			
Attentional Control	Adaptive		By the end of the IEP period, when offered movement breaks and self-regulation tools, [Student Name] will attend to classroom tasks for at least 75 % of intervals during a 30-minute class period in 3 out of 4 general-education periods as measured by teacher observation.			
Attentional Control	Social		By the end of the IEP period, when classroom distractions occur, [Student Name] will keep eyes on assigned work, refrain from verbal or gestural responses, and request adult assistance only if needed, demonstrating all three behaviors with 100 % accuracy in 4 out of 5 classroom opportunities as measured by teacher observation.			
Attentional Control	Math		By the end of the IEP period, when provided a worksheet of math problems, [Student Name] will complete each problem sequentially before beginning the next with 100 % accuracy in 4 out of 5 math-class opportunities as measured by teacher observation.			
Attentional Control	ELA	Writing	By the end of the IEP period, when given a writing assignment, [Student Name] will independently read all provided directions and explanations before seeking teacher assistance with 100 % accuracy in 4 out of 5 classroom assignments as measured by teacher observation.			
Attentional Control	Adaptive		By the end of the IEP period, when assigned independent work, [Student Name] will remain on task and work independently in 90 % of observed intervals as measured by teacher observation.			
Attentional Control	Adaptive		By the end of the IEP period, during independent work, [Student Name] will remain on task for ten uninterrupted minutes with 80% accuracy in 4 of 5 trials in classroom settings as measured by teacher data collection.			
Attentional Control	Adaptive		By the end of the IEP period, when prompted after distraction, [Student Name] will refocus within two minutes in 3 of 4 opportunities in classroom settings as measured by teacher data collection.			

Attentional Control	Adaptive		By the end of the IEP period, when using a visual behavior chart, [Student Name] will sustain focus for fifteen minutes with 90% accuracy in 5 of 7 trials in classroom settings as measured by teacher data collection.			
Attentional Control	ELA	Writing	By the end of the IEP period, when taking notes during a lesson, [Student Name] will complete the notes with 75% accuracy in 4 of 5 days in classroom settings as measured by teacher data collection.			
Attentional Control	Adaptive		By the end of the IEP period, when using mindfulness or self-regulation strategies, [Student Name] will successfully refocus within five minutes in 3 of 4 trials in classroom settings as measured by teacher data collection.			
Attentional Control	Adaptive		By the end of the IEP period, when given clear instructions, [Student Name] will sustain focus until the task is complete with 75% accuracy in 3 out of 4 situations as measured by on-task behavior data.			
Attentional Control	Adaptive		By the end of the IEP period, during small-group instruction, [Student Name] will remain engaged for at least 15 minutes with 85% accuracy in 4 of 5 sessions as measured by engagement time logs.			
Attentional Control	Adaptive		By the end of the IEP period, when allowed breaks, [Student Name] will demonstrate on-task behavior for at least 15 minutes with 85% accuracy in 4 out of 5 trials as measured by time-on-task data.			
Attentional Control	Social		By the end of the IEP period, when assigned non-preferred group tasks, [Student Name] will remain on task without redirection for at least 10 minutes with 85% accuracy in 4 out of 5 trials as measured by time-on-task logs.			
Attentional Control	Adaptive		By the end of the IEP period, when provided a visual timer, [Student Name] will stay focused on a task and transition at the timer's end with 80% accuracy in 3 out of 4 trials as measured by observation.			
Attentional Control	Adaptive		By the end of the IEP period, when using a token system, [Student Name] will work on structured tasks for 10 minutes with minimal prompts with 85% accuracy in 4 of 5 sessions as measured by duration logs.			
Attentional Control	Adaptive		By the end of the IEP period, [Student Name] will sustain attention to a task for at least 10 minutes without redirection in 80% of three weekly sessions as measured by interval recording.			
Attentional Control	Adaptive		By the end of the IEP period, when faced with a challenging academic task, [Student Name] will remain engaged for at least 5 minutes with ≤ 1 prompt in 4 of 5 trials as measured by interval recording.			
Attentional Control	Adaptive		By the end of the IEP period, during independent work, [Student Name] will stay on task for 15 minutes with no more than one prompt in 4 of 5 trials as measured by teacher data collection.			
Attentional Control	Adaptive		By the end of the IEP period, when given verbal instructions, [Student Name] will maintain eye contact, repeat the instruction, and complete the task with 80% success across 5 days as measured by teacher observation.			
Attentional Control	Adaptive		By the end of the IEP period, during independent work time, [Student Name] will complete assigned tasks with no more than one redirection in 4 of 5 opportunities as measured by work-completion records.			
Attentional Control	Adaptive		By the end of the IEP period, during whole-group activities, [Student Name] will remain on-task and respond to prompts with 80% accuracy over 5 sessions as measured by teacher records.			
Cognitive Flexibility	Social	Speaking and Listening	By the end of the IEP period, after a setback, [Student Name] will articulate one learning point demonstrating a growth mindset in 3 of 4 adverse situations as measured by teacher interview.	[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.
Cognitive Flexibility	ELA	Reading: Literature	By the end of the IEP period, when given a grade-level passage, [Student Name] will make an inference and revise it at the end of the passage with 90 % accuracy in 4 out of 5 trials during small-group reading as measured by teacher-scored worksheets.	[CCSS.ELA-LITERACY.RL.5.1]	5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Cognitive Flexibility	ELA	Language	By the end of the IEP period, when composing written work, [Student Name] will use a thesaurus to replace common words with more precise synonyms in 100 % of assignments as measured by teacher rubric.	[CCSS.ELA-LITERACY.L.5.5.C]	5	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Cognitive Flexibility	Adaptive		By the end of the IEP period, when classroom plans change, [Student Name] will follow directives from a teacher or other adult without engaging in problem behaviors in 4 out of 5 opportunities in the classroom as measured by teacher observation.			
Cognitive Flexibility	Adaptive		By the end of the IEP period, when given one verbal prompt, [Student Name] will transition from one activity to another with 90 % success across 4 out of 5 observed transitions in the classroom as measured by teacher observation.			
Cognitive Flexibility	Social		By the end of the IEP period, when social expectations or rules change, [Student Name] will adjust behavior appropriately with no more than one verbal prompt in 9 out of 10 situations across varied school settings as measured by teacher observation.			
Cognitive Flexibility	Social		By the end of the IEP period, when peers initiate conversation, [Student Name] will respond in a positive manner (e.g., appropriate words, tone, and body language) in 100 % of interactions across one school week as measured by self- and teacher-monitoring.			
Cognitive Flexibility	Math		By the end of the IEP period, when the first chosen strategy does not solve a math word problem, [Student Name] will select and apply an alternate strategy with 90 % accuracy in 4 out of 5 problems during math class as measured by work samples.			
Cognitive Flexibility	Adaptive		By the end of the IEP period, [Student Name] will transition between activities using self-regulation strategies with 90% accuracy in 4 of 5 occurrences as measured by teacher data collection.			
Cognitive Flexibility	Adaptive		By the end of the IEP period, when given a visual schedule, [Student Name] will transition between activities with 80% accuracy in 4 of 5 opportunities in routine classroom settings as measured by teacher data collection.			
Cognitive Flexibility	Adaptive		By the end of the IEP period, when given verbal or visual prompts, [Student Name] will transition between classroom activities with 85% accuracy in 4 out of 5 trials as measured by teacher data collection.			
Cognitive Flexibility	Adaptive		By the end of the IEP period, when provided a first/then board, [Student Name] will transition to a non-preferred activity with 85% accuracy in 4 of 5 routines as measured by transition records.			
Cognitive Flexibility	Adaptive		By the end of the IEP period, when using a visual schedule, [Student Name] will transition to the next activity with minimal gestural prompts with 90% accuracy in 5 of 6 transitions as measured by prompt-fading data.			
Cognitive Flexibility	Adaptive		By the end of the IEP period, [Student Name] will transition between tasks without teacher prompts with 85% consistency across monitored transitions as measured by teacher tally.			
Cognitive Flexibility	Adaptive		By the end of the IEP period, when provided a visual daily schedule, [Student Name] will independently transition to each activity in 100% of opportunities as measured by teacher observation.			
Cognitive Flexibility	Adaptive		By the end of the IEP period, when provided a visual schedule, [Student Name] will follow visual cues to transition between tasks in 4 of 5 opportunities as measured by teacher checklist.			
Cognitive Flexibility	Adaptive		By the end of the IEP period, when using a visual schedule, [Student Name] will transition between four activities independently with 90% accuracy in 3 of 5 trials in classroom settings as measured by teacher data collection.			
Cognitive Flexibility	Adaptive		By the end of the IEP period, when schedule changes occur, [Student Name] will stay regulated and follow new directions in 4 of 5 instances as measured by transition rubric.			
Cognitive Flexibility	Adaptive		By the end of the IEP period, when given a schedule, [Student Name] will transition to new activities on time with 90% independence in 4 out of 5 opportunities in school settings as measured by teacher data collection.			
Emotional Control	ELA	Writing	By the end of the IEP period, when asked to describe emotions, [Student Name] will write accurate statements reflecting personal or character feelings with 100 % accuracy across all evaluated tasks as measured by rubric-based scoring.	[CCSS.ELA-LITERACY.W.2.3]	2	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Emotional Control	Social	Speaking and Listening	By the end of the IEP period, in emotional situations, [Student Name] will state feelings without escalation in 4 of 5 events as documented by behavior record.	[CCSS.ELA-LITERACY.SL.K.6]	K	Speak audibly and express thoughts, feelings, and ideas clearly.

Emotional Control	Social	Speaking and Listening	By the end of the IEP period, when experiencing strong emotions, [Student Name] will continue to communicate effectively (e.g., calm tone) in 4 of 5 scenarios as measured by teacher rubric.	[CCSS.ELA-LITERACY.SL.1.1.A]	1	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
Emotional Control	ELA	Reading: 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.1.7]	1	Use illustrations and details in a story to describe its characters, setting, or events.
Emotional Control	Adaptive		By the end of the IEP period, when provided a self-monitoring checklist, [Student Name] will demonstrate self-regulation strategies, remaining regulated in 90 % of weekly class periods in general education settings as measured by teacher observation data.			
Emotional Control	Social		By the end of the IEP period, when experiencing a stressful peer conflict, [Student Name] will use an agreed-upon coping strategy or positive self-talk after one prompt in 4 out of 5 occurrences in social settings as measured by behavior logs.			
Emotional Control	Social		By the end of the IEP period, when feeling upset, [Student Name] will select and implement a self-regulation strategy after one verbal reminder in 4 out of 5 opportunities across school environments as measured by teacher and self-monitoring checklists.			
Emotional Control	Math		By the end of the IEP period, when presented with a challenging math word problem, [Student Name] will pause to rate the problem's difficulty and name an appropriate emotional response, then resume work, in 4 out of 5 trials in math class as measured by teacher checklist.			
Emotional Control	Social		By the end of the IEP period, when provided with coping strategies to reduce escalation, [Student Name] will complete at least one assigned activity with positive behavioral outcomes in 4 of 5 opportunities as measured by teacher data.			
Emotional Control	Adaptive		By the end of the IEP period, when changes to the established routine occur, [Student Name] will use a taught self-regulation strategy (e.g., deep breathing or a sensory tool) to remain calm and engaged with 90 % success across daily transitions in classroom settings as measured by teacher observation.			
Emotional Control	Adaptive		By the end of the IEP period, when respectfully redirected during an academic or social activity, [Student Name] will pause, take a calming breath, and resume the task without escalation with 100 % success in 4 of 5 observed opportunities as measured through a joint student-teacher checklist.			
Emotional Control	Social		By the end of the IEP period, when faced with a challenging school or social experience, [Student Name] will choose and use a preferred coping strategy instead of whining or crying with 100 % success in 4 of 5 occurrences as measured by teacher observation.			
Emotional Control	Social		By the end of the IEP period, when noticing rising frustration with a peer, [Student Name] will safely exit or request space within 30 seconds in 100 % of opportunities as measured by teacher data collection.			
Emotional Control	Math		By the end of the IEP period, when presented with a challenging math problem, [Student Name] will set a timer, work for five minutes, and take a self-initiated regulation break before returning to work with 100 % consistency as measured by teacher observation.			
Emotional Control	ELA	Writing	By the end of the IEP period, when given a challenging writing task, [Student Name] will sustain engagement for an agreed-upon work interval using self-regulation supports with 90 % success across five assignments as measured by teacher data.			
Emotional Control	Adaptive		By the end of the IEP period, when tasks are challenging, [Student Name] will employ a preferred coping strategy instead of verbal outbursts in 4 of 5 occurrences as measured by behavior logs.			
Emotional Control	Adaptive		By the end of the IEP period, [Student Name] will identify personal emotional triggers and choose an appropriate regulation strategy in 4 of 5 cases as measured by self-reflection sheets.			
Impulse Control	Social	Speaking and Listening	By the end of the IEP period, when a peer initiates conversation, [Student Name] will respond politely without interrupting in 4 of 5 opportunities with 80% accuracy in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.SL.K.1.B]	K	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Impulse Control	Adaptive		By the end of the IEP period, when having a question, [Student Name] will raise their hand and wait to be called on with 90 % accuracy across 5 opportunities in classroom instruction as measured by teacher tallies.			
Impulse Control	Social		By the end of the IEP period, when daily decisions arise, [Student Name] will make an appropriate choice in 4 out of 5 opportunities as measured by teacher observation and behavior checklist.			
Impulse Control	Social		By the end of the IEP period, [Student Name] will reduce instances of non-compliance to 20 % of intervals or less across educational environments as measured by self-monitoring checklists and teacher feedback.			
Impulse Control	Social		By the end of the IEP period, when following classroom rules, [Student Name] will wait their turn to speak during group lessons with 85% accuracy in 4 of 5 observations as measured by teacher data collection.			
Impulse Control	Adaptive		By the end of the IEP period, when given behavior reminders, [Student Name] will reduce unnecessary movement or talking with 80% success in 5 of 6 trials in classroom settings as measured by teacher data collection.			
Impulse Control	Social		By the end of the IEP period, when playing a turn-based game, [Student Name] will wait for their turn while maintaining attention 90% of the time over 2 weeks as measured by interval recording.			
Impulse Control	Social		By the end of the IEP period, during structured classroom activities, [Student Name] will wait their turn to speak, refraining from interruptions, with 90% accuracy in 5 out of 6 observations as measured by teacher checklist.			
Impulse Control	Social		By the end of the IEP period, during structured opportunities, [Student Name] will participate in group activities without interrupting peers with 85% accuracy in 4 out of 5 trials as measured by observation.			
Impulse Control	Adaptive		By the end of the IEP period, when given instructions, [Student Name] will follow them without interrupting others in 4 of 5 trials as measured by compliance checklist.			
Organization	ELA	Writing	By the end of the IEP period, when taking written-response or essay-based exams, [Student Name] will organize answers clearly and provide relevant examples or evidence with 85% accuracy in 3 out of 4 attempts in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.W.7.1.A]	7	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
Organization	ELA	Writing	By the end of the IEP period, when provided with structured note-taking templates, [Student Name] will take organized, relevant notes in 4 out of 5 lessons with 85% completion in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.W.6.8]	6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
Organization	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.)
Organization	ELA	Writing	By the end of the IEP period, when given a writing prompt, [Student Name] will organize ideas to address audience and purpose using a logical sequence in 90 % of assignments as measured by a writing 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.)
Organization	ELA	Writing	By the end of the IEP period, when given a graphic organizer, [Student Name] will complete a writing task with 85% accuracy in 3 of 4 attempts in classroom settings as measured by teacher data collection.	[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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
Organization	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.4.3]	4	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Organization	ELA	Reading: 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.

Organization	ELA	Reading: Informational Text	By the end of the IEP period, when reading grade-level texts, [Student Name] will use text features (e.g., table of contents, headings, index) to explain how the text is organized with 80 % accuracy in 4 of 5 lessons as measured by comprehension worksheets.	[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.
Organization	ELA	Reading: Informational Text	By the end of the IEP period, when reading a grade-level passage, [Student Name] will create a graphic organizer with relevant information in 4 out of 5 opportunities as measured by teacher observation.	[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.
Organization	ELA	Reading: Informational Text	By the end of the IEP period, when previewing expository text, [Student Name] will skim organizational features to predict structure and main ideas in 100 % of opportunities across one grading period as measured by teacher logs.	[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.
Organization	Adaptive		By the end of the IEP period, when provided a written planner, [Student Name] will record and reference assignments independently with 100 % consistency across all classes as measured by teacher logs.			
Organization	Adaptive		By the end of the IEP period, when given the first five minutes of class and a visual reminder, [Student Name] will write required notes and verify needed materials for that class, completing the routine independently in 100 % of observed class periods as measured by teacher checklist.			
Organization	Adaptive		By the end of the IEP period, when given the last five minutes of class and one verbal prompt, [Student Name] will record assignments and place all required materials in a backpack independently in 100 % of observed class periods as measured by teacher documentation.			
Organization	Social		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.			
Organization	Math		By the end of the IEP period, during math instruction, [Student Name] will take notes using a teacher-provided graphic organizer in 90 % of class sessions as measured by work-sample review.			
Organization	ELA		By the end of the IEP period, when given a reading assignment, [Student Name] will enter due dates into a weekly calendar with 90 percent accuracy during weekly teacher checks as measured by planner review.			
Organization	ELA	Writing	By the end of the IEP period, when given a writing assignment, [Student Name] will locate and gather all necessary materials to begin within 5 minutes in 100 percent of assignments as measured by teacher observation.			
Organization	Adaptive		By the end of the IEP period, when provided a planner, [Student Name] will accurately and legibly record homework assignments for every class each day with 100 % occurrence across a school week in classroom settings as measured by teacher checklist.			
Organization	Adaptive		By the end of the IEP period, when instructed, [Student Name] will organize workspace or materials (desk, binder, backpack) with 90% accuracy in 5 of 6 sessions in classroom settings as measured by teacher data collection.			
Organization	Adaptive		By the end of the IEP period, when using a planner, [Student Name] will record upcoming assignments, tests, and events with 80% accuracy in 5 of 6 sessions in classroom settings as measured by teacher data collection.			
Organization	Adaptive		By the end of the IEP period, [Student Name] will organize school supplies into designated desk sections with 90% accuracy in 4 of 5 trials as measured by organizational rubric.			
Organization	Adaptive		By the end of the IEP period, when given verbal instructions to prepare for dismissal, [Student Name] will arrange belongings efficiently with 85% accuracy in 4 of 5 trials as measured by teacher observation.			
Organization	Adaptive		By the end of the IEP period, when transitioning between activities, [Student Name] will independently gather and organize required materials with 75% accuracy in 3 of 5 classroom opportunities as measured by teacher observation.			
Organization	Adaptive		By the end of the IEP period, when given verbal and visual prompts, [Student Name] will gather required materials with 85% accuracy in 3 of 4 trials as measured by teacher observation.			

Organization	Adaptive		By the end of the IEP period, [Student Name] will pack a school bag with required supplies with 85% accuracy in 4 of 5 morning routines as measured by teacher observation.			
Organization	Adaptive		By the end of the IEP period, when preparing a group activity, [Student Name] will arrange materials as directed with 75% accuracy in 4 of 5 situations as measured by teacher observation.			
Organization	Adaptive		By the end of the IEP period, [Student Name] will use a visual schedule or planner to address scheduling conflicts with 85% accuracy in 4 of 5 attempts as measured by teacher data collection.			
Organization	Adaptive		By the end of the IEP period, [Student Name] will locate and retrieve materials needed for assignments with 85% accuracy in 4 of 5 classroom trials as measured by teacher checklist.			
Organization	Adaptive		By the end of the IEP period, [Student Name] will use a checklist or planner to organize and complete daily tasks with 75% accuracy in 3 of 5 days as measured by planner review.			
Organization	Adaptive		By the end of the IEP period, [Student Name] will organize their workspace using a checklist with 85% accuracy for 3 consecutive days as measured by teacher observation.			
Organization	Adaptive		By the end of the IEP period, [Student Name] will arrive at class with all required materials within the first 5 minutes with 80% accuracy in 4 out of 5 situations as measured by teacher observation.			
Organization	Adaptive		By the end of the IEP period, when preparing for an academic task, [Student Name] will independently gather required materials with 80% accuracy in 3 of 4 trials as measured by teacher observation.			
Organization	Adaptive		By the end of the IEP period, [Student Name] will update a planner with due dates and tasks with 95% accuracy in 4 of 5 trials as measured by teacher data collection.			
Organization	Adaptive		By the end of the IEP period, using a daily planner, [Student Name] will record homework or schedule items with 90% accuracy in 4 of 5 trials as measured by planner checks.			
Organization	Adaptive		By the end of the IEP period, without reminders, [Student Name] will gather and organize class materials with 80% consistency in 4 out of 5 school days in classroom settings as measured by teacher data collection.			
Organization	Adaptive		By the end of the IEP period, when tasked with preparing a list, [Student Name] will organize items neatly and categorize them with 95% accuracy in 4 out of 5 trials in classroom settings as measured by teacher data collection.			
Organization	Adaptive		By the end of the IEP period, when managing belongings, [Student Name] will organize and store items properly with 80% accuracy in 3 out of 5 trials in classroom settings as measured by teacher data collection.			
Planning	Math	Operations and Algebraic Thinking	By the end of the IEP period, when presented with a two-step word problem, [Student Name] will identify the required operation(s) and solve with 100 % accuracy on 4 out of 5 trials as measured quarterly by teacher records.	[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.
Planning	ELA	Writing	By the end of the IEP period, when assigned a complex writing project, [Student Name] will create a written plan listing materials and sequential steps and complete the task within the agreed timeframe in 100 percent of projects as measured by rubric and teacher observation.	[CCSS.ELA-LITERACY.W.6.5]	6	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
Planning	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.5.2]	5	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Planning	ELA	Writing	By the end of the IEP period, when assigned an essay, [Student Name] will independently create a keyword outline containing a main topic and three supporting points in 90 % of assignments as measured with a rubric.	[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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
Planning	Social	Speaking and Listening	By the end of the IEP period, when assigned a group project, [Student Name] will plan their individual role and responsibilities to contribute successfully with 85% accuracy in 3 out of 4 group tasks in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.SL.5.1.B]	5	Follow agreed-upon rules for discussions and carry out assigned roles.

Planning	ELA	Reading: Informational Text	By the end of the IEP period, when given a grade-level passage, [Student Name] will identify the main idea and at least three supporting details with 90 % accuracy in 3 out of 4 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.
Planning	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.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.
Planning	Adaptive		By the end of the IEP period, when given 10 minutes before each class, [Student Name] will write notes and list required materials for that class in 100 % of classes as measured by teacher observation.		
Planning	Adaptive		By the end of the IEP period, when provided daily planning time, [Student Name] will create and prioritize a task list (ranking items 1–10) in 100 % of school days as measured by teacher review.		
Planning	Adaptive		By the end of the IEP period, when given a weekly calendar, [Student Name] will record upcoming due dates and tests with 90 % accuracy during weekly teacher checks as measured by teacher data collection.		
Planning	Math		By the end of the IEP period, when given a math word problem, [Student Name] will write out the solution steps prior to solving with 80 % accuracy as measured by teacher observation.		
Planning	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.		
Planning	Adaptive		By the end of the IEP period, when given a checklist, [Student Name] will complete a short-term task plan within twenty minutes with 85% accuracy in 5 of 6 tasks in classroom settings as measured by teacher data collection.		
Planning	Adaptive		By the end of the IEP period, when given a multi-step assignment, [Student Name] will break it into smaller tasks and complete each task with 80% accuracy in 4 of 5 trials in classroom settings as measured by teacher data collection.		
Planning	Adaptive		By the end of the IEP period, when given a task list, [Student Name] will prioritize tasks in order of importance with 75% accuracy in 3 of 4 trials in classroom settings as measured by teacher data collection.		
Planning	Adaptive		By the end of the IEP period, when provided a written guide, [Student Name] will complete a multi-step task with 80% accuracy in 3 consecutive opportunities as measured by teacher review.		
Planning	Adaptive		By the end of the IEP period, when given a personal schedule, [Student Name] will prepare for daily activities with 85% accuracy over two weeks as measured by teacher observation.		
Planning	Adaptive		By the end of the IEP period, when presented with a multi-step task, [Student Name] will break down the instructions into manageable parts verbally or in writing with 75% accuracy in 3 of 5 trials as measured by teacher data collection.		
Planning	Adaptive		By the end of the IEP period, when presented a large project, [Student Name] will break it into smaller tasks and create a completion timeline with 75% accuracy in 3 out of 4 opportunities as measured by project-planning checklists.		
Planning	Adaptive		By the end of the IEP period, when provided organizational tools (e.g., checklist), [Student Name] will prioritize and complete assigned tasks in order with 90% accuracy in 5 out of 6 observations as measured by teacher data.		
Planning	Adaptive		By the end of the IEP period, when presented with a task requiring logical sequencing, [Student Name] will arrange steps in the correct order with 85% accuracy in 4 out of 5 trials in vocational training as measured by teacher data collection.		
Planning	Adaptive		By the end of the IEP period, during structured group cleanup, [Student Name] will follow all steps of a multi-task process with 90% accuracy in 3 of 5 trials as measured by step-completion chart.		
Planning	Adaptive		By the end of the IEP period, using a planner, [Student Name] will track deadlines and complete assignments on time with 90% accuracy over the grading period as measured by teacher records.		

Planning	Adaptive		By the end of the IEP period, when completing multi-step tasks, [Student Name] will independently follow all steps in correct sequence with 75% accuracy in 3 out of 4 instances as measured by task-analysis checklists.			
Planning	Adaptive		By the end of the IEP period, when presented a simple sequence (first, then, next), [Student Name] will arrange pictures in correct order with 70% accuracy in 3 of 5 attempts in classroom sessions as measured by teacher data collection.			
Planning	Adaptive		By the end of the IEP period, through guided self-reflection, [Student Name] will set one personal growth goal with 75% accuracy in 4 of 5 sessions as measured by goal-setting rubric.			
Planning	Adaptive		By the end of the IEP period, when provided with an academic project or activity, [Student Name] will develop a step-by-step action plan that includes required materials with 85% accuracy in 3 out of 4 projects in classroom settings as measured by teacher data collection.			
Planning	Adaptive		By the end of the IEP period, when given a weekly self-monitoring planner, [Student Name] will outline daily and weekly goals and track completion with 90% consistency in 4 out of 5 weeks in classroom settings as measured by teacher data collection.			
Planning	Adaptive		By the end of the IEP period, after discussing academic or personal goals with a teacher, [Student Name] will create actionable steps and review progress monthly with 90% active participation in classroom settings as measured by teacher data collection.			
Planning	Adaptive		By the end of the IEP period, when preparing for tests or quizzes, [Student Name] will independently use study materials (e.g., notes, flashcards, review sheets) for at least 20 minutes in 4 out of 5 sessions in classroom settings as measured by teacher data collection.			
Planning	Adaptive		By the end of the IEP period, when reminded, [Student Name] will complete a daily personal task schedule using templates with 80% efficiency on 4 out of 5 days in classroom settings as measured by teacher data collection.			
Planning	Adaptive		By the end of the IEP period, when given a weekly schedule, [Student Name] will identify and prioritize tasks with 90% accuracy in 4 out of 5 opportunities in classroom settings as measured by teacher data collection.			
Planning	Adaptive		By the end of the IEP period, when presented with a visual task list, [Student Name] will complete tasks in sequence with 85% accuracy during classroom routines as measured by teacher observation.			
Problem Solving	Math	Math Practice	By the end of the IEP period, when presented with an unfamiliar math word problem, [Student Name] will independently identify a correct starting strategy in 90 percent of trials as measured by teacher data collection.	[CCSS.MATH.PRACTICE.MP1]	K-12	Make sense of problems and persevere in solving them.
Problem Solving	Math	Operations and Algebraic Thinking	By the end of the IEP period, when given mixed addition and subtraction two-step word problems, [Student Name] will solve them with 100 % accuracy in 4 of 5 trials as measured by teacher observation.	[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.
Problem Solving	Social	Speaking and Listening	By the end of the IEP period, when receiving peer feedback, [Student Name] will respond constructively (e.g., thank, ask clarifying question) in 4 of 5 projects over a term as measured by peer review form.	[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.
Problem Solving	Social	Speaking and Listening	By the end of the IEP period, during weekly reflection, [Student Name] will suggest an alternative strategy for a past conflict with 70% accuracy in 2 of 3 discussions as measured by self-reflection sheet.	[CCSS.ELA-LITERACY.SL.6.1.D]	6	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
Problem Solving	Adaptive	Speaking and Listening	By the end of the IEP period, when given a problem-solving scenario, [Student Name] will explain their reasoning for choosing a solution with 80% detail across 4 out of 5 opportunities in classroom settings as measured by teacher data collection.	[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.
Problem Solving	Social	Speaking and Listening	By the end of the IEP period, when discussing solutions, [Student Name] will state one likely consequence for each solution in 3 of 4 instances as measured by teacher checklist.	[CCSS.ELA-LITERACY.SL.4.1.D]	4	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Problem Solving	ELA	Reading: Literature	By the end of the IEP period, after reading a short story, [Student Name] will answer who, what, where, why, and how questions with 90 % accuracy in 4 of 5 recorded opportunities as measured by teacher observation.	[CCSS.ELA-LITERACY.RL.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.
Problem Solving	ELA	Language	By the end of the IEP period, when reading instructional-level text, [Student Name] will use context clues to determine meanings of unknown words with 80 % accuracy across 4 of 5 written responses as measured by work samples.	[CCSS.ELA-LITERACY.L.3.4.A]	3	Use sentence-level context as a clue to the meaning of a word or phrase.
Problem Solving	Adaptive		By the end of the IEP period, when given a written scenario that requires a solution, [Student Name] will generate two appropriate solutions with 80 % accuracy in 4 of 5 classroom opportunities as measured by teacher observation.			
Problem Solving	Adaptive		By the end of the IEP period, when encountering personal or school-based problems, [Student Name] will apply a pre-taught problem-solving technique in 100 % of documented situations across the school day as measured by teacher observation.			
Problem Solving	Social		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.			
Problem Solving	Math		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.			
Problem Solving	Social		By the end of the IEP period, when presented with a social-conflict scenario, [Student Name] will state the problem and generate at least two appropriate solutions with 80 % accuracy across 4 of 5 instructional trials as measured by data collection sheets.			
Problem Solving	Adaptive		By the end of the IEP period, when given a real-world problem, [Student Name] will brainstorm at least two possible solutions and select one to apply with 80% accuracy in 4 out of 5 scenarios as measured by solution logs.			
Problem Solving	Social		By the end of the IEP period, when engaged in role-play, [Student Name] will identify a problem and propose an appropriate solution with 85% accuracy in 4 of 5 activities as measured by teacher records.			
Problem Solving	Social		By the end of the IEP period, when taught problem-solving strategies, [Student Name] will identify a problem and propose a solution in social scenarios with 80% accuracy in 4 out of 5 role-play trials as measured by teacher checklist.			
Problem Solving	Adaptive		By the end of the IEP period, [Student Name] will list potential task barriers and a plan to overcome them with 90% accuracy in 3 of 4 instances as measured by teacher data collection.			
Problem Solving	Social		By the end of the IEP period, when faced with a conflict, [Student Name] will describe the issue and propose two potential solutions with 75% accuracy in 3 out of 4 situations as measured by teacher checklist.			
Problem Solving	Adaptive		By the end of the IEP period, across settings, [Student Name] will request help independently with 75% accuracy in 4 of 5 opportunities as measured by teacher data collection.			
Problem Solving	Adaptive		By the end of the IEP period, [Student Name] will identify and apply a problem-solving strategy (e.g., asking for help) with 80% accuracy in 3 of 5 situational role-plays as measured by teacher checklist.			
Problem Solving	Adaptive		By the end of the IEP period, when faced with a new or unfamiliar task, [Student Name] will independently generate two potential solutions with appropriate reasoning in 3 out of 5 trials in classroom settings as measured by teacher data collection.			
Problem Solving	Social		By the end of the IEP period, when given a peer scenario, [Student Name] will identify the main social problem and one solution in 4 of 5 trials as measured by scenario worksheet.			
Problem Solving	Social		By the end of the IEP period, when interpersonal challenges arise, [Student Name] will propose at least two possible solutions in 3 of 4 situations as measured by problem-solving rubric.			
Problem Solving	Social		By the end of the IEP period, during real peer conflicts, [Student Name] will use an agreed-upon strategy (e.g., "Stop-Think-Talk") to resolve the issue in 3 of 5 occurrences as measured by conflict log.			

Problem Solving	Adaptive		By the end of the IEP period, when presented with an academic challenge, [Student Name] will identify the problem, brainstorm 2–3 possible solutions, and select the best option with 85% completion across 4 out of 5 opportunities in classroom settings as measured by teacher data collection.			
Problem Solving	Adaptive		By the end of the IEP period, when guided by a teacher or peer and given a graphic organizer, [Student Name] will outline potential solutions to complex problems with 90% accuracy in 3 out of 4 tasks in classroom settings as measured by teacher data collection.			
Problem Solving	Adaptive		By the end of the IEP period, when given a multiple-choice test, [Student Name] will use test-taking strategies such as eliminating incorrect answers with 80% accuracy in 4 out of 5 tests in classroom settings as measured by teacher data collection.			
Problem Solving	Adaptive		By the end of the IEP period, when working with puzzles of increasing difficulty, [Student Name] will employ trial-and-error strategies and successfully complete the task with 85% accuracy in 4 out of 5 trials in classroom or therapy sessions as measured by teacher data collection.			
Self-Monitoring	Math	Math Practice	By the end of the IEP period, [Student Name] will decide whether to persist independently or request assistance when solving math problems, choosing appropriately in 90 percent of opportunities as measured by teacher and self-reflection logs.	[CCSS.MATH.PRACTICE.MP.1]	K-12	Make sense of problems and persevere in solving them.
Self-Monitoring	ELA	Writing	By the end of the IEP period, when given feedback on an assignment, [Student Name] will implement at least 2 suggestions to improve work in 3 out of 4 revised submissions in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.W.7.5]	7	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
Self-Monitoring	ELA	Writing	By the end of the IEP period, when receiving a test score below the target grade, [Student Name] will draft a written improvement plan that lists at least two study strategies for the next assessment in 100 % of such occurrences as measured by teacher review.	[CCSS.ELA-LITERACY.W.6.4]	6	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
Self-Monitoring	ELA	Writing	By the end of the IEP period, when provided with a journal or reflection template, [Student Name] will write at least 3 sentences summarizing strengths and challenges in 4 out of 5 entries in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.W.5.10]	5	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Self-Monitoring	Social	Speaking and Listening	By the end of the IEP period, when reflecting on personal goals, [Student Name] will describe progress and identify new strategies for growth in 4 out of 5 conferences with 90% participation in classroom settings as measured by teacher data collection.	[CCSS.ELA-LITERACY.SL.8.1]	8	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
Self-Monitoring	Social	Speaking and Listening	By the end of the IEP period, during group work, [Student Name] will identify when information needs clarification by asking a peer or the teacher with 85% accuracy in 4 of 5 opportunities 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.
Self-Monitoring	Social	Speaking and Listening	By the end of the IEP period, when presented with a challenging classroom task, [Student Name] will indicate difficulty and request peer assistance in 90 % of opportunities across 4 out of 5 trials as measured by teacher data.	[CCSS.ELA-LITERACY.SL.5.1.C]	5	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
Self-Monitoring	ELA	Reading: Foundational Skills	By the end of the IEP period, when encountering an unfamiliar word during independent reading, [Student Name] will attempt pronunciation and self-correct as needed with 90 % accuracy in 4 out of 5 trials as measured by teacher observation.	[CCSS.ELA-LITERACY.RF.3.4.C]	3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Self-Monitoring	ELA	Language	By the end of the IEP period, when writing an essay, [Student Name] will proofread independently and identify errors without teacher assistance, achieving 80 % accuracy in 4 out of 5 assignments 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.
Self-Monitoring	Adaptive		By the end of the IEP period, when participating in goal-setting conferences, [Student Name] will identify at least one instructional and one behavioral goal in 4 out of 5 opportunities in collaborative meetings as measured by teacher and parent checklists.			
Self-Monitoring	Social		By the end of the IEP period, when social situations warrant an apology, [Student Name] will offer an appropriate apology to peers in 4 out of 5 relevant opportunities across school settings as measured by teacher observation.			

Self-Monitoring	ELA	Writing	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.
Self-Monitoring	Adaptive		By the end of the IEP period, when provided a project checklist, [Student Name] will verify all requirements prior to submission with 80 % accuracy across projects as measured by teacher feedback or self-graded rubric.
Self-Monitoring	Adaptive		By the end of the IEP period, when prompted, [Student Name] will self-monitor impulsive behaviors and record triggers with 75% consistency in 4 of 5 trials in classroom settings as measured by teacher data collection.
Self-Monitoring	Adaptive		By the end of the IEP period, [Student Name] will use a progress chart to self-monitor task completion with 75% accuracy across 5 instances as measured by teacher review.
Self-Monitoring	Adaptive		By the end of the IEP period, when given a personal goal, [Student Name] will reflect on performance and set a new improvement target with 75% accuracy in 3 out of 4 opportunities as measured by goal-setting sheets.
Self-Monitoring	Adaptive		By the end of the IEP period, during weekly goal-setting, [Student Name] will set a measurable academic goal with 90% accuracy in 4 of 5 sessions as measured by teacher data collection.
Self-Monitoring	Adaptive		By the end of the IEP period, when given a rubric, [Student Name] will self-assess completed work and identify at least one area for improvement with 85% accuracy in 4 out of 5 assignments as measured by student reflections.
Self-Monitoring	Adaptive		By the end of the IEP period, when provided visual supports during work time, [Student Name] will complete academic tasks independently with 85% accuracy in 4 of 5 opportunities as measured by work samples.
Self-Monitoring	Adaptive		By the end of the IEP period, when prompted to check assigned tasks, [Student Name] will verify and report completion with 90% accuracy in 3 of 4 opportunities as measured by self-checklist.
Self-Monitoring	Adaptive		By the end of the IEP period, [Student Name] will recognize patterns of needing support and proactively seek help with 85% accuracy in 4 of 5 instances as measured by teacher data collection.
Self-Monitoring	Social		By the end of the IEP period, [Student Name] will use a rating scale to assess focus and participation with 80% accuracy in 4 of 5 trials as measured by teacher data collection.
Self-Monitoring	Adaptive		By the end of the IEP period, when working on assignments, [Student Name] will use a checklist to verify all parts are completed with 75% accuracy in 3 out of 4 instances as measured by checklist review.
Self-Monitoring	Adaptive		By the end of the IEP period, [Student Name] will decide when to ask for help versus working independently with 80% accuracy in 4 of 5 occurrences as measured by teacher data collection.
Self-Monitoring	Adaptive		By the end of the IEP period, when following a structured schedule, [Student Name] will complete all daily assignments in 80% of observed instances as measured by assignment tracker.
Self-Monitoring	Adaptive		By the end of the IEP period, [Student Name] will recognize distraction and employ a self-regulation strategy to refocus within 2 minutes with 80% accuracy in 4 out of 5 situations as measured by teacher observation.
Self-Monitoring	Adaptive		By the end of the IEP period, [Student Name] will self-assess task progress and make necessary adjustments with 80% accuracy in 4 out of 5 opportunities as measured by student check-ins.
Self-Monitoring	Adaptive		By the end of the IEP period, [Student Name] will complete a self-evaluation form on effort and performance with 85% accuracy in 5 of 6 trials as measured by teacher data collection.
Self-Monitoring	Adaptive		By the end of the IEP period, during station transitions, [Student Name] will use a checklist to follow directions with 90% consistency across transitions as measured by teacher tally.
Self-Monitoring	Adaptive		By the end of the IEP period, [Student Name] will identify and ask for clarification when instructions are unclear with 75% consistency over classroom tasks as measured by teacher data.

Self-Monitoring	Adaptive		By the end of the IEP period, [Student Name] will track behavior using a point or token chart, meeting 80% of expected behaviors in 4 out of 5 instances as measured by behavior chart review.
Self-Monitoring	Adaptive		By the end of the IEP period, [Student Name] will track assignment progress with a checklist with 85% accuracy in 4 of 5 opportunities as measured by teacher data collection.
Self-Monitoring	Adaptive		By the end of the IEP period, during classroom activities, [Student Name] will document the need for assistance in a checklist or notebook with 80% accuracy in 4 of 5 attempts as measured by teacher data collection.
Self-Monitoring	Adaptive		By the end of the IEP period, during review sessions, [Student Name] will identify one instance when help was needed using a checklist with 90% accuracy in 5 of 5 trials as measured by teacher data collection.
Self-Monitoring	Adaptive		By the end of the IEP period, when given visual or verbal cues, [Student Name] will recognize the need for assistance and independently seek help with 75% accuracy in 3 out of 4 scenarios as measured by teacher data collection.
Self-Monitoring	Adaptive		By the end of the IEP period, [Student Name] will identify one area for improvement after feedback with 80% accuracy in 3 of 4 instances as measured by teacher data collection.
Self-Monitoring	ELA		By the end of the IEP period, over four weeks, [Student Name] will create and monitor a personal reading goal related to fluency or comprehension and demonstrate progress at weekly check-ins as measured by goal-tracking sheet.
Self-Monitoring	Adaptive		By the end of the IEP period, after completing an academic task, [Student Name] will use a teacher-provided rubric to assess performance and identify 1–2 areas for improvement with 85% accuracy in 3 out of 4 tasks in classroom settings as measured by teacher data collection.
Self-Monitoring	Adaptive		By the end of the IEP period, when completing a chore, [Student Name] will use a checklist to verify all steps with 90% independence in 4 out of 5 tasks in home-living instruction as measured by teacher data collection.
Self-Monitoring	Adaptive		By the end of the IEP period, after reflecting on work, [Student Name] will note one new strategy for improvement with 80% accuracy in 4 of 5 opportunities as measured by teacher data collection.
Task Initiation	ELA	Writing	By the end of the IEP period, when given a writing assignment, [Student Name] will begin writing within one minute in 4 out of 5 opportunities with 90 % on-time initiation during language arts as measured by latency recording.
Task Initiation	Adaptive		By the end of the IEP period, when given directions to start a familiar task and visual supports, [Student Name] will begin the task within 15 minutes in 90 percent of classroom opportunities as measured by teacher observation.
Task Initiation	Adaptive		By the end of the IEP period, when presented with up to five listed tasks, [Student Name] will sequence the tasks in a logical order and begin each new task within 2 minutes of finishing the previous one in 80 percent of monitored sessions as measured by teacher data.
Task Initiation	Social		By the end of the IEP period, when provided visual support or an adult prompt, [Student Name] will initiate a non-preferred task within 60 seconds without challenging behavior in 100 percent of observed opportunities as measured by teacher observation.
Task Initiation	Social		By the end of the IEP period, when prompted to leave a preferred activity, [Student Name] will transition to a non-preferred task and begin within 1 minute without refusal in 100 percent of observed transitions as measured by teacher observation.
Task Initiation	Social		By the end of the IEP period, when unable to start a task, [Student Name] will identify the difficulty and seek an appropriate resource or help without challenging behavior in 100 percent of occurrences as measured by teacher logs.

Task Initiation	ELA	By the end of the IEP period, when assigned a reading task, [Student Name] will evaluate task difficulty and request help or resources when needed in 100 percent of opportunities as measured by teacher observation.
Task Initiation	Math	By the end of the IEP period, when solving math word problems and a countdown timer is provided, [Student Name] will begin working before the timer expires in 90 percent of opportunities as measured by teacher observation.
Task Initiation	Adaptive	By the end of the IEP period, when provided a visual or written schedule, [Student Name] will follow the daily routine independently with 80% accuracy in 8 of 10 trials in classroom settings as measured by teacher data collection.
Task Initiation	Adaptive	By the end of the IEP period, when transitioning between tasks and provided a timer, [Student Name] will begin the next activity on schedule with 70% independence in 4 of 5 transitions in classroom settings as measured by teacher data collection.
Task Initiation	Adaptive	By the end of the IEP period, when provided reminders or prompts, [Student Name] will begin tasks within two minutes with 90% accuracy in 6 of 7 trials in classroom settings as measured by teacher data collection.
Task Initiation	Adaptive	By the end of the IEP period, when given a written schedule, [Student Name] will independently follow daily classroom routines with 90% accuracy in 5 out of 6 opportunities as measured by teacher data collection.
Task Initiation	Adaptive	By the end of the IEP period, when provided reinforcement, [Student Name] will complete non-preferred tasks without avoidance behaviors with 80% accuracy in 4 out of 5 trials as measured by task-completion records.
Task Initiation	Adaptive	By the end of the IEP period, during activity transitions, [Student Name] will start the next task within 5 minutes with 80% accuracy in 4 out of 5 scenarios as measured by transition logs.
Task Initiation	Adaptive	By the end of the IEP period, when working under minimal supervision, [Student Name] will manage assigned responsibilities and complete them with 90% accuracy in 4 of 5 trials as measured by teacher observation.
Task Initiation	Adaptive	By the end of the IEP period, when provided a visual or verbal cue, [Student Name] will initiate a non-preferred task within 1 minute with 75% accuracy in 3 out of 4 instances as measured by teacher data.
Task Initiation	Adaptive	By the end of the IEP period, when provided with a verbal cue, [Student Name] will independently initiate a single-step task with 75% accuracy in 4 of 5 trials in classroom routines as measured by teacher data collection.
Task Initiation	Adaptive	By the end of the IEP period, when tasks become challenging, [Student Name] will persevere and complete them with no more than two prompts with 80% accuracy in 4 out of 5 opportunities as measured by teacher observation.
Task Initiation	Adaptive	By the end of the IEP period, when using a visual schedule, [Student Name] will transition to and initiate a single-step activity with 90% independence in 4 of 5 trials during structured periods as measured by teacher observation.
Task Initiation	Adaptive	By the end of the IEP period, when provided a choice board, [Student Name] will independently select and initiate a preferred activity in 4 of 5 opportunities as measured by teacher data.
Task Initiation	Adaptive	By the end of the IEP period, when given a visual checklist, [Student Name] will begin tasks without direct teacher prompts with 80% accuracy in 4 out of 5 instances as measured by work-initiation records.
Task Initiation	ELA Writing	By the end of the IEP period, when given a written assignment, [Student Name] will begin the first step independently within 2 minutes with 80% accuracy in 4 out of 5 classroom opportunities as measured by teacher time-sampling.

Task Initiation	Adaptive		By the end of the IEP period, when given verbal or written instructions, [Student Name] will initiate the task after no more than one prompt with 75% accuracy in 3 out of 4 situations as measured by teacher observation.		
Task Initiation	Adaptive		By the end of the IEP period, when assigned a task, [Student Name] will gather all required materials within 3 minutes with 80% accuracy in 4 out of 5 opportunities as measured by a materials checklist.		
Task Initiation	Adaptive		By the end of the IEP period, [Student Name] will initiate assigned tasks without prompting in 4 of 5 opportunities as measured by independence checklist.		
Time Management	Math	Measurement and 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.4.MD.A.1]	4
Time Management	Social	Speaking and Listening	By the end of the IEP period, when working in a small-group project, [Student Name] will collaborate with peers to set an appropriate project timeline and meet agreed-upon checkpoints in 4 out of 5 group tasks as measured by teacher and peer feedback.	[CCSS.ELA-LITERACY.SL.7.1.B]	7
Time Management	Math		By the end of the IEP period, when provided a set of math problems, [Student Name] will accurately predict the time needed to complete the set within a 10 % margin of error in 90 % of opportunities across 4 out of 5 trials as measured by teacher observation.		
Time Management	Adaptive		By the end of the IEP period, when given a timeline and checklist, [Student Name] will follow them to complete chores or homework by the assigned deadline in 90 % of observed opportunities at home or school as measured by parent/teacher checklists.		
Time Management	Adaptive		By the end of the IEP period, when provided a weekly planning template, [Student Name] will create a weekly schedule that allocates adequate time for all required activities in 100 % of weekly planning sessions as measured by teacher review.		
Time Management	Adaptive		By the end of the IEP period, when given assignment due dates, [Student Name] will complete and submit each assignment on or before the deadline in 90 % of opportunities as measured by gradebook and teacher records.		
Time Management	Adaptive		By the end of the IEP period, when provided time each morning, [Student Name] will create a daily to-do list that prioritizes tasks by importance in 100 % of school days as measured by teacher observation.		
Time Management	Social		By the end of the IEP period, when given the scheduled start time, [Student Name] will arrive at social activities on time in 90 % of events as measured by teacher logs.		
Time Management	ELA		By the end of the IEP period, when given a reading assignment, [Student Name] will break the text into daily sections and follow the plan to finish by the due date in 90 % of assignments as measured by teacher checks.		
Time Management	ELA	Writing	By the end of the IEP period, when assigned a writing task, [Student Name] will estimate the time needed and draft a writing plan that fits those limits in 100 % of assignments as measured by teacher observation.		
Time Management	ELA	Writing	By the end of the IEP period, when provided a rubric for a writing assignment, [Student Name] will use the rubric criteria to plan and schedule the essay process in 100 % of assignments as measured by teacher review.		
Time Management	Adaptive		By the end of the IEP period, when given short-term deadlines, [Student Name] will meet them on time in 85% of opportunities (4 of 5) in classroom settings as measured by teacher data collection.		
Time Management	Adaptive		By the end of the IEP period, when provided assigned tasks and time limits, [Student Name] will complete tasks within the allotted time in 80% of opportunities (4 out of 5) as measured by teacher records.		

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. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Time Management	Adaptive		By the end of the IEP period, when given a timed task, [Student Name] will complete assigned academic work within the allotted time with 90% accuracy in 5 out of 6 observations as measured by work completion records.	
Time Management	Adaptive		By the end of the IEP period, when given a priority list, [Student Name] will allocate appropriate time to each task with 80% accuracy in 4 out of 5 instances as measured by work-completion data.	
Time Management	Adaptive		By the end of the IEP period, [Student Name] will estimate time requirements and set reasonable deadlines for tasks with 80% accuracy in 4 out of 5 opportunities as measured by self-reflection logs.	
Time Management	Adaptive		By the end of the IEP period, using a timer or reminder, [Student Name] will complete assigned tasks within the allotted time with 90% accuracy in 4 of 5 trials as measured by teacher records.	
Time Management	Adaptive		By the end of the IEP period, when given multiple assignments, [Student Name] will create and follow a prioritized to-do list with 80% accuracy in 3 out of 4 situations as measured by teacher checklist.	
Time Management	Adaptive		By the end of the IEP period, [Student Name] will set an alarm or reminder to complete a task on time with 90% accuracy in 4 of 5 opportunities as measured by planner review.	
Time Management	Adaptive		By the end of the IEP period, [Student Name] will use a timer or schedule to stay on track and meet deadlines with 80% accuracy in 4 out of 5 opportunities as measured by teacher records.	
Time Management	Adaptive		By the end of the IEP period, when taking a timed test, [Student Name] will manage time effectively by completing at least 90% of the assessment within the allotted time in 4 out of 5 tests in classroom settings as measured by teacher data collection.	
Time Management	Adaptive		By the end of the IEP period, when given a weekly schedule template, [Student Name] will independently organize and prioritize at least 6 academic or personal tasks with 90% accuracy in 4 out of 5 trials in classroom settings as measured by teacher data collection.	
Time Management	Adaptive		By the end of the IEP period, when provided with a long-term assignment, [Student Name] will break the task into smaller deadlines and create a timeline for completion with 80% accuracy in 4 out of 5 assignments in classroom settings as measured by teacher data collection.	
Time Management	Adaptive		By the end of the IEP period, when given a set time to complete a multi-step task, [Student Name] will stay focused and complete the task within the allotted time with 85% success in 3 out of 4 trials in classroom settings as measured by teacher data collection.	
Time Management	Adaptive		By the end of the IEP period, when using a visual time-management tool (e.g., timer or app), [Student Name] will track time use and adjust the schedule as needed with 90% accuracy across 4 of 5 tasks in classroom settings as measured by teacher data collection.	
Time Management	Adaptive		By the end of the IEP period, when adapting to postsecondary environments, [Student Name] will manage daily schedules independently with 85% consistency in 3 out of 4 weekly reviews as measured by teacher data collection.	
Time Management	Adaptive		By the end of the IEP period, when given an assignment, [Student Name] will produce the required work within the set time limit with 80% accuracy in 4 out of 5 situations as measured by time-on-task data.	
Working Memory	Math	Operations and Algebraic Thinking	By the end of the IEP period, when presented with two- and three-step math word problems, [Student Name] will complete each step without additional prompts with 90 % accuracy in 4 of 5 classroom opportunities as measured by teacher data.	[CCSS.MATH.CONTENT.4.OA.A.3] 4
Working Memory	Math	Operations and 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.3.OA.C.7] 3
				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.
				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.

Working Memory	ELA	Writing	By the end of the IEP period, when assigned a writing task, [Student Name] will retrieve information from at least one source and integrate it into the assignment with 90 % accuracy as measured by a rubric. [CCSS.ELA-LITERACY.W.4.8]	4	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
Working Memory	Social	Speaking and Listening	By the end of the IEP period, when collaboratively solving problems, [Student Name] will recall relevant information shared during discussions with 85% accuracy in 3 out of 4 tasks 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.
Working Memory	Social	Speaking and 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.3.1.D]	3	Explain their own ideas and understanding in light of the discussion.
Working Memory	ELA	Reading: Literature	By the end of the IEP period, when given an instructional-level reading passage, [Student Name] will answer comprehension questions correctly with 90 % accuracy in 4 of 5 trials as measured by teacher observation. [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.
Working Memory	ELA	Reading: Literature	By the end of the IEP period, when listening to or reading a story at instructional level, [Student Name] will recall and sequence the main events with 90 % accuracy in 4 of 5 opportunities as measured by teacher assessments. [CCSS.ELA-LITERACY.RL.2.2]	2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
Working Memory	ELA	Reading: Informational Text	By the end of the IEP period, when provided a passage, [Student Name] will write a summary that includes key ideas in their own words with 90 % accuracy in 4 of 5 opportunities as measured by teacher observation. [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.
Working Memory	ELA	Reading: Informational Text	By the end of the IEP period, after reading or listening to an academic article, [Student Name] will recall and retell 3–4 key points with 80% accuracy in 4 out of 5 sessions in classroom settings as measured by teacher data collection. [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.
Working Memory	Adaptive		By the end of the IEP period, when given a request to locate or put away materials, [Student Name] will recall the location of personal belongings and place items correctly with 90 % accuracy during daily classroom routines as measured by teacher observation.		
Working Memory	Adaptive		By the end of the IEP period, when given a verbal or written message, [Student Name] will deliver the message to the intended recipient with 90 % accuracy in 4 of 5 trials as measured by teacher observation.		
Working Memory	Adaptive		By the end of the IEP period, when given verbal instructions, [Student Name] will repeat them and follow directions with 85% accuracy in 3 of 4 opportunities in classroom settings as measured by teacher data collection.		
Working Memory	Adaptive		By the end of the IEP period, when required to follow a 3-step written instruction, [Student Name] will complete all steps independently with 80% accuracy in 4 of 5 trials as documented by teacher review.		
Working Memory	Adaptive		By the end of the IEP period, when given verbal prompts and visual supports for a 3-step task, [Student Name] will follow and complete all steps with 90% accuracy in 3 of 5 small-group trials as measured by teacher observation.		
Working Memory	Adaptive		By the end of the IEP period, when given visual cues, [Student Name] will follow a three-step sequence to complete a routine task with 80% accuracy as measured by teacher data over 3 weeks.		
Working Memory	Adaptive		By the end of the IEP period, given a series of oral instructions, [Student Name] will retain and execute all steps with 80% accuracy across 6 occasions as measured by teacher observation.		
Working Memory	Adaptive		By the end of the IEP period, when listening to multi-step instructions, [Student Name] will remember and follow all steps with 75% accuracy over 7 trials as measured by teacher data collection.		
Working Memory	Adaptive		By the end of the IEP period, when scaffolded support is faded, [Student Name] will independently follow a 4-step direction with 80% accuracy across classroom activities as measured by teacher records.		
Working Memory	Adaptive		By the end of the IEP period, when given visual schedules or cues, [Student Name] will independently follow three sequential tasks with 90% accuracy in 4 of 5 instances as measured by teacher observation.		

Working Memory	Adaptive	By the end of the IEP period, when provided a verbal prompt and model, [Student Name] will complete a 4-step routine with 75% accuracy in 3 of 5 opportunities as measured by teacher data collection.
Working Memory	Adaptive	By the end of the IEP period, when fading support is used, [Student Name] will execute a 5-step direction with 70% accuracy in 3 of 4 opportunities as measured by teacher data collection.
Working Memory	Adaptive	By the end of the IEP period, when given two-step directions, [Student Name] will complete both tasks in order with 75% accuracy in 5 of 6 trials during classroom activities as measured by teacher data collection.
Working Memory	Adaptive	By the end of the IEP period, when given a task with multiple steps, [Student Name] will follow the sequence independently with 90% accuracy in 4 of 5 opportunities as measured by teacher data collection.
Working Memory	Adaptive	By the end of the IEP period, when given multi-step verbal instructions, [Student Name] will repeat and execute tasks in order with 85% accuracy across 4 out of 5 trials in classroom settings as measured by teacher data collection.
Working Memory	Adaptive	By the end of the IEP period, when provided with a visual or written checklist, [Student Name] will recall and complete at least 90% of assigned tasks in 4 out of 5 school days in classroom settings as measured by teacher data collection.