### Annual Goals, Part A
Content Standards and Objectives (CSOs)

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<th>PART VIII</th>
<th>Annual Goals, Part A Content Standards and Objectives (CSOs)</th>
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<td>Measurable academic and functional annual goals must be related to the needs described in the present levels of academic achievement and functional performance statements. Specifically, annual goals:</td>
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<td>1. Include a measurable statement that describes what a student is reasonably expected to accomplish from the special education program within the time period covered by the IEP, generally one year.</td>
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<td>2. Enable the student to be involved in and make progress in the general education curriculum and to meet other educational needs that result from the disability or giftedness.</td>
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<td>3. Include the timeframe, condition, behavior and the evaluation procedure with performance criteria.</td>
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For students taking the APTA on Alternate Academic Achievement Standards (AAAS), each goal must have at least two benchmarks/objectives. Benchmarks/objectives must include a statement of how far the student is expected to progress toward the annual goal and by what date.

The IEP Team has the discretion to use benchmarks/objectives as described above for any student eligible for IEP services.

For purposes of determining the need for extended school year services for each student with a disability, the IEP Team must identify at least one critical skill area that is needed for the student to maintain levels of performance. A critical skill is denoted by marking an annual goal or short term objective.

The IEP must include a statement describing how the student’s progress toward IEP goals will be measured and when the parent or adult student will be informed of the student’s progress toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards).

**Note:**
1. For extensive resources on the CSOs, including a feature for searching the CSOs online for key concepts/skills, which produces a list of objectives teaching the concept across the grade levels, please visit the Teach 21 Web site at [http://wvde.state.wv.us/teach21/](http://wvde.state.wv.us/teach21/) and click on Interactive CSOs.
2. When using the WVDE Online IEP a minimum of two goals is required.

| Time Frame: | Include the time period, generally one year, that represents when the student can realistically be expected to attain the annual goal. **Example:** By June 2011, By the end of the first semester, Within one year. |
| Condition: | The condition identifies the circumstances under which the behavior will occur. The condition should describe the specially designed instruction necessary for the student to perform the behavior. This could include scaffolding strategies or other accommodations. **Example:** given a graphic or advance organizer; after pre-teach; given re-teach; using a research-based problem-solving model; when presented with a visual schedule; utilizing a self-calming technique |
| Behavior: | Stated in positive terms, the behavior refers to observable, measurable actions the |
student will perform. **Example:** the student will construct a 3-paragraph essay with no more than one punctuation error; the student will solve 3-digit addition and subtraction problems with regrouping; the student will consider multiple perspectives selecting effective strategies to solve a problem to complete a task.

### Evaluation Procedures with Criteria:

Identify the specific evaluation method(s) required to determine whether the goal/objective has been attained. The goal criteria specify the expected amount of growth or level of performance (how much, how often and to what standards) required to achieve the goal. The criteria identify when the goal is considered accomplished. **Example:** at the highest level of a 4-level rubric for 3 out of 4 trials; 100% for 3 consecutive sessions based on therapy notes; 80% on quizzes and tests; 75% accuracy through teacher observation recorded on daily checklist.

### Critical Skills for Extended School Year:

The first step in determining the need for extended school year (ESY) services for each student with a disability is the identification of critical skill areas, which may require extended services to maintain the student’s level of performance. The IEP Team must delineate the critical skill area(s) needed for each student with a disability to maintain levels of performance. Determine which of the annual goals are critical skills and mark **At least one critical skill area must be identified per IEP document (excluding gifted).** Measurement of these critical skill areas throughout the school year will determine the regression and recoupment of these specified skills and whether the student requires specially designed instruction beyond the standard school year to maintain the levels of performance in the critical skill area(s). All students, including children ages 3 through 5 who are in preschool and those transitioning into the school system from a WV Birth-to-Three Program (Part C), must be considered for ESY services. For preschool children, critical skill areas should focus on the maintenance of skills needed for the child to function independently and participate in age-appropriate environments.

### Examples:

<table>
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<tr>
<th>Timeframe</th>
<th>Condition</th>
<th>Behavior</th>
<th>Evaluation Procedure with Criteria</th>
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<tr>
<td>* By June 20XX</td>
<td>given specific comprehension strategy instruction</td>
<td>Bill will read and understand literary passages and texts</td>
<td>with an 80% average on comprehension assessments per grading period.</td>
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<tr>
<td>By the end of the 20XX-20XX school year</td>
<td>given a computer or portable word processor</td>
<td>Raymond will complete assignments in 9th grade English class</td>
<td>95% of assignments per six-week grading period.</td>
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### Reporting IEP Progress:
Specify how and when the student’s progress toward mastery of IEP goals will be reported to parents (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards).

### Documenting IEP Progress:
The Mastery and Progress Codes are a means of documenting regression/recoupment for ESY and student progress toward IEP annual goals and/or objectives. A teacher or district IEP progress report form is an acceptable option in documenting the extent to which progress is sufficient to enable the student to achieve IEP goals by the end of the year. These progress reports are in addition to the traditional report card. Traditional report cards by themselves are not acceptable.

**Note:** Document on the lines provided the dates the Progress Reports are provided to the parents. *(Instructional item #6)*

**ESY Mastery Codes** document the evaluation of critical skills as part of the decision-making process in determining whether the student with a disability needs ESY services. Consequently, mastery codes only apply to the goals and/or objectives identified as critical skills for ESY. The Mastery Codes of 0 = Regression, 1 = Maintained and 2 = Recouped are used to document the regression, maintenance or recoupment of critical skills previously identified by the IEP Team that are necessary for the student to maintain his/her current levels of performance. These codes and the evaluation date(s) are applied to the critical skills according to the local education agency’s (LEA) criteria for determining whether the student needs special education and related services in excess of the regular school year to maintain identified critical skills as described on the IEP. After each identified critical skill, indicate the appropriate code under the Mastery column and the actual date this determination was made.

**IEP Progress Codes** are used to document and report a student’s progress in attaining the annual goals on the IEP. The Progress Codes (P = Progress Sufficient, A = Achieved, IP = Insufficient Progress and N/A = Not Applicable) will be used during the grading period to report to parents. After each annual goal indicate the appropriate code under the Progress column and the actual date this determination was made. If a current Annual goal is determined to be Achieved (A) and the service is to be dismissed, discussion of dismissal factors should be reflected in the next IEP present level along with evaluation results.
##年度目标

**年度目标**：请参阅第八部分年度目标，部分A以供开发目标。

**注**：
1. 访问**Teach 21** 网站 [http://wvde.state.wv.us/teach21/essd.html](http://wvde.state.wv.us/teach21/essd.html) 并点击**Get the Extended Standards** 页面访问扩展CSO搜索页面和资源。
2. 当使用**WVDE**在线IEP时，至少需要两个目标，每个目标都需要至少两个目标。

对于参加西维吉尼亚州替代性能任务测试（APT）的西维吉尼亚州替代学术成就标准（AAAS）的学生，每个目标必须有两个基准/目标。基准/目标必须包括学生预期的进度声明和到什么日期。

- 短期目标：确定需要特别设计的指示来关闭已识别的成就差距的领域。短期目标是为IEP中的所有目标编写。在考虑年级水平标准和技能后，IEP团队可能会发现有必要使用扩展标准来提供一个路径来关闭已识别的成就差距，如**WVDE**政策2520.16：**Alternate Academic Achievement Standards**所述。该政策适用于数学、阅读/语言艺术和科学。
- 短期目标必须包括时间表、条件、行为和评估进展的标准。每个目标都应至少有两个目标。标记一个关键技能，通过标记一个年度目标或短期目标。

**时间表**：请参阅年度目标，部分A（**Instructional item #1**）

**条件**：请参阅年度目标，部分A（**Instructional item #2**）

**行为**：请参阅年度目标，部分A（**Instructional item #3**）

**评价**：请参阅年度目标，部分A（**Instructional item #4**）

**关键技能**：请参阅年度目标，部分A（**Instructional item #5**）

**报告IEP进度**：请参阅年度目标，部分A（**Instructional item #6**）

**记录IEP进度**：请参阅年度目标，部分A（**Instructional item #7**）