

SCHOOL DISTRICT
SECTION III: ANNUAL GOALS AND SHORT TERM OBJECTIVES

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Teacher: _____	A. % of time	1. Systematic Observation	A. Weekly
Program: _____	B. % on test	2. Informal Test	B. Monthly
Date: _____	C. ___ times out of ___ trials	3. Formal Test	C. Quarterly
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<p>READING/MATH READINESS</p> <p>AGI The student will develop reasoning skills. <i>Instructional Objectives:</i></p> <p>___ 1. Pull string to obtain toy.</p> <p>___ 2. Overcome obstacle to obtain object.</p> <p>___ 3. Demonstrate understanding of concepts of one and one more.</p> <p>___ 4. Operate simple cause and effect toys/switches.</p> <p>___ 5. React in anticipation of familiar /unfamiliar events.</p> <p>___ 6. Identify cause of a given event/action.</p> <p>___ 7. Predict the consequence of a given event/action.</p> <p>___ 8. Engage in imitative/symbolic play.</p> <p>___ 9. Identify missing parts of objects/pictured objects.</p> <p>___ 10. Pick up specified number of objects upon request.</p> <p>___ 11. Match a numeral to a set of objects.</p> <p>___ 12. Identify larger of two numbers.</p> <p>___ 13. Identify/interpret meaning from: pictures, drawings, symbols.</p> <p>___ 14. Represent meaning by producing pictures/drawings/symbols.</p> <p>___ 15. Discriminate between real and unreal objects/pictures/events.</p> <p>___ 16. Identify absurdities in pictures.</p> <p>___ 17. Sequence familiar pictures/events in a logical order.</p> <p>AGII The student will develop conceptual skills. <i>Instructional Objectives:</i></p> <p>___ 1. Self imitate events or happenings.</p> <p>___ 2. Imitate facial/hand/body movements.</p> <p>___ 3. Demonstrate/identify usage of familiar objects.</p> <p>___ 4. Recognize/label differences in: size/quantity.</p> <p>___ 5. Sort/categorize items by attributes.</p> <p>___ 6. Arrange a series of objects according to size.</p> <p>___ 7. Recognize/identify opposite attributes.</p> <p>___ 8. Identify attributes of familiar objects not in view.</p> <p>___ 9. Demonstrate knowledge of part-whole relationships through assembly of pictures/objects/puzzles.</p> <p>___ 10. Follow directions involving prepositional concepts.</p> <p>___ 11. Show/identify left and right sides of body.</p> <p>FUNCTIONAL READING</p> <p>AGI The student will develop reading skills. <i>Instructional Objectives:</i></p> <p>___ 1. Recognize/identify written personal information.</p> <p>___ 2. Recognize/identify: color, calendar, number words.</p> <p>___ 3. Recognize/identify safety and survival words.</p> <p>___ 4. Recognize/comprehend simple: phrases, stories, menu, _____.</p>					<p>FUNCTIONAL MATH</p> <p>AGI The student will develop math skills. <i>Instructional Objectives:</i></p> <p>___ 1. Rote count to _____.</p> <p>___ 2. Count objects to _____.</p> <p>___ 3. Recognize/identify quantitative concepts (e.g., more, less, many, few, etc.).</p> <p>___ 4. Recognize/identify calendar concepts of: year, month, day, date.</p> <p>___ 5. Tell time to _____.</p> <p>___ 6. Identify function of money.</p> <p>___ 7. Sort/identify/give the value of money.</p> <p>___ 8. Count out money to a specified amount.</p> <p>___ 9. Make change from a specified amount.</p> <p>___ 10. Use measuring utensils _____.</p> <p style="text-align: center;">DAILY LIVING SKILLS</p> <p>HOMEMAKING</p> <p>AGI The student will develop homemaking skills. <i>Instructional Objectives:</i></p> <p>___ 1. Identify food.</p> <p>___ 2. Identify utensils/small appliances/big appliances.</p> <p>___ 3. Identify use of utensils/appliances.</p> <p>___ 4. Use utensils/appliances: with supervision, without supervision.</p> <p>___ 5. Wash and dry dishes by hand/using a dishwasher.</p> <p>___ 6. Prepare a simple meal.</p> <p>___ 7. Identify cleaning products/equipment.</p> <p>___ 8. Identify safe use of cleaning products/equipment.</p> <p>___ 9. Use cleaning products/equipment safely: with supervision, without supervision.</p> <p>___ 10. Make a bed/change bed linen.</p> <p>___ 11. Use the telephone correctly.</p> <p>___ 12. Set/use alarm clock correctly.</p> <p>___ 13. Identify/make home repairs with assistance/independently.</p> <p>COMMUNITY AWARENESS</p> <p>AGI The student will gain knowledge of the school/community. <i>Instructional Objectives:</i></p> <p>___ 1. Locate designated areas/rooms within the school building.</p> <p>___ 2. Identify school personnel/community workers.</p> <p>___ 3. Identify role of school personnel/community workers.</p> <p>___ 4. Identify/define function of community facilities.</p> <p>___ 5. Develop mobility skills in the community.</p> <p>___ 6. Develop mobility skills to travel to and from a destination supervised/unsupervised.</p>				

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LEISURE/RECREATION AGI The student will develop leisure/recreational skills. <i>Instructional Objectives:</i> ___ 1. Identify leisure and recreational activities appropriate for ability and interest. ___ 2. Engage in leisure and recreational activities. ___ 3. Initiate leisure and recreational activities individually/in a group. ___ 4. Play in a group/team sports. ___ 5. Develop a sense of competition.									

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MOTOR SKILLS					AGII The student will develop pre-writing/writing skills.				
CLASSROOM/EARLY INTERVENTION – GROSS MOTOR					<i>Instructional Objectives:</i>				
AGI The student will develop daily management skills.					___ 1. Grasp pencil/crayon: in a functional, adaptive manner.				
<i>Instructional Objectives:</i>					___ 2. Make random scribbles on paper.				
___ 1. Learn/maintain: movement, control of head.					___ 3. Imitate/copy: circle, simple designs.				
___ 2. While on stomach learn/maintain: movement, control of:					___ 4. Draw simple figure/design.				
<input type="checkbox"/> Trunk <input type="checkbox"/> Arms <input type="checkbox"/> Legs					___ 5. Trace/copy/write: letters, numerals, designs, first name.				
___ 3. While on back learn/maintain: movement, control of:					___ 6. Write in manuscript first/first & last name.				
<input type="checkbox"/> Trunk <input type="checkbox"/> Arms <input type="checkbox"/> Legs					___ 7. Copy/write in cursive.				
___ 4. Learn/maintain rolling skills.					SUPPORT SERVICES – ORAL MOTOR				
___ 5. Learn/maintain sitting skills.					AGI The student will demonstrate oral motor function appropriate to the school environment.				
___ 6. Learn/maintain: crawling, creeping skills.					<i>Instructional Objectives:</i>				
___ 7. Learn/maintain: standing, kneeling skills.					___ 1. Show integration of reflexes for eating.				
___ 8. Demonstrate balance reactions/equilibrium in various positions and activities.					___ 2. Develop/coordinate voluntary movement for: breathe, suck, swallow, chew, _____.				
___ 9. Move from one position to another independently.					___ 3. Control/approximate lip closure and tongue mobility.				
AGII The student will develop ambulation skills.					SUPPORT SERVICES – GROSS MOTOR				
<i>Instructional Objectives:</i>					AGI The student will exhibit the development of sensory/postural balance reactions appropriate to the school environment.				
___ 1. Learn/maintain cruising skills.					<i>Instructional Objectives:</i>				
___ 2. Learn/maintain: walking, running skills.					___ 1. Demonstrate presence/integration/accommodation of: reflexes, reaction according to developmental level or in response to various stimuli.				
___ 3. Learn/maintain: climbing, jumping, hopping, skipping skills.					___ 2. Reduce/relax/inhibit/tolerate positions or positioning for sensory, postural balance reactions.				
___ 4. Learn/maintain coordination of: movement, motor planning.					___ 3. Demonstrate proficiency of sensory/postural balance reactions in a variety of positions and activities.				
AGIII The student will develop play/playground skills.					___ 4. Demonstrate/maintain head control in a variety of positions and activities.				
<i>Instructional Objectives:</i>					___ 5. Demonstrate presence/integration/accommodation of sensory reactions.				
___ 1. Learn ball/beanbag skills: catching, throwing, kicking, bouncing, dribbling, striking, batting.					___ 6. Allow/cooperate/participate in own therapeutic intervention.				
___ 2. Learn to use riding toys without pedals.					AGII The student will develop basic movement appropriate to the school environment.				
___ 3. Learn to pedal tricycle/bicycle.					<i>Instructional Objectives:</i>				
___ 4. Use playground equipment.					___ 1. Tolerate/assume/maintain/coordinate head and trunk control in a variety of positions and activities.				
___ 5. Participate in action games.					___ 2. Assume/maintain/coordinate use of the upper extremity(s) to promote movement patterns (e.g., weight bearing and rocking, etc.).				
CLASSROOM/EARLY INTERVENTION – FINE MOTOR					___ 3. Assume/maintain/coordinate: body movement, position for:				
AGI The student will develop manipulation skills.					<input type="checkbox"/> Roll <input type="checkbox"/> Crawl <input type="checkbox"/> Creep				
<i>Instructional Objectives:</i>					<input type="checkbox"/> Sit <input type="checkbox"/> Kneel <input type="checkbox"/> Stand				
___ 1. Learn/maintain ability to move hands to mouth.					___ 4. Use the lower extremity(s) in functional movement patterns (e.g., pedaling, transfer, etc.).				
___ 2. Learn/maintain reaching skills.									
___ 3. Learn/maintain pre-grasp skills.									
___ 4. Learn/maintain finger control and grasp-release skills.									
___ 5. Learn/maintain ability to use one hand for object manipulation.									
___ 6. Learn/maintain: bilateral hand coordination, transferring for object manipulation (e.g., opening, cutting, etc.).									
___ 7. Maintain manipulative skills through creative expression (e.g., finger plays, arts & crafts, etc.).									

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<p>AGIII The student will demonstrate/use locomotor skills.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Use various adaptive methods/equipment to move within the environment.</p> <p>___ 2. Ambulate.</p> <p>___ 3. Hop/jump/run/climb/skip.</p> <p>___ 4. Coordinate/use locomotor skills within the environment (e.g., games, dance, etc.).</p> <p>AGIV The student will demonstrate object control appropriate to the school environment.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Play with objects (ball, bat, beanbag, etc.).</p> <p>___ 2. Demonstrate controlled use of object(s) unilaterally/bilaterally.</p> <p>AGV The student will demonstrate advanced gross motor skills appropriate to the school environment.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Use playground/recreational equipment.</p> <p>___ 2. Develop individualized physical education skills (e.g., swim, fitness, track etc.).</p> <p>___ 3. Develop skills related to team sports.</p> <p>SUPPORT SERVICES – FINE MOTOR</p> <p>AGI The student will demonstrate readiness for fine motor function appropriate to the school environment.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Inhibit primitive reflexes and isolate body movement for fine motor function.</p> <p>___ 2. Attend to/discriminate/integrate sensory stimuli: tactile, visual, proprioceptive.</p> <p>___ 3. Coordinate eye and hand movement.</p> <p>___ 4. Reach for/hold/release objects.</p> <p>___ 5. Pick up objects using various prehensile patterns: squeeze/palmer/inferior pincer/neat pincer/lateral/spherical hook/3-jaw chuck/_____.</p> <p>AGII The student will demonstrate bilateral hand coordination skills appropriate to the school environment.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Bring hands to midline/work at midline/cross body midline.</p> <p>___ 2. Perform an activity requiring simultaneous use of both upper extremities (e.g., fold, push, pull, carry a lunch tray, etc.).</p> <p>___ 3. Perform an activity requiring each upper extremity to perform a separate but coordinated movement or activity (e.g., string beads, lace, ruler, etc.).</p>					<p>AGIII The student will use fine motor skills appropriate to the school environment.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Scribble/imitate/trace/copy/draw lines and shapes.</p> <p>___ 2. Copy/trace/print/write: numbers, letters, words.</p> <p>___ 3. Copy/transfer from: book to paper, chalkboard to paper.</p> <p>AGIV The student will demonstrate skilled hand use appropriate to the school environment.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Use upper extremities to perform related school tasks using: a typewriter/calculator/computer/locker.</p> <p>___ 2. Use upper extremities to perform leisure/creative arts/pre-vocational activities.</p> <p>___ 3. Use various adaptations and modifications to participate in leisure/creative arts/pre-vocational classes/activities.</p>				

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COMMUNICATION SKILLS									
LANGUAGE					AGIII The student will improve semantic skills.				
Check if augmentative system will be used _____					<i>Instructional Objectives:</i>				
Check if Total Communication will be used _____					___ 1. Identify/express (indicate # on line):				
AGI The student will demonstrate emerging language skills.					___ Nouns ___ Verbs ___ Prepositions				
<i>Instructional Objectives:</i>					___ Pronouns ___ Adjectives ___ Adverbs				
___ 1. Attend to visual/auditory stimuli.					___ 2. During tasks of increasing difficulty, identify/express categories according to: function, attribute.				
___ 2. Respond to/use vocal intonation.					___ 3. Identify/express (indicate # on line):				
___ 3. Initiate vocal play.					___ Synonyms ___ Antonyms ___ Homonyms				
___ 4. Participate in non-communicative/communicative turn-taking activities.					___ Multiple meaning words				
___ 5. Imitate/initiate: functional play, symbolic play.					___ 4. In tasks of increasing difficulty, identify/express: visual analogies, verbal analogies.				
___ 6. Search for object removed from view (object permanence).					___ 5. In tasks of increasing difficulty, identify/express: visual absurdities/verbal absurdities.				
___ 7. Match: object-object/object-picture/picture-picture.					___ 6. Identify/express figurative language forms (e.g., idioms, metaphors, similes, etc.).				
___ 8. Imitate/initiate action to achieve desired result (cause-effect).					AGIV The student will improve syntax.				
AGII The student will improve pragmatic (functional) communication skills.					<i>Instructional Objectives:</i>				
<i>Instructional Objectives:</i>					___ 1. Imitate/produce:				
___ 1. Express a variety of communicative intents with varying degrees of difficulty: (check those that apply)					___ Words ___ Phrases ___ Sentences				
___ Action ___ Agent ___ Attribution					___ 2. Comprehend/produce sentence type: declarative, interrogative, imperative, negative.				
___ Cessation ___ Commands ___ Comments					___ 3. Comprehend sentences of increasing difficulty incorporating:				
___ Disappearance ___ Existence ___ Locatives					___ Conjunctions				
___ Nonexistence ___ Objects ___ Possession					___ Phrases (adverbial, noun, prepositional)				
___ Recurrence ___ Rejection/denial					___ Clauses (relative, possessive)				
___ Request					___ Infinitives				
___ 2. Maintain appropriate physical aspects necessary for communication: eye contact/speaker-listener distance/intonation/volume/inhibition of meaningless noises/body posturing/facial expressions.					___ Passives				
___ 3. Respond appropriately to implied meanings and situational cues.					___ 4. Produce sentences of increasing difficulty incorporating:				
___ 4. Use/respond to social routines: greetings, polite forms, introductions.					___ Conjunctions				
___ 5. Correctly respond to/use question forms in context.					___ Phrases (adverbial, noun, prepositional)				
___ 6. Request/provide additional information.					___ Clauses (relative, possessive)				
___ 7. Demonstrate conversational turn-taking.					___ Infinitives				
___ 8. Demonstrate topic initiation/maintenance/closure in conversational settings.					___ Passives				
___ 9. Recognize/use humor.					AGV The student will improve morphology.				
___ 10. Respond to/express needs and feelings.					<i>Instructional Objectives:</i>				
___ 11. Complete problem solving tasks by expressing logical and reasonable solutions.					___ 1. Comprehend the correct noun markers: plurals/possessives/prefixes/suffixes in: phrases, sentences, conversation.				
___ 12. Relate information in logical and sequential order.					___ 2. Use the correct noun markers: plurals/possessives/prefixes/suffixes in: phrases, sentences, conversation.				
___ 13. Define/describe/compare items.					___ 3. Comprehend/use correct verb tenses in: phrases, sentences, conversation.				
___ 14. Engage in imaginative language/role playing activities.					___ 4. Comprehend the correct comparatives/superlatives in: phrases, sentences, conversation.				
					___ 5. Use the correct comparatives/superlatives in: phrases, sentences, conversation.				
					___ 6. Comprehend/use correct contractions in: phrases, sentences, conversation.				

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<p>___ 7. Comprehend/use correct subject-verb agreement in: phrases, sentences, conversation.</p> <p>___ 8. Comprehend/use correct pronouns in: phrases, sentences, conversation.</p> <p>___ 9. Comprehend/use correct articles in: phrases, sentences, conversation.</p> <p>AUGMENTATIVE COMMUNICATION</p> <p>AGI The student will use an augmentative communication system.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Demonstrate ability to activate/deactivate communication system.</p> <p>___ 2. Demonstrate care for and identify/remediate malfunction in system.</p> <p>___ 3. Demonstrate compensatory strategies when current system proves inadequate.</p> <p>___ 4. Imitate/approximate/initiate hand shapes used in manual communication.</p> <p>AUDITORY PROCESSING</p> <p>AGI The student will demonstrate appropriate auditory discrimination skills.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Localize to non-speech/speech sounds.</p> <p>___ 2. Attend to non-speech/speech sounds.</p> <p>___ 3. Discriminate between environmental sounds.</p> <p>___ 4. Discriminate suprasegmental characteristics of intensity/rate/pitch/duration.</p> <p>___ 5. Discriminate between sounds/words.</p> <p>___ 6. Identify rhyming words.</p> <p>___ 7. Segment/blend sounds/syllables into words.</p> <p>AGII The student will demonstrate appropriate auditory memory/retrieval skills.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Follow related/unrelated directions with ___ components.</p> <p>___ 2. Demonstrate short-term/long-term memory skills by recalling information of ___ components.</p> <p>___ 3. Demonstrate sequential memory skills by recalling information of ___ components.</p> <p>___ 4. Recite rote information.</p> <p>___ 5. Recall semantic detail from previously presented information in sentences/paragraphs/stories.</p> <p>___ 6. Demonstrate word retrieval skills through auditory closure/phonemic clues/sentence/completion/word association.</p> <p>___ 7. Demonstrate word retrieval skills by recalling ___ familiar items within a category.</p> <p>___ 8. Repeat a modeled sentence _____ words in length.</p>					<p>ARTICULATION</p> <p>AGI The student will develop pre-speech skills.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Imitate/initiate oral motor movements necessary for speech.</p> <p>___ 2. Combine appropriate motor movements with vocalization.</p> <p>AGII The student will increase awareness of phoneme(s)/feature(s): ____.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Discriminate between targeted phoneme(s)/feature(s).</p> <p>___ 2. Identify targeted phoneme(s)/feature(s) in words.</p> <p>___ 3. Discriminate between correct/incorrect production of: designated phoneme(s)/feature(s).</p> <p>AGIII The student will demonstrate correct production of phoneme(s)/feature(s).</p> <p><i>Instructional Objectives:</i></p> <p>___ Approximate/imitate/produce targeted phoneme(s)/feature(s) in:</p> <p>___ 1. Isolation ___ 5. Sentences</p> <p>___ 2. Syllables ___ 6. Structured speaking</p> <p>___ 3. Words ___ 7. Situations</p> <p>___ 4. Phrases ___ 7. Spontaneous speech</p> <p>AGIV The student will develop articulatory precision/appropriate prosody (for students having unclear speech, but without specific phoneme errors).</p> <p><i>Instructional Objectives:</i></p> <p>___ Demonstrate precise phoneme production/appropriate prosody in:</p> <p>___ 1. Multi-syllabic words ___ 4. Structured speaking</p> <p>___ 2. Phrases ___ 5. Spontaneous speech</p> <p>___ 3. Sentences ___ 7. Spontaneous speech</p> <p>AGV The student will improve/maintain intelligible approximations of functional, academic and student selected vocabulary.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Demonstrate intelligible articulatory approximation of functional vocabulary at the following levels: ___ word ___ phrase ___ sentence.</p> <p>___ 2. Demonstrate intelligible articulatory approximation of academic vocabulary at the following levels: ___ word ___ phrase ___ sentence.</p>				

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<p>___ 3. Demonstrate intelligible articulatory approximation of vocabulary selected by the student at the following levels: ___word ___phrase ___sentence.</p> <p>___ 4. Take responsibility for self improvement by arranging for additional therapy sessions.</p> <p>___ 5. Take responsibility for self improvement by using appropriate amplification.</p> <p>FLUENCY</p> <p>AGI The student will develop/increase awareness of fluent/nonfluent speech behaviors.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Identify nonfluent behaviors in self/others in a variety of situations.</p> <p>___ 2. Demonstrate knowledge of vocal mechanism and correct identification of structures of respiration, phonation and articulation.</p> <p>___ 3. Demonstrate awareness of tension vs. relaxation as it relates to vocal tract and respiratory musculature.</p> <p>___ 4. Identify secondary characteristics associated with nonfluency.</p> <p>AGII The student will produce fluent speech in tasks of increasing length.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Coordinate respiration and phonation.</p> <p>___ 2. Produce vowels and consonants fluently in syllables.</p> <p>___ 3. Produce isolated words fluently.</p> <p>___ 4. Produce phrases and sentences fluently.</p> <p>AGIII The student will use fluent speech in a variety of settings.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Use fluent speech in: speech class setting.</p> <p>___ 2. Use fluent speech in: classroom setting.</p> <p>___ 3. Use fluent speech in: the school environment.</p> <p>AGIV The student will use fluent speech without inappropriate associated behaviors.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Identify personal associated behaviors.</p> <p>___ 2. Self-monitor associated behaviors in structured settings/unstructured setting.</p>					<p>___ 3. Produce fluent speech in structured settings without inappropriate associated behaviors in words/phrases/sentences/conversation.</p> <p>___ 4. Produce fluent speech without inappropriate associated behaviors in unstructured settings.</p> <p>VOICE</p> <p>AGI The student will use appropriate intensity/quality level during speech production.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Identify specific type of vocal abuse which contributes to voice disorder in a variety of speaking situations.</p> <p>___ 2. Use non-abusive substitutes for vocal abuse in structured/nonstructured settings.</p> <p>___ 3. Imitate varying degrees of intensity.</p> <p>___ 4. Produce appropriate level of intensity in words/phrases/sentences/conversation in structured settings.</p> <p>___ 5. Use appropriate level of intensity in unstructured settings.</p> <p>___ 6. Vocalize using appropriate laryngeal tension and relaxation in words/phrases/sentences/conversation in structured settings.</p> <p>___ 7. Vocalize using appropriate laryngeal tension and relaxation in unstructured settings.</p> <p>AGII The student will use appropriate pitch level during speech production.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Discriminate between high and low pitch levels.</p> <p>___ 2. Identify optimal pitch range when produced by clinician/self.</p> <p>___ 3. Produce/sustain optimal pitch level in structured settings in: words/phrases/sentences/conversation.</p> <p>___ 4. Sustain optimal pitch level in unstructured settings.</p> <p>AGIII The student will use appropriate resonance during speech production.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Discriminate between nasal and non-nasal sounds.</p> <p>___ 2. Imitate nasal and non-nasal sounds.</p> <p>___ 3. Produce nasal and non-nasal sounds in syllables/words/sentences/conversation in structured settings.</p> <p>___ 4. Use nasal and non-nasal sounds in unstructured settings.</p>				

SCHOOL DISTRICT
SECTION III: ANNUAL GOALS AND SHORT TERM OBJECTIVES

Student Name: _____	CRITERIA	EVALUATION PROCEDURES	SCHEDULE
Teacher: _____	A. % of time	1. Systematic Observation	A. Weekly
Program: _____	B. % on test	2. Informal Test	B. Monthly
Date: _____	C. ___ times out of ___ trials	3. Formal Test	C. Quarterly
	D. developmental/grade level	4. Report Card	D. 5x/year
	E. grade	5. Completion	E. Other: _____
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	C	M	E	S		C	M	E	S
<p style="text-align: center;">SENSORY DISABILITIES LING SPEECH PRODUCTION</p> <p>Levels: Presch., Early EI., Upper EI., Jr. H., Sr. H. (circle one)</p> <p>AGI The student will develop prerequisite skills for speech production.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Produce vocalization spontaneously/imitatively.</p> <p>___ 2. Use appropriate oral-motor control.</p> <p>___ 3. Use the appropriate non-segmental aspects of speech: pitch/intensity/duration/rate/breathstream/nasality.</p> <p>___ 4. Indicate that speech is a means of communication.</p> <p>___ 5. Use appropriate input for speech production: visual/auditory/vibrotactile.</p> <p>___ 6. Exhibit a positive attitude toward speech.</p> <p>AGII The student will improve phonetic/phonologic level of speech production.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Produce phonetic level sounds correctly: Vowels Step ___1___2___3 ___4 ___ isolation ___ alternation Consonants Step ___1___2___3 ___4 ___ isolation ___ alternation Word blends Step ___1___2___3 ___4 ___5 ___ isolation ___ alternation Final word blends Step ___1___2___3 ___4 ___5 ___ isolation ___ alternation</p> <p>___ 2. Incorporate learned phonetic level skills: ___ Words at the level circled. ___ Phrases at a level circled. ___ Sentences at the level circled.</p> <p>___ 3. Identify diacritical markings.</p> <p>AUDITION HI</p> <p>Levels: Presch., Early EI., Upper EI., Jr. H., Sr. H. (circle one)</p> <p>AGI The student will appropriately use and care for amplification.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Wear HA/FM system appropriately.</p> <p>___ 2. Appropriately care for the HA/FM system.</p> <p>___ 3. Identify the parts and functions of a HA/FM system using appropriate vocabulary at the level circled.</p> <p>___ 4. Indicate that the HA/FM system is malfunctioning.</p> <p>___ 5. Charge FM equipment.</p> <p>___ 6. Give FM transmitter to the teacher.</p> <p>___ 7. Inform the substitute teacher of equipment use.</p>					<p>AGII The student will improve attention to sound.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Respond to the presence of nonverbal/verbal sounds.</p> <p>___ 2. Search for/localize the source of sound.</p> <p>___ 3. Indicate the presence of acoustic feedback from amplification.</p> <p>___ 4. Indicate the presence of the elements of Ling Six Sound Test.</p> <p>AGIII The student will improve ability to detect/discriminate sounds.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Discriminate between nonverbal and verbal sounds</p> <p>___ 2. Discriminate between non-segmental sounds: intensity/rate/pitch/duration</p> <p>___ 3. Discriminate between the elements of the Ling Six Sound Test</p> <p>___ 4. Recite rote information</p> <p>___ 5. Discriminate between two or more verbal messages which vary in length: words/phrases/sentences</p> <p>___ 6. Use hearing/HA/FM System to monitor speech and language: pitch, intensity, rhythm, nasality, word endings, agreement, _____</p> <p>___ 7. Discriminate between patterns containing: Differing elements: vowels/consonants/phonemes/words</p> <p>___ 8. Discriminate between syllables/words with differing: ___initial consonants ___ final consonants___vowels ___initial blends ___final blends</p> <p>___ 9. Discriminate/identify rhyming words</p> <p>___ 10. Discriminate between ___verbal messages which vary in length. ___syllables/words___phrases ___sentences</p> <p>___ 11. Discriminate environmental sounds</p> <p>AGIV The student will improve ability to comprehend information auditorily.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Comprehend nonverbal sounds at the level circled.</p> <p>___ 2. Comprehend simple verbal messages: single words/phrases/simple directions/question forms.</p> <p>___ 3. Recall simple verbal messages with components in: short term/long term.</p> <p>___ 4. Comprehend complex verbal messages: two or more directions/story/sequence of _____ events/conversation in one-to-one/conversation in small group.</p> <p>___ 5. Comprehend messages presented at varying distances/volume.</p> <p>___ 6. Comprehend message in presence of: background noise/competing messages.</p>				

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Program: _____	B. % on test	2. Informal Test	B. Monthly
Date: _____	C. ___ times out of ___ trials	3. Formal Test	C. Quarterly
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<p>— 7. Inform the speaker of auditory needs on an ongoing basis.</p> <p>— 8. Exhibit a positive attitude toward listening.</p> <p>— 9. Offer spontaneous relevant remarks during auditory conversations</p> <p>— 10. Obtain information from movies, tapes, radios, noncaptioned TV and plays</p> <p>— 11. Recognize information that is irrelevant/relevant to topic</p> <p>— 12. Discriminate fact/opinion</p> <p>— 13. Indicate recognition of / explain instances where information makes messages ambiguous</p> <p>— 14. Demonstrate the ability to paraphrase</p> <p>— 15. Demonstrate the ability to summarize</p> <p>— 16. Demonstrate the ability to justify an argument/ position</p> <p>— 17. Recognize the specific information required to answer a “wh” question</p> <p>— 18. Respond appropriately to “wh” questions</p> <p>— 19. Increase comprehension of content area material</p> <p>AGV The student will improve ability to listen effectively.</p> <p><i>Instructional Objectives:</i></p> <p>— 1. Indicate to others when an idea or phrase is not understood</p> <p>— 2. Modify environmental factors to obtain maximum auditory information</p> <p>— 3. Listen to monitor and improve speech</p> <p>— 4. Use amplified handset, TTY, relay system, email, and/or fax machine appropriately</p> <p>— 5. Demonstrate audiological knowledge of hearing loss, hearing assessments and consumer issues</p> <p>AGVI The student will demonstrate appropriate listening skills.</p> <p><i>Instructional Objectives:</i></p> <p>— 1. Demonstrate appropriate eye contact/posture/ body orientation</p> <p>— 2. Engage in active listening: focus attention on speaker/refrain from interrupting or speaking to others/refrain from making extraneous sounds or movements</p> <p>AUDITION</p> <p>AGI The student will demonstrate appropriate care and use of auditory equipment.</p> <p><i>Instructional Objectives:</i></p> <p>— 1. Wear amplification (HA,FM, and/or CI equipment) at correct settings and for all waking hours.</p> <p>— 2. Demonstrate appropriate care and use of HA, FM, and/or CI equipment.</p>					<p>— 3. Acquire independence in use of auditory equipment.</p> <p>— 4. Identify parts and functions of auditory equipment using appropriate vocabulary.</p> <p>— 5. Identify parts of the ear and functions.</p> <p>— 6. Explain own audiogram and its implications.</p> <p>AGII The student will increase sound awareness</p> <p><i>Instructional Objectives:</i></p> <p>— 1. Respond to the presence of environmental sounds.</p> <p>— 2. Respond to speech.</p> <p>— 3. Discriminate environmental sounds.</p> <p>— 4. Discriminate the presence of spoken syllable/ word/silence.</p> <p>— 5. Locate the direction of sounds.</p> <p>— 6. Identify common environmental sounds.</p> <p>AGIII The student will improve phonetic listening ability</p> <p><i>Instructional Objectives:</i></p> <p>— 1. Discriminate sounds that vary in duration.</p> <p>— 2. Discriminate speech sounds that vary in rate of production.</p> <p>— 3. Discriminate between speech sounds which vary in vocal intensity.</p> <p>— 4. Discriminate speech sounds which vary in pitch.</p> <p>— 5. Discriminate the elements of the Ling Six Sound Test.</p> <p>— 6. Discriminate between vowels and diphthongs.</p> <p>— 7. Identify all vowels and diphthongs.</p> <p>— 8. Discriminate between consonants in the beginning position of syllables and words.</p> <p>— 9. Identify consonants which are auditorily available to the child in initial position of words.</p> <p>— 10. Discriminate between consonants in the final position of syllables and words.</p> <p>— 11. Identify consonants which are auditorily available to the child in final position of words.</p> <p>— 12. Discriminate between syllables or words with differing initial consonant blends.</p> <p>— 13. Discriminate between syllables or words with differing final consonant blends.</p>				

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SECTION III: ANNUAL GOALS AND SHORT TERM OBJECTIVES

Student Name: _____ Teacher: _____ Program: _____ Date: _____	CRITERIA A. % of time B. % on test C. ___ times out of ___ trials D. developmental/grade level E. grade F. other: specify _____	EVALUATION PROCEDURES 1. Systematic Observation 2. Informal Test 3. Formal Test 4. Report Card 5. Completion 6. Other: specify _____	A. Weekly B. Monthly C. Quarterly D. 5x/year E. Other:
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AGIV The student will increase auditory comprehension <i>Instructional Objectives:</i> ___ 1. Discriminate between statements varying greatly in length. ___ 2. Discriminate between words on the basis of the number of syllables and emphasis. ___ 3. Discriminate between linguistic and nonlinguistic messages. ___ 4. Discriminate own name. ___ 5. Discriminate between common expressions that vary in length. ___ 6. Derive meaning from vocal characteristics. ___ 7. Discriminate between sentences of similar length with familiar language. ___ 8. Follow directions containing one critical element in a closed set. ___ 9. Follow directions containing 2 critical elements in a closed set. ___ 10. Follow directions containing 3 critical elements in a closed set. ___ 11. Follow directions containing 4 critical elements in a closed set. ___ 12. Sequence critical elements in a closed set. ___ 13. Follow an illustrated story in a series of 4 pictures. ___ 14. Identify true and false statements describing a picture. ___ 15. Identify stereotypic messages and commonly used phrases that the student hears often. ___ 16. Learn previously unknown words illustrated in pictures using audition alone. ___ 17. Follow multi-element directions containing 4 or more critical elements in a large closed set of 12. ___ 18. Listen for new information from a story. ___ 19. Follow directions using an open set. ___ 20. Listen for new information in an open set through audition alone. ___ 21. Follow directions and/or obtain information in the presence of background noise.	C	M	E	S	LANGUAGE AGI The student will demonstrate preverbal skills <i>Instructional Objectives:</i> ___ 1. Respond reflexively to sounds. ___ 2. Attend to environmental stimuli. ___ 3. Establish/ maintain eye contact. ___ 4. Establish/ maintain joint attention to object/ event/ activity ___ 5. Vocalize randomly ___ 6. Vocalize when spoken or sung to ___ 7. Respond to/ use voice intonations ___ 8. Cry/ vocalize/ laugh to express needs and feelings ___ 9. Participate physically in simple games ___ 10. Imitate body actions/ facial expressions/ vocalizations ___ 11. Imitate body actions/ facial expressions/ vocalizations ___ 12. Imitate non speech sounds associated with toys/ animals/ environment ___ 13. Hunt for hidden object or pick up dropped object ___ 14. Imitate meaningful movement with objects (object function) ___ 15. Use objects meaningfully AGII The student will demonstrate emerging language skills <i>Instructional Objectives:</i> ___ 1. Indicate acceptance/rejection through gesture/vocalization/words ___ 2. Indicate affirmation/denial through gesture/ vocalization/ words ___ 3. Indicate a choice between two or more objects through gesture/ vocalization/words ___ 4. Demonstrate word comprehension by looking at/pointing to/picking up object/ person/animal ___ 5. Follow directions ___ 6. Name people/pictures/ objects on request ___ 7. Imitate/ spontaneously produce recognizable utterances for selected words ___ 8. Indicate acceptance/rejection through gesture/vocalization/words ___ 9. indicate affirmation/denial through gesture/ vocalization/ words ___ 10. Indicate a choice between two or more objects through gesture/ vocalization/words	C	M	E	S

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	C	M	E	S		C	M	E	S
<p>AGIII The student will demonstrate early language skills</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Demonstrate word comprehension by looking at/pointing to/picking up object/person/animal</p> <p>___ 2. Follow directions</p> <p>___ 3. Name people/pictures/ objects on request</p> <p>___ 4. Imitate/ spontaneously produce recognizable utterances for selected words</p> <p>___ 5. Use one or more gestures/words meaningfully</p> <p>___ 6. Imitate/produce sentences (add number) words in length</p> <p>___ 7. Use/ respond to social routines: greetings polite forms</p> <p>___ 8. Respond to /produce yes no questions with referent present/absent</p> <p>___ 9. Respond to produce simple who what where questions</p> <p>___ 10. Demonstrate comprehension /use of early pronoun forms</p> <p>___ 11. Comprehend / use plurals</p> <p>___ 12. Comprehend / use possessives</p> <p>___ 13. Comprehend / use present progressive form</p> <p>___ 14. Comprehend / use auxiliary/ copular verb forms</p> <p>AGIV The student will improve pragmatic (conversational) skills</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Interpret/respond to facial expressions and body language.</p> <p>___ 2. Maintain appropriate physical aspects necessary for communication</p> <p style="padding-left: 20px;">___ eye contact ___ intonation</p> <p style="padding-left: 20px;">___ volume ___ body posturing</p> <p style="padding-left: 20px;">___ speaker-listener distance</p> <p style="padding-left: 20px;">___ facial expressions</p> <p style="padding-left: 20px;">___ inhibition of meaningless noises</p> <p>___ 3. Respond appropriately to implied meanings and situational cues</p> <p>___ 4. Understand / use/ respond to social interactions: greetings, introductions, questions</p> <p>___ 5. Request/ provide additional information.</p> <p>___ 6. Demonstrate conversational turn-taking.</p> <p>___ 7. Demonstrate topic initiation/ maintenance/ closure in conversational settings.</p> <p>___ 8. Recognize / use humor.</p> <p>___ 9. Respond to / express needs and feelings.</p> <p>___ 10. Complete problem solving tasks by expressing logical and reasonable solutions.</p> <p>___ 11. Relate information in logical and sequential order.</p> <p>___ 12. Engage in imaginative language. Role playing activities.</p>					<p>___ 13. Initiate verbal interaction with peers/ adults.</p> <p>___ 14. Appropriately request assistance from peers / adults.</p> <p>___ 15. Identify / express figurative language forms (e.g.. Idioms, metaphors, similes, etc..)</p> <p>___ 16. Utilize appropriate repair strategies for conversational breakdown.</p> <p>___ 17. Utilize appropriate modifications relating to social status (speaking to peers, speaking to boss, etc.).</p> <p>AGV The student will improve semantic (vocabulary) skills</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Demonstrate/ name function of common objects</p> <p>___ 2. Increase receptive/ expressive vocabulary</p> <p>___ 3. Point to / name objects according to category/ attribute</p> <p>___ 4. Comprehend / express basic concepts of space/ quality/ quantity/ time /sequence</p> <p>___ 5. Recognize/ express feelings</p> <p>___ 6. Identify / express (number) nouns, (number) actions, (number) descriptors.</p> <p>___ 7. Identify / express basic concepts relating to space, time /quantity/ quality.</p> <p>___ 8. Identify / express categories according to : function, attribute.</p> <p>___ 9. Define / describe / compare items.</p> <p>___ 10. Identify / express synonyms/ antonyms/ multiple meaning words/ homonyms</p> <p>___ 11. Identify/ express visual analogies/ verbal analogies.</p> <p>___ 12. Identify / express visual absurdities/ verbal absurdities.</p> <p>___ 13. Identify / express figurative language forms (e.g.. Idioms, metaphors, similes, etc.)</p> <p>___ 14. Comprehend/ utilize word affixes and root words at a primary / intermediate/ advanced level.</p> <p>___ 15. Comprehend/ utilize common expressions/ expanded expressions/ idiomatic expressions.</p> <p>AGVI The student will improve syntax (sentence structure)</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Imitate/ produce phrases/ sentences _____ words in length.</p> <p>___ 2. Comprehend/ produce basic sentence pattern</p> <p>___ 3. Comprehend/ produce inverted sentences with There/ inverted sentences with It</p> <p>___ 4. Comprehend/ produce compound and complex sentences with conjunctions at basic/ lower primary/ upper primary/ intermediate / advanced levels</p> <p>___ 5. Comprehend/ produce sentences with modified noun phrases: determiners,</p>				

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<p>possessives. Adjective modifiers, noun adjuncts in correct order</p> <p>___ 6. Comprehend/ utilize sentences containing infinitive phrases, participial phrases and gerunds</p> <p>___ 7. Comprehend/ utilize yes-no questions which are simples / complex sentences</p> <p>___ 8. Comprehend/ utilize "wh" questions at basic/ lower primary/ upper primary/ intermediate/ advanced level</p> <p>___ 9. Comprehend/ utilize sentences of imperative type/ subjunctive mood/ passive voice</p> <p>___ 10. Comprehend / utilize sentences incorporating direct quotation/ indirect quotation</p> <p>___ 11. Comprehend / utilize adverbial elements to express where, when, conditional reason, purpose, cause, frequency, time, duration, means and manner</p> <p>AGVII The student will improve morphology (grammar)</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Comprehend/ use the correct noun forms: plurals/ possessives in phrases, sentences and conversation</p> <p>___ 2. Comprehend/ use correct action verb tense forms</p> <p>___ 3. Comprehend/ use correct forms of to be/ to have/ to do as the main verb of a sentence</p> <p>___ 4. Comprehend/ use correct forms of to be/ to have/ to do as nonmodal auxiliary verbs</p> <p>___ 5. Comprehend/ use modal auxiliaries in phrases, sentences, conversation</p> <p>___ 6. Comprehend/ use correct contractions in phrases, sentences, conversation</p> <p>___ 7. Comprehend/ use correct subject-verb agreement in phrases, sentences, conversations</p> <p>___ 8. Comprehend/ use correct grammatical correlates of mass and count nouns in phrases, sentences, conversation</p> <p>___ 9. Comprehend/ use correct pronouns in phrases, sentences, conversation: personal subject/ object; possessive/reflexive; demonstrative; indefinite</p> <p>___ 10. Comprehend/ use correct pronouns/ verb forms/ time expressions in indirect discourse</p> <p>SPEECHREADING</p> <p>Levels: Presch., Early EI., Upper EI., Jr. H., Sr. H. (circle one)</p> <p>AGI The student will speechread informally.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Identify the importance of environmental factors effecting speechreading: lighting/distance/visual cues/seating/facial characteristics/background noise/_____.</p>					<p>___ 2. Simultaneously listen and watch for information.</p> <p>___ 3. Attend to and comprehend body language (e.g., facial expressions, gestures, etc.).</p> <p>___ 4. Indicate to the speaker(s) when additional/change of visual information is needed.</p> <p>AGII The student will speechread formally.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Speechread familiar conversation at the level circled:</p> <table style="width: 100%; border: none;"> <tr> <td>___ Carrier phrases</td> <td>___ Common phrases</td> </tr> <tr> <td>___ Complex verbal messages</td> <td>___ Mathematical terms</td> </tr> <tr> <td>___ Oral quizzes</td> <td>___ Question forms</td> </tr> <tr> <td>___ Simple messages/ directions</td> <td>___ Words</td> </tr> <tr> <td>___ Social phrases</td> <td></td> </tr> </table> <p>___ 2. Utilize the content of a sentence to understand the meaning of key words.</p> <p>___ 3. Speechread phonemes:</p> <table style="width: 100%; border: none;"> <tr> <td>___ Visible consonants</td> <td>___</td> <td>___</td> </tr> <tr> <td>___ Obscure consonants</td> <td>___</td> <td>___</td> </tr> <tr> <td>___ Vowels</td> <td>___</td> <td>___</td> </tr> <tr> <td>___ Diphthongs</td> <td>___</td> <td>___</td> </tr> <tr> <td>___ Blends</td> <td>___</td> <td>___</td> </tr> </table> <p>___ 4. Speechread verb inflections/negations/plurals.</p> <p>SIGN LANGUAGE</p> <p>Levels: Presch., Early EI., Upper EI., Jr. H., Sr. H. (circle one)</p> <p>AGI The student will develop sign language/ finger spelling skills.</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Use prerequisites necessary for sign language: gestures/facial expressions/imitation/body language/motor skills.</p> <p>___ 2. Use sign language receptively at the level circled: handshapes/sign order/sign meaning and function/words/phrases/sentences.</p> <p>___ 3. Use sign language expressively at the level circled: handshapes/sign order/sign meaning and function/words/phrases/sentences.</p> <p>___ 4. Use fingerspelling at the level circled.</p> <p>___ 5. Utilize a sign language interpreter effectively.</p> <p>___ 6. Exhibit a positive attitude toward sign language.</p>	___ Carrier phrases	___ Common phrases	___ Complex verbal messages	___ Mathematical terms	___ Oral quizzes	___ Question forms	___ Simple messages/ directions	___ Words	___ Social phrases		___ Visible consonants	___	___	___ Obscure consonants	___	___	___ Vowels	___	___	___ Diphthongs	___	___	___ Blends	___	___				
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	C	M	E	S		C	M	E	S
<p>AGII The student will demonstrate communicative intent</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Use eye contact to initiate/regulate social interaction</p> <p>___ 2. Respond to appropriate attention getting techniques</p> <p>___ 3. Use appropriate attention-getting techniques.</p> <p>___ 4. Respond to others by smiling, laughing, or waving.</p> <p>___ 5. Communicate distress by protesting or rejecting.</p> <p>___ 6. Refer to objects by pointing, giving and showing.</p> <p>___ 7. Demonstrate turn-taking behaviors.</p> <p>___ 8. Give consistent visual attention to the signer.</p> <p>___ 9. Look in the direction indicated by the signer.</p> <p>___ 10. Show interest in conversation between two or more people.</p> <p>___ 11. Imitate simple movements and facial expressions of others.</p> <p>___ 12. Communicate with use of gestures.</p> <p>___ 13. Display a range of communicative intentions ___ feelings ___ requesting ___ labeling ___ commenting.</p>					<p>AGIV The student will improve ASL production</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Babble with hands.</p> <p>___ 2. Imitate handshapes/words signed to him/her.</p> <p>___ 3. Use signs that reflect basic handshapes ___B ___A ___S ___O ___C ___1 ___5.</p> <p>___ 4. Substitute basic handshapes for signs requiring complex handshapes.</p> <p>___ 5. Use signs with complex handshapes clearly and accurately ___X ___Y ___T ___R ___3.</p> <p>___ 6. Use name signs and other commonly used signs to refer to others.</p> <p>___ 7. Use headshakes and/or signs to indicate negation.</p> <p>___ 8. Use correct form for numeral incorporation ___palm facing out for age ___twist of wrist for 1st, 2nd, 3rd.</p> <p>___ 9. Use one-word signs.</p> <p>___ 10. Use two or three-word signs including points.</p> <p>___ 11. Expand vocabulary from about 5 to more than 250 signs.</p> <p>___ 12. Use indexing (points) to refer to self, people, objects and places in the present environment.</p> <p>___ 13. Use non-manual markers (such as raised eyebrows) to ask YES/NO questions.</p> <p>___ 14. Use non-manual markers (such as squinted eyebrows) to ask WH-questions.</p> <p>___ 15. Use mouth movements as non-manual signals</p> <p>___ 16. Use directional/agreement verbs.</p> <p>___ 17. Use classifiers to represent objects or people.</p> <p>___ 18. Use classifiers to show the location and movement of objects and people.</p> <p>___ 19. Use classifiers to describe objects and people.</p> <p>___ 20. Mark noun-verb pairs correctly.</p> <p>___ 21. Use verb modifications to show number and distribution of action.</p> <p>___ 22. Use sign order to show semantic relations</p> <p>___ 23. Construct simple ASL sentences using plain, directional motion/location verbs.</p> <p>___ 24. Construct complex ASL sentences using ___ topicalization ___ rhetorical questions ___ relative clauses ___ conditionals.</p> <p>___ 25. Use referents (points) to refer to people or objects not present in the environment.</p> <p>___ 26. Use role playing during conversations and storytelling.</p> <p>___ 27. Use role shifts and eye gaze to show change in role during conversations and storytelling.</p> <p>___ 28. Participate in ASL storytelling and poetry renditions.</p>				
<p>AGIII The student will improve ASL comprehension skills</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Respond to his/her name sign.</p> <p>___ 2. Respond to his/her fingerspelled name.</p> <p>___ 3. Recognize name signs and commonly used signs for other people.</p> <p>___ 4. Respond to headshakes, frowns and signs indicating negation.</p> <p>___ 5. Understand signs for common objects in the environment.</p> <p>___ 6. Recognize commonly used lexicalized fingerspelling (such as bus and do).</p> <p>___ 7. Follow simple commands and statements.</p> <p>___ 8. Understand and carry out complex commands and requests.</p> <p>___ 9. Respond to use of pointing to refer to people, objects and places.</p> <p>___ 10. Respond to use of non-manual signals (such as raised/squinted eyebrows) as ASL grammatical markers.</p> <p>___ 11. Attend to storytelling from 5 to 20 minutes.</p>									

SCHOOL DISTRICT
SECTION III: ANNUAL GOALS AND SHORT TERM OBJECTIVES

Student Name: _____	CRITERIA	EVALUATION PROCEDURES
Teacher: _____	A. % of time	1. Systematic Observation
Program: _____	B. % on test	2. Informal Test
Date: _____	C. ___ times out of ___ trials	3. Formal Test
	D. developmental/grade level	4. Report Card
	E. grade	5. Completion
	F. other: specify _____	6. Other: specify _____
		A. Weekly
		B. Monthly
		C. Quarterly
		D. 5x/year
		E. Other:

COLUMN/TITLE CODES: C=Criteria M=Measurement E=Evaluation Procedures S=Schedules

	C	M	E	S		C	M	E	S
<p>AGV The student will listen attentively and engage in a variety of sign language experiences</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Identify key vocabulary including: ___classroom rules ___storytelling ___sharing family stories ___animals ___people ___field trips ___school ___friends ___home ___personal experiences ___weather ___manners ___classroom ___clothing ___transportation ___activities/sports ___time ___feelings/emotions ___holidays ___sizes/shapes/patterns.</p> <p>___ 2. Determine the purpose(s) for listening such as to: ___get information ___solve problems ___enjoy ___appreciate.</p> <p>___ 3. Identify the artistic elements of sign language.</p> <p>___ 4. Utilize the artistic elements of sign language.</p> <p>___ 5. Respond appropriately and courteously to directions and questions.</p> <p>___ 6. Participate in: ___storytelling ___poetry ___conversations ___discussions.</p> <p>___ 7. Listen critically to interpret and evaluate.</p> <p>___ 8. Listen responsively to stories and other resources.</p> <p>___ 9. Eliminate barriers (visual distractions) to effective visual listening.</p> <p>___ 10. Understand the major ideas and supporting evidence in signed messages.</p> <p>___ 11. Listen to learn by: ___taking notes ___organizing ___summarizing signed ideas.</p> <p>___ 12. Listen to and sign in a variety of forms using effective: ___sign choice ___structure ___sentence types ___poetry ___plays ___stories.</p> <p>___ 13. Sign in a style appropriate to audience and purpose.</p> <p>___ 14. Organize ideas in signing to ensure coherence, logical progression and support for ideas.</p>					<p>___ 5. Distinguish between the signer’s opinion and verifiable fact.</p> <p>___ 6. Monitor his/her own understanding of the signed message and seek clarification as needed.</p> <p>___ 7. Identify and analyze a signer’s persuasive techniques (such as selling, convincing and propaganda).</p> <p>___ 8. Compare his/her own perception of a signed message with the perception of others.</p> <p>___ 9. Evaluate a signed message in terms of its content, credibility and delivery.</p> <p>___ 10. Recognize distinctive and shared characteristics of cultures through listening.</p> <p>___ 11. Compare signed text events with his/her own and other signer’s experiences.</p>				
<p>AGVI The student will listen and sign to gain knowledge of his/her culture, the culture of others and the common elements of culture</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Connect experiences and ideas with those of others through signing and listening.</p> <p>___ 2. Compare language traditions that reflect ___customs ___regions ___cultures.</p> <p>___ 3. Identify and analyze a signer’s persuasive techniques such as: ___promises ___dares ___flattery.</p> <p>___ 4. Interpret signer’s: ___ message (both verbal and nonverbal) ___purpose ___perspectives.</p>					<p>AGVII The student will sign appropriately to different audiences for different purposes and occasions</p> <p><i>Instructional Objectives:</i></p> <p>___ 1. Choose and adapt sign language appropriate to the audience, purpose, and occasion, including use of appropriate signs.</p> <p>___ 2. Use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions.</p> <p>___ 3. Ask and answer relevant questions and make contributions in small and large group discussions.</p> <p>___ 4. Present dramatic interpretations of: ___experiences ___stories ___poems ___plays.</p> <p>___ 5. Gain increasing control of grammar when signing (such as subject-verb agreement, complete sentences and correct tense).</p> <p>___ 6. Adapt signed language to the audience, purpose and occasion.</p> <p>___ 7. Demonstrate effective communication skills that reflect such demands as: ___interviewing ___reporting ___requesting ___providing information.</p> <p>___ 8. Use effective sign variations and pace for audience and setting.</p>				

SCHOOL DISTRICT
SECTION III: ANNUAL GOALS AND SHORT TERM OBJECTIVES

Student Name: _____	CRITERIA	EVALUATION PROCEDURES
Teacher: _____	A. % of time	1. Systematic Observation
Program: _____	B. % on test	2. Informal Test
Date: _____	C. ___ times out of ___ trials	3. Formal Test
	D. developmental/grade level	4. Report Card
	E. grade	5. Completion
	F. other: specify _____	6. Other: specify _____
		A. Weekly
		B. Monthly
		C. Quarterly
		D. 5x/year
		E. Other:

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	C	M	E	S		C	M	E	S
___ 9. Give clear directions and instructions (such as simple or complex games or tasks).					___ 8. Apply knowledge to determine meanings of derivational and inflectional signs.				
___ 10. Clarify and support signed ideas with evidence, elaboration and examples.					___ 9. Study sign meanings systematically (such as across curricular content areas and through current events).				
___ 11. Generate criteria to evaluate his/own presentations and the presentations of others.					___ 10. Distinguish denotative and connotative meanings.				
___ 12. Use the conventions of sign language effectively.					___ 11. Use sign origins as an aid to understanding historical influences of signed word meanings.				
___ 13. Use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion and task.					AGX The student will listen to increase knowledge, recognize and appreciate different aspects of literature in ASL				
___ 14. Prepare, organize and present a variety of informative messages effectively.					<i>Instructional Objectives:</i>				
___ 15. Use effective manual and non-manual communication strategies in presenting sign messages.					___ 1. Study and compare language traditions that reflect: ___customs ___regions ___cultures.				
___ 16. Ask clear questions for a variety of purposes and respond appropriately to the questions of others.					___ 2. Connect and expand his/her own experiences with: ___life experiences ___languages ___customs ___cultures of others.				
___ 17. Make relevant contributions in conversations and discussions.					___ 3. Understand simple story structure.				
AGVIII The student will communicate clearly by putting thoughts and feelings into sign					___ 4. Understand simple and complex story structures.				
<i>Instructional Objectives:</i>					___ 5. Identify the elements of literature.				
___ 1. Learn the sign vocabulary of school such as: ___handshapes ___numbers ___shapes ___colors ___directions ___categories.					___ 6. Distinguish different forms of literature.				
___ 2. Utilize the sign vocabulary of school such as: ___handshapes ___numbers ___shapes ___colors ___directions ___categories.					___ 7. Utilize the elements of literature.				
___ 3. Use sign vocabulary to describe clearly: ___ideas ___feelings ___experiences.					___ 8. Utilize different forms of literature.				
___ 4. Clarify and support signed messages using appropriate props such as objects, pictures and charts.					AGXI The student will sign to increase knowledge, recognize and appreciate different aspects of literature in ASL				
___ 5. Retell a signed message by summarizing and clarifying.					<i>Instructional Objectives:</i>				
AGIX The student will develop an extensive sign vocabulary					___ 1. Retell or act out the order of important events in stories.				
<i>Instructional Objectives:</i>					___ 2. Use prior knowledge to anticipate meaning and make sense of content.				
___ 1. Identify signs that name: ___persons ___places ___things ___signs that describe actions.					___ 3. Use appropriate parameters to convey literature meaning.				
___ 2. Utilize signs that name: ___persons ___places ___things ___signs that describe actions.					___ 4. Establish purposes for sharing (such as to be informed and/or entertained).				
___ 3. Discuss the meanings of signs and develop sign vocabulary through meaningful/concrete experiences.					___ 5. Use basic grammar rules to express literature.				
___ 4. Develop sign vocabulary by listening to and discussing both familiar and conceptually challenging selections and messages.					___ 6. Use appropriate and expanded grammar rules to express literature.				
___ 5. Demonstrate knowledge of sign vocabulary and multiple-meaning signs.					___ 7. Develop strategies for sharing (such as to be informed and/or entertained).				
___ 6. Draw on experiences to bring meaning to signs in context.									
___ 7. Develop sign vocabulary by listening to selected messages.									

SCHOOL DISTRICT
SECTION III: ANNUAL GOALS AND SHORT TERM OBJECTIVES

Student Name: _____	CRITERIA	EVALUATION PROCEDURES	SCHEDULE
Teacher: _____	A. % of time	1. Systematic Observation	A. Weekly
Program: _____	B. % on test	2. Informal Test	B. Monthly
Date: _____	C. ___ times out of ___ trials	3. Formal Test	C. Quarterly
	D. developmental/grade level	4. Report Card	D. 5x/year
	E. grade	5. Completion	E. Other: _____
	F. other: specify _____	6. Other: specify _____	

COLUMN/TITLE CODES: C=Criteria M=Measurement E=Evaluation Procedures S=Schedules

AREA _____	C	M	E	S	AREA _____	C	M	E	S
AG ___ The student will _____					AG ___ The student will _____				
<i>Instructional Objectives:</i>					<i>Instructional Objectives:</i>				
___ 1. _____					___ 1. _____				
___ 2. _____					___ 2. _____				
AREA _____					AREA _____				
AG ___ The student will _____					AG ___ The student will _____				
<i>Instructional Objectives:</i>					<i>Instructional Objectives:</i>				
___ 1. _____					___ 1. _____				
___ 2. _____					___ 2. _____				
AREA _____					AREA _____				
AG ___ The student will _____					AG ___ The student will _____				
<i>Instructional Objectives:</i>					<i>Instructional Objectives:</i>				
___ 1. _____					___ 1. _____				
___ 2. _____					___ 2. _____				
AREA _____					AREA _____				
AG ___ The student will _____					AG ___ The student will _____				
<i>Instructional Objectives:</i>					<i>Instructional Objectives:</i>				
___ 1. _____					___ 1. _____				
___ 2. _____					___ 2. _____				
AREA _____					AREA _____				
AG ___ The student will _____					AG ___ The student will _____				
<i>Instructional Objectives:</i>					<i>Instructional Objectives:</i>				
___ 1. _____					___ 1. _____				
___ 2. _____					___ 2. _____				
AREA _____					AREA _____				
AG ___ The student will _____					AG ___ The student will _____				
<i>Instructional Objectives:</i>					<i>Instructional Objectives:</i>				
___ 1. _____					___ 1. _____				
___ 2. _____					___ 2. _____				