



## 6 MEASURABLE ANNUAL GOALS

NUMBER: 1 AREA: Communication

### PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

\_\_\_\_\_ was recently evaluated for expressive and receptive language skills due to communication concerns. The Clinical Evaluation of Language Fundamentals - 5 (CELF-5) was given to \_\_\_\_\_ by the speech/language pathologist in order to compare her expressive and receptive language skills to same-aged peers. The CELF-5 contains 8 subtests, which have a mean of 10 and an average range of 7-13. The following are the areas tested and Yasmin's scaled scores: Word Classes-7, Following Directions-7, Formulated Sentences-2, Recalling Sentences-1, Understanding Spoken Paragraphs-4, Word Definitions-1, Sentence Assembly-2, and Semantic Relationships-8. The CELF-5 composite scores have a mean of 100 and an average range of 85-115. The following are the areas tested and Yasmin's scores: Core Language-68, Receptive Language-84, Expressive Language-50. Language Content-63, Language Memory-63. The results reported indicate a moderate expressive language deficit when compared with same-aged typical peers.

An authentic assessment was also administered to \_\_\_\_\_ in order to verify if a true expressive and receptive language disorder exists in both languages spoken by the student--English and Spanish. A conversational sample was obtained in both languages to evaluate \_\_\_\_\_ expressive language skills; \_\_\_\_\_ was also instructed to follow simple 1, 2, 3 and multi-step directions to evaluate her receptive language skills in both languages. The results of the authentic assessment indicate that \_\_\_\_\_ primary area of deficit in expressive language is forming grammatically correct sentences and using age appropriate vocabulary, both in her first and second languages. The results of the receptive language assessment were within normal limits.

\_\_\_\_\_ presents with a moderate expressive language delay when compared to same-age typical peers, characterized by a deficit in formulating grammatically correct sentences and demonstrating age appropriate vocabulary. These areas of need will be addressed through direct instruction with the speech/language pathologist.

### MEASURABLE ANNUAL GOAL

\_\_\_\_\_ will improve expressive language skills by formulating grammatically correct sentences and using age-appropriate vocabulary with 75% accuracy on 4 out of 5 documented trials by the end of the IEP cycle.

### METHOD(S)

d

### METHOD FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOAL

- a. Curriculum Based Assessment
- b. Portfolios
- c. Observation
- d. Anecdotal Records
- e. Short-Cycle Assessments
- f. Performance Assessments
- g. Checklists
- h. Running Records
- i. Work Samples
- j. Inventories
- k. Rubrics

### MEASURABLE OBJECTIVES or BENCHMARKS

NUM	OBJECTIVE or BENCHMARK	DATE OF MASTERY
1.1	_____ will formulate grammatically correct sentences given pictures to describe and during conversation, by including subject/verb agreement, proper verb tense, and articles (a, an, the), given moderate verbal and visual cues with 75% accuracy on 4 out of 5 documented trials by the end of the IEP cycle.	
1.2	_____ will use age-appropriate vocabulary by providing definitions for multiple meaning words, identifying synonyms/antonyms, and using context clues, given moderate verbal and visual cues with 75% accuracy on 3 out of 5 documented trials by the end of the IEP cycle.	
1.3		
1.4		
1.5		

### METHOD AND FREQUENCY FOR REPORTING THE CHILD'S PROGRESS TO PARENTS

- Written Report
  - Phone Call
  - Email
  - Journal Entry
- Reported Every 5 weeks

# IEP Individualized Education Program

Northwest Local SD



- Other \_\_\_\_\_
- The child's progress will be reported to the child's parents each time report cards are issued

*Note: Interim Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability.*