

Sample Goals for Transitioning to Kindergarten with Corresponding PLAAFPs Tied to Kindergarten DESK Standards

Reading

PLAAFP: According to curriculum-based assessments, the student is able to identify his name out of a field of 5 with 100% accuracy. He can name a, l, and r with 100% accuracy. The student struggles to name all the letters in his name as well as match letters using a model. When presented with all letters of the alphabet upper and lower case, he identified 3/26 letters 0 sounds. The student's weakness in the area of alphabet knowledge impacts his ability to read. The student needs to use knowledge of letters and sounds to read his name and small words in order to progress in the general curriculum.

Measurable Annual Goal: The student will say the name and sound of all alphabet letters when presented in any order, with 100% accuracy over three consecutive trials as based on curriculum-based assessment.

Reference: Kindergarten DESK English Language Arts, Area: Phonics



Writing

PLAAPF: According to curriculum based assessment, in a small group setting and with some prompting from the teacher, the student is able to write the letters J, m, t, x & o, 82% of the time observed, when dictated to him without a model. When asked to write his first name, he was unable to do so without full physical prompt from the teacher. The student's weakness in writing letters and remembering the sequence of letters impacts his ability to use basic skills to write words. The student needs to be able to apply the processes of writing in order to progress in the general curriculum.

Measurable Annual Goal: The student will write all letters in his name when presented with a model, with 100% accuracy in 8 out of 10 consecutive trials, as measured on curriculum-based assessment and work samples.

Reference: Kindergarten DESK Language Arts Writing, Area: Language



Mathematics

(colors, shapes, etc)

PLAAPF: According to curriculum-based assessment, in a small group setting, the student is able to match same colors when the teacher points to the two matching colors with 100% accuracy. When presented with colors, shapes, and or sizes and asked to match them, the student had difficulty completing the task. The student's weakness in measurement and data impacts his ability to describe and compare objects by their attributes. The student needs to identify, describe, analyze, compare, create, and compose 2- and 3-D shapes in order to progress in the general curriculum.

Measurable Annual Goal: The student will match colors, shapes, and sizes, without verbal or physical prompts, when presented with 3-5 selections of each in a small group setting, with 100% accuracy over three consecutive trials as measured on curriculum-based assessment.

Reference: Kindergarten DESK Mathematics, Area: Measurement and Data



Mathematics

(counting)

PLAAPF: According to curriculum-based assessment, in a small group setting, the student can match the same colors, shapes, and sizes with 95% accuracy, given extra time to process the request. While in a small group setting and when presented with several objects and asked to count them, he/she counted incorrectly. When in a large group setting and given the direction to count various objects on his/her table, he/she watched the other students but did not attempt the task. The student's weakness in counting and cardinality impacts his/her ability to count and tell the number of objects. In order to progress in the general curriculum, the student needs to use whole numbers to count, sequence, compare, name, and represent objects without prompting.

Measurable Annual Goal: The student will, when given manipulatives, count 5 objects, with 100% accuracy over three consecutive trials as measured on curriculum-based assessment.

Reference: Kindergarten DESK Mathematics, Area: Counting and Cardinality



Mathematics

(number identification)

PLAAPF: According to curriculum-based assessment, in a small group setting, the student can rote count and count objects to 10 given numerous redirections from the teacher. When dictated numbers to 10, the student wrote 0 and 1. When presented with numbers to 10 and asked to read the numbers, the student had difficulty doing so. The student's weakness in counting and cardinality impacts her ability to know number names and the counting sequence. In order to progress in the general curriculum, the student needs to use whole numbers to count, sequence, compare, name, and represent objects without prompting and redirection in a large group setting.

Measurable Annual Goal: The student will say the name of the number when presented with numbers from 0 – 10 in any order, with 100% accuracy over three consecutive trials as measured on curriculum-based assessment and observation.

Reference: Kindergarten DESK Mathematics, Area: Counting and Cardinality



Executive Functioning Skills: Transitions

PLAAFP: According to teacher observations, the student is able to interact with her peers and follow classroom routines and one-step directions with 90% accuracy, with minimal prompting or reminders. Although the student is able to follow directions and classroom routines independently, she displays difficulty settling into the transition, beginning the new task or lesson, and often requires 1 additional verbal prompts. The student needs to practice transitioning from activities within the classroom with less teacher reminders. The student's weakness in self-management impacts her ability to independently transition between activities. In order to progress in the general curriculum, the student needs to be able to effectively transition between activities with minimal teacher prompting.

Measurable Annual Goal: During transition from one activity to another or from one class to another, the student will transition to the new activity/class and begin the task within 1 minute, with no more than 1 additional verbal prompt, for 80% of assigned activities over 4 consecutive data sessions, as measured by teacher observations.

Reference: Comprehensive Counseling and Guidance Elementary Desk Standards, Area: Develop Self-Management skills



Social/Behavior Skills: Following Directions

PLAAFP: According to weekly observation/data collection, the student can follow preferred directions with only one prompt 80% of the time. When given a non-preferred direction with two or fewer prompts, the student struggles to complete that direction without adult support, thus displaying a decrease in compliance to 30%. The student's weakness in following directions impacts her ability to comply with classroom routines. The student needs to develop self-management skills by following one-step directions, both preferred and non-preferred, in a multiple setting without assistance and to progress in the general curriculum.

Measurable Annual Goal: When presented with a non-preferred, one-step direction by an adult, the student will use the skill of following directions (e.g. look and listen, say "OK", and do it right away) and follow the direction with 2 or fewer prompts, 90% of the time, as measured by weekly behavior observations.

Reference: Comprehensive Counseling and Guidance Elementary Desk Standards, Area: Develop Self-Management skills



Social/Behavior Skills: Peer Interactions

PLAAFP: According to weekly observation/data collection, the student is able to participate in large group activities and ask for help when needed, 88% of the time observed. When presented with activities in small groups or pair/share tasks, the student struggles to engage in casual conversation with peers and complete the task cooperatively within the small group. The student's weakness in the area of social awareness impacts her ability to develop constructive relationships with peers. The student needs to develop social awareness and management skills in order to interact effectively with others and to progress in the general curriculum.

Measurable Annual Goal: When presented with collaborative tasks in a small group and/or pair/share settings, the student will respond and initiate appropriate peer interactions, including but not limited to using greetings, gestures, actions and/or words, to complete the collaborative task, with 2 or fewer prompts, 90% of the time, as measured by weekly behavior observations.

Reference: Comprehensive Counseling and Guidance Elementary Desk Standards, Area: Develop Self-Management skills



Social/Behavior Skills: Non-Compliance

PLAAFP: According to classroom observations and data collection, the student is able to follow directions and stay on-task when it is a preferred task or activity. When asked to complete a non-preferred task or activity in the classroom or when given a direction on the playground, he refuses to do so and will continue to play rather than complete the task. The student's weakness in self-awareness impacts his ability to recognize personal responsibility. The student needs to develop self-management skills by complying with teacher requests and stay on-task in structured and unstructured large group settings and to progress in the general curriculum.

Measurable Annual Goal: When in the general or special education classroom during instructional and/or practice time, the student will comply with adult directives (e.g. look at the speaker, say "OK", and do it right away) the first time given within 5-10 seconds in 9 out of 10 opportunities, over one school term, as measured on student tracking form and observations.

Reference: Comprehensive Counseling and Guidance Elementary Desk Standards, Area: Develop Self-Management skills



Social/Behavior Skills: Non-Compliance-Verbal Aggression

PLAAP: According to classroom observations and teacher reports, the student is able to speak at a normal volume and rate when answering questions in his class, 82% of the time observed. When participating in structured or unstructured settings, in order to escape/avoid or gain attention, she is verbally aggressive toward her peers by yelling, calling them names, and making threats to harm them. Verbal aggression occurs on average 5 times per day. The student's weakness in social awareness and self-management skills impacts her ability to build and maintain relationships. The student needs to interact effectively with others by saying kind words to his/her peers in structured and unstructured settings and to progress in the general curriculum.

Measurable Annual Goal: Student will demonstrate the skills of appropriate language, tone, and volume (e.g. calm yourself down, think about what to say, think "do I need to say it?", if you need to say it, use a calm tone and low volume) and will have 5 or less instances of verbal aggression for 2 consecutive months as measured by a daily tracker.

Reference: Comprehensive Counseling and Guidance Elementary Desk Standards, Area: Increase Social Awareness and Management Skills



Social/Behavior Skills: Non-Compliance-Physical Aggression

PLAAP: According to classroom observations and parent report, the student is able to sit at a table with adult supervision in the classroom and keep hands, feet, and objects to himself. When in unstructured settings or when an adult is not nearby, often in an attempt to avoid a task or gain adult attention, he is physically abusive to classroom staff and peers by hitting, kicking, and choking them. Physical aggression occurs on average 3 times per day. The student's weakness in social awareness and self-management skills impacts his ability to build and maintain relationships. The student needs to be able to interact effectively with others by keeping hands, feet, and objects to himself in structured and unstructured settings and to progress in the general curriculum.

Measurable Annual Goal: The student will keep hands, feet, arms and legs to self and use a break card or counting down when becoming upset, with no more than 8 incidents of physical aggression of one school term as measured by daily tracker.

Reference: Comprehensive Counseling and Guidance Elementary Desk Standards, Area: Develop Self Management Skills

