

Sample of Using Rubrics to Write Measurable Goals and Objectives

Goal:
Over 36 weeks, John will increase his ability to follow verbal directions from needing multiple cues in dependent settings to needing no more than one cue in dependent settings.

- Short-Term Objectives:**
1. Given five dependent situations and no more than one cue, John will listen to the person giving directions 4 out of 5 trials as measured by teacher observation.
 2. Given five dependent situations and no more than one cue, John will proceed to do what is directed 4 out of 5 times as measured by teacher observation.
 3. Given five dependent situations and no more than one cue, John will continue working until the task is completed 4 out of 5 times as measured by teacher observation.

Following Verbal Directions													
Name _____	Date Set _____												
Met _____													
Above, enter date the goal is set and met. Below right, enter date each objective is met or NA. On blanks to the left, mark "X" to indicate an important skill. Then circle "X" when mastered.													
<p>Before beginning a rubric, consider:</p> <ul style="list-style-type: none"> • Environment (positioning, adaptations, assistive technology). • Opportunity for student to communicate needs/wants. • Levels of required support (prompts and assistance). 	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 10%;">Date Met</th> <th style="width: 10%;">NA</th> </tr> </thead> <tbody> <tr> <td style="border-top: 1px solid black; border-bottom: 1px solid black;">_____</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black;">_____</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-top: 1px solid black; border-bottom: 1px solid black;">_____</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black;">_____</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-top: 1px solid black; border-bottom: 1px solid black;">_____</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black;">_____</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black;">_____</td> </tr> </tbody> </table>		Date Met	NA	_____	_____	_____	_____	_____	_____	_____	_____	_____
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_____	_____	_____											
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<p>Listens to directions well.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Makes eye contact. <input checked="" type="checkbox"/> Stops doing anything else. <input type="checkbox"/> Watches examples carefully. <input type="checkbox"/> Shows clarity or confusion with gestures, words, and/or pictures. 													
<p>Proceeds to do what is directed.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Nods or says "okay" or "yes." <input type="checkbox"/> Finds things needed to complete directions. <input checked="" type="checkbox"/> Proceeds or begins immediately. <input checked="" type="checkbox"/> Maintains behavior when carrying out directions. 													
<p>Continues working until task is completed.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes up his/her mind to continue working. <input type="checkbox"/> Continues working when he/she is frustrated. <ul style="list-style-type: none"> - recognizes when he/she is frustrated - finishes directions even though frustration is felt <input checked="" type="checkbox"/> Completes directions to own level. <input type="checkbox"/> Checks to see if expectations have been met. <input checked="" type="checkbox"/> Uses redirection to fix or revise task (directions). 													