

The EASI Goals and Objectives

1. To improve thematic vocabulary development, the student will ___ a) demonstrate comprehension of, ___ b) define, ___ c) verbally express in appropriate contexts, ___ d) recognize in print and read, ___ e) express in writing in appropriate contexts topical vocabulary.

Measurement:	Criteria:	Will meet criteria by next IEP?
___ Systematic observation	___ % of the time	___ YES
___ Informal assessment	___ times out of ___ trials	
___ Formal test	___ score on formal test	___ NO
___ Developmental level	___ month/year of growth	
___ Grade level	___ grade level	
___ Work product	___ other (specify) _____	
___ Other (specify) _____	_____	

2. To improve word usage and sentence formulation, the student will ___ a) verbally, ___ b) in writing formulate and express grammatically correct sentences utilizing vocabulary from designated topics in relevant, cohesive sentences.

Measurement:	Criteria:	Will meet criteria by next IEP?
___ Systematic observation	___ % of the time	___ YES
___ Informal assessment	___ times out of ___ trials	
___ Formal test	___ score on formal test	___ NO
___ Developmental level	___ month/year of growth	
___ Grade level	___ grade level	
___ Work product	___ other (specify) _____	
___ Other (specify) _____	_____	

3. To improve semantic knowledge, the student will ___ a) demonstrate comprehension, ___ b) verbally express , ___ c) express in writing synonyms.

Measurement:	Criteria:	Will meet criteria by next IEP?
___ Systematic observation	___ % of the time	___ YES
___ Informal assessment	___ times out of ___ trials	
___ Formal test	___ score on formal test	___ NO
___ Developmental level	___ month/year of growth	
___ Grade level	___ grade level	
___ Work product	___ other (specify) _____	
___ Other (specify) _____	_____	

4. To improve semantic knowledge, the student will ___ a) demonstrate comprehension, ___ b) verbally express , ___ c) express in writing antonyms.

Measurement:	Criteria:	Will meet criteria by next IEP?
___ Systematic observation	___ % of the time	___ YES
___ Informal assessment	___ times out of ___ trials	
___ Formal test	___ score on formal test	___ NO
___ Developmental level	___ month/year of growth	
___ Grade level	___ grade level	
___ Work product	___ other (specify) _____	
___ Other (specify) _____	_____	

5. To improve semantic knowledge, the student will ____ a) demonstrate comprehension, ____ b) express in writing appropriate use of homophones.

Measurement:	Criteria:	Will meet criteria by next IEP?
____ Systematic observation	____ % of the time	____ YES
____ Informal assessment	____ times out of ____ trials	
____ Formal test	____ score on formal test	____ NO
____ Developmental level	____ month/year of growth	
____ Grade level	____ grade level	
____ Work product	____ other (specify) _____	
____ Other (specify) _____	_____	

6. To improve semantic knowledge, the student will ____ a) demonstrate comprehension, ____ b) express through written activities the understanding of associated, related and unrelated vocabulary.

Measurement:	Criteria:	Will meet criteria by next IEP?
____ Systematic observation	____ % of the time	____ YES
____ Informal assessment	____ times out of ____ trials	
____ Formal test	____ score on formal test	____ NO
____ Developmental level	____ month/year of growth	
____ Grade level	____ grade level	
____ Work product	____ other (specify) _____	
____ Other (specify) _____	_____	

7. To improve knowledge of pronoun forms, the student will ____ a) demonstrate comprehension, ____ b) verbally express, ____ c) express through written activities the understanding of appropriate pronoun usage.

Measurement:	Criteria:	Will meet criteria by next IEP?
____ Systematic observation	____ % of the time	____ YES
____ Informal assessment	____ times out of ____ trials	
____ Formal test	____ score on formal test	____ NO
____ Developmental level	____ month/year of growth	
____ Grade level	____ grade level	
____ Work product	____ other (specify) _____	
____ Other (specify) _____	_____	

8. To improve knowledge of plural forms, the student will ____ a) demonstrate comprehension, ____ b) verbally express, ____ c) express through written activities the understanding of appropriate regular/irregular plural forms.

Measurement:	Criteria:	Will meet criteria by next IEP?
____ Systematic observation	____ % of the time	____ YES
____ Informal assessment	____ times out of ____ trials	
____ Formal test	____ score on formal test	____ NO
____ Developmental level	____ month/year of growth	
____ Grade level	____ grade level	
____ Work product	____ other (specify) _____	
____ Other (specify) _____	_____	

9. To improve syntactical knowledge, the student will ____ a) demonstrate comprehension, ____ b) verbally express, ____ c) express through written activities the understanding of appropriate verb tense forms.

Measurement:	Criteria:	Will meet criteria by next IEP?
____ Systematic observation	____ % of the time	____ YES
____ Informal assessment	____ times out of ____ trials	
____ Formal test	____ score on formal test	____ NO
____ Developmental level	____ month/year of growth	
____ Grade level	____ grade level	
____ Work product	____ other (specify) _____	
____ Other (specify) _____	_____	

10. To improve **syntactical** knowledge, the student will ____ a) demonstrate comprehension, ____ b) verbally express, ____ c) express through written activities the understanding and use of appropriate contraction forms.

Measurement:	Criteria:	Will meet criteria by next IEP?
____ Systematic observation	____ % of the time	____ YES
____ Informal assessment	____ times out of ____ trials	
____ Formal test	____ score on formal test	____ NO
____ Developmental level	____ month/year of growth	
____ Grade level	____ grade level	
____ Work product	____ other (specify) _____	
____ Other (specify) _____	_____	

11. To improve comprehension of syntax and content, the student will unscramble sentences ____ a) verbally, ____ b) in writing using appropriate grammar to create sentences in one or formats that use all of the given words.

Measurement:	Criteria:	Will meet criteria by next IEP?
____ Systematic observation	____ % of the time	____ YES
____ Informal assessment	____ times out of ____ trials	
____ Formal test	____ score on formal test	____ NO
____ Developmental level	____ month/year of growth	
____ Grade level	____ grade level	
____ Work product	____ other (specify) _____	
____ Other (specify) _____	_____	

12. To improve syntactical skills, the student will combine a series of short sentences into a more complex grammatically correct sentence while keeping the integrity of the concepts and contents ____ a) verbally, ____ b) in writing.

Measurement:	Criteria:	Will meet criteria by next IEP?
____ Systematic observation	____ % of the time	____ YES
____ Informal assessment	____ times out of ____ trials	
____ Formal test	____ score on formal test	____ NO
____ Developmental level	____ month/year of growth	
____ Grade level	____ grade level	
____ Work product	____ other (specify) _____	
____ Other (specify) _____	_____	

13. To improve syntactical skills, the student will segment or alter run-on sentences ____ a) verbally, ____ b) in writing by re-wording, eliminating and or adding words and/or punctuation to create grammatically correct sentences to convey the meaning of the content.

Measurement:	Criteria:	Will meet criteria by next IEP?
____ Systematic observation	____ % of the time	____ YES
____ Informal assessment	____ times out of ____ trials	
____ Formal test	____ score on formal test	____ NO
____ Developmental level	____ month/year of growth	
____ Grade level	____ grade level	
____ Work product	____ other (specify) _____	
____ Other (specify) _____	_____	

14. To improve syntactical skills, the student will ____ a) verbally, ____ b) in writing correct grammatical errors in sentences presented verbally and/or in writing and be able to explain the grammatical errors in the stimulus sentence.

Measurement:	Criteria:	Will meet criteria by next IEP?
____ Systematic observation	____ % of the time	____ YES
____ Informal assessment	____ times out of ____ trials	
____ Formal test	____ score on formal test	____ NO
____ Developmental level	____ month/year of growth	
____ Grade level	____ grade level	
____ Work product	____ other (specify) _____	
____ Other (specify) _____	_____	

15. To improve auditory memory, the student will verbally imitate sentences of ____ # to ____ # words.

Measurement:	Criteria:	Will meet criteria by next IEP?
____ Systematic observation	____ % of the time	____ YES
____ Informal assessment	____ times out of ____ trials	
____ Formal test	____ score on formal test	____ NO
____ Developmental level	____ month/year of growth	
____ Grade level	____ grade level	
____ Work product	____ other (specify) _____	
____ Other (specify) _____	_____	

16. To improve auditory discrimination, the student will verbally tell whether paired words are identical in sound or if they are different in phonemic content.

Measurement:	Criteria:	Will meet criteria by next IEP?
____ Systematic observation	____ % of the time	____ YES
____ Informal assessment	____ times out of ____ trials	
____ Formal test	____ score on formal test	____ NO
____ Developmental level	____ month/year of growth	
____ Grade level	____ grade level	
____ Work product	____ other (specify) _____	
____ Other (specify) _____	_____	

17. To improve auditory comprehension, memory, and synthesis of information, the student will listen to small increments of information that are 1 to 4 sentences in length, remember and comprehend the information and then ___ a) verbally, ___ b) in writing synthesize the salient information into a grammatically correct sentence.

Measurement:	Criteria:	Will meet criteria by next IEP?
___ Systematic observation	___ % of the time	___ YES
___ Informal assessment	___ times out of ___ trials	
___ Formal test	___ score on formal test	___ NO
___ Developmental level	___ month/year of growth	
___ Grade level	___ grade level	
___ Work product	___ other (specify) _____	
___ Other (specify) _____	_____	

18. To improve pragmatic skills, the student will ___ a) verbally, ___ b) in writing propose practical and appropriate solutions to common problems.

Measurement:	Criteria:	Will meet criteria by next IEP?
___ Systematic observation	___ % of the time	___ YES
___ Informal assessment	___ times out of ___ trials	
___ Formal test	___ score on formal test	___ NO
___ Developmental level	___ month/year of growth	
___ Grade level	___ grade level	
___ Work product	___ other (specify) _____	
___ Other (specify) _____	_____	

19. To improve auditory comprehension, the student will follow simple ___ a) one, ___ b) two, ___ c) three, ___ d) four step related/unrelated commands.

Measurement:	Criteria:	Will meet criteria by next IEP?
___ Systematic observation	___ % of the time	___ YES
___ Informal assessment	___ times out of ___ trials	
___ Formal test	___ score on formal test	___ NO
___ Developmental level	___ month/year of growth	
___ Grade level	___ grade level	
___ Work product	___ other (specify) _____	
___ Other (specify) _____	_____	

20. To improve auditory comprehension, the student will follow directions that involve ___ a) basic concepts, ___ b) phonological awareness, ___ c) sound symbol association and writing skills, ___ d) phonics.

Measurement:	Criteria:	Will meet criteria by next IEP?
___ Systematic observation	___ % of the time	___ YES
___ Informal assessment	___ times out of ___ trials	
___ Formal test	___ score on formal test	___ NO
___ Developmental level	___ month/year of growth	
___ Grade level	___ grade level	
___ Work product	___ other (specify) _____	
___ Other (specify) _____	_____	

21. To improve categorization skills, the student will ___ a) verbally, ___ b) in writing provide the name of a category or identify similarity of function of a series of three related items.

Measurement:	Criteria:	Will meet criteria by next IEP?
___ Systematic observation	___ % of the time	___ YES
___ Informal assessment	___ times out of ___ trials	
___ Formal test	___ score on formal test	___ NO
___ Developmental level	___ month/year of growth	
___ Grade level	___ grade level	
___ Work product	___ other (specify) _____	
___ Other (specify) _____	_____	

22. To improve comprehension of figurative language, the student will demonstrate comprehension of ___ a) idioms, ___ b) similies, ___ c) metaphors, ___ d) multiple meaning words through verbal, written, or graphic (drawing) explanations and illustrations.

Measurement:	Criteria:	Will meet criteria by next IEP?
___ Systematic observation	___ % of the time	___ YES
___ Informal assessment	___ times out of ___ trials	
___ Formal test	___ score on formal test	___ NO
___ Developmental level	___ month/year of growth	
___ Grade level	___ grade level	
___ Work product	___ other (specify) _____	
___ Other (specify) _____	_____	

23. To improve reasoning skills, the student will ___ a) verbally, ___ b) in writing discern the difference between statements that are factual and those that contain opinions.

Measurement:	Criteria:	Will meet criteria by next IEP?
___ Systematic observation	___ % of the time	___ YES
___ Informal assessment	___ times out of ___ trials	
___ Formal test	___ score on formal test	___ NO
___ Developmental level	___ month/year of growth	
___ Grade level	___ grade level	
___ Work product	___ other (specify) _____	
___ Other (specify) _____	_____	

24. To improve written language, the student will ___ a) fill in the blanks to complete requested information, ___ b) complete sentence starters and then provide supplementary sentences to supply complementary and supportive information to create topical paragraphs.

Measurement:	Criteria:	Will meet criteria by next IEP?
___ Systematic observation	___ % of the time	___ YES
___ Informal assessment	___ times out of ___ trials	
___ Formal test	___ score on formal test	___ NO
___ Developmental level	___ month/year of growth	
___ Grade level	___ grade level	
___ Work product	___ other (specify) _____	
___ Other (specify) _____	_____	

25. To improve auditory memory, comprehension, and the ability to answer content questions from verbally presented information, the student will answer content questions after hearing a passage on a specific topic.

Measurement:	Criteria:	Will meet criteria by next IEP?
<input type="checkbox"/> Systematic observation	<input type="checkbox"/> % of the time	<input type="checkbox"/> YES
<input type="checkbox"/> Informal assessment	<input type="checkbox"/> times out of ____ trials	
<input type="checkbox"/> Formal test	<input type="checkbox"/> score on formal test	<input type="checkbox"/> NO
<input type="checkbox"/> Developmental level	<input type="checkbox"/> month/year of growth	
<input type="checkbox"/> Grade level	<input type="checkbox"/> grade level	
<input type="checkbox"/> Work product	<input type="checkbox"/> other (specify) _____	
<input type="checkbox"/> Other (specify) _____	_____	

26. To improve story sequencing, the student will unscramble component sections of a story and put them in the appropriate order.

Measurement:	Criteria:	Will meet criteria by next IEP?
<input type="checkbox"/> Systematic observation	<input type="checkbox"/> % of the time	<input type="checkbox"/> YES
<input type="checkbox"/> Informal assessment	<input type="checkbox"/> times out of ____ trials	
<input type="checkbox"/> Formal test	<input type="checkbox"/> score on formal test	<input type="checkbox"/> NO
<input type="checkbox"/> Developmental level	<input type="checkbox"/> month/year of growth	
<input type="checkbox"/> Grade level	<input type="checkbox"/> grade level	
<input type="checkbox"/> Work product	<input type="checkbox"/> other (specify) _____	
<input type="checkbox"/> Other (specify) _____	_____	

27. To improve sentence formulation, paragraph formulation, and story development, the student will verbally formulate grammatically correct sentences when given a topical phrase and will relate that sentence to the previous sentence.

Measurement:	Criteria:	Will meet criteria by next IEP?
<input type="checkbox"/> Systematic observation	<input type="checkbox"/> % of the time	<input type="checkbox"/> YES
<input type="checkbox"/> Informal assessment	<input type="checkbox"/> times out of ____ trials	
<input type="checkbox"/> Formal test	<input type="checkbox"/> score on formal test	<input type="checkbox"/> NO
<input type="checkbox"/> Developmental level	<input type="checkbox"/> month/year of growth	
<input type="checkbox"/> Grade level	<input type="checkbox"/> grade level	
<input type="checkbox"/> Work product	<input type="checkbox"/> other (specify) _____	
<input type="checkbox"/> Other (specify) _____	_____	

28. To improve pragmatic skills, the student will participate in a conversation with one or more ____ a) peers, ____ b) adults, ____ c) group of mixed ages while initiating topic, remaining on topic, maintaining conversation, and closing the conversation.

Measurement:	Criteria:	Will meet criteria by next IEP?
<input type="checkbox"/> Systematic observation	<input type="checkbox"/> % of the time	<input type="checkbox"/> YES
<input type="checkbox"/> Informal assessment	<input type="checkbox"/> times out of ____ trials	
<input type="checkbox"/> Formal test	<input type="checkbox"/> score on formal test	<input type="checkbox"/> NO
<input type="checkbox"/> Developmental level	<input type="checkbox"/> month/year of growth	
<input type="checkbox"/> Grade level	<input type="checkbox"/> grade level	
<input type="checkbox"/> Work product	<input type="checkbox"/> other (specify) _____	
<input type="checkbox"/> Other (specify) _____	_____	

29. To improve semantic skills, the student will identify a vocabulary term given one or more clues that are presented in a hierarchal format from most abstract and difficult to the most concrete and apparent.

Measurement:	Criteria:	Will meet criteria by next IEP?
<input type="checkbox"/> Systematic observation	<input type="checkbox"/> % of the time	<input type="checkbox"/> YES
<input type="checkbox"/> Informal assessment	<input type="checkbox"/> times out of _____ trials	
<input type="checkbox"/> Formal test	<input type="checkbox"/> score on formal test	<input type="checkbox"/> NO
<input type="checkbox"/> Developmental level	<input type="checkbox"/> month/year of growth	
<input type="checkbox"/> Grade level	<input type="checkbox"/> grade level	
<input type="checkbox"/> Work product	<input type="checkbox"/> other (specify) _____	
<input type="checkbox"/> Other (specify) _____	_____	

30. To improve articulation skills, the student will produce target sounds in _____ a) isolation, _____ b) syllables, _____ c) words, _____ d) phrases, _____ e) sentences in structured situations, _____ e) spontaneous conversation.

Target sounds: _____

Measurement:	Criteria:	Will meet criteria by next IEP?
<input type="checkbox"/> Systematic observation	<input type="checkbox"/> % of the time	<input type="checkbox"/> YES
<input type="checkbox"/> Informal assessment	<input type="checkbox"/> times out of _____ trials	
<input type="checkbox"/> Formal test	<input type="checkbox"/> score on formal test	<input type="checkbox"/> NO
<input type="checkbox"/> Developmental level	<input type="checkbox"/> month/year of growth	
<input type="checkbox"/> Grade level	<input type="checkbox"/> grade level	
<input type="checkbox"/> Work product	<input type="checkbox"/> other (specify) _____	
<input type="checkbox"/> Other (specify) _____	_____	