**Critical Friend – Goal Writing Activity**

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| **Critical Friend Goal** | **Submitted Goal:** | **Critical Friend Critic** | **Suggested rewrite:** |
| **Who?** This relates to the child for whom the goal is written. |  |  |  |
| **Will do what?** This is observable behavior describing what the child will do to complete the goal. An action verb that can be observed when executed. |  |  |  |
| **To what level or degree?** This relates to criteria and mastery of the goal. Criteria states how many times the behavior must be observed for the goal to be considered completed. Mastery states the level of achievement required. |  |  |  |
| **Under what conditions?** These are the conditions that describe the situation, setting, or given material that will need to be in place for the goals to be completed. |  |  |  |
| **In what length of time?** This is the length of timeframe in which the goal is completed. |  |  |  |
| **\*How will progress be monitored?** This is performance data. In Ohio’s IEP, this information is documented by selecting a method or methods from a list provided. (Not written in goal.) i.e.: Curriculum Based Assessment, Portfolios, Observation Log, Anecdotal Records, short-Cycle Assessments, Performance Assessments, Checklists, Running Records, Work Samples, Inventories, Rubrics | | | |

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| **Critical Friend Goal** | **Submitted Goal:**  In the classroom, Jane will complete an oral or written activity in the area of emotional/social/responsibility one time per week with 80%  accuracy. | **Critical Friend Critic** | **Suggested rewrite:**  When given oral or written directions, containing no more than 3 steps, Jane will comply with classroom procedures in less than 2 minutes when given 4 out of 5 trials, and no more than one verbal prompt in the classroom for one academic school year.  \*Observation Log |
| **Who?** This relates to the child for whom the goal is written. | Jane |  | Jane |
| **Will do what?** This is observable behavior describing what the child will do to complete the goal. An action verb that can be observed when executed. | Will complete an oral or written activity in the area of emotional/social/responsibility | Too broad. What “need” is being addressed in the oral or written activity? Name the observable behavior. | Substitute “will comply with” for “will complete”.  Substitute “Specific classroom procedures” for “written activity”. |
| **To what level or degree?** This relates to criteria and mastery of the goal. Criteria states how many times the behavior must be observed for the goal to be considered completed. Mastery states the level of achievement required. | One time per week with 80% accuracy | Expectation is low. This could be interpreted as only one attempt per week with an average score. | in less than 2 minutes  4 out of 5 trials |
| **Under what conditions?** These are the conditions that describe the situation, setting, or given material that will need to be in place for the goals to be completed. | In the classroom | Could be more specific. | when given oral or written directions,  in the classroom,  containing no more than 3 step directions,  with one prompt |
| **In what length of time?** This is the length of timeframe in which the goal is completed. |  | If time is shorter than one school year, specify. (Some reviewers want to see time in all goals.) | Through-out one academic school year. |
| **\*How will progress be monitored?** This is performance data. In Ohio’s IEP, this information is documented by selecting a method or methods from a list provided. (Not written in goal.) i.e.: Curriculum Based Assessment, Portfolios, Observation Log, Anecdotal Records, short-Cycle Assessments, Performance Assessments, Checklists, Running Records, Work Samples, Inventories, Rubrics | | | |