

Sample Goals and Benchmarks *for Students with Hearing Loss*



In this document, you will find examples of potential goals and benchmarks for each area. Please note that these are just examples. You should write goals that address your student's needs and follow the guidelines of your school district or organization.

Receptive and Expressive Language

For a child who uses no single word vocabulary or only single word vocabulary:

- Example Goal: By the end of the IEP period, Betsy will [identify/produce] 50 teacher-selected vocabulary words [in a closed set, in an open set] [with a prompt/spontaneously] with 80% accuracy (tracked through teacher checklist) in [structured/natural settings].
* Choose one that most accurately reflects what your student can accomplish in the year
- Potential Benchmarks:
 - Betsy will identify 30 nouns with 80% accuracy in structured settings.
 - Betsy will identify 10 verbs with 80% accuracy in structured settings.
 - Betsy will identify 10 adjectives or prepositions with 80% accuracy in structured settings.
 - Betsy will produce 30 nouns spontaneously with 80% accuracy in structured settings.
 - Betsy will produce 10 verbs spontaneously with 80% accuracy in structured settings.
 - Betsy will produce 10 adjectives or prepositions with 80% accuracy in structured settings.

For a child who can be prompted to use 2-word combinations:

- By the end of the IEP period, Ann will [identify/produce] [in imitation/with a prompt/spontaneously] 2-word phrases using [nouns, verbs, adjectives, prepositions, questions] with 80% accuracy (tracked on the TAGS 1 Rating Form) in [structured/natural settings].
 - By November 15, Ann will spontaneously [identify/produce] 7 nouns, 2 verbs, 1 adjective and 1 preposition using 2-word combinations with 80% accuracy in structured settings.
 - By January 15, Ann will spontaneously [identify/produce] 14 nouns, 4 verbs, 2 adjectives and 2 prepositions using 2-word combinations with 80% accuracy in structured settings.
 - By March 15, Ann will spontaneously [identify/produce] 21 nouns, 6 verbs, 3 adjectives and 3 prepositions using 2-word combinations with 80% accuracy in structured settings.
 - By May 15, Ann will spontaneously [identify/produce] 30 nouns, 10 verbs, 5 adjectives and 5 prepositions using 2-word combinations with 80% accuracy in structured settings.

For a child who can be prompted to use 2- and 3-word combinations:

- By the end of the IEP period, Andrea will produce [in imitation/with a prompt/spontaneously] 2- to 3-word combinations using [nouns, verbs, adjectives, prepositions, pronouns, negatives, questions] with 80% accuracy (tracked on the TAGS 1 Rating Form) in [structured/natural settings].
 - Andrea will spontaneously produce 5 new vocabulary words per week with 80% accuracy in a structured setting.
 - Andrea will produce with a prompt 2- to 3-word phrases containing nouns with 80% accuracy in a structured setting.
- Andrea will produce with a prompt 2- to 3-word phrases containing verbs with 80% accuracy in a structured setting.
 - Andrea will produce with a prompt 2- to 3-word phrases containing adjectives with 80% accuracy in a structured setting.
 - Andrea will produce with a prompt 2- to 3-word phrases containing prepositions with 80% accuracy in a structured setting.
 - Andrea will produce with a prompt 2- to 3-word phrases containing pronouns with 80% accuracy in a structured setting.
 - Andrea will produce with a prompt 2- to 3-word phrases containing negatives with 80% accuracy in a structured setting.
 - Andrea will produce with a prompt 2- to 3-word questions with 80% accuracy in a structured setting.

For a child who can be prompted to use 2- and 3-word combinations and can imitate simple sentences.

- By the end of the IEP period, Bryan will [identify/produce] [in imitation/with a prompt/spontaneously] a variety of 3-word phrases using [noun modifiers, pronouns, prepositions, verbs, questions] with 80% accuracy (tracked on the TAGS 1 and TAGS 2 Rating Forms) in [structured/natural settings].
 - Bryan will [identify/produce] spontaneously 6 to 8 new vocabulary words per week with 80% accuracy in natural settings.
 - Bryan will [identify/produce] spontaneously 3-word phrases containing noun modifiers with 80% accuracy in natural settings.
 - Bryan will [identify/produce] spontaneously 3-word phrases containing pronouns with 80% accuracy in natural settings.
 - Bryan will [identify/produce] spontaneously 3-word phrases containing prepositions with 80% accuracy in natural settings.
 - Bryan will [identify/produce] spontaneously present tense verbs within 3-word phrases with 80% accuracy in natural settings.
 - Bryan will [identify/produce] spontaneously past tense verbs within 3-word phrases with 80% accuracy in natural settings.
 - Bryan will [identify/produce] spontaneously 3 to 6 word questions with 80% accuracy in natural settings.

For a child who can be prompted to use simple sentences.

- By the end of the IEP period, Eric will [identify/produce] [in imitation/with a prompt/spontaneously] a variety of simple sentences using [noun modifiers, pronouns, prepositions, adverbs, verbs, questions] with 80% accuracy (as measured on the TAGS 2 Rating Form) in [structured/natural settings].
 - Eric will [identify/produce] 7 new vocabulary words per week with 80% accuracy in structured settings.
 - Eric will produce with a prompt simple sentences of 4 to 6 words containing noun modifiers with 80% accuracy in a structured setting.
 - Eric will produce with a prompt simple sentences of 4 to 6 words containing pronouns with 80% accuracy in a structured setting.
 - Eric will produce with a prompt simple sentences of 4 to 6 words containing prepositions with 80% accuracy in a structured setting.
 - Eric will produce with a prompt simple sentences of 4 to 6 words containing adverbs with 80% accuracy in a structured setting.
 - Eric will produce with a prompt simple sentences of 4 to 6 words containing verbs with 80% accuracy in a structured setting.
 - Eric will produce with a prompt simple questions of 4 to 6 words with 80% accuracy in structured settings.

For a child who can be prompted to use simple sentences and can imitate complex sentences.

- By the end of the IEP period, Kim will [identify/produce] [in imitation/with a prompt/spontaneously] a variety of complex sentences using [noun modifiers, pronouns, prepositions, adverbs, verbs, questions, conjunctions] with 80% accuracy (tracked on the TAGS 2 and TAGS 3 Rating Form) in [structured/natural settings].
 - Kim will [identify/produce] spontaneously 10 new vocabulary words per theme with 80% accuracy in a structured setting.
 - Kim will [identify/produce] spontaneously simple sentences containing noun modifiers (adjectives - colors, size, quantifiers - cardinal numbers, more some, first, last, plurals, possessives) with 80% accuracy in structured settings.
 - Kim will [identify/produce] spontaneously simple sentences containing pronouns (we, me, they, it, his, her, hers, him, them) with 80% accuracy in structured settings.
 - Kim will spontaneously [identify/produce] simple sentences containing prepositions (next to, beside, behind, at, to, from, with, partitives) with 80% accuracy in structured settings.
 - Kim will [identify/produce] spontaneously a variety of verb forms (irregular and regular past tense, "to be" verbs, present progressive, forms of have, early infinitives, future, as well as negative forms) within simple sentences with 80% accuracy in structured settings.
 - Kim will [identify/produce] spontaneously questions of 3 to 6 words (Can I have, Where, What, Who, How many, Why, Is) with 80% accuracy in structured settings.
 - Kim will [identify/produce] complex sentences containing conjunctions (and, or, because, when, if, but) with 80% accuracy in structured settings.

Pragmatic Language - Social Language

- By the end of the IEP period, Ian will [with a prompt/spontaneously] use social language [body language, gestures, language to make requests, language to give description, language to express a need, language to request] help with 80% accuracy (tracked on the CID Preschool Pragmatic Language Rating Form) in [structured/natural settings].
 - Given a prompt, Ian will verbally initiate play with 80% accuracy in structured settings.
 - Given a prompt, Ian will use natural and appropriate body language and gestures while talking with 80% accuracy in structured settings.
 - Given a prompt, Ian will use words/language to make polite requests with 80% accuracy in structured settings.
 - Given a prompt, Ian will use words/language to give descriptions of an object wanted with 80% accuracy in structured settings.
 - Given a prompt, Ian will use words/language to express a specific personal need with 80% accuracy in structured settings.
 - Given a prompt, Ian will use words/language to request help with 80% accuracy in structured settings.

Pragmatic Language - Conversational Competency

- By the end of the IEP period, Jennifer will demonstrate [with a prompt/spontaneously] appropriate conversational language skills [taking conversational turns, initiating conversations, maintaining conversations, having detailed conversations] with 80% accuracy (tracked on the CID Preschool Pragmatic Language Rating Form) in [structured/natural settings].
 - Jennifer will spontaneously take 2 to 3 conversational turns with 80% accuracy in natural settings.
 - Jennifer will spontaneously initiate conversations with 80% accuracy in natural settings.
 - Jennifer will maintain conversations with 80% accuracy in natural settings.
 - Jennifer will have detailed conversations with 80% accuracy in natural settings.
 - Given a prompt, Jennifer will increase the number of conversational turns to 4 to 5 with 80% accuracy in natural settings.

Pragmatic Language - Language Related to Play

- By the end of the IEP period, Dianne will use appropriate language skills [with a prompt/spontaneously] to engage in play with peers [language to report and predict, narrating a story, providing a dialogue for dolls/puppets, changing speech depending on the listener, using metacommunicative strategies, metalinguistic language and metacognitive language] with 80% accuracy (tracked on the CID Preschool Symbolic Play Rating Form) in play settings.
 - Dianne will use language spontaneously to report and predict with 80% accuracy in play settings.
 - Dianne will use language to attempt to narrate or tell a story spontaneously with 80% accuracy in play settings.
 - Dianne will provide dialogue to dolls/puppets spontaneously with 80% accuracy in play settings.
 - Dianne will change speech depending on the listener with 80% accuracy in play settings.
 - Dianne will use metacommunicative strategies spontaneously (intonation, facial expressions, gestures) with 80% accuracy in play settings.
 - Dianne will use metalinguistic language ("He said..." "She told me...") spontaneously with 80% accuracy in play settings.
 - Dianne will use metacognitive language ("I know..." "I wonder...") spontaneously with 80% accuracy in play settings.

Pragmatic Language - Language Related to Classroom Participation

- By the end of the IEP period, Emmett will use appropriate language skills [with a prompt/independently] to fully participate in classroom discussions with 80% accuracy.
 - Emmett will independently stay on topic during classroom discussions with 80% accuracy.
 - Emmett will independently respond appropriately to peer and teacher comments during classroom discussions with 80% accuracy.
 - Emmett will independently report any difficulty with homework to his teacher 80% of the time.

Speech - Suprasegmental Aspects of Speech

- By the end of the IEP period, Ann will use suprasegmental aspects of speech (durational patterns, intensity, stress, pitch, voice quality [in imitation/with a prompt/spontaneously] with 80% accuracy (tracked on the CID Speech Skills Rating Form) in [structured/natural settings].
 - Given minimal teacher prompts, Ann will use appropriate durational patterns in her speech with 80% accuracy in structured settings.
 - Given minimal teacher prompts, Ann will demonstrate appropriate intensity in her speech with 80% accuracy in structured settings.
 - Given minimal teacher prompts, Ann will demonstrate appropriate stress in phrases, sentences and connected speech with 80% accuracy in structured settings.
 - Given minimal teacher prompts, Ann will demonstrate appropriate pitch variation in her speech with 80% accuracy in structured settings.
 - Given minimal teacher prompts, Ann will demonstrate appropriate voice quality in her speech with 80% accuracy in structured settings.
 - Given a minimal teacher prompts, Ann will correct her own suprasegmental aspects of speech with 80% accuracy in structured settings.

Speech - Articulation

- By the end of the IEP period, Andrea will accurately produce [in imitation/with a prompt/spontaneously] the following developmentally appropriate phonemes (fill in with phonemes) in [words, sentences, connected speech] with 80% accuracy (tracked on the CID Speech Skills Rating Form) in [structured/natural settings].
 - Andrea will accurately and spontaneously produce all developmentally appropriate vowels in [single words/words in sentences/words in connected speech] (choose what is appropriate) with 80% accuracy in natural settings.
 - Andrea will accurately and spontaneously produce developmentally appropriate plosives /k/ and /g/ in [initial, medial and final positions] of [words/sentences/connected speech] with 80% accuracy in natural settings.
 - Andrea will accurately and spontaneously produce developmentally appropriate fricatives /f/ and /s/ in [initial, medial, final position] of [words/sentences/connected speech] with 80% accuracy in natural settings.

- Andrea will accurately and spontaneously produce developmentally appropriate liquids/glides /w/ and /r/ in [initial, medial, final position] of [words/sentences/ connected speech] with 80% accuracy in natural settings.
- Andrea will correct her own articulation of speech with a minimal teacher prompt 80% of the time in natural settings.

Auditory Training

- By the end of the IEP period, Bryan will independently demonstrate auditory perception of connected speech through listening alone with 80% accuracy (tracked on the CID SPICE Rating Form) in structured listening tasks.
 - Bryan will independently and appropriately identify key words in sentence context with 80% accuracy in structured listening tasks.
 - Bryan will independently and appropriately identify practiced sentences with 80% accuracy in structured listening tasks.
 - Bryan will appropriately engage in conversation about a familiar topic with 80% accuracy in structured listening tasks.

Auditory Development in Natural Settings

Considerations: Depending on the student's present level of performance, this goal and corresponding benchmarks should focus on listening tasks throughout the day outside of structured auditory lessons. Consider the student's listening requirements throughout the day, which are dependent upon the student's specific learning environment and listening needs.

- By the end of the IEP period, Kim will demonstrate developmentally appropriate auditory skills with 90% accuracy in natural listening environments.
 - Kim will report when her device is not working with 90% accuracy in natural listening environments.
 - Kim will respond to her name in a variety of listening environments with 90% accuracy.
 - Kim will attend to a speaker in a large group classroom with 90% accuracy.
 - Kim will attend to a speaker/peer in the lunch room with 90% accuracy.

Self-Advocacy Skills

- By the end of the IEP period, Ashanti will demonstrate self-advocacy skills by [asking for clarification, recognizing when her devices aren't working, explaining her hearing loss] in order to fully participate in a general education setting during 3 out of every 5 school days.
 - Ashanti will raise her hand to ask for clarification when she doesn't understand 80% of the time during classroom instruction.
 - Ashanti will notify a teacher when her listening devices aren't working properly 80% of the time throughout the school day.
 - Ashanti will explain her hearing loss and related needs to the general education teacher at the beginning of the school year and as needed for clarification with 90% accuracy.
 - Ashanti will explain her hearing loss and related needs to her peers with typical hearing with 90% accuracy.