

# Short-Term Objective and Benchmark Development

---

**The Purpose** of short-term objectives and benchmarks is to gauge at intermediate times throughout the year progress toward the measurable annual goal.

---

Component	Characteristics
<p><b>Not always Required:</b> Not all students are required to have short-term objectives or benchmarks included in their IEP. They are only required on IEPs for students taking alternate assessments aligned to alternate achievement standards.</p>	<p>Short-term objectives or benchmarks must be written only for students participating in the Alternate Assessment.</p>
<p><b>Short-Term Objectives:</b> Short-Term Objectives are based on a logical breakdown of the major components of the goal and measure the progress toward meeting the goal.</p>	<ol style="list-style-type: none"> <li>1) Is a sequential, progressive, intermediate measure of progress toward the annual goal.</li> <li>2) Is a restatement of the goal with a different criterion or condition.</li> <li>3) Like a goal, it must contain:               <ul style="list-style-type: none"> <li>o Behavior</li> <li>o Condition</li> <li>o Criteria</li> <li>o Timeframe</li> </ul> </li> </ol>
<p><b>Benchmarks:</b> Benchmarks are major milestones that describe content to be learned or skills to be performed in sequential order. These are commonly used when working with process type skills, a complex task made up of other smaller tasks or skills and often have an emphasis on acquiring new skills not exhibiting or improving skills already known.</p>	<ul style="list-style-type: none"> <li>• Are milestones that describe skills to be learned.</li> <li>• Are used when progress is not easily quantified and is based on task analysis.</li> <li>• Are distinct skills that are often independent of each other but must be combined to meet the measurable annual goal.</li> <li>• Like a goal, it contains:           <ul style="list-style-type: none"> <li>o Behavior</li> <li>o Condition</li> <li>o Timeframe</li> </ul>           but does not contain criteria. The criteria for benchmarks is inherently “can the student perform the skill or not” since one skill must be learned before the next and so on until all skills needed to perform the goal are acquired.         </li> </ul>