WRITE A RUBRIC GOAL IN 3 STEPS

1 IDENTIFY AREAS OF NEED

Which communication functions matter most for this child right now? Check 3 to 5. Five is best: 5 skills x 4 points = a rubric scored out of 20.

- ☐ Requesting objects or items
- ☐ Asking for help
- ☐ Advocating for a sensory need (too loud, break)
- ☐ Commenting and sharing (look, showing you)
- ☐ Expressing feelings
- ☐ Directing an action (go, open, come)
- ☐ Protesting or rejecting (no, stop, all done)
- ☐ Getting someone's attention
- ☐ Greeting and connecting
- ☐ Asking and answering questions

Every mode counts: speech, AAC, scripts, signs, gestures, leading you by the hand, movement.

2 BUILD THE RUBRIC AND MARK THE BASELINE

Choose how you'll score it. There are several scoring lenses. Today we use **level of support**. On page 2, describe what each skill looks like at each level for this child, then circle where they are today.

1 Maximum	2 Moderate	3 Minimal	4 Independent
The adult models the message from the child's perspective.	1-2 prompts: visual, gestural, or verbal.	One natural cue, like a partner pausing.	On their own, in any mode, and understood.

3 WRITE THE GOAL AND OBJECTIVES

Set each skill's target above its baseline. Add up the targets. That total is your goal score.

> When provided with **[support]**, **[Child]** will **[communication functions]** to achieve at least a **[x/x]** on their communication rubric (attached), measured **[how often]**, for **[duration]**.

My long-term goal:

_____

_____

_____

Objectives: one per skill. *[Child] will [skill] to achieve at least a [target]/4 on their communication rubric.*

1. _____
2. _____
3. _____
4. _____
5. _____

STEP 2 AND STEP 3

MY COMMUNICATION RUBRIC

Student: _____ Scoring lens: level of support

Skill	1 Maximum	2 Moderate	3 Minimal	4 Independent	Baseline	Target
1.						
2.						
3.						
4.						
5.						
				Total	**/20**	**/20**

Check: do your targets add up to your goal score? ☐ Yes ☐ Not yet. If not, adjust the goal honestly to match realistic targets.

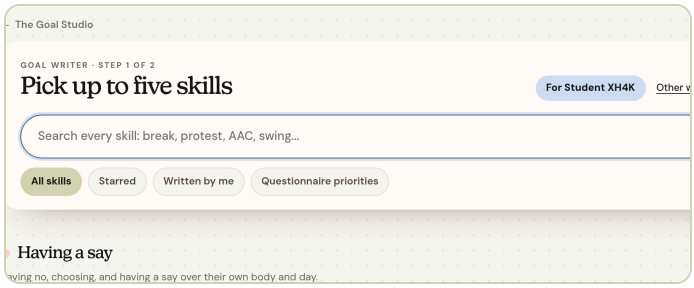
Using fewer than 5 skills? The total is out of 4 x the number of skills (4 skills = /16). If a skill didn't come up, mark it N/O (not observed), not a fail. Never withhold an item, an activity, or help to get a response.

WANT THIS DONE IN MINUTES? This framework works on paper. Goal Studio does it faster: pick from 200+ skills across 27 areas of communication, and it writes the goal, objectives, and rubric levels for you. No AI. **goalstudio.childled.org**

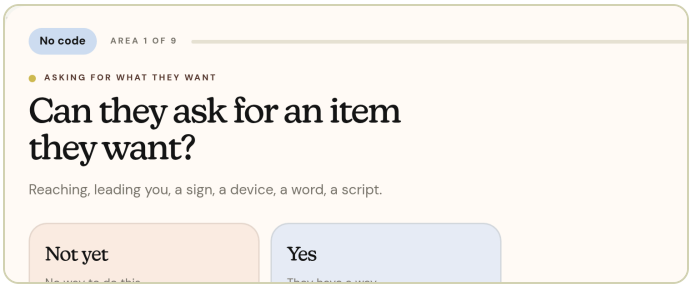
THE GOAL STUDIO

DO ALL OF THIS IN MINUTES

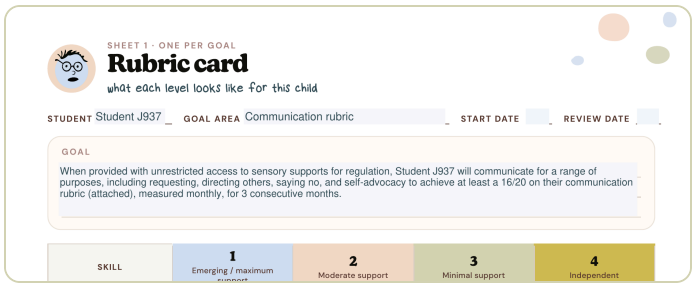
The 3 steps on pages 1 and 2 work with or without the tool. The Goal Studio walks you through them faster, one step at a time. No names, no AI.



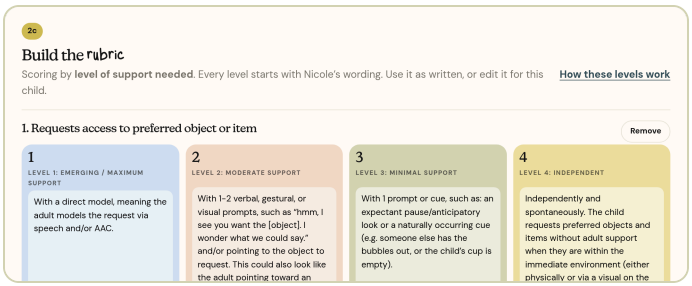
200+ SKILL BANK Skills across 27 areas of communication. Search, star, or write your own.



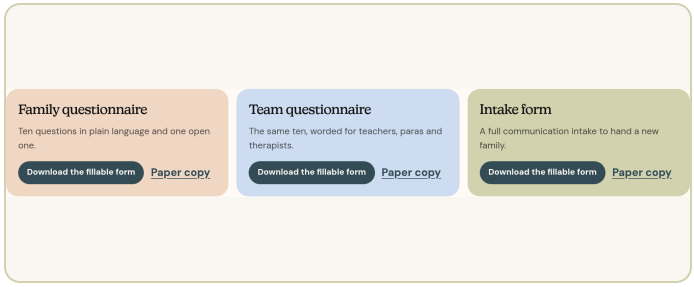
SKILL DECISION TREE Nine areas, one question at a time.



DATA SHEETS Rubric data sheets, ready to print for your next session.



THE GOAL WRITER Goal, objectives, and rubric levels for each skill, scored out of 20.



FAMILY AND TEAM QUESTIONNAIRES Fillable family, team and intake forms.



MY GOALS Every goal you build, saved and ready to reuse.

> **"These rubrics give me the freedom to truly be present with my autistic students."** I no longer have to lose a connection with a student during a session because I'm trying to hold trials in my head. And I no longer have to judge whether a communication attempt was "accurate" or not. I love that they are customized based on the target skill as well as the scoring criteria.
> Ali R., School-based SLP

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