

### Supplemental Material S6. How to write measurable CAC goals.

(Covert Behavior: Optional) + Overt Behavior + (Condition: If no condition, then behavior is measured without support) + Criteria + Measurement

#	Covert Behavior	Overt Behavior	Condition	Criteria	Measurement
	<ul style="list-style-type: none"> <li>• Participates in collaborative conversation</li> <li>• Exchanges ideas</li> <li>• Builds ideas</li> <li>• Discovers novel and complex ideas</li> <li>• Learns more about self, others, learning process</li> <li>• Increases academic language</li> <li>• Increases quality/quantity of language</li> <li>• Improve critical thinking</li> <li>• Increases academic engagement</li> <li>• Increase self-advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Answers open specific questions</li> <li>• Asks open questions</li> <li>• Makes inferential comments</li> <li>• Makes relevant comments</li> <li>• Identifies key ideas</li> <li>• Connects key ideas</li> <li>• Initiate comment or question</li> <li>• Refers to evidence in the text</li> <li>• Uses Tier 2 vocabulary words</li> <li>• Combines sentences with subordinating conjunctions</li> <li>• Makes comment that builds on another student's idea</li> <li>• Makes self-reflective comments about learning</li> </ul>	<ul style="list-style-type: none"> <li>Shared reading</li> <li>Facilitated</li> <li>Independent</li> <li>Spontaneous</li> <li>Small/whole group</li> <li>Partner</li> <li>Minimal-maximal prompting</li> <li>Minimal-maximal scaffolding</li> <li>Scripted language</li> <li>Grade level text</li> <li>Modified grade level text</li> <li>Paired reading</li> <li>Any communication system</li> </ul>	<ul style="list-style-type: none"> <li># behaviors over period of time (10 inferential comments over three lessons)</li> <li># behaviors across # of attempts over time (15 inferential comments out of 20 comments collected over 1-3 lessons)</li> <li>% of occurrence over time (80% proficiency in a 30-minute lesson)</li> </ul>	<ul style="list-style-type: none"> <li>SLP analysis of language/discourse sample</li> <li>Data from observations, checklists, proficiency scale, and rubrics</li> <li>Anecdotal written records</li> <li>Teacher/parent/student reports, surveys and interviews</li> </ul>

## **Example Goals**

Student will make 5 inferential comments about a grade level (or modified) text given a shared reading conversation during a 30-minute lesson on 3 occasions as measured by SLP analysis of language sample.

Student will logically answer 4/5 open-specific questions about the text given a shared reading small group conversation during 3 consecutive lessons as measured by SLP analysis of language sample and rubric.

Student will ask 4 logical open-ended questions about the text given 1-2 prompts across 1-2 lessons as measured by SLP and teacher analysis of observation and language sample.

Student will make inferential comments about a key idea given a shared reading conversation with 80% proficiency on a minimum of 20 comments collected across 1-3 lessons as measured by SLP analysis of rubric and language sample.

Student will add a relevant comment about a key idea in response to a partner given a facilitated conversation in 4 out of 6 lessons as measure by SLP tally during six consecutive lessons.

Student will combine two ideas into one statement given a shared writing approach four times in 3 consecutive lessons as measured by SLP analysis of student work portfolio.

Student will make an inferential comment that contains one Tier 2 vocabulary word relevant to the text during collaborative conversation during six consecutive sessions as measured by SLP and teacher anecdotal written records.

<https://www.asha.org/uploadedFiles/Writing-Measurable-Goals-and-Objectives.pdf>