Measurable Annual Goals

Measurable annual goals are at the core of a student's individualized education program. Measureable annual goals must provide a clear description of the skills the student needs in order to access, participate and make progress in the general education curriculum. The goals must relate directly to the areas of need identified in the Present Levels of Academic Achievement and Functional Performance section of the IEP.

Measurable annual goals must contain six parts: **condition, student's name, clearly defined behavior, instructional level , performance criteria and a baseline.**

1. Condition – The condition describes the situation in which the students will perform the behavior. (Examples: Given visual cues, during independent practice in math, using a self-monitoring checklist, using passages from content area classes, given a writing prompt, using a checklist of tasks on the job site, given picture checklists to follow, given two-step directions, during lectures in social studies, using software with word prediction, using text-to-speech features)

2. Student's Name- Include student's first name in the goal.

3. Clearly Defined Behavior- This describes the target behavior in measurable and observable terms. (Examples: locate, name, rank, select, point to, solve, create, compare, read orally)

4. Instructional Level- The grade level that the student is working on. This comes from the assessment results in the present levels of academic achievement. You will have an instructional level in academic goals.

5. Performance Criteria – There are 3 components that must be included in the performance criteria.
    1. Criterion Level – Indicates the performance level the student must demonstrate. (Examples: percent of time, number of times out of number of trials, with percent accurate on work sample, designated criterion level on a rubric or checklist, with ____ or fewer errors, words/digits correct per minute, with no more than ____ occurrences of ____, with a score of____ or better on a skill specific rating scale)
    2. Number - Indicate the number of times the behavior must be performed at criterion level to reach mastery. (Examples: The student must complete: five out of six consecutive trial, eight consecutive days, four out of five consecutive weeks, three consecutive probes, three out of five random trials, two times per week)

3. Evaluation Schedule/Method – Indicate how frequently the student will be assessed and the method of the assessment. (Example: The student will be assessed using: daily and weekly work samples; bi-weekly reading probes; teacher-developed scoring rubrics) This information can be put directly into the goal or into the *describe HOW the student's progress toward meeting this goal will be measured* section.

6. Baseline- Where the student is currently functioning.

Incorrect Goal He will solve addition and subtraction equations using coins, bills, manipulatives and/or a calculator with prompting scoring 80% over a 9 week period.

- **Do not put 9 week period. This is an annual IEP in which the student has one year to attain the goal.**

Correct Goal Given direct instruction in math concepts and applications, John will solve 20 addition and subtraction equations on grade level 2 with 80% accuracy on weekly math probes for 3 out of 4 consecutive trials. The current baseline is 60%

Measurable Annual Goals					
Condition	**Name**	**Clearly Defined Behavior**	**Performance Criteria**		
Describe the situation in/with which the student will perform the behavior.	Student's Name	Describe behavior (what he/she will actually do) in observable terms using action verbs.	The level (how well?) the student must demonstrate for mastery	Number of times needed to demonstrate mastery (how consistently?)	Evaluation Schedule (how often?) and method (how measured?)
Given…	Name	will do this,	This well Ex: 80%, 7/10 questions correct, etc.	This many days/times ex: 3 out of 4 consecutive data collection points	As measured this often, using this Ex:weekly/biweekly probe
Don't forget to include an instructional level and a baseline! **Instructional Level**- This comes from the assessment results in the present levels of academic achievement. **Baseline** To obtain an academic baseline, administer 3 probes and take the average score. To obtain a behavior baseline, you should get 5-10 consecutive days of data and take the average score.					

***If the intervention, or way you will help the student attain his/her goal is not listed directly in the goal, you could put the intervention(s) into the Goal Specific SDI section. What you enter here will not automatically go into the SDI section. You will have to enter it manually.

There are two examples below. The first example, #1, has an intervention of direct reading instruction embedded into the goal and because of this, nothing else needs to be done. The second example, #2, does not have an intervention(s) and because of this, the intervention(s) need to be listed in the Goal Specific SDI section.

Peter Pan, 9999practi

V. GOALS AND OBJECTIVES

Include, as appropriate, academic and functional goals. Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective or listed in Section VI.

Short term learning outcomes are required for students who are gifted. The short term learning outcomes related to the student's gifted program may be listed under Goals or Short Term Objectives.

MEASURABLE ANNUAL GOAL ***Include: Condition, Name, Behavior, and Criteria*** ***(Refer to Annotated IEP for description of these components)***	***Describe HOW the student's progress toward meeting this goal will be measured***	***Describe WHEN periodic reports on progress will be provided to parents***
A goal with the intervention of direct math instruction- No SDI needed in the Goal Specific SDI section. #1- Given direct instruction in math concepts and applications, (Name) will solve 20 addition and subtraction equations on his instructional level (grade 2) using a calculator with 67% accuracy on weekly work samples for 3 consecutive trials. The current baseline is 40%. #2- *A goal without an intervention listed- An SDI will be needed in the Goal Specific SDI section. See below.* When given a math computation probe on his instructional level (grade 2) (Name) will solve 20 addition and subtraction equations using a calculator with 67% accuracy on weekly work samples for 3 consecutive trials. The current baseline is 40%.	Weekly work samples	Quarterly

Report of Progress

Goal Specific SDI

Goal #1- Nothing is needed in this box since there was an intervention embedded into the goal. Goal #2- Direct math instruction and reteaching.

SHORT TERM OBJECTIVES - Required for students with disabilities who take an alternate assessment aligned to alternate achievement standards (PASA).