

Annual Goals-Make Them Measurable! Individual Educational Plan Trainer Materials

Florida Department of Education Bureau of Exceptional Education and Student Services

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http://www.cpt.fsu.edu/ese/pdf/ann_goals_1-3.pdf

To measure something, you are able to observe it (or use an instrument to do so).

- To measure the temperature, look at a thermometer.
- To measure oral reading fluency, count the words read aloud correctly in a minute.

Explanation of examples and non-examples

1. "States phone number on 5 of 5 trials for 3 consecutive days."

The example includes a specific action, how it will be measured, and can be easily understood. The measurement will yield the same result and can be compared to previous performance to show growth.

2. "Refrains from threatening peers."

The non-example is not specific or clear; there are many interpretations of what is threatening. It is not quantifiable and in fact contains no measurement.

3. "Dresses appropriately for work settings."

The non-example is not specific or clear; appropriate dress is dependent on the type of work setting and individual interpretation. There is no measurement to quantify progress; attempts at evaluation would be very subjective.

4. "Writes name, address, and phone number using capitalization and punctuation rules."

This example is specific about what the student will write so the expectation is understood. It is quantifiable and objective because it includes descriptive information that allows comparisons to be made about the student's use of punctuation and capitalization rules.

Examples of the Link Between the Present Levels Information and the Goal

1. If the data indicate a seventh-grade student performs basic computation at the grade level of her nondisabled peers but has difficulty solving complex math

procedures, then the goal should address skills related to building her capacity to solve complex math problems.

2. If the data related to expressive language indicate that a seven year-old student can answer simple questions with 1-2 word answers, uses sentences that are 3-4 words in length, and relies on a limited set of words to express his meaning, then the goal should address increasing vocabulary and using longer sentences to express complete thoughts.

3. If the data indicate that a tenth-grade student is participating in the general education curriculum and earning high school graduation credits for a regular diploma, needs to learn organization and study skills to strengthen her general education participation, and expects to attend a technical center after graduation, then the goal should address organization and study skills to prepare her to function independently in the technical center and to advocate for necessary accommodations in that setting.

Present measurable annual goals

The annual goal:

- represents what the student will learn in the next twelve months
- specifies the expected criterion or level of performance used to judge if the goal is achieved
- relates to student's needs in the present levels of educational performance
- relates to curriculum but is not copied from it
- relates to behavioral expectations for classroom, school, and code of student conduct but is not copied from them
- is individualized based on student's need.

www.doe.mass.edu/sped/cspd/F2.pps

These areas are easy to picture as a goal focus in need of skill building:

- memory
- communication
- time management
- self-advocacy
- emotions
- organization

These areas are harder to picture

- Would reading, writing and/or mathematics be considered curriculum or skill building?

If the student needs to develop skills in reading, writing and/or mathematics in order to access, participate and progress in the general education curriculum or the life of the school, then reading, writing and/or mathematics move from CURRICULUM to SKILLS.

Life skill goals:

- Some students need to develop skills that will help them be successful in daily life
- These goals must not be the only goals on the IEP, or replace academic or life of school goals.

What data will be collected?

What is the source of the data?

- Rubrics
- Checklists
- Record of verbal responses
- Portfolio
- Hands-on performance
- Self-evaluation

What is the data collection schedule?

Who will collect the data?

IEP Guidance - Training Materials - Q & A

In the GENERAL DIRECTIONS TO USE THE STATE'S MODEL IEP FORM, pages 12 and 13, the following two sample annual goals are provided:

**Dawn will remain in class for 45/50 minute periods, requesting a 'break' from class work not more than three times per class period.
Criteria: 5 out of 7 class periods per day over 5-week period.
Method: daily charting of time in class.
Schedule: monthly**

Given reading passage at the 2nd grade level, Mike will orally read 100 words per minute with no more than 6 errors.
Criteria: 8 out of 10 trials over 3 consecutive weeks.
Method: reading curriculum based on oral reading fluency probes.
Schedule: every two weeks.

These two examples illustrate an issue that we are struggling with. For the first goal, is it logistically possible to measure something monthly to see if the student can perform it over a 5-week period? For the second goal, is it logistically possible to measure something over a two week period to see if the student can perform it over 3 consecutive weeks? It seems to us that the Schedule period would at the very least need to be the same as the period within the Criteria Measure - never shorter (otherwise it simply does not fit within that period). Moreover, unless the period within the Criteria Measure is shorter than the Schedule period, the Period When Progress Will Be Measured would be occurring continuously throughout the school year. An example that seems consistent with our thinking would be measuring every quarter to see if a student can perform the task at the level of success desired over, say, a two week period. The time up to that two-week period would consist of instruction and not, per se, progress measurement. (Added 4/11)

The criteria, method and schedule in the General Directions to Use the State's Model Individualized Education Program (IEP) Form are provided as examples of each term. In the first example above, each month a review of the student's progress will occur, looking at student data for the preceding five weeks. In the second example, a review of student progress will occur every two weeks, reviewing a student's progress for the preceding three weeks. A school district could opt to measure progress on a different schedule.