

Myths of Measurability

- *If a goal contains a percentage, it's measurable.*
 - Luther will control his behavior 80% of the time.
 - Eugene will write a paragraph with 75% accuracy.
 - Jason will read an expository passage of 500 words and tell the main idea with 90% accuracy 70% of the time.
 - Anthony will name two ways to control a self-destructive attitude with 75% accuracy.

- *If a goal contains technical language or 'words of art', it must be valid.*
 - Kevin will improve his central auditory processing.
 - Spencer will demonstrate appropriate interpersonal and communication skills.
 - Matt will improve visual-motor perceptual skills.
 - Kim will internalize values of democracy.
 - Gerry will use strategies within the listening process to construct meaning.
 - Brandon will be able to answer questions that critically investigate a written passage.
 - Keenan will explain a procedure concisely, accurately, and logically without models or prompts with 90% accuracy.

- *If a goal contains an "action" verb, it is measurable.*
 - Determine high risk behavior
 - Demonstrate an understanding of dating
 - Demonstrate an understanding of the physical component in emotional and social well-being
 - Ask questions to clarify issues
 - Develop a web to aid in passage comprehension

Non-Measurable

Examples of non-measurable goals

- Liz will increase her active listening skills.
- Doug will improve his behavior 80% of the time with 90% accuracy.
- John will improve his reading comprehension.
- Given a mathematical problem, Jill will evaluate and apply the appropriate formula or concept and solve the problem independently.
- Anna will develop socially acceptable skills in order to function as a participating, contributing member of society.
- Richard will decrease his inappropriate remarks to other students 90% of the time.
- Lori will understand the main idea of the reading passage 80% of the time.

Characteristics of non-measurable goal

- ✓ Has no criteria or standard in which a decision can be made to determine the level of progress.
- ✓ Does not specify behavior.
- ✓ If two or more people tried to measure the goal they might disagree with each other.
- ✓ Previous level skill is not stated.
- ✓ The goal is not clearly defined, is vague, and requires additional information.

Action Verbs that are not directly observable and measurable

| | | | |
|--------------|-------------|-----------|------------------|
| distinguish | curious | solve | conclude |
| apply | deduce | develop | feel |
| test | concentrate | determine | perceive |
| generate | think | create | think critically |
| discriminate | learn | recognize | appreciate |
| discover | be aware | competent | know |
| infer | wonder | like | realize |
| analyze | understand | increase | improve |
| decrease | | | |

Almost Measurable

Examples of almost measurable goals

- Judy will participate appropriately in a conversation in four of five opportunities.
- Irene will read a paragraph and state the main idea with 95% accuracy
- John will safely cross the street with 80% accuracy.
- Given a graphic organizer, Karen will respond to the question with 85% accuracy.

Characteristics of almost measurable goals

- ✓ The procedure to assess the goal can be measured in different ways.
- ✓ The goal is not clearly defined and multiple evaluators may not agree on whether the student has reached the objective.
- ✓ Has random numbers and not quantifying statements.
- ✓ Close to being measurable and can easily be made measurable.

Ambiguous Action Verbs – capable of being understood in two or more possible ways

| | | | |
|-------------|----------|-------------|-------------|
| identify | check | construct | match |
| take away | make | arrange | finish |
| read | play | locate | connect |
| give | reject | select | choose |
| subtract | change | use | identify |
| demonstrate | complete | utilize | summarize |
| acknowledge | find | appropriate | participate |

Measurable

Examples of measurable goals

- Jane will read material at the 4th grade reading level at a rate of 70 – 90 wpm with no more than two errors by June, as evaluated through classroom assessments every 6 weeks.
- Given a written assignment, Jamie will begin each sentence with a capital letter and end each sentence with the correct punctuation on 4 out of 5 trials over a 4-week period as evaluated through corrected work in class every 2 months.
- Kenny will speak to adults during class without using vulgarities at least once a day for 5 consecutive days as evaluated through structured observation every 10 weeks.
- Frances will come to classes fully prepared (books, folder, paper, homework, writing utensils) for 4 out 5 classes 4 times per week as evaluated by a checklist every week .

Characteristics of measurable goals

- ✓ Allows a calculation of how much progress has been made since the last measured performance.
- ✓ A measurable goal can be measured as written, without additional information.
- ✓ States what the learner will be doing (counting, writing, pointing) and may include important conditions (given a graphic organizer).
- ✓ Includes measurable criteria which specify the level at which the student's performance will be acceptable (speed, accuracy, frequency, quality).
- ✓ Yields the same conclusion if measured by several people.

Action Verbs that are directly observable and measurable

| | | | |
|--------|---------|--------|-----------|
| draw | place | mark | underline |
| point | circle | repeat | walk |
| say | write | count | shade |
| name | fill in | number | state |
| remove | label | tell | trace |
| list | recite | recall | record |

Language

abbreviate
alphabetize
capitalize
indent
print

speak
pronounce
punctuate
read
recite

spell
state
summarize
verbalize
write

Mathematical

add
calculate
check
count
derive

divide
estimate
graph
group
measure

multiply
number
plot
prove

solve
subtract
tally
verify

Science

grow
insert
lengthen
light

limit
manipulate
plant
prepare

remove
replace
report
reset

set
specify
straighten
weigh

Social

accept
agree
aid
allow
answer
buy
communicate
compliment
contribute
cooperate

disagree
discuss
excuse
forgive
greet
guide
help
inform
interact
invite

join
laugh
lend
meet
offer
participate
permit
praise
react

relate
serve
share
smile
supply
talk
thank
volunteer
vote

Physical

arch
bat
bend
carry
catch
chase
climb
coach

critique
float
grip
hit
hop
jump
kick
knock

march
perform
pitch
run
score
skate
ski
skip

somersault
strand
stretch
strike
swim
swing
throw
toss

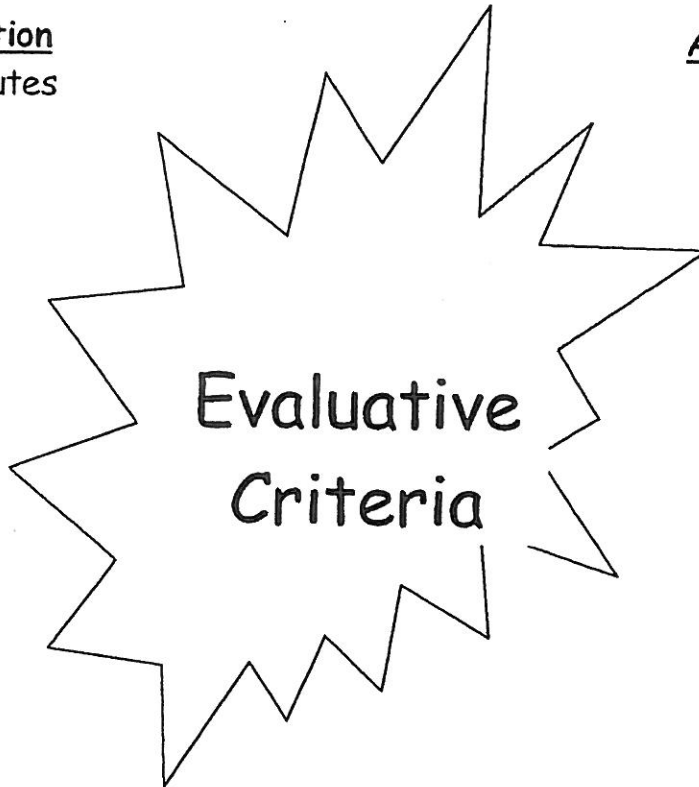
Frequency
9 of 10 times

Distance
20 feet

HOW WELL

Duration
20 minutes

Accuracy
80%



Evaluative
Criteria

OVER TIME

of Days
3 consecutive days

Occasion
During Math and English Class

of Weeks
Four week period