

WRITING MEASURABLE IEP GOALS



AT THIS SESSION, YOU WILL LEARN

- ✘ The four components of a measurable goal.
- ✘ Terms to use that are measurable.
- ✘ How to write clear goal descriptions.
- ✘ How to match target criteria to the goal.
- ✘ Use of appropriate measurement tools.

ACTIVITY

“You Make the Call” Worksheet

Decide if each annual goal is measurable or not measurable.

YOU MAKE THE CALL

Label each goal “Measurable” or “Not Measurable.”

- _____1. Given 100 high frequency spelling words, Student will correctly spell a minimum of 75/100 on four of five times tested on weekly quizzes by December 15, 2011. Baseline: 20/100 words spelled correctly.
- _____2. Student will use proper conventions addressing the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, paragraph breaks, and legibility with one or two verbal cues. Baseline: Student applies conventions incorrectly in most writing.
- _____3. Student will ask appropriate “wh-” questions (who, what, when, and where) after reading a passage with 100% accuracy. Baseline: Two out of four questions correctly.
- _____4. Student will cut out a circle correctly on three out of five opportunities. Baseline: Student cannot correctly cut out any circles.
- _____5. Given a penny, nickel, dime, and a quarter Student will match coins to their corresponding value on eight out of ten attempts as measured by teacher data sheet. Baseline: Student can match coins to value in three out of ten attempts.
- _____6. Student will use correct regular and irregular past tense 80% of the time. Baseline: 20% of the time.
- _____7. Student will transition from standing with a walker to sitting in the cafeteria chair/bench independently five out of five times by February 11, 2012, according to therapy notes and charts. Student can do this only with full assistance.
- _____8. Student will put on and take off the FM receiver and take the microphone to teachers daily without prompting on four out of five opportunities as measured by teacher data sheet. Baseline: Two out of five opportunities.
- _____9. Student will decode words using knowledge of phonics, syllabication, and word parts. Baseline: 60% accuracy. Criteria: 80% accuracy.
- _____10. Student will improve positive social interactions using age appropriate behavior with 100% accuracy. Baseline: Four out of five classes. Criteria: Five outbursts over four weeks.

HOW DOES THE MET REPORT LEAD TO MEASURABLE GOALS?

- ✖ It documents the effect that the disability has on the student's education, including progress in the general curriculum.
- ✖ It identifies the educational needs to access the general curriculum.
- ✖ It leads to PLAAFP development for the IEP.
 - + Where is the student currently performing in the general curriculum?

PLAAFP = FOUNDATION

Contains a description of:

- ✖ Academic Achievement
- ✖ Functional Performance
- ✖ Progress in General Curriculum

THE PLAAFP

Provides:

- ✘ Information about present levels that leads to goals.
- ✘ Information related to the most recent evaluation data as well as current classroom data.
- ✘ Baseline data for measurable IEP goals.
(optional in the PLAAFP—the baseline may be in the PLAAFP or with the goal)

THINGS TO THINK ABOUT

- ✘ All areas pertinent to the student's needs must be addressed in the PLAAFP.
- ✘ Documentation must be more extensive than a test score or grade-level equivalency.
- ✘ The PLAAFP includes qualitative as well as quantitative data.
- ✘ Remember to consider the previous IEP.

MEASURABLE GOALS

- ✖ Have skills that can be counted or observed.
- ✖ Have baseline data (if not in the PLAAFP).
- ✖ Are skill based rather than curriculum based.
- ✖ Are NOT standards.
- ✖ Have data that can be used for progress reporting that measures specific progress.

PREREQUISITES OF A MEASURABLE GOAL

- ✘ Must be a correlation between the goal and the PLAAFP.
- ✘ Must describe the SKILL and level of performance that will be achieved in the year.
- ✘ Must meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general curriculum.

A WELL WRITTEN ANNUAL IEP GOAL SHOULD CONTAIN

- ✖ A specific skill/behavior to be achieved (do).
- ✖ A measurement tool or assessment strategy (how measured).
- ✖ Level of attainment to show mastery (extent or criteria).
- ✖ Baseline (if not in the PLAAFP).

MEASURABLE GOAL WORKSHEET

BASELINES CAN BE CONTAINED IN THE PLAAFP AND/OR THE GOAL

Do (What is the specific skill/behavior to be achieved in this goal?)	To What Extent or Criteria (How will the student show that he/she has mastered the goal?)	As Evaluated (Identify the specific measurement tool or assessment strategy.)	Baseline (What is the present level of the student related to this skill?)	Does this goal make sense?	Is this goal measurable?

ACTIVITY

“Measurable Term or Not”

Review the list of words and determine if the terms alone are measurable or not measurable.

Measurable or Not Measurable?

Draw

Understand

Turn in

State

Determine

Say

Appreciate

Develop

Enhance

Trace

Read orally

Improve

Retell

Maintain

Match

Feel

Sequence

List

Label

Participate

Seek

Appropriate

Measurable or Not Measurable?

Draw	✓	Understand	✗
Turn in	✓	State	✓
Determine	✗	Say	✓
Appreciate	✗	Develop	⚠
Enhance	✗	Trace	✓
Read orally	✓	Improve	✗
Retell	✓	Maintain	✗
Match	✓	Feel	⚠
Sequence	✓	List	✓
Label	✓	Participate	✗
Seek	✗	Appropriate	✗



BE CAREFUL

Do (What is the specific skill/behavior to be achieved in this goal?)	To What Extent or Criteria (How will the student show that he/she has mastered the goal?)	As Evaluated (Identify the specific measurement tool or assessment strategy.)	Baseline (What is the present level of the student related to this skill?)	Does this goal make sense?	Is this goal measurable?

HOW WILL YOU MEASURE?

Do (What is the specific skill/behavior to be achieved in this goal?)	To What Extent or Criteria (How will the student show that he/she has mastered the goal?)	As Evaluated (Identify the specific measurement tool or assessment strategy.)	Baseline (What is the present level of the student related to this skill?)	Does this goal make sense?	Is this goal measurable?

LET'S CONSIDER...

- ✘ “Teacher observation” by itself is not a measurement tool.
- ✘ “Formal/informal assessments” are not specific descriptions of the tool being used.

ACTIVITY

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YOU MAKE THE CALL
Label each goal "Measurable" or "Not Measurable."

- Given 100 high frequency spelling words, Student will correctly spell a minimum of 75/100 on four of five times tested on weekly quizzes by December 15, 2011. Baseline: 20/100 words spelled correctly.
- Student will use proper conventions addressing the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, paragraph breaks, and legibility with one or two verbal cues. Baseline: Student applies conventions in correctly in most writing.
- Student will ask appropriate "wh-" questions (who, what, when, and where) after reading a passage with 100% accuracy. Baseline: Two out of four questions correctly.
- Student will cut out a circle correctly on three out of five opportunities. Baseline: Student cannot correctly cut out any circles.
- Given a penny, nickel, dime, and a quarter Student will match coins to their corresponding value on eight out of ten attempts as measured by teacher data sheet. Baseline: Student can match coins to value in three out of ten attempts.
- Student will use correct regular and irregular past tense 80% of the time. Baseline: 20% of the time.
- Student will transition from standing with a walker to sitting in the cafeteria chair/benches independently five out of five times by February 11, 2012, according to therapy notes and charts. Student can do this only with full assistance.
- Student will put on and take off the FM receiver and take the microphone to teachers daily without prompting on four out of five opportunities as measured by teacher data sheet. Baseline: Two out of five opportunities.
- Student will decode words using knowledge of phonics, syllabication, and word parts. Baseline: 60% accuracy. Criteria: 80% accuracy.
- Student will improve positive social interactions using age appropriate behavior with 100% accuracy. Baseline: Four out of five classes. Criteria: Five outbursts over four weeks.

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Do (What is the specific skill/behavior to be achieved in this goal?)	To What Extent or Criteria (How will the student show that he/she has mastered the goal?)	As Evaluated (Identify the specific measurement tool or assessment strategy.)	Baseline (What is the present level of the student related to this skill?)	Does this goal make sense?	Is this goal measurable?

Using your worksheet and grid sheet, decide if the goal is measurable. If the goal is not measurable, rewrite it to make it measurable.

GOAL #1

- ✖ Given 100 high frequency spelling words, Student will correctly spell a minimum of 75/100 on four out of five times tested on weekly quizzes by December 15, 2011.
- ✖ Baseline: 20/100 words spelled correctly.

MEASURABLE

GOAL #2

- ✘ Student will use proper conventions addressing the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, paragraph breaks, and legibility with one or two verbal cues. Baseline: Student applies conventions incorrectly in most writing.

NOT MEASURABLE

- ✘ Student will write a sentence that begins with a capital letter and ends with the correct punctuation mark on four out of five attempts. Student can do this skill on one out of five attempts at this time. This will be measured by daily board work assignments.

GOAL #3

- ✖ Student will ask appropriate “wh-” questions (who, what, when, and where) after reading a passage with 100% accuracy.
- ✖ Baseline: Two out of four questions correctly.

NOT MEASURABLE

- ✖ After reading a passage, Student will ask 4 related “wh-” questions (one of each—who, what, when, where) as measured by teacher data sheet.
- ✖ Baseline: Student asks only “who” questions.
- ✖ Criteria: One of each “wh-” question (4 total).

GOAL #4

- ✘ Student will cut out a circle correctly on three out of five opportunities.
- ✘ Baseline: Student cannot correctly cut out any circles.

NOT MEASURABLE

- ✘ Student will cut out a circle within $\frac{1}{4}$ inch of the outline on four out of five attempts as measured by therapy notes and work samples.
- ✘ Baseline: Student can cut out a circle within one inch of the outline .

GOAL #5

- ✘ Given a penny, nickel, dime, and a quarter
Student will match coins to their corresponding value on eight out of ten attempts as measured by teacher data sheet.
- ✘ Baseline: Student can match coins to value in three out of ten attempts.

MEASURABLE

GOAL # 6

- ✖ Student will use correct regular and irregular past tense 80% of the time.
- ✖ Baseline: 20% of the time.

NOT MEASURABLE

- ✖ Given a list of ten verbs, Student will write or say the regular or irregular past tense form of the verb with 80% accuracy, measured by weekly teacher-made quizzes. Student currently can do this with 50% accuracy.

GOAL #7

- ✖ Student will transition from standing with a walker to sitting in the cafeteria chair/bench independently five out of five times by February 11, 2012, according to therapy notes and charts. Student can do this only with full assistance.

MEASURABLE

GOAL # 8

- ✘ Student will put on and take off the FM receiver and take the microphone to teachers daily without prompting on four out of five opportunities as measured by teacher data sheet.
- ✘ Baseline: Two out of five opportunities.

MEASURABLE

GOAL #9

- ✖ Student will decode words using knowledge of phonics, syllabication, and word parts.
- ✖ Baseline: 60% accuracy.
- ✖ Criteria: 80% accuracy.

NOT MEASURABLE

- ✖ Student will read at least forty out of fifty sight words as measured by weekly tests; Student can only read ten out of fifty presently.

GOAL # 10

- ✖ Student will improve positive social interactions using age appropriate behavior with 100% accuracy.
- ✖ Baseline: Four out of five classes.
- ✖ Criteria: Five outbursts over four weeks.

NOT MEASURABLE

- ✖ Student will reduce the number of office referrals from five times per week to one time per week for four consecutive weeks, according to behavior records.

CONTACT INFORMATION

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