



Indicator 13 Transition Services: Annual IEP Goals Aligned to the MPGs

What is meant by annual IEP goals “aligned” to the MPGs?

- The annual IEP goals are the academic, functional, and/or behavioral goals that are based on the needs identified in the PLAAFP and the age-appropriate transition assessments.
- For each postsecondary goal, there must be an annual IEP goal or goals included in the IEP that will help the student make progress toward the stated MPGs.

How are the annual IEP goals different from the activities in the transition plan?

- Annual IEP goals are measured over the course of the IEP year and require progress reports as often as progress is reported for all students.
- An activity in the transition plan can be a one-time event and does not require progress measurements.

What are some suggestions for writing aligned annual IEP goals

Consider using language from the MPG in the annual goal to tie the two together.

- MPG: Upon completion of school, John will complete on-the-job training for telemarketing.
- Annual IEP Goal: In order to read the scripts used by a telemarketer, John will increase his oral reading fluency from 75 wpm to 100 wpm, as measured over four trials.
- MPG: After graduating from high school, Jason will attend a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher.
- Annual IEP Goal: Through participation in the district’s teacher mentor program, Jason will write an essay about his expectations for his future career, including statements of (a) a goal, (b) three or more negative aspects of teaching, (c) three or more positive aspects of teaching, and (d) a summary statement of the mentor program experience with 80% or better accuracy in grammar and spelling.

- MPG: After graduation, Kelsey will participate in functional skill training through Community Alternatives Program services one time per week at her home and in the community to develop her functional communication skills.
- Annual IEP Goal: Given instruction on how to use the GoTalk20+ augmentative communication device and weekly classroom and community practice, Kelsey will independently use the device to present single words to communicate a desire for an item in a community setting, which could include restaurants and ticket counters during four out of five opportunities over the duration of her IEP.