Measurable Annual Goals

Activities

Created and Provided by: TASN providers including team members from Special Education Services, Kansas Inservice Training System (KITS), Project Success (Supporting Reading, Math and LRE), TASN Autism and Tertiary Supports project, Families Together, and Kansas Secondary Connections (KSSC)
Activity

Directions: Develop a mnemonic device to help you remember the 4 components of a measurable annual goal (Behavior, Criteria, Conditions, Timeframe).

Activity

Identifying Parts of a Goal

DIRECTIONS: Using goal provided, write the part of the goal that satisfies each component of a measurable annual goal in the appropriate box.

Annual Goal: In 36 instructional weeks, given a mixed 4th grade level math calculation probe of 25 problems, Jeff will correctly solve 95% of all problems presented.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Condition</th>
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</thead>
<tbody>
<tr>
<td>Criteria</td>
<td>Timeframe</td>
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</table>
**Activity**

**What’s Missing?**

**DIRECTIONS:** Read each goal below and identify which (if any) of the four required components are missing.

<table>
<thead>
<tr>
<th>Goal</th>
<th>What’s Missing?</th>
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<tbody>
<tr>
<td>1. Jeff will improve his reading and writing skills to 90% accuracy level.</td>
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<tr>
<td>2. In 36 instructional weeks, Sally will correctly answer functional math problems with 85% accuracy.</td>
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<tr>
<td>3. When given an 8th grade level passage, Deb will correctly answer 10 inferential type questions about the passage with 95% accuracy in 34 weeks.</td>
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**Activity**

**Writing Measurable Annual Goals**

**DIRECTIONS:** Using one of the sample present levels statements provided in the IEP Training Practices Samples handout, write a measurable annual goal and identify the four components.

<table>
<thead>
<tr>
<th>Behavior</th>
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<table>
<thead>
<tr>
<th>Criteria</th>
<th>Timeframe</th>
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</table>
1. All needs identified in the PLAAPF must have a goal.  
   - True  False

2. Each goal must have baseline performance data.  
   - True  False

3. The measurement method used in the baseline must be the same as the measurement method used in the goal.  
   - True  False

4. You must use a formal test as a measurement method for a goal.  
   - True  False

5. Which of the following are the components that must be included in a measurable annual goal?
   - a) Behavior
   - b) Student Name
   - c) Reference to baseline performance
   - d) Criteria
   - e) Condition
   - f) What teacher will do
   - g) Methodology teacher will use
   - h) Timeframe
IEP Training Practice Samples

The following samples may be used throughout the IEP training as (a) examples of present levels of performance; (b) to aid in the development of measurable annual goals, objectives, and benchmarks; and (c) to assist with understanding services for students.

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Example: Elementary Autism

Present Levels of Academic Achievement and Functional Performance:

Andy has strong receptive language skills and is very motivated to communicate. His verbal imitation skills continue to improve. He is able to identify (receptive labels) over 100 pictures of objects, and over 30 verbs. When given a verbal prompt including color and size (“pick the big red frog”) he can correctly choose from an array of 15 difference pictures. He can categorize picture cards when the groups are very distinct, but this skill is not maintained without practice. He has difficulty with basic concepts, especially prepositions; he does not recognize any of the pre-primer or primer words from the Edmark reading series. Andy is now beginning to make verbal requests without prompts, but he has difficulty answering questions that require other than a yes or no response.

Since the beginning of the year Andy has been more focused during one-on-one and small group teaching sessions. His parents also report that he is more willing to follow verbal directions and that he tantrums less frequently at home. His classroom teacher reports that some days he is able to remain on task for 25 to 30 minutes within the 4th grade classroom prior to lining up with his class for specials.

Andy is showing interest in having friends. He is able to participate in ball activities and indoor recess activities with peers for 10 to 15 minutes with adult participation and prompts. Andy shows clear preferences for specific classmates and on rare occasions will put his arm on the shoulder of a friend. His parents report that he enjoys riding his bike and swimming. Andy has been participating in swimming during adaptive PE, and at this time he will imitate an adult by putting his face in the water and blowing bubbles on half of the opportunities provided.

Although Andy is able to toilet himself he seldom initiates going to the bathroom. He also needs prompts and supervision in the bathroom, especially with hand washing. Bathroom breaks have been scheduled throughout the day, but he will sometimes refuse to go to the bathroom at scheduled times. Andy is able to walk with a typical gait, but when he is upset he will slap his feet down in protest as he walks. Physical activity is sometimes effective in calming Andy when he is upset. Andy is continuing to work on writing his first name. He is generally able to write “An” independently, then writes “dy” with physical guidance. He has not yet begun to work on writing his last name. He is showing an interest in writing other simple words. He is able to cut a line and simple square shapes close to the intended line when he is motivated to do so. He is able to tie his shoes with minimal verbal cues.

Andy has fairly consistent one-to-one correspondence while counting from 1 to 10 and he enjoys counting things. He rote counts from 1 to 10 without prompts and from 1 to 20 with prompts. He cannot verbally identify any numerals in isolation, but he is beginning to sequence 1 through 5 with visual prompts. He still has difficulty with quantity to quantity matching (e.g., counting out the same number of counting sticks as there are dots on a card). At this time he cannot recognize any coins.

Andy seems interested in reading, but it is very difficult for him. He is able to choose his favorite reinforcer using printed words. When asked, he is able to point to words in very simple books that have been read to many times. At this time he is not able to recognize any words in isolation other than his name and the three reinforcer words of computer, video, and bead.
Example: Early Childhood
(adapted from KITS materials)

Present Levels of Academic Achievement and Functional Performance:

Katie is an outgoing 4-year old girl who has motor delays. She is above average intellectually, and is very verbal. Katie has many friends at home and at school, and is described by her teachers as very motivated to learn new things. Katie enjoys preschool and spends time in all of the learning centers. During classroom activities, Katie is able to hold crayons, markers, and other writing utensils in her fist, and make scribbles on paper. She paints using down strokes only with a paintbrush, as indicated in structured observations and work sample analysis. Typically, children of the same age hold writing utensils between their thumb and forefingers and can copy lines, circles and simple figures. They are able to make up and down strokes as well as circular patterns with a paintbrush. Katie’s limited fine motor abilities keep her from being able to create representational artwork like that of other children her same age.
Example: Early Childhood

Present Levels of Academic Achievement and Functional Performance:

Sam is a cheerful young boy who gets along well with both peers and adults. Sam’s academic skills are age appropriate and he is able to participate in all activities with peers. He matches and points to eleven colors and names red, blue, green, black, orange, purple, and white. He identifies and names circle, square, triangle and rectangle. He names over 10 body parts and can point to more. He has good 1:1 counting to 10 and can rote count further. He recognizes his name along with other students’ names. He can recite most of the alphabet, missing only a few letters. When given the missing letter, he can continue correctly. Sam understands positional concepts (e.g. up/down, over/under, behind/in front of, front/back) as well as qualitative concepts (e.g. little/big, long/short, slow/fast, many/few). He can expound on what to do in different situations, knows the use of objects, and the function of community helpers. His general knowledge is what is expected for a typically developing child his age.

Sam has spina bifida and has recently had his legs amputated. Sam now has prostheses. He is independent using his body brace, prostheses, and reverse walker in the classroom setting, but continues to need encouragement to do so in a timely manner. Sam ambulates with his body brace and prostheses and reverse walker without assistance 50% of the time. Sam has the ambulatory skills to keep up with his classmates; however, his stamina currently allows him to walk at a pace similar to peers only about 10% of the time. He is continuing to increase his time in his brace and artificial limbs. He has met his goals for backing and turning and for transfers from his reverse walker to the table or circle blocks. Sam starts and stops his wheelchair on command and is independent with floor mobility by creeping with reciprocal arm and leg movements or rolling 100% of the time. He transitions from prone or supine to sitting with appropriate pattern and transfers from the floor, to and from the wheelchair and toilet using a 7-inch block, with assistance for safety. He is able to transfer from his wheelchair to the merry-go-round, the slide and the bouncer, allowing increased interaction with his peers on the playground. He tolerates bilateral hip flexor stretches 75% of the time. He still has a need for hip flexion contracture management and overall strength and endurance for mobility.

Sam is right hand dominant does not have the full use of his left hand due to significant deformities. This makes it difficult for him to participate in classroom activities that require fine motor skill without adult assistance. He is able to copy a cross, cut a straight line when allowed increased time and verbal cues to hold paper in his left hand, and string 4 small beads when allowed additional time. Sam requires moderate/maximal assistance for donning and doffing with lower extremity dressing. He uses the toilet regularly at school and is able to transfer from floor to toilet with verbal cues utilizing a block step and a toilet seat frame. Sam completes toileting at a faster rate if he faces the wall while sitting on the toilet seat.

Sam is a very verbal child who is eager to communicate with adults and children at home and in his school learning environment. He is able to ask and answer questions, retell a story, and use a sentence length of 5-6 words. Sam’s performance on the Pre-school Language Scale-3 indicated that he does not exhibit a delay in the area of expressive or receptive language. Sam has a repaired cleft lip and palate. His articulation is age-appropriate; however, he does exhibit a lateral lisp and limited oral motor strength.

IEP Examples 2013-14
Example: Elementary Emotional Disturbance

Present Levels of Academic Achievement and Functional Performance:

Jeremiah is a 9 year old fourth grade student with average ability, whose achievement testing shows relative strength in reading and weakness in math. Jeremiah is reading at grade level and has good comprehension. He likes to read and he also enjoys science activities. His most recent CBM testing showed that he read 111 words per minute, which is at the 65 percentile on local norms. Math CBM testing showed that he scored 9 digits correct in a two minute timing, which is at the 17 percentile on district fourth grade norms. Mom reports that he brings home assignments requiring reading, but he “forgets” his math homework.

Jeremiah has difficulty paying attention during class time. His inability to stay on task and follow directions is negatively affecting his classroom performance. When asked to begin work, he often looks around as if he does not know what to do. Observations indicate he often looks to peers for directions, rather than attending to the teacher. This occurs in both classes that he likes and in those he does not like. When the teacher goes to him to provide individual help, he refuses help and insists he understands what to do, but then he often completes the assignment incorrectly.

Jeremiah also needs to work on staying in his personal space and not invading others’ personal space. This is exhibited when he swings a backpack or his arms around in a crowded room or while walking down the hall. Observations of Jeremiah show this is also an issue during games in PE class and in unstructured activities during recess, such as playing tag. He is unable to appropriately interact with others. He sometimes stands very close to other students, squaring up to them, in a posture that is intimidating to younger students, and challenging to those his own age. He has also been observed to inappropriately touch other students. These behaviors have been especially problematic during special out-of-school activities, and Jeremiah has not been allowed to attend the last two class field trips, because of the severity of problems on earlier field trips. Teachers estimate that he inappropriately invades other's space at least 50% of the time during unstructured activities. Observations using interval recording indicate that during recess he invaded others’ space during 70% of the observation intervals. During classroom time, he was out of his seat and inappropriately close to another student during 35% of the observation intervals. Total off-task behavior during classroom observation was 60% of observed intervals.
Example: Elementary Gifted

Present Level of Academic Achievement and Functional Performance:

Tim is a 2nd grade student who is able to read independently at the 4th grade level and is instructional at the 5th grade level, based on the district’s second grade diagnostic test, which measures oral reading fluency and accuracy in answering questions about text. During reading, he participates in a literature circle with other students reading books at a 3rd grade level. The circle discusses each book and completes comprehension activities. When his small group works on summarizing the story, Tim identifies one or two main characters, tends to provide excessive detail in an unorganized fashion, completely omitting information about the setting of the story. At this time Tim exhibits the ability to retell the story, which is a second grade skill, but he cannot summarize a story, which is a skill expected for reading at the intermediate (4th to 5th grade) level. When asked to make predictions about a story, his predictions are often unrelated to the story. His teacher believes this is due to his desire to creatively embellish the story. When requested to use his knowledge of the story to draw conclusions and make inferences about the story, Tim is able to perform this skill with second and third grade material, but not with 4th or 5th grade material. The next skill he is ready to learn is comprehension skills with narrative text at his instructional level that goes beyond simply answering questions about the story.
Example: Elementary Gifted

Present Level of Academic Achievement and Functional Performance:

Belinda is academically strong in every subject area, but especially math, reading and writing. She reads and understands books that are several grades above her level and her math skills and her grasp of math concepts are advanced when compared to others of her age and grade. Her writing skills are also well above grade level. Her thinking skills are highly developed for her age. She is able to analyze information easily and she demonstrates unusual insight into what she reads and topics discussed in class. She has shown an ability to problem solve visually and spatially and says she likes those type of problems. Belinda learns new information very quickly and enjoys the challenge of new learning. Her performance in the classroom is always at the top and beyond that of her classmates. According to her parents, she begins each morning at home by reading the newspaper. She is very aware of current events and says that she is interested in trying to write a newspaper. Belinda is positive, self-confident, and gets along equally well with her peers and with adults. She is a positive influence among her classmates.

Belinda has an “A+” average across subject areas. Her scores on standardized tests (Woodcock-Johnson, WISC-III) are all above the 99th %ile. As a 5th grader, Belinda successfully (with an average grade of “A”) completed the district’s 6th grade math curriculum and demonstrated mastery of all 6th grade math outcomes. Her reading skills (fluency and comprehension) are at least 4 to 5 years beyond those of her peers. Her writing samples have been judged to be the caliber expected of 8th and 9th graders. Belinda’s work samples indicate she has mastered all the district’s language arts outcomes expected through 8th grade. Because of her advanced skills, Belinda needs to access the 7th grade level math curriculum, an independent reading program of more challenging literature, and opportunities to expand her writing skills upward into the curriculum.
Example: Elementary Gifted

Present Level of Academic Achievement and Functional Performance:

Victor is currently a 3rd grader at Bunny Trail Elementary. He was given the Cognitive Abilities Test (CogAT) in November 2007 and earned the following scores: Verbal 123, Quantitative 131, Nonverbal 125, and Composite 130. Victor’s parents are concerned that he is bored and not challenged in school. In the general classroom, Victor demonstrates an excellent memory and vocabulary. When completing story maps and summaries he is very skilled at identifying and sorting important information and extraneous details to accurately complete story maps. He is also excellent at finding information in expository texts such as his science materials. According to a student survey, Victor loves to read both fiction and nonfiction books.

In the general classroom, Victor has opportunities to demonstrate his research skills a couple of times throughout the year. He is currently able to self-select topics, find sources, and gather information from reference sources. These are expectations of 3rd graders and Victor has demonstrated mastery of them, as evidenced by recent work with the gifted facilitator. He scored a 4 on a 5-point rubric in each of the above areas. District standards addressing finding varied sources, evaluating the reliability of sources and sharing information are not included in the district curriculum until the 6th grade. Given Reese’s high level of reading comprehension (as shown in story maps & MAP testing) and current mastery of research standards through grade 5, he needs additional instruction in the higher level research skills so he can fully express his understanding of topics. He needs additional opportunities to extend and apply his research skills, including instruction on finding varied sources (current rubric score: 2), evaluating the reliability of a source (current rubric score: 3), and sharing the information (current rubric score: 2).

Victor often displays creative and complex thinking in an appropriate manner in the general education classroom. He grasps concepts quickly and is able to perceive many facets of an issue. According to a student survey, Victor feels that math is both his strongest and favorite academic subject and he enjoys challenges in this area. Victor recently completed a science-based problem solving activity with the gifted education facilitator. He was able to form some questions on his own and was eager to experiment to test various hypotheses, but he needed some guidance from the teacher to extend his thinking in both of these areas. On the problem solving rubric (see attached) he scored: understanding the problem: 4, planning a solution: 4, solving the problem: 3, and reflecting: 3. In the general classroom Victor recently scored a 4.5 on a 5-point holistic problem solving rubric including all of the above categories. His classroom peers scored an average of 3.5. Reese’s classroom teacher noted that Victor typically is able to solve problems on his own; when he needs help a small amount of guidance is generally all that is needed. As demonstrated by the data Victor has mastered the basic level of instruction in problem solving abilities that is provided within the general education classroom but needs further instruction that is not provided specifically addressing solving the problem and reflecting.
Example: Elementary S/L

Present Levels of Academic Achievement and Functional Performance:

Doug is an energetic kindergarten student. He has many friends and gets along well with both peers and adults. Academically, he is learning at a rate similar to his peers. He knows all of his colors and can identify and reproduce shapes. Doug knows 19 upper case and 18 lower case letters. He can also write his first name. Doug can count to 29 with objects but he is currently unable to identify number to 10.

Doug has good receptive and expressive language skills. On the Clinical Evaluation of Language Fundamentals-Preschool (CELF-P), his scores were in the average range when compared to same age peers. At home and in the classroom, Doug understands and can follow multi-step directions. When learning something new, he makes connections with concepts he has learned previously. Doug willingly contributes to class discussion and likes to share his ideas with rest of the class. He does have consistent difficulty articulating a number of sounds, which interferes with his ability to express himself effectively at home and in the classroom.

Doug substitutes a /d/ for /g/ (e.g. dog is dod, give is div) in all word positions and a /t/ for /k/ (e.g. cat is tat, look is loot) in all word positions. Classroom observation indicates that, currently, he is articulating the /k/ and /g/ sounds with less than 10% accuracy in his conversational speech. His teacher reports that he is sometimes frustrated when asked to repeat something he has said. Doug was given the Goldman Fristoe Test of Articulation (GFTA) and with errors on 19/35 words, his score fell at the 13th percentile when compared to same age peers. The results indicated he made numerous sound substitutions on both age appropriate and later developing sounds. At this time, his articulation of /k/ and /g/ are below age/developmental expectations.

During general education interventions provided before referring him for an evaluation, Doug demonstrated a willingness to work hard to improve his speech. During the intervention period, he made progress in articulating the /k/ and /g/ sounds in isolation. When prompted to think about the sound before stating a word that contains a /k/ or /g/ sound, Doug’s articulation greatly improves.
Example: Elementary Severe Multiple Disabilities

Present Levels of Academic Achievement and Functional Performance:
Jennifer is able to reach for and pick up objects with a scissor grasp or modified pincer grasp. She manipulates objects with either hand and releases objects when done with them. She is left hand dominant. A great deal of the time Jennifer does not use objects appropriately. She tends to take most objects to her mouth. She requires verbal cues and assistance from another person to take objects away from her mouth. Jennifer is able to hold markers, etc. with a fisted grasp or by using an adapted marker/crayon device. She also has loop scissors mounted on a board and a self-inking name stamp. She generally requires hand over hand assistance to initiate using these devices and to maintain their use for a short time. At times, she does independently make random marks on paper with her adapted writing device, however, may not visually attend to the activity. Jennifer uses her left hand to activate switches to play with toys and access the computer. Again, she requires a great deal of hand over hand assistance to use the switch appropriately as she may hit the switch multiple times or "lay" her hand on the switch.

Jennifer is dependent on others for toileting and dressing needs. Jennifer needs continued health monitoring for her multiple health concerns. The main areas of concern are feeding and fluid intake (she does have a gastric button) and therefore weight gain; seizure disorder; visual problems; need for dental care. Jennifer has her own manual wheelchair with tilt back feature, pelvic belt, anterior chest support, lateral trunk supports, and swing-away foot rests. Her back wheels are posterior to her shoulders making self-propulsion instruction difficult. She will at times place her hands on the wheels, but has not initiated pushing. When motivated by favorite objects she will crawl with stand-by assistance to access them, but she has decreased ability to crawl or to maintain quadriped position for play. She floor sits with stand-by assistance but soon attempts to lie down. She uses her wheelchair for seat work activities; this is most beneficial to Jennifer for both positioning and safety in the event of seizures. Jennifer is able to sit in a classroom chair for some class work but needs close stand-by assistance for safety. She requires moderate or more assistance for all transfers. She can ambulate up to 50 feet using the front-wheeled walker with moderate assistance. Jennifer is inconsistent in performance of all functional mobility tasks due to fatigue, seizure activity, and refusal. It is necessary for an adult to be within distance for hand contact on her at all times to prevent falls, especially in the event of a seizure.

Vision and hearing acuity testing with Jennifer has produced inconsistent results, and additional evaluation continues to be pursued. Jennifer responds positively to music in the classroom, and it has been used as a reinforcer in training use of assistive technology devices. A functional vision assessment indicated that she has vision in her right eye to the nasal and temporal sides, but only tunnel vision in her left eye. Near vision working distance is 12 – 15 inches. Objects placed in a horizontal plane from her right eye may have a better chance for recognition. She does use her vision to direct grasping, and she is attracted to light. Use of bright colors and high contrast seems to prompt her interest.

Jennifer is currently using a plastic coated spoon and a scoop dish at lunch. She needs to have her food cut up into bite size pieces and placed in small amounts on her scoop dish. On some days, Jennifer is able to independently scoop and take the spoon to her mouth. On other occasions, she requires more assistance to scoop her food. She also is using a cup with two handles and a lid with a spout. She generally requires some assistance to hold the cup. The team has now decided to try other types of cups/drink containers to see if Jennifer can be more
independent with her drinking skills. Jennifer has also been working on putting "toys" in a can. Last semester on two occasions she put them all in with purpose, but now she seems disinterested and wants to only put them in her mouth. The greatest interference with performing tasks seems to be her mouthing of objects.

Jennifer demonstrates non-symbolic and some transitional communication skills. She vocalizes, but does not consistently produce words. Jennifer exhibits a limited range of communicative intents. Jennifer demonstrates inconsistent understanding of cause and effect. She uses switches to operate toys and a tape recorder. She uses voice output devices to interact with others. None of these behaviors are consistently intentional, however, Jennifer has begun to use these more intentionally during the last year. Jennifer would benefit from continued opportunities to use voice output devices and switch-operated devices in a variety of school settings to increase the frequency of her intentional communication and help her learn cause-effect relationships. Jennifer currently uses a "step by step" device - a voice output device, which can store up to 75 seconds of stored messages. She also uses a BIGmack switch, which can store only one message. She uses a touch screen on the computer to access interactive cause-effect programs. Three touch cues have been established which are used consistently with Jennifer to help provide her a framework from which to build symbolic communication (these cues include “I go”, "out", and "up" [into her chair]. Jennifer uses body movements, actions on people, or extending her hand (usually her left hand) as transitional symbolic communicative behaviors. Vocalizations are often paired with gestures. She expresses the communicative intents of protesting and making requests. It appears that she also uses nonsymbolic communication to direct or gain attention of others. It was reported by one paraeducator that Jennifer has said "mama." Jennifer's mother reported that she has seen improvement in Jennifer's communication skills.

Currently, Jennifer follows her grade level schedule with an alternate, individualized curriculum. Because the team's primary concern is her health, Jennifer’s day includes two snacks and lunch with tube feeding as needed. Within the regular education setting, Jennifer is encouraged to make choices when presented with options. and learn to interact socially with her same-age peers.
Example: High School Transition

Strengths/Concerns

Mason is an eighteen-year-old 12th grade student at Small Town High School. Mason does well when working with his hands. He is an incredibly hard worker and is willing to help others. Peers respect Mason as an upper-classman. He continues to be extremely athletic and is active in extra-curricular activities.

Mason would like to be able to make educated decisions about his future. He needs to be able to manage money and identify services and resources available to individuals with disabilities. Mason is 18, and is continuing to live at home until after graduation.

Present Levels of Academic Achievement and Functional Performance

Mason has made progress in the last academic year. He also does well at the technical college where he has attended the building trades and masonry program since his 10th grade year. In order for Mason to successfully complete the masonry program he must score a 4 or above on the WORKKEYS assessment. Mason’s most recent scores were a 3 on the reading applications and a 5 on the math. The IEP team agrees that Mason needs direct instruction on the reading applications part of the test.

While Mason has improved in the area of reading, he continues to have significant difficulty. He is becoming more independent when reading and is able to discuss materials written at the 3rd to 4th grade level. He needs to work on job-related vocabulary and adult-living reading skills. Through the use of pre-reading strategies, Mason is able to identify words in context of his masonry text with 80% accuracy.

Mason has made significant improvements in the area of math. He continues to need to work on daily living math skills such as money management. When given a daily-living situation requiring multiple mathematical steps, Mason is able to compute with 70% accuracy. He is currently working on work-related math skills at the technical college.

Mason continues to have significant difficulties with writing. He needs to be able to complete forms necessary in adult living situations such as applications for rent, employment, and other services. Mason also needs to work on writing checks. He is currently able to complete adult-living related forms with 60% accuracy.

Along with attending the technical college for 4 periods, Mason currently participates in one general education class during the school day. He does well in the American Government class and makes a positive contribution to class discussions and projects. Modifications to assignments and instruction continue to be necessary in order for Mason to be successful in this setting.
Measurable Annual Goals

Resources

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Steps to Developing a Measurable Annual Goal

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<thead>
<tr>
<th>Steps</th>
<th>Key Elements to Consider</th>
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<tbody>
<tr>
<td>1. Select a need from the PLAAFP that will be addressed by a goal.</td>
<td>• What are the needs?</td>
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<td>• Will they be addressed through a goal, related service, accommodation, other?</td>
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<tr>
<td>2. Consider the general education standards and curriculum for the student’s grade level, age or expectations for other performance skills</td>
<td>• What are the local district and/or state standards or outcomes?</td>
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<td></td>
<td>• Should extended standards/links to general standards be used?</td>
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<td>• What skills are required to demonstrate proficiency on Kansas College and Career Ready Standards?</td>
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<td></td>
<td>• What are the prerequisite skills required (including job and adult world skills)</td>
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<td>• Are there other unique needs such as behavior or communication?</td>
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<td>3. Identify the performance which will be monitored. (behavior)</td>
<td>• How will the learned skills be exhibited?</td>
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<td>• Is the behavior being asked related to appropriate curriculum or standards?</td>
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<tr>
<td>4. Specify how progress toward the goal will be measured. (condition)</td>
<td>• What materials will be used?</td>
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<td></td>
<td>• What is the setting?</td>
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<td>• With how much support or assistance?</td>
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<tr>
<td>5. Determine to what level the behavior must occur. (criterion)</td>
<td>• Where do you want the student to be a year from now?</td>
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<td>• How does the student respond to new material or instruction?</td>
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<td>• Is the criterion challenging but realistic?</td>
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<td>• Have you considered the criterion in relationship to the grade level outcomes?</td>
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<td></td>
<td>• Where do the state standards expect the student to be one year from now?</td>
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<tr>
<td>6. Specify the amount of time needed to reach the criterion. (timeframe)</td>
<td>• The maximum length of a goal is one year.</td>
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<td></td>
<td>• There is no minimum length.</td>
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<td>• Goal should be anticipated growth to occur within one year.</td>
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