

# MEASURABLE ANNUAL GOALS FOR PROGRESS MONITORING

Annual Goals for IEPs must be functional and measurable. They must provide a clear focus for instruction and address individual student needs identified in the present level of educational performance. A well-written measurable annual goal contains four criteria: condition, student's name, clearly defined behavior, and performance criteria.

**Condition**—The condition under which behavior is performed. It describes the situation in which the student will perform the behavior. (e.g., accommodations, assistance provided prior to or during assessment)

*Example:* With consistent use of visual schedules

**Student's name**—*Example:* Tom

**Clearly defined behavior**—Clearly describe the behavior in measurable and observable terms.

*Example:* will independently transition from one activity to the next at school (i.e., end one activity and begin a new one).

**Performance Criteria**—

1. Criterion Level—The level the student must demonstrate for mastery
2. Number—How many times needed to demonstrate mastery
3. Evaluation Schedule—How frequently the teacher plans to assess the student, including the method of evaluation

*Example:* four out of five transitions on 3 consecutive weekly probes

*Measurable annual goal example:*

With consistent use of visual schedules, Tom will independently transition from one activity to the next at school (i.e., end one activity and begin a new one) in four out of five transitions on 3 consecutive weekly probes.

Adapted from [Strategies for Writing Better Goals and Short Term Objectives or Benchmarks](#) by Benjamin Lignugaris/Kraft, Nancy Marchand-Martella and Ronald Martella, Sept/Oct 2001, Teaching Exceptional Children.



# SHORT-TERM OBJECTIVES FOR PROGRESS MONITORING

Short-term objectives describe meaningful intermediate and measurable outcomes between the student's present level of educational performance and the measurable annual goal. They must contain the following criteria: condition, student's name, clearly defined behavior, and performance criteria.

**Condition**—The condition under which behavior is performed. It describes the situation in which the student will perform the behavior. (e.g., accommodations, assistance provided prior to or during assessment)

*Example:* Given visual and physical prompts when asked to copy simple lines and shapes

**Student's name**—*Example:* Emily

**Clearly defined behavior**—Clearly describe the behavior in measurable and observable terms.

*Example:* will stay within 1 inch accuracy

**Performance Criteria**—

1. Criterion Level—The level the student must demonstrate for mastery
2. Number—How many times needed to demonstrate mastery
3. Evaluation Schedule—How frequently the teacher plans to assess the student, including the method of evaluation

*Example:* five out of five times within one 1 week

*Short-term objective example:*

Given visual and physical prompts when asked to copy simple lines and shapes, Emily will stay within 1 inch accuracy five out of five times within one 1 week.

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