

Quick Check

Measurable Annual Goals	Measurement Characteristics	Types of Criteria				
<p>Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> addresses individual student need <input type="checkbox"/> describes observable behavior <input type="checkbox"/> relates to needs identified in student data <p>Conditions</p> <ul style="list-style-type: none"> <input type="checkbox"/> describes circumstances or assistance needed to perform skill or behavior <ul style="list-style-type: none"> ▪ clarifies what the performance of the skill should look like ▪ circumstances <ul style="list-style-type: none"> ○ context ○ format ○ time ○ tools <p>Criterion</p> <ul style="list-style-type: none"> <input type="checkbox"/> sets mastery or proficiency level for attainment of goal <input type="checkbox"/> describes progress in a way that can be measured <input type="checkbox"/> describes criterion to reflect grade level, rate, time, percentage or descriptive statement that is understood by all participants <input type="checkbox"/> relates criterion to current student performance data <input type="checkbox"/> describes progress expected within a year <table style="width: 100%; margin-top: 20px;"> <thead> <tr> <th style="text-align: center; width: 50%;">Do's</th> <th style="text-align: center; width: 50%;">Don'ts</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • use specific, clear information • target to student need • focus on student behavior • use quantifiable or descriptive information </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • use vague information • copy curriculum without individualization • describe staff activities • use incomplete information </td> </tr> </tbody> </table>	Do's	Don'ts	<ul style="list-style-type: none"> • use specific, clear information • target to student need • focus on student behavior • use quantifiable or descriptive information 	<ul style="list-style-type: none"> • use vague information • copy curriculum without individualization • describe staff activities • use incomplete information 	<p>Specific</p> <ul style="list-style-type: none"> • the action, behavior, or skill to be measured • tells what to measure and how to measure it <p>Objective</p> <ul style="list-style-type: none"> • yields same result regardless of who measures it <p>Quantifiable</p> <ul style="list-style-type: none"> • numerical or descriptive information that can be compared to previous data point <p>Clear</p> <ul style="list-style-type: none"> • understandable by all involved, especially non-educators <p style="margin-top: 20px;">(Bateman, B. D. & Herr, C. M. (2003). <i>Writing Measurable IEP Goals and Objectives</i>. Verona, WI: Attainment.)</p>	<p>Grade or Age Level</p> <ul style="list-style-type: none"> • an assigned numerical value to student performance • must reference the source (test, etc.) and describe the skill it measures or the numerical value will not meet measurement requirements <p>Rate</p> <ul style="list-style-type: none"> • the expected accuracy or frequency of a performance • rate compares the number of correct behaviors, trials, or units of time with the total number <p>Time</p> <ul style="list-style-type: none"> • time segment in which the behavior must be performed • sets parameters for completing the performance • used when speed of performance is important <p>Percentage</p> <ul style="list-style-type: none"> • the number of correct responses compared to the total number of possible responses • must define and be able to measure the whole <p>Descriptive Statement</p> <ul style="list-style-type: none"> • description of the expected characteristics or quality of the final product/behavior in clear, objective language
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