

Measurable Annual Goals

October 2015

Use Baseline Data for Present Levels of Performance When Developing IEP Goals

Each IEP is required to include measurable annual goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum. Measurable annual goals must be in alignment with the child's present level of performance.

Present Level of Academic and Functional Performance

IDEA 2004: § 300.320(a)(1)

A statement of the student's present levels of academic achievement and functional performance, including—

- (i) How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
- (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

Measurable Annual Goals

IDEA 2004: § 300.320(a)(2)(i)

A statement of measurable annual goals, including academic and functional goals, designed to—

- (A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
- (B) Meet each of the child's other education needs that result from the child's disability;

Goals should enable the child to learn the skills that are necessary for the child to be involved in and make progress in the general education curriculum. Measurable goals may include development in the following skill areas:

- Academic skills
- Communication skills
- Social skills and the ability to interact with others

The IEP must identify all the child's needs that result from the student's disability, how the school will meet these needs, and how the school will measure the student's progress.

What information must be included in a goal for it to be measurable?

Each of the following components must be present for a goal to be measurable:

- Timeframe (date)
- Skill that can be measured (skill/behavior)
- A method for collecting data (instrument/conditions)
- Level of attainment to show mastery (accuracy/criteria)

A goal is not considered measurable without all of the components listed above, even if the missing components exist within the short-term objectives (STO). The goal **MUST** be measurable without the STO.

Measurable Goal Format Example

By (date) the student will (skill/behavior) with (criteria/accuracy, rate, etc.) as measured by (conditions/instrument).

By May 20, 2015, the student will read orally at least 87 words per minute when given a one-minute Grade 2 Reading Fluency Test.