# Quick Reference Guide

Tips for Developing Quality and Compliant Goals and Short-Term Objectives/Benchmarks for the Individualized Education Program



Michigan Department of Education Office of Special Education and Early Intervention Services

# **Points to Consider in Goal Development**

The following alignment must occur as the Individualized Education Program (IEP) team develops annual goals. The goal must align with:

- Needs identified in the Present Level of Academic Achievement and Functional Performance (PLAAFP).
- Michigan content expectations.
- Baseline data.
- Transition areas (for students age 14 or older).

Annual goals must be reasonable but challenging expectations for a student that allow him or her to access and progress in the general education curriculum. Goals are descriptions of what a student, with the provision of special education services, can reasonably be expected to accomplish within a 12-month period.

All goals on an IEP must be:

# Meaningful

- Is the goal clear and understandable?
- Is the goal positively stated?
- Can the goal be justified based on the information in the PLAAFP?
- Is the goal practical and relevant to the student's academic, social, and vocational needs?
- Is the goal practical and relevant to the student's age and remaining years in school?

# Measurable and Able to Be Monitored

- Does the goal include the condition, behavior, and criterion?
- Is the goal quantifiable?
- Can the progress on the goal be graphed?
- What assessment measurement will be used to monitor progress on the goal?

# **Useful in Making Decisions**

- Will progress on this goal reflect adequate growth according to the student's age/grade level and remaining years in school?
- Will the goal be monitored frequently enough to make instructional decisions?
- What instructional decisions will be made based on the progress monitoring of this goal?

# Goals and Short-Term Objectives/Benchmarks Forms

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Section 5: Option II Goal and Objectives/Benchmarks								
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Michigan Content Expectations Upo	which Goal Will Be 82	neeq: (erceleercelhecelene	CE/or Preschool Outcomes)					
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Special Education Teacher Gen	eral Education Teacher	TC SLP SSW OT	☐ PT ☐ Other:					
Position(s) responsible for reporting progress on goal:								
The transition area related to the al	ove stated goal is:							
Short-Term Objective/Benchmark:								
Performance Criteria:								
Evaluation Procedure:								
Evaluation Schedule:								
Status Date: Progress To Annual Goal:		Status Date: Progress To Annual Goal:						
Status Date: Progress To Annual Goal:		Status Date: Progress To Annual Goal:						
Short-Term Objective/Benchmark:		•						
Performance Criteria:								
Evaluation Procedure:								
Evaluation Schedule:								
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Evaluation Procedure:								
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Status Date: Progress To Annual Goal:		Status Date: Progress To Annual Goal:						
Schedule for Evaluation/Reporting Progress This progress report will be sent home to parents every								



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# Points to Consider in Goal Development

April 2007 regulations by the United States Department of Education (USED) permit states to develop alternate assessments based on modified achievement standards. The Michigan Department of Education (MDE) was awarded a USED grant to develop such an assessment by modifying existing Michigan Educational Assessment Program (MEAP) assessments in order to provide better access to students with disabilities who meet the eligibility criteria for participation. MEAP-Access was developed through a collaboration of MDE offices and teams of Michigan educators and stakeholders familiar with the population and content being assessed.

For specific eligibility criteria for student participation in, refer to *MEAP-Access Eligibility Criteria* and Guidelines, March 2009 at:

www.michigan.gov/documents/mde/MEAP-Access\_Eligiblity\_Criteria\_and\_ Guidelines\_ 030209 273134 7.pdf

☐ Instructional Area	Identify the instructional area (e.g., content are strand, domain) of this goal.
☐ Michigan Content Expectation(s) Upon Which Goal Will Be Based	Specify the Michigan Content Expectations (MCEs)—Grade Level (GLCEs); Extended Grade Level (EGLCEs); High School (HSCEs); Extende High School (EHSCEs); Preschool Outcomes—upon which this goal will be based. The selected expectation(s) must be for the grade in which t student is enrolled.
	For non-academic goals in which a Michigan Content Expectation at grade level may not exist state "No expectation related to this area."
Baseline Data	Describe the student's current performance in measurable terms (e.g., how the student is currently performing on the assessment). The same measures must match that used in the goand progress monitoring procedure.
Annual Goals	Annual Goals must be reasonable but challenging expectations for a student that allow him or her to access and progress in the general education curriculum. Goals are descriptions of what a student, with the provision of special education can reasonably be expected to accomplish with a 12-month period.
	Write a measurable annual goal, including information on:
	<ul> <li>Conditions—When and how will the student perform the identified behavior?</li> <li>Behavior—What will the student do?</li> <li>Criterion—What is the acceptable level of performance for the identified behavior?</li> </ul>
Position(s) Responsible for Implementing Goal Activities	List the position(s) of individuals that will be implementing goal-related activities. Do not include the names of the people providing the activities/services.
Position(s) Responsible for Reporting Progress on the Goal	List the position or positions responsible for reporting progress on the goal. At least one individual responsible for implementing goal activities must be identified as responsible for reporting progress.

# Goals and Objectives/Benchmarks Checklist continued

☐ Schedule for Reporting Progress	Progress on goals should be reported to parents of students with disabilities when progress is reported to the parents of students without disabilities. Report how often progress reports will be sent home to parents.
☐ Transition Area Related to the Goal	For students 14 years or older, indicate transition areas related to the goal.
☐ Short-Term Objectives/Benchmarks	Short-term objectives/benchmarks identify skills (objectives) or performance levels (benchmarks) a student needs to accomplish in order to reach his or her annual goals. These objectives/benchmarks are measurable, intermediate steps between a student's present level of academic achievement and functional performance and the annual goals established for the student.  Write short-term objectives/benchmarks that include information on conditions, behavior, and criterion.
☐ Progress Report	Report progress toward goal attainment and send home to parents as indicated by the <i>Schedule for Reporting Progress</i> .