

# 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***

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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\\_Eligibility\\_Criteria\\_and\\_Guidelines\\_030209\\_273134\\_7.pdf](http://www.michigan.gov/documents/mde/MEAP-Access_Eligibility_Criteria_and_Guidelines_030209_273134_7.pdf)

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## Goals and Objectives/Benchmarks Checklist

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<input type="checkbox"/> <b>Instructional Area</b>	Identify the instructional area (e.g., content area, strand, domain) of this goal.
<input type="checkbox"/> <b>Michigan Content Expectation(s) Upon Which Goal Will Be Based</b>	<p>Specify the Michigan Content Expectations (MCEs)—Grade Level (GLCEs); Extended Grade Level (EGLCEs); High School (HSCEs); Extended High School (EHSCEs); Preschool Outcomes—upon which this goal will be based. The selected expectation(s) must be for the grade in which the student is enrolled.</p> <p>For non-academic goals in which a Michigan Content Expectation at grade level may not exist, state “No expectation related to this area.”</p>
<input type="checkbox"/> <b>Baseline Data</b>	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 goal and progress monitoring procedure.
<input type="checkbox"/> <b>Annual Goals</b>	<p>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 within a 12-month period.</p> <p>Write a measurable annual goal, including information on:</p> <ul style="list-style-type: none"><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>
<input type="checkbox"/> <b>Position(s) Responsible for Implementing Goal Activities</b>	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.
<input type="checkbox"/> <b>Position(s) Responsible for Reporting Progress on the Goal</b>	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.

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*Goals and Objectives/Benchmarks Checklist continues on next page*

## **Goals and Objectives/Benchmarks Checklist** *continued*

<input type="checkbox"/> <b>Schedule for Reporting Progress</b>	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.
<input type="checkbox"/> <b>Transition Area Related to the Goal</b>	For students 14 years or older, indicate transition areas related to the goal.
<input type="checkbox"/> <b>Short-Term Objectives/Benchmarks</b>	<p>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.</p> <p>Write short-term objectives/benchmarks that include information on conditions, behavior, and criterion.</p>
<input type="checkbox"/> <b>Progress Report</b>	Report progress toward goal attainment and send home to parents as indicated by the <i>Schedule for Reporting Progress</i> .