



New York State Education Department  
Office of Special Education  
**Educational Partnership**





# Developing Measurable Annual Goals

## Building a Data-Based Individualized Education Program (IEP)





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# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

# Today's Facilitators

# Participant Introductions

- Name
- Role
- District
- School
- Population Served

# Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth – Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each other's needs and learning styles
- Strive to start and end on time
- Presume positive intentions
- Be prepared with materials
- Action plan to implement what you are learning

# Blueprint for Improved Results for Students with Disabilities



## Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



## Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



## Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



## Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



## Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



## Inclusive Activities

Schools provide high-quality inclusive programs and activities.



## Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

# Materials

- **The Guide To Quality Individualized Education Program (IEP) Development and Implementation**
  - New York Special Education Department Guidance publication
- **Participant Packet**
  - Quality Indicators
  - Not Measurable, Almost Measurable, Measurable
  - Stop and Think Note Catcher
  - “Do You Need to Adjust the Goal?”
  - Common Questions for Measurable Annual Goals



# Agenda

- **The Big Ideas**
- **Present Levels of Performance**
- **Measurable Postsecondary Goals and Transition Needs**
- **Measurable Annual Goals**
  - Goal Components
- **Goal Examples**
- **Common Questions**
- **Wrap-up Activity and Survey**

# Training Objectives

Participants will be able to:

- **Describe** the relationship between identified needs in the data-based Present Levels of Performance and prioritized Measurable Annual Goals and Measurable Post-Secondary Goals when applicable
- **Explain** each of the four components of Measurable Annual Goals
- **Evaluate** the quality of current Measurable Annual Goals and develop new Measurable Annual Goals that match the Quality Indicators in order to improve student outcomes

# Slide Marker Icons

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# Measurable Annual Goals

The Big Ideas



# Think of a personal goal you have set and achieved...



- **Why** did you choose that goal?
- **How** did you know you were successful?
- **What** evidence did you have to know you were making progress?



# Measurable Annual Goals



## Our Focus Today

### ***Why* is this topic important?**

- Goals are the vehicle for closing the gap.
- Goals guide instruction.
- Goals drive service recommendations.

### ***How* is it grounded?**

- Using regulatory guidance

### ***What* is the purpose in learning about measurable goals?**

- Developing quality, compliant Measurable Annual Goals that can be monitored

# Requirements for Measurable Annual Goals

## Regulations of the Commissioner of Education



### (iii) Measurable annual goals.

(a) The IEP shall list measurable annual goals, including academic and functional goals, consistent with the student's needs and abilities. The measurable annual goals must relate to:

- (1) meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and
- (2) meeting each of the student's other educational needs that result from the student's disability;

(b) Each annual goal shall include the evaluative criteria, evaluation procedures and schedules to be used to measure progress toward meeting the annual goal during the period beginning with placement and ending with the next scheduled review by the committee.

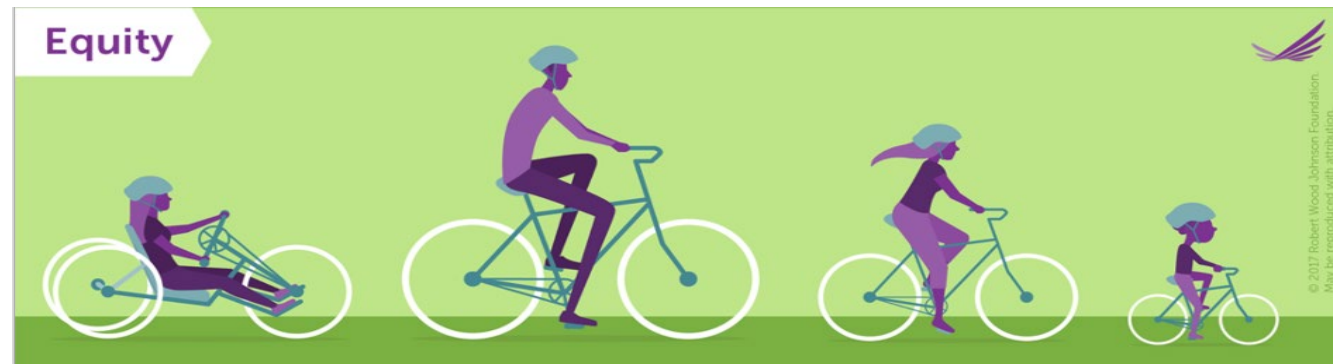
(c) The IEP shall identify when periodic reports on the progress the student is making toward the annual goals (such as through the use of quarterly or other periodic reports that are concurrent with the issuance of report cards) will be provided to the student's parents.

**[8 NYCRR §200.4(d)(2)(iii)]**

# Well Written Goals Gives Access to Students

## Equality vs. Equity

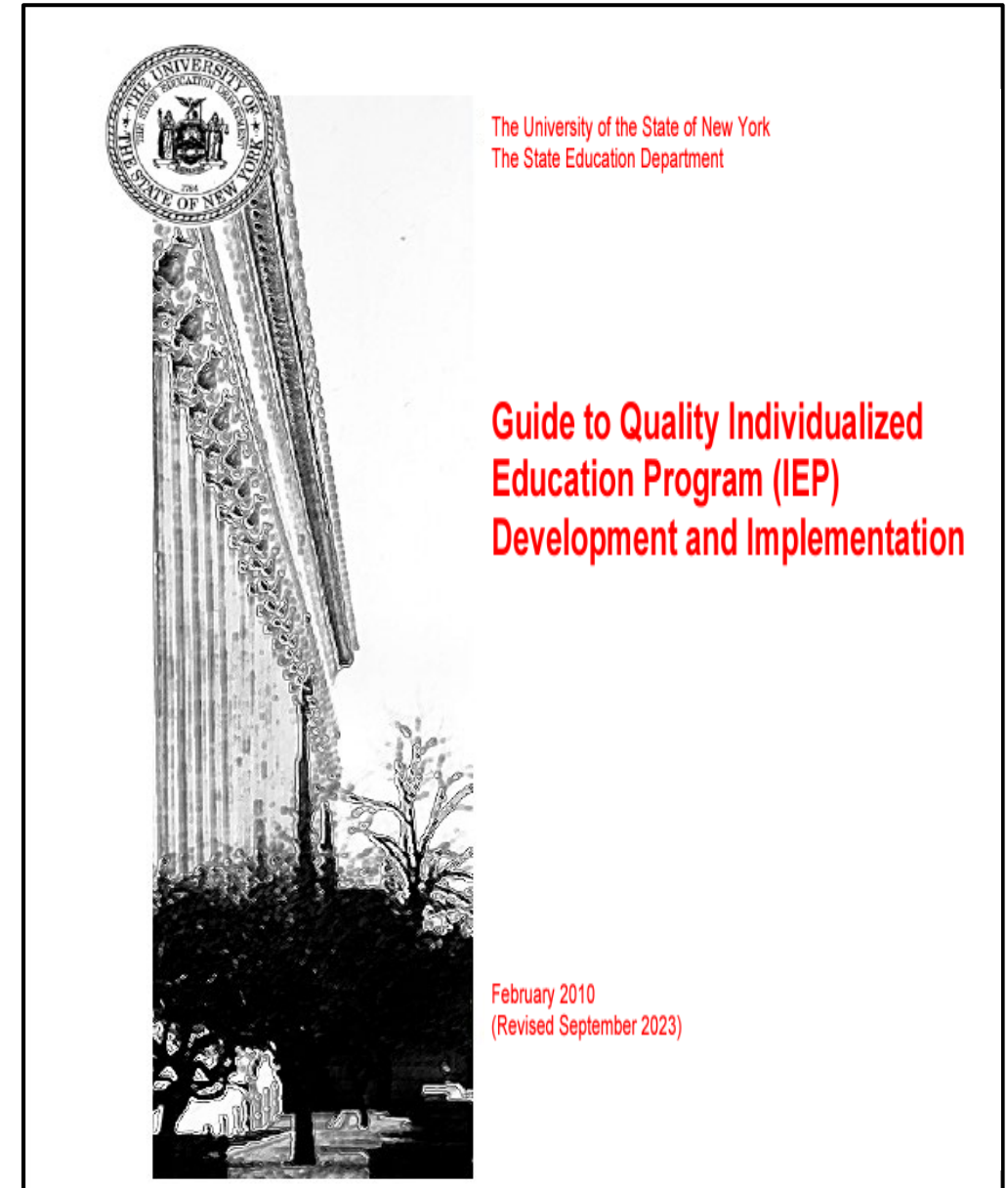
- **Equality:** Equal inputs regardless of needs or outputs
- **Equity:** Altering practices and resources to respond to needs



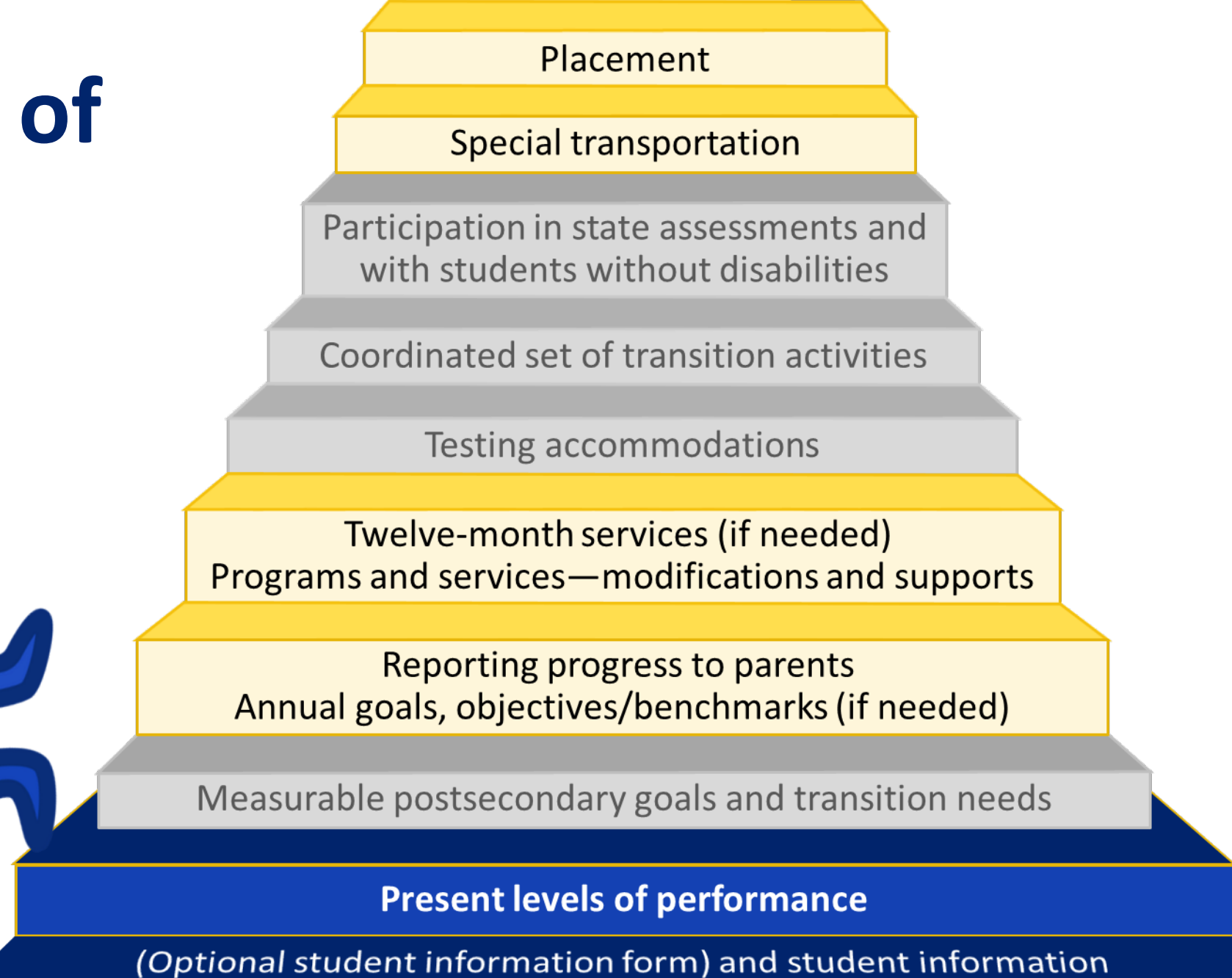


# Office of Special Education (OSE) Guidance

- The guide provides an overview of all the components of the IEP.
- At the end of each section is a list of Quality Indicators
- The Quality Indicators allow districts to evaluate how their current IEP development process measures up to regulations and expectations for an appropriately developed IEP
- This training will use the Quality Indicators for several activities so that participants can reflect on the quality of their current IEPs.



# Sections of the IEP



# Present Levels of Performance

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The Foundation of  
Measurable Annual Goals



# The IEP Shall Report...



## §200.4(d)(2)(i)

...Present levels of academic achievement and functional performance and indicate the individual needs of the student, including:

- How the student's disability affects involvement and progress in the general education curriculum; or
- For preschool students...how the disability affects participation in age-appropriate activities

# Present Levels of Performance are the Foundation of the IEP

**The Present Levels of Performance** provide the informational basis for generating goals, supports and services that are specifically designed to meet the student's **individual** needs and begin to prepare them to select and reach their postsecondary goals.

**“A problem well stated...**

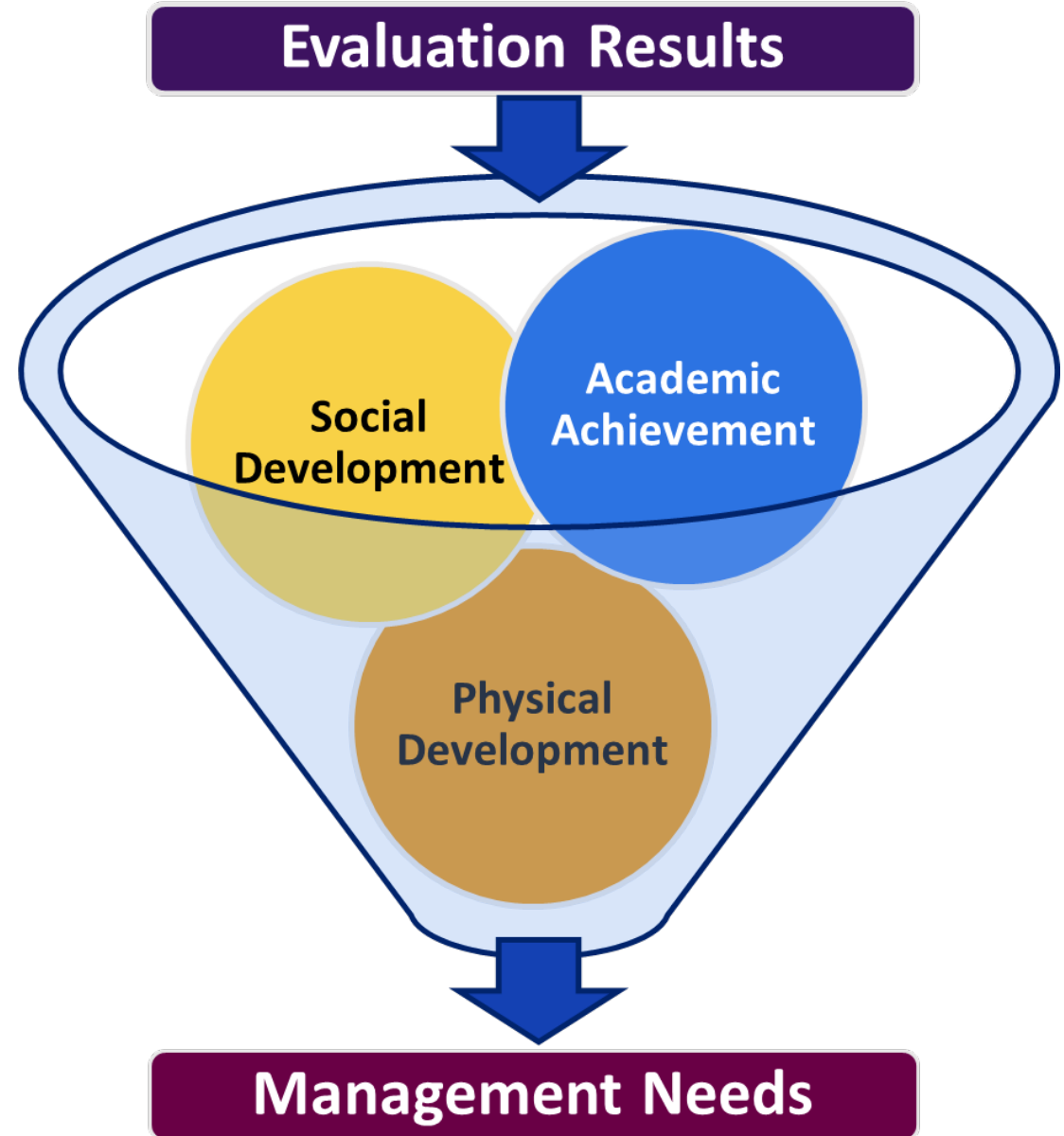
**...is a problem half solved”**

—Charles F. Kettering, American Inventor

# Components of the Present Levels of Performance

Including:

- Strengths
- Preferences
- Interests
- Needs
- Concerns of the family



# Present Levels of Performance



## Baseline Data

- Present Levels of Performance are oftentimes written in generic language
- In order to create a strong foundation for the IEP, Present Levels of Performance statements need to capture the current skill level (baseline) of both the student's strengths and struggles

- **Example Statement:** *“Jessie’s classroom performance is inconsistent.”*
  - What is meant by classroom performance?
    - Maintains 3-ring binder of guided notes for each core academic class
  - What is meant by inconsistent?
    - Ranges from 1 – 8 missing guided notes per week

Put it all together for a clearer statement:

- *“Jessie maintains a binder of guided notes for her academic classes, and averages 4 missing sets of notes per week.”*



# Present Levels of Performance

## Always use Specific Language

Vague Verb Phrases	Specific Verb Phrases
<ul style="list-style-type: none"><li>• Received a math score of 90</li><li>• Knows her letters</li><li>• Can add</li> <li>• Can Read</li><li>• Does not turn in homework assignments</li> <li>• Has difficulty writing a summary</li> <li>• Abby talks too much</li></ul>	<ul style="list-style-type: none"><li>• Can count to 25</li><li>• Can verbally identify 23/26 letters</li><li>• Using a calculator, solves double digit addition problems</li><li>• Can decode 3 syllable words</li><li>• Did not turn in homework 17/20 times this grading period</li><li>• On 50% of assignments relating to summarizing a passage, Joe will list the main idea instead of providing a summary</li><li>• Abby talks with her peers a minimum of 3 times in a 40-minute class period during instruction</li></ul>



# Activity #1: Quality Indicators



## Present Levels of Performance

<b>Present Levels of Performance and Individual Needs Quality Indicators</b>				
Directions: Are the following in place, partially in place or in need of improvement?				
The present levels of performance and individual needs statements:				
#	Quality Indicator	In Place	Partially in Place	Needs Improvement
1	provide instructionally relevant information about the student.			
	Evidence:			
2	identify how the student is progressing towards the State learning standards.			
	Evidence:			
3	are descriptive and specific.			
	Evidence:			
4	provide the basis for annual goals and direction for provision of appropriate educational programs and services.			
	Evidence:			
5	are written in such a way that they can be understood by parents, professionals and paraprofessionals.			
	Evidence:			
6	are based on the results of the individual evaluation.			
	Evidence:			
7	reflect the concerns of the parents for enhancing the education of their child.			
	Evidence:			
8	identify what impact the student's disability is having on his or her ability to participate and progress in age-appropriate activities or in the same curriculum as nondisabled peers.			
	Evidence:			

## You will need:

- Present Levels of Performance and Individual Needs Quality Indicators document
- An IEP you are currently working with

## Activity

1. Review the present levels from the IEP
2. Use the rubric to decide if you see these quality indicators in place.

## Present Levels of Performance:

### Common Questions

**“Must statements in the Present Levels of Performance always be written as a narrative?”**

- There is no regulatory requirement for this
- Narrative and/or bulleted format is allowable
- Use descriptive and specific data-based statements
- Use data-based, not opinion-based, statements

## Present Levels of Performance:

## Common Questions

### “Does there have to be a corresponding goal for every identified need?”

- There is no regulatory requirement to have a corresponding goal for every identified need
- Goals are based on identified needs
- All identified needs should be addressed in some fashion on the IEP
  - Program modifications
  - Accommodations
  - Supplementary aids and services
  - Program and services
  - Measurable Annual Goals

# Activity #2: Corresponding Need



In small groups or with a partner, generate:

- Examples of how student needs could be addressed through supports, accommodations and modifications and not necessarily a goal.
- Examples of how a single goal could address more than one need.



# Measurable Postsecondary Goals and Transition Needs



# Measurable Annual Goals Related to Transition

Understand the difference between measurable postsecondary goals and annual goals:



## **Measurable Postsecondary Goals**

Adult outcomes, goals for after high school

## **Annual Goals**

Focus on skills to improve or develop during this IEP school year, to address student's needs

# Transition Assessments Lead to Measurable Postsecondary Goals

## Assessment Area Questions

- What do you want to study?
- What do you want to do when you grow up?
- Where do you want to live?

## Measurable Postsecondary Goals

- Education and/or Training
- Employment
- Independent Living

# Quality Indicators

## Measurable Post-Secondary Goals & Transition Needs

- **There is critical information in the Guide to Quality IEP Development and Implementation that supports the way we build Measurable Annual Goals.**
- **Turn to the page in the participant packet to review the Quality Indicators for Measurable Post-Secondary Goals & Transition Needs.**
- **These quality indicators will guide large segments of this training.**



# Activity #3: Quality Indicators



## Measurable Post-Secondary Goals & Transition Needs

Measurable Post-Secondary Goals & Transition Needs Quality Indicators

The measurable postsecondary goals and transition need statements:

#	Quality Indicator	In Place	Partially in Place	Needs Improvement
1	reflect the dreams, aspirations and hopes of the student.			
	Evidence:			
2	reflect the student's strengths, preferences and interests as they relate to transition from school to post-school activities.			
	Evidence:			
3	are written to the greatest extent possible in the student's own words.			
	Evidence:			
4	are reviewed and updated at least annually.			
	Evidence:			
5	become increasingly specific as the student comes closer to the time he or she will be leaving school.			
	Evidence:			
6	are developed with direct student involvement.			
	Evidence:			
7	are written in such a way as to guide the development of annual goals and recommendations for transition services, linkages and activities.			
	Evidence:			
8	are based upon age-appropriate transition assessments relating to training, education, employment and where appropriate, independent living skills.			
	Evidence:			

### You will need:

- Measurable Post-Secondary Goals & Transition Needs Quality Indicators document
- An IEP you are currently working with

### Activity

1. Review the Measurable Post-Secondary Goals from the IEP
2. Use the rubric to decide if you see these quality indicators in place.

# Measurable Annual Goals

Development Process



# Measurable Annual Goals

## Definition

Annual goals are statements that identify what knowledge, skills and/or behaviors a student is expected to be able to demonstrate **within the year** during which the IEP will be in effect. The IEP must list Measurable Annual Goals consistent with the student's **needs and abilities, as identified in the Present Levels of Performance.**

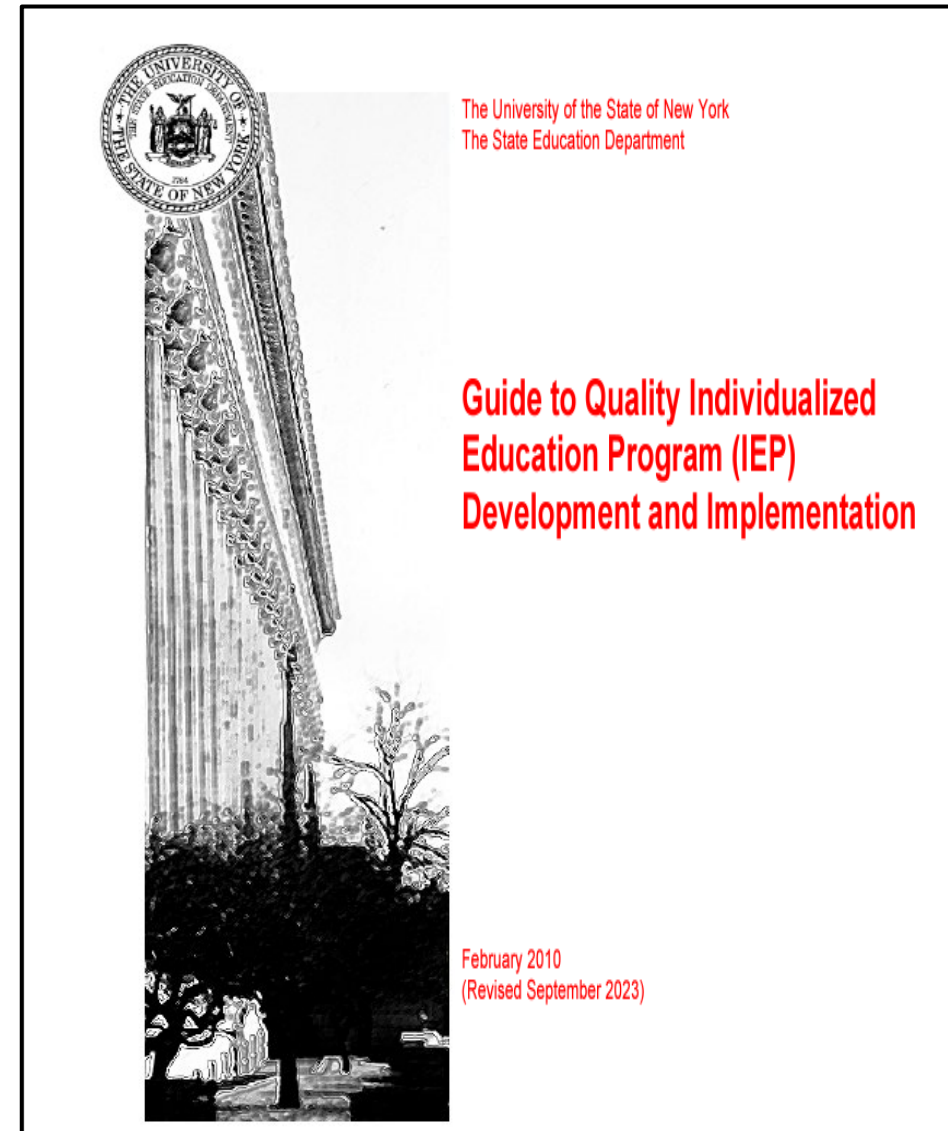
# The Measurable Annual Goals on the IEP Guide Us





# Activity #4: How Should Annual Goals Be Linked to the Standards?

- Refer to pages 30-31 in the Guide to Quality IEP Development and Implementation
- Read the section "How Should Annual Goals Be Linked To The Standards"?
- What are some key takeaways from this section?



# Alignment – “In Line With”



The expected amount of progress that can be made toward the grade-level standard in one year determines the measurable annual goal

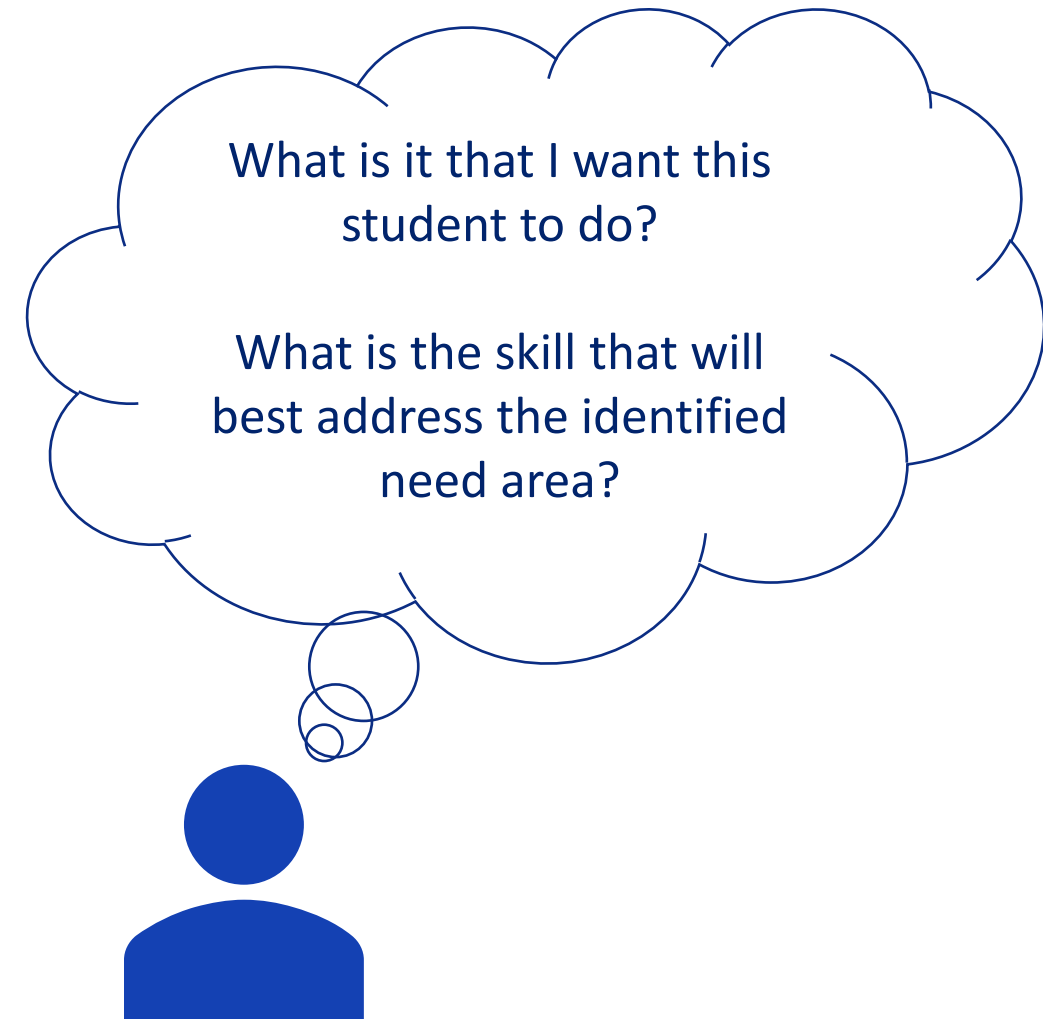
# Accessing the General Education Curriculum

## Measurable Annual Goals

- Develop goals that answer the question:
- “What *skills* does the student require to master the content of the curriculum?”

**NOT**

- “What *curriculum content* does the student need to master?”





# Activity #5: Skills vs. Curriculum



## Measurable Annual Goals

Are the following goal statements **skill** or **curriculum-based**? Explain your answer.

- "The student will write a formal argument, of up to three paragraphs, with three examples of evidence and reasons to support his claim, using language that relates the claims and reasons and a logical closing statement."
- "Dawn will complete actions in response to three-step verbal requests."
- "When presented with narrative and/or informational text from the student's content area subjects on the 11th grade level, the student will identify two central ideas of a text, analyze their development over the course of the text, including how they interact and build on one another to provide complex analysis."



# Career Development and Occupational Studies (CDOS)



## Standard 3A: Universal Foundation Skills

- Skill deficits in one of these areas can impede student performance across many areas of achievement
- This is especially relevant when planning for a student's transition
- It is important to consider these skills when developing annual goals to support a student's post-secondary goals
- Identifying individual student needs based on the CDOS skills and career development process is important for attainment of post-secondary goals
- *The Committee on Special Education (CSE) should consider these skills when developing annual goals and the coordinated set of activities*

# Measurable Goals: Can Be *Observed* or *Counted*

## Examples

### Not Measurable

Emily will improve decoding skills

Michael will improve his attention

Jane will improve her writing skills

### Measurable

Given 10 consonant-vowel-consonant words, Emily will orally read eight words with no more than three errors

Michael will remain seated for 15 minutes during circle time

Given lined paper, Jane will copy all 26 upper-case letters writing on the line



# Observable / Non-Observable

## Observable

- Point to
- Spell Orally
- List in Writing
- Read Orally
- Walk
- Eat
- Count Objects

## NOT Observable

- Understand
- Know
- Remember
- Be familiar with
- Grasp the meaning of
- Demonstrate
- Participate
- Improve

### Considerations for Observable Goals:

How the student will demonstrate, participate, or improve...

“Student will participate in circle time by using eye contact.....”

Any observer would know it when they saw it, observable and measurable

**What does it look like in the classroom?**

# Key Questions for Prioritizing Goals

## Measurable Annual Goals

- What is preventing the student from participating in a less restrictive environment and/or from progressing in the general education curriculum?
- What foundational skills are needed across multiple content areas and settings? (e.g., reading)
- How many goals are reasonable given the student's abilities and rate of progress?

# Measurable Annual Goal Template

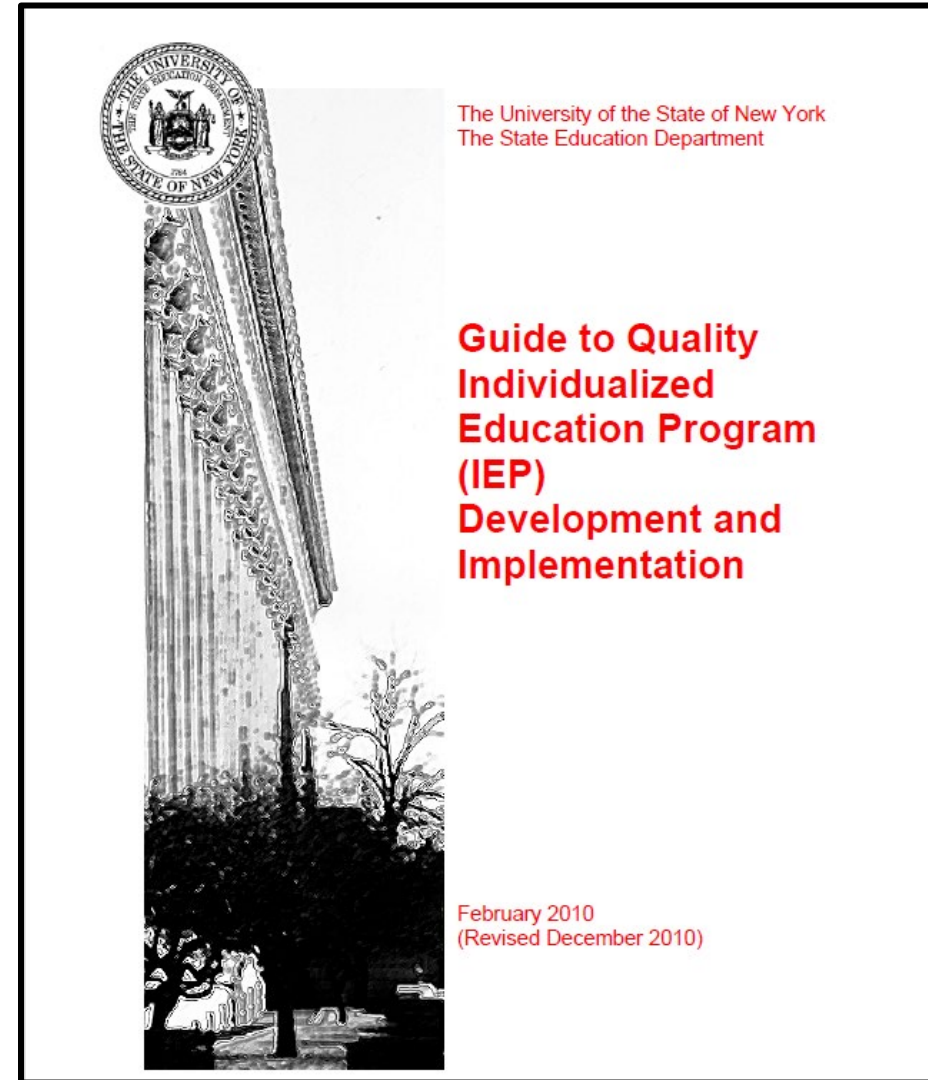
Annual Goal (the task)	Criteria (the end result)	Method (the tool)	Schedule (the check in)
Student will... 1. Do what <b>2. To what extent/            anticipated level</b> 3. Under what conditions or givens	<b>How well/ how            often</b>  AND over what period of time	Tangible method to progress monitor	How often will you progress monitor?

*Student does this*

*Adult does this*

# Activity #6: How Far ... By When? One Year from Now, We Expect the Student to be able to...

- Refer to pages 31-32 in the Guide to Quality IEP Development and Implementation
- Read the section How Far... By When?
- What are some key takeaways from this section?



# Activity #7: Quality Indicators

## Annual Goals



### Annual Goals, Short-Term Instructional Objectives and/or Benchmarks Quality Indicators

The annual goals, short-term instructional objectives and/or benchmarks:

#	Quality Indicator	In place	Partially in Place	Needs Improvement
1	are directly related to the student's present levels of performance statements. Evidence:			
2	are written in observable and measurable terms. Evidence:			
3	identify an ending level of performance that is achievable within one year. Evidence:			
4	identify objective procedures to evaluate a student's progress. Evidence:			
5	incrementally provide knowledge and skills towards achieving the student's projected measurable postsecondary goals. Evidence:			
6	are achievable in relation to the student's current level of educational performance, expected rate of progress, strengths and needs. Evidence:			
7	are instructionally relevant. Evidence:			
8	are written in terms that parents and educators can understand. Evidence:			

## You will need:

- Annual Goals Quality Indicators document
- An IEP you are currently working with

## Activity

1. Review the Annual Goals from the IEP
2. Use the rubric to decide if you see these quality indicators in place.

# Pause and Think

## *Measurable Annual Goals*



- What questions might you still have?
- What is one new concept or idea you have learned from this section?
- Is there still something you need more information on?



# Short-term Instructional Objectives and/or Benchmarks

Students receiving the New York State Alternate Assessment  
(NYSAA) and Preschoolers with a Disability

# Short-Term Instructional Objectives or Benchmarks

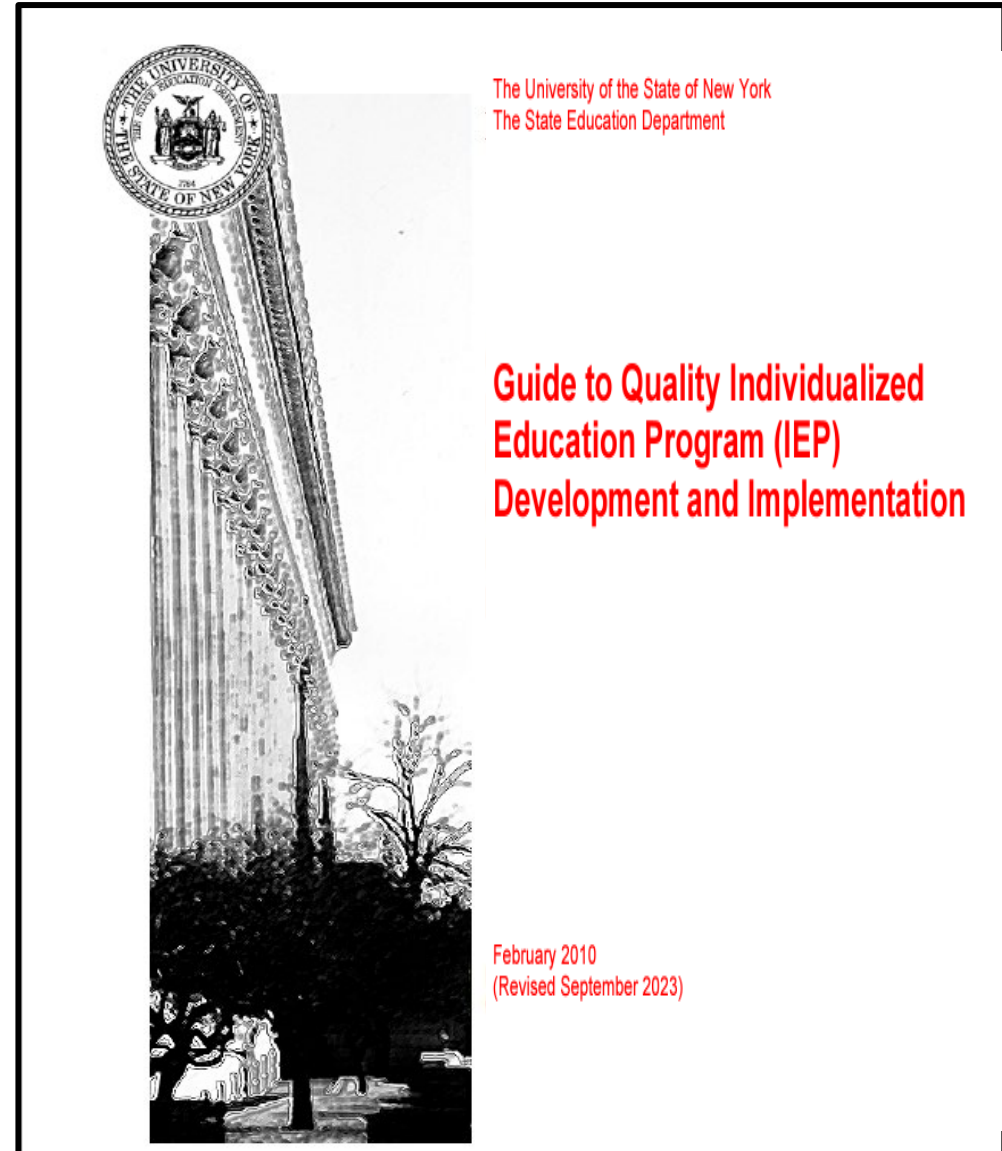


## §200.4(d)(2)(iv)

- Required for students who take the NYSAA **and** for each preschool student with a disability.
- These are the measurable intermediate steps between the student's Present Levels of Performance and the measurable annual goal.

# Activity #8: Short-term Instructional Objectives and/or Benchmarks

- Refer to page 34 in the Guide to Quality IEP Development and Implementation
- Read the section Short-term Instructional Objectives and/or Benchmarks
- What are some key takeaways from this section?



# Objectives v. Benchmarks

## Short-Term Objectives

The intermediate knowledge, skills, and/or behaviors that must be learned for the student to reach the annual goal.

Objectives break down the skills into discrete components or sub-skills (task analysis).

## Benchmarks

Indicate those **measurable intermediate steps** between the student's Present Levels of Performance and the Measurable Annual Goal.

### Objective

Can include increasing independence/decreasing support.

For example:

- Given 3 verbal prompts
- Given 2 verbal prompts
- Given 1 verbal prompt

### Benchmark

Can include increasing levels toward final goal.

For example:

- By November
- By February
- By April

# Activity #9: Quality Indicators

## Short-term Objectives and/or Benchmarks



### Annual Goals, Short-Term Instructional Objectives and/or Benchmarks Quality Indicators

The annual goals, short-term instructional objectives and/or benchmarks:

#	Quality Indicator	In place	Partially in Place	Needs Improvement
1	are directly related to the student's present levels of performance statements. Evidence:			
2	are written in observable and measurable terms. Evidence:			
3	identify an ending level of performance that is achievable within one year. Evidence:			
4	identify objective procedures to evaluate a student's progress. Evidence:			
5	incrementally provide knowledge and skills towards achieving the student's projected measurable postsecondary goals. Evidence:			
6	are achievable in relation to the student's current level of educational performance, expected rate of progress, strengths and needs. Evidence:			
7	are instructionally relevant. Evidence:			
8	are written in terms that parents and educators can understand. Evidence:			

### You will need:

- Short-term Objectives and/or Benchmarks Indicators document
- An IEP you are currently working with

### Activity

1. Review the Annual Goals from the IEP
2. Use the rubric to decide if you see these quality indicators in place.

# Components That Make Goals Measurable

Criteria, Method and Schedule

# Measurable Annual Goal Template



Annual Goal (the task)	Criteria (the end result)	Method (the tool)	Schedule (the check in)
Student will... 1. Do what 2. <b>To what extent/                      anticipated level</b> 3. Under what conditions or givens	<p style="text-align: center;"> <span style="color: blue; font-weight: bold;">How well/ how often</span> </p> <p style="text-align: center;"> </p> <p style="text-align: center;">                     AND over what                      period of time                 </p>	Tangible method to progress monitor	How often will you progress monitor?

*Student does this*

*Adult does this*

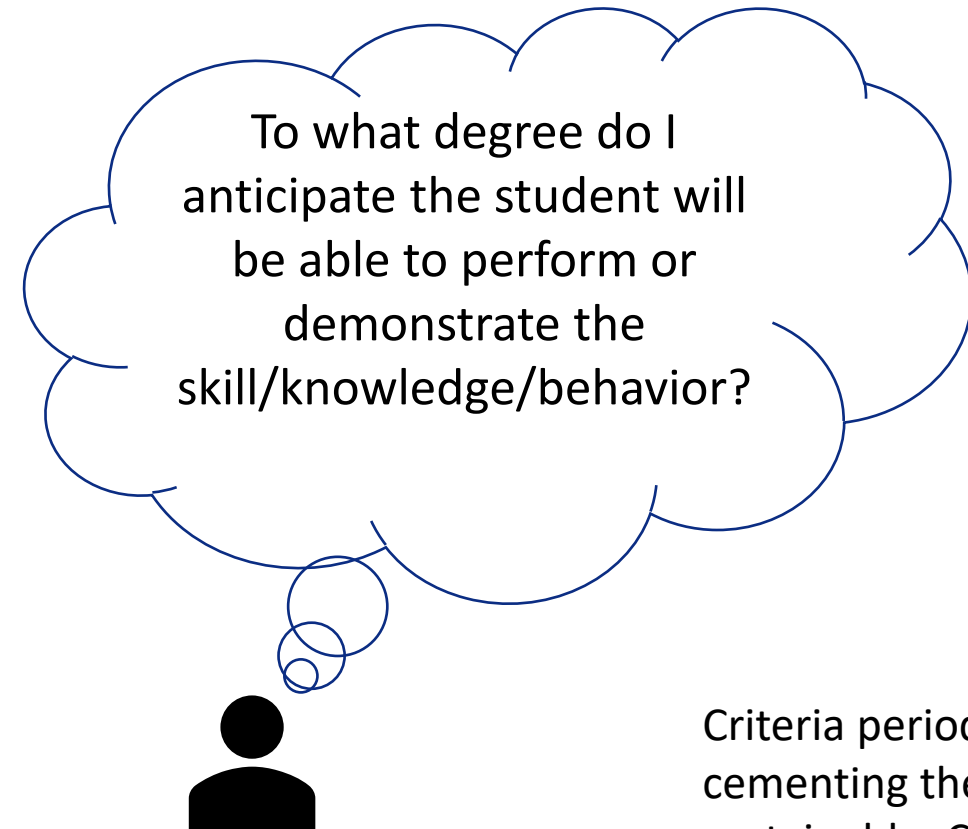
# Criteria

How well a student must perform

- Could be measured in terms such as:
  - Frequency (9 out of 10 trials)
  - Duration (for 20 minutes)
  - Distance (20 feet)
  - Accuracy (90% accuracy)

Examples:

- 85% accuracy
- 50 words per minute, with 3 or fewer errors
- 3 out of 5 trials per week, with 2 prompts



Criteria period is cementing the skill, sustainable. Criteria period doesn't start until the criteria is met.



# Determining Criteria

## Focus on student data

### Considerations:

- Criteria is based on student data
- Intervention data from the initial referral
- Assessment data (baseline Present Levels of Performance)
- Response to Intervention (RtI)/Academic Intervention Services (AIS) data – What was learned about rate of progress
- Choose a criteria that is ambitious yet attainable
- Do not simply apply “80%” to all goals
- Behavior goals are measured by frequency, intensity, latency or duration

# Overly Ambitious vs. Insufficiently Ambitious Goals

"If you don't know where you've come from you don't know where you're going." Maya Angelou



# Students Significantly Below Grade Level

*“...in order to align the IEP with grade-level content standards, the IEP Team should estimate the growth toward the State academic content standards for the grade in which the child is enrolled that the child is expected to achieve in the year covered by the IEP.”*

*“...an IEP Team should determine annual goals that are ambitious but achievable.”*

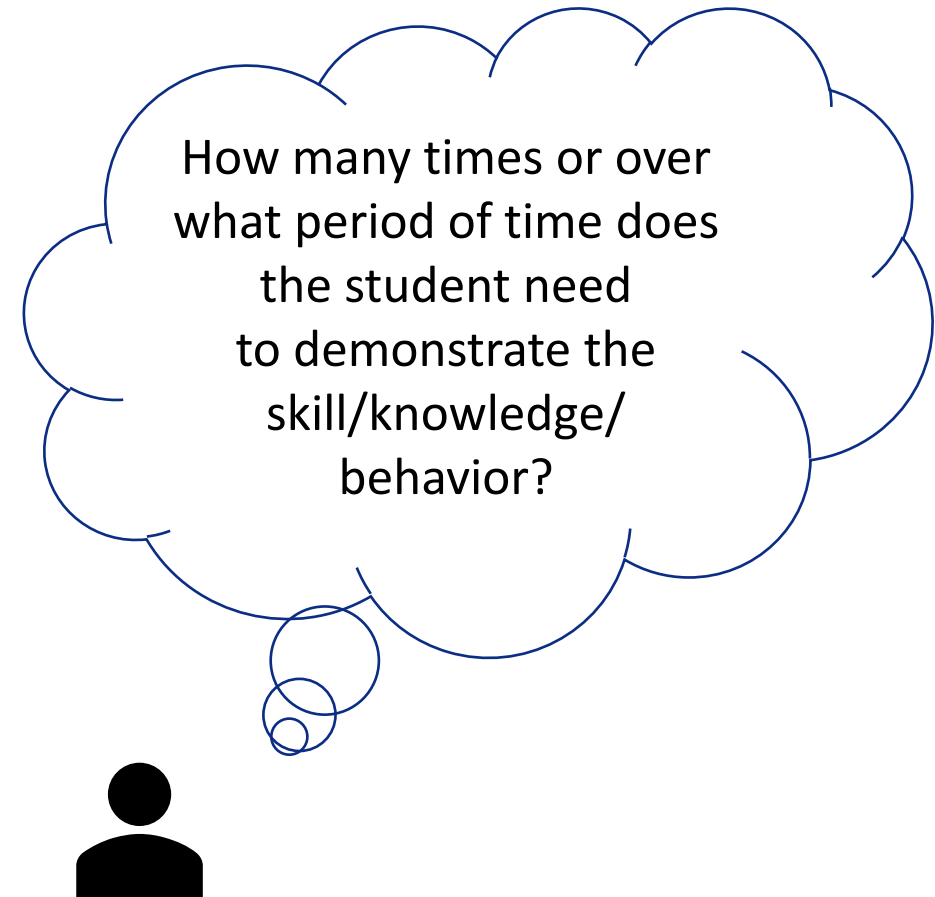
*“In other words, the annual goals need not necessarily result in the child’s reaching grade-level within the year covered by the IEP, but the goals should be sufficiently ambitious to help close the gap....”*

# Criteria Period

Over what period of time the student must perform a behavior in order to consider it met

Could be measured in terms such as:

- Number of days (over 3 consecutive days)
- Number of weeks (over a four-week period)
- Occasions (during Math and English classes, on six consecutive occasions )



# Pause and Think

## *Understanding Criteria*



- What questions might you still have?
- What is one new concept or idea you have learned from this section?
- Is there still something you need more information on?

# Measurable Annual Goal Template



Annual Goal (the task)	Criteria (the end result)	Method (the tool)	Schedule (the check in)
Student will... 1. Do what 2. <b>To what extent/                      anticipated level</b> 3. Under what conditions or givens	<p style="text-align: center;"><b>How well/ how often</b></p> <p style="text-align: center;">AND over what period of time</p>	Tangible method to progress monitor	How often will you progress monitor?



*Student does this*

*Adult does this*



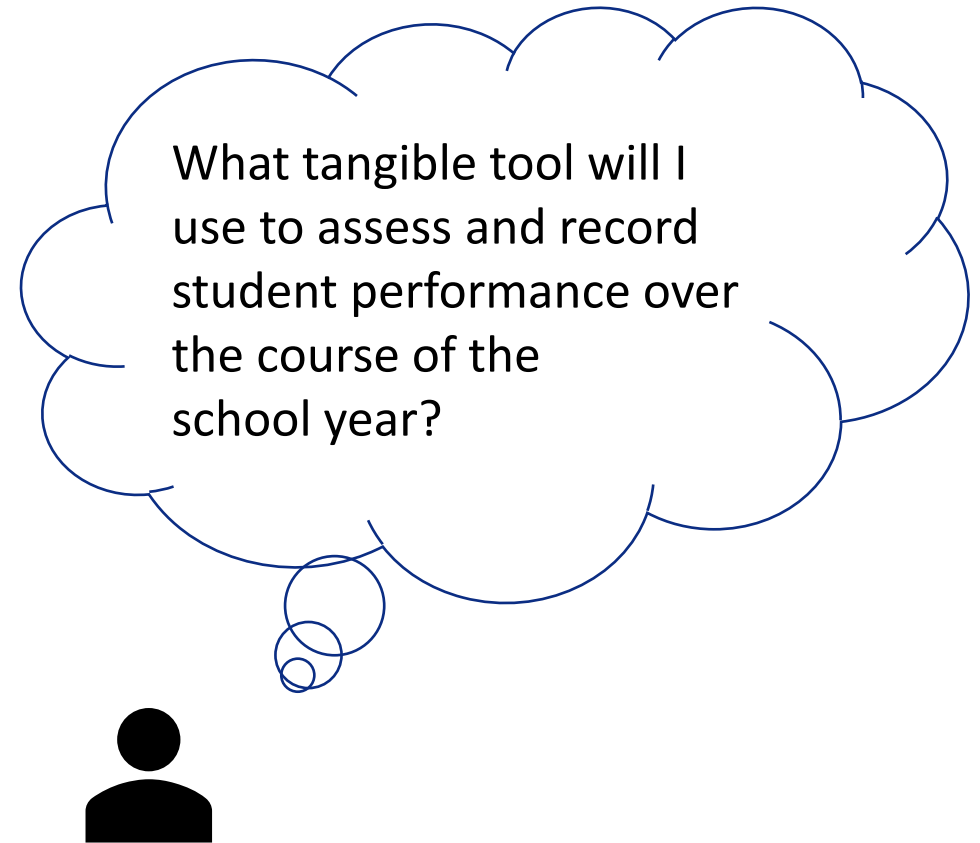
# Method for Evaluation

Evaluation procedures identify the method that will be used to measure progress and determine if the student has met the objective or benchmark

An evaluation procedure must provide an objective method in which the student's behavior will be measured or observed

Examples:

- structured observations of targeted behavior in class
- student self-monitoring checklist
- written tests
- audio-visual recordings
- behavior charting
- work samples



# Pause and Think

## *Understanding Method*



- What questions might you still have?
- What is one new concept or idea you have learned from this section?
- Is there still something you need more information on?



# Measurable Annual Goal Template



Annual Goal (the task)	Criteria (the end result)	Method (the tool)	Schedule (the check in)
Student will... 1. Do what 2. <b>To what extent/                      anticipated level</b> 3. Under what conditions or givens	<p style="text-align: center;"><b>How well/ how often</b></p> <p style="text-align: center;">AND over what period of time</p>	Tangible method to progress monitor	How often will you progress monitor?



*Student does this*

*Adult does this*

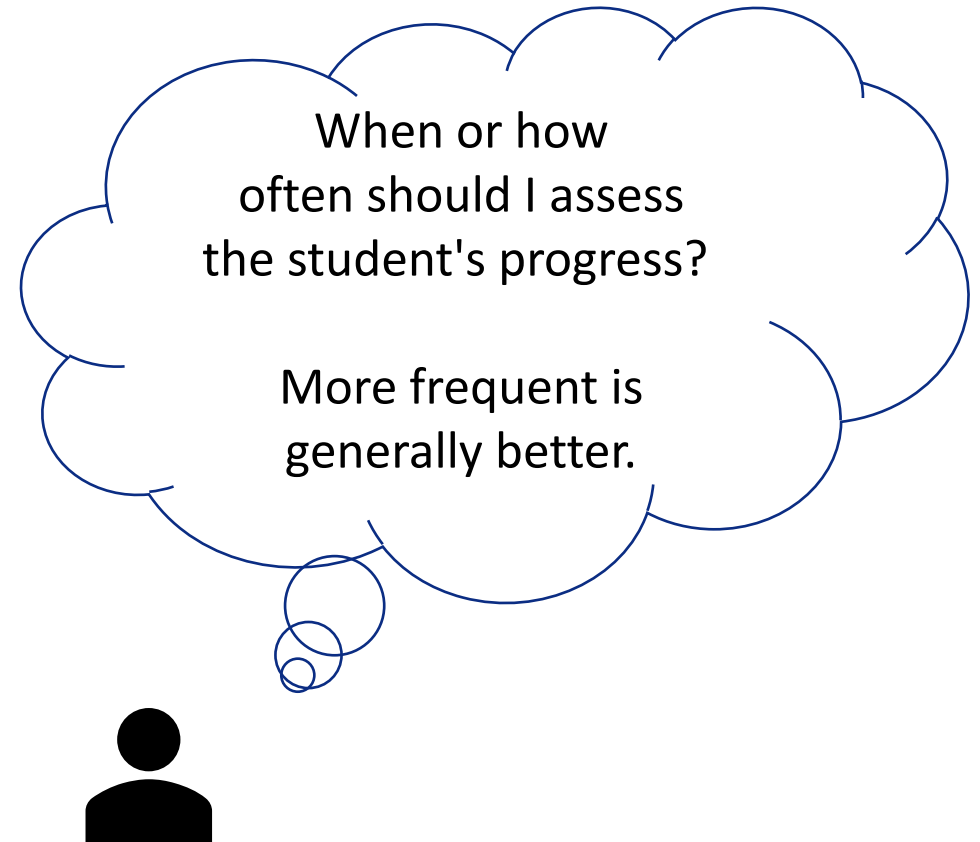
# Evaluation Schedule

The date or intervals of time by which evaluation procedures will be used to measure the student's progress toward the objective or benchmark

- Evaluation schedules are not a date by which the student must demonstrate mastery of the objective

Examples:

- Each class period
- Daily
- Weekly
- Monthly
- On specific dates (e.g.,



# Considerations for Evaluation Schedules

## Keep in mind...

- Confidence in data increases with frequency of assessment
- With less frequent data collection, you will need to collect data for a longer period of time for the same degree of confidence in decision making
- Less frequent data collection, therefore, might delay instructional decision making
- A minimum of 8 data points, over 6-8 weeks are required to make valid instructional decisions

# Pause and Think

## *Understanding Schedule*



- What questions might you still have?
- What is one new concept or idea you have learned from this section?
- Is there still something you need more information on?

# Why All of These Components?

***What* is the purpose in developing the components of a measurable goal?**

- The components that are required to make an annual goal measurable allow us to progress monitor the goal
- Progress monitoring allows us to know if the student is on track to accomplish the goal

# Why Monitor Progress Toward Goals?

- Progress or lack of progress should inform instructional decisions
- How will you report progress if you don't measure it?
- Lack of progress should be addressed prior to annual review
- Research shows that effective progress monitoring improves student outcomes
- Federal and NYS law require periodic reports to the parents of student progress toward annual goals



# How to Monitor Progress



Do what you committed to when writing the goals:

- Use the identified evaluation procedure.
- Follow the evaluation schedule.
- Collect and review the data.
- These data can be graphed for a visual representation.

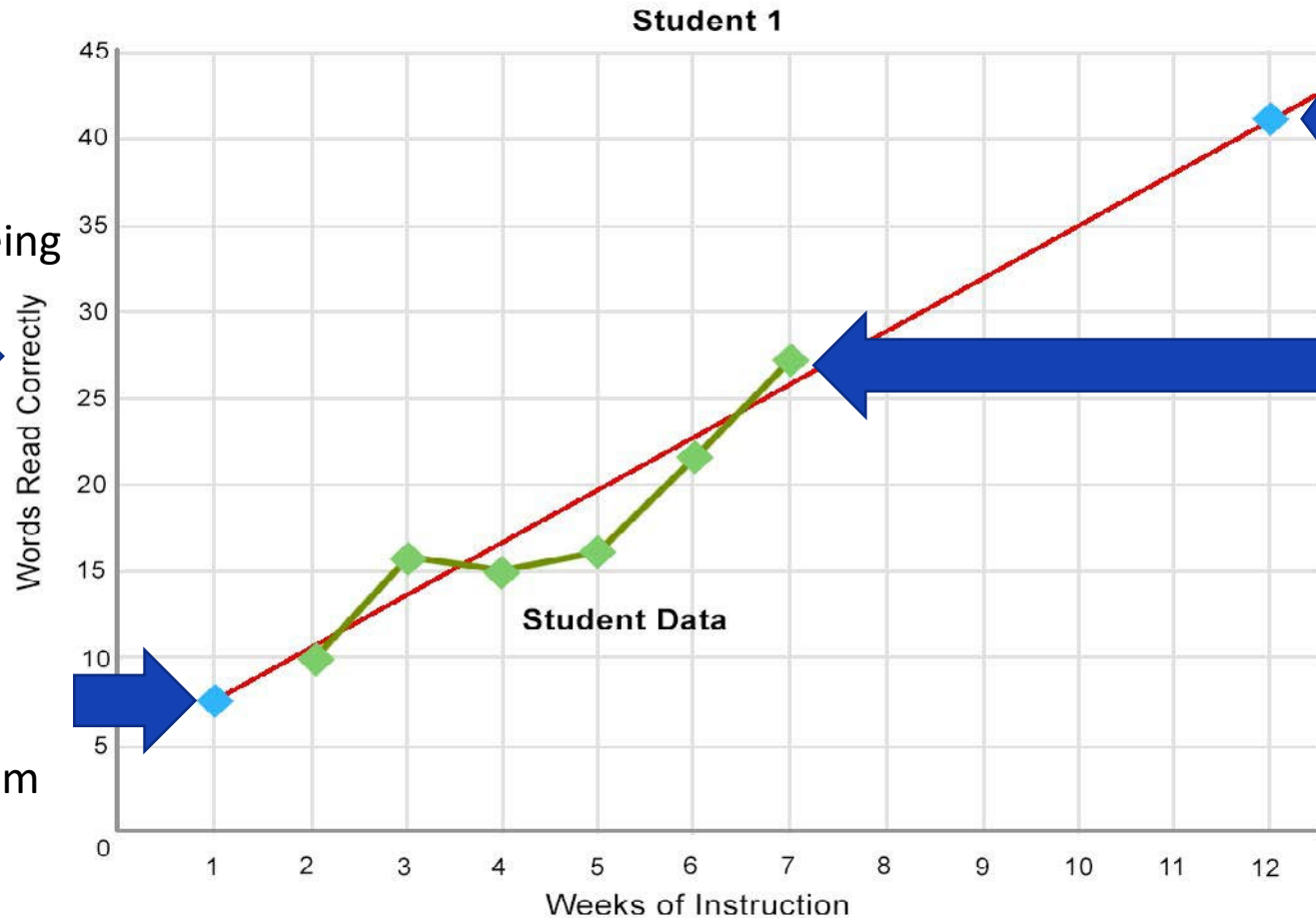
# How Does the Chart Correspond to the Goal?

The Y (vertical) axis correlates to the skill being measured



The baseline is the beginning point of the Goal Line

Baseline data comes from the Present Levels of Performance



End point of the goal line corresponds to the Criteria of the goal

The tool used to assess the current progress correlates to the Method of the goal

The X (horizontal) axis corresponds to the Schedule of the goal





# Goal Examples

A Variety of Measurable Annual Goals

# Add Specific Goal Slides here

## Discussion Activity



- **Trainer will include slides from the goal examples PowerPoint.**
- **Choose those examples that meet the needs of the participants**
- **Be sure to emphasize that these goals are not part of any “goal bank.” They are possible examples of how to write goals based on specific student needs.**

# Common Questions

Questions from the Field



# Common Questions #1

**“How many goals should a student have on their IEP?”**



- No set number as IEPs are individualized
- Goals should reflect the prioritized needs and skill deficits identified in the Present Levels of Performance

## Common Questions #2

**“Does a district have to include annual goals specifically for a related service?”**

**“Does every service that the student has require one or more goals?”**

- The Committee must make a recommendation as to the student’s annual goals to address his or her needs as identified under Present Levels of Performance. Once these goals have been identified, then the Committee must discuss and recommend special education program and services, including related services, to be provided for the student to advance appropriately toward attaining the annual goal(s)

- Questions and Answers on Individualized Education Program (IEP) Development, The State's Model IEP Form and Related Documents- October 2010 (Updated April 2011)



Handout

# Common Questions #3

## “How long should the criteria period be?”



- No required period of time
- It is based on individual need
- Evaluative criteria identify how well and over what period of time the student must perform a behavior in order to consider it met
- Measure of consistency
- Does not have to be a long period of time



## “Do all Measurable Annual Goals have to have 80% as the criteria?”

# Common Questions #4

- No regulatory requirement
- Anticipate the expected amount of progress that can be made from the Present Levels of Performance during the year in which the IEP is in effect
- Does not have to always be 80%
  - For example, from the current performance level (baseline data) of 10% to 50% within the IEP year
- Progress vs. mastery

# Common Questions #5



**"Should the tool used as the method maintain the same level of difficulty all year?"**

- Yes, the assessment tool used as the method must be the same and at the same level of difficulty throughout the IEP year
- Evaluation procedures identify the method that will be used to measure progress and determine if the student has met the objective or benchmark
- An evaluation procedure must provide an objective method in which the student's behavior will be measured or observed



# Common Questions #6



**"How is schedule different from criteria period? Do they have to match?"**

- Evaluative criteria identify how well and over what period of time the student must perform a behavior in order to consider it met
- Evaluation schedules state the date or intervals of time by which evaluation procedures will be used to measure the student's progress toward the objective or benchmark
- These components serve two different functions and do not have to match

# Common Questions #7

**“Should I include multiple skills in one goal statement or develop multiple goals?”**



- When developing goals, it is suggested that you minimize the number of skills for each goal
- Allows the student to focus on the prioritized skill
- This is more efficient for the purpose of monitoring progress

# Common Questions #8

**“Must there be a goal in every academic area: Reading, Writing, Math, Study Skills etc.?”**



- There is no regulatory requirement for this
- Goals are based on identified needs
- Not all Students With Disabilities have needs in all areas
- Not all needs must have a corresponding goal

# Common Questions #9

“Do reading goals have to contain a “grade level?”



- There is no regulatory requirement to use a “grade level” in a measurable annual goal
- Must include some measure of complexity or type (Lexile level, informational, literary text, etc.)

# Common Questions #10

**“If the student doesn't achieve the goal, should it be repeated on the next IEP rather than revisiting the goal?”**



- If a student is not making sufficient progress to achieve his/her annual goals, the Committee must review the goals and services and, as appropriate, revise the IEP to ensure that the student is being provided with the appropriate supports and services to achieve meaningful and appropriate goals.



**“What if I find that the goal is too lofty and the student’s rate of progress is not sufficient to meet the goal?”**

## **Common Questions #11**

- If a student is not making sufficient progress to achieve his/her annual goals, the Committee must review the goals and services and as appropriate, revise the IEP to ensure that the student is being provided with the appropriate supports and services to achieve meaningful and appropriate goals.

# Common Questions #12

**“Am I required to choose a sixth-grade goal from the sixth-grade goal bank for a sixth-grader?”**



- There is no regulatory requirement to do this
- Goals must be aligned to learning standards
- Goals should be attainable
- "Annual goals need not necessarily result in the child's reaching grade-level within the year covered by the IEP, but the goals should be sufficiently ambitious to help close the gap."

# Summary Activity





# Quality Indicators Summary Activity



**Annual Goals, Short-Term Instructional Objectives and/or Benchmarks**  
**Quality Indicators**

The annual goals, short-term instructional objectives and/or benchmarks:

#	Quality Indicator	In place	Partially In Place	Needs Improvement
1	are directly related to the student's present levels of performance statements. Evidence:			
2	are written in observable and measurable terms. Evidence:			
3	Identify an ending level of performance that is achievable within one year. Evidence:			
4	Identify objective procedures to evaluate a student's progress. Evidence:			
5	incrementally provide knowledge and skills towards achieving the student's projected measurable postsecondary goals. Evidence:			
6	are achievable in relation to the student's current level of educational performance, expected rate of progress, strengths and needs. Evidence:			
7	are instructionally relevant. Evidence:			
8	are written in terms that parents and educators can understand. Evidence:			
9	support participation and progress in the general education curriculum and for preschool students, participation in age-appropriate activities. Evidence:			

## You will need:

- All Quality Indicators documents
- An IEP you are currently working with

## Activity

1. Review your assessment of the different sections of the IEP covered in this training
2. Pick the section you want to improve
3. Rewrite the element of that Quality Indicator



# Peer Review Summary Activity

- Find a partner
- Each partner will rewrite current IEP goal using the information learned today
- Partners review each other's new goals
- Discuss the benefits of this experience

Do You Need to Adjust the Goal?

**Step 1: Write the IEP goal into this template below**

Annual Goal	Criteria	Method	Schedule
	Criteria Period		

**Step 2: Based on current wording of goal, answer the following questions:**

1. Is the **skill/knowledge/behavior/strategy** the student must be able to perform/demonstrate by the end of the year that the IEP is in effect clearly defined? (Goal)
  - What evidence in the Present Levels is the rationale for this goal statement?
2. **How well** does the student need to perform or demonstrate the above to consider the goal met? (Criteria)
  - How did you use baseline data in the Present Level of Performance to determine that criteria?
3. **Over what period of time/how many times** must the student demonstrate or perform the above to consider the goal met? (Criteria period)
4. What **tangible** tool will you use to measure progress? (Method)
  - What will you use to assess the skill? How will you record the results?
5. How **often** will progress be measured? (Schedule)
  - How closely does this skill need monitoring?

**Step 3: Based on your review, how would you adjust the goal?**

Annual Goal	Criteria	Method	Schedule
	Criteria Period		

# Related Partnership Trainings

Related trainings found on [osepartnership.org](http://osepartnership.org):

- Creating the IEP
- Standards-based IEP
- Transition in the IEP
- Education Benefit IEP Reflection
- Developing Standards Based IEPs

## Resources

Training and support provided by the Regional Teams will assist families and educational organizations in improving equity, access, opportunities, and outcomes for all students with disabilities



# High-Quality Resources

## Additional Resources for Developing Measurable Annual Goals

- [Plain Language IEP Forms - Westchester Institute for Human Development \(wihd.org\)](#)
- [Goal IEP \(promotingprogress.org\)](#)
- [Key Practices IEP Process \(ectacenter.org\)](#) – pp 5-6
- <https://www.pacer.org/parent/iep/plaafp.asp>

# Questions and Answers



# Contact Us



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EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# Meeting Evaluation Survey

[Link here](#)