

Measurable Goals Checklist

Type of information to include:	YES
1. Goals are based upon the present levels of performance (PLOP)	<input type="checkbox"/>
2. Each goal and objective contains 6 components <ul style="list-style-type: none"> • Who <input type="checkbox"/> • Will do what clearly defined observable behavior/skill; single verb of highest complexity (not an Aimsweb or DIBELS score, grade score, Level B; not the grade level content standards-it is the skill to get there) <input type="checkbox"/> • Under what condition (situation, setting, required material/given—ie: during circle time, given a ___ grade level passage, given \$1 and \$5 dollar bills, when playing with a peer, when cued to respond, given a fishbone graphic organizer, during role play, with a 7th grade writing prompt, given 3 minutes to plan and 5 minutes to write) <input type="checkbox"/> • To what level (criteria to master the goal— ie: 80% mastery, less than 3 errors per 100 words, 90% accuracy, 100 correct words per minute, with fewer than 2 errors, ___ cumulative counts, ___ out of ___ occasions, with no more than 2 teacher redirections) <input type="checkbox"/> • To what degree (how many times does the student have to do it for you to consider it mastered?—ie: 3 out of 4 trials, on 5 written assignments within 10 weeks, 4 times during a class period, 3/5 opportunities, on 3 consecutive days) <input type="checkbox"/> • In what length of time (by the end of the IEP) <input type="checkbox"/> • How will progress be measured (observation, short cycle assessment, work sample, checklist, anecdotal records, read alouds, using a one-minute probe, running records, work samples, rubrics--be sure to include criteria for rubrics) <input type="checkbox"/> 	
3. At least one goal for each area of need (behavior if checked as a special factor, or adaptive if student is CD)...<i>If a need is not going to be addressed in a goal, explain why--All needs must be addressed by a goal, accommodation, modification, or explanation</i>	<input type="checkbox"/>
4. Did you avoid vague terms such as “grade level reading work”, “ask for help when needed”, increase/reduce without baseline”, etc.	<input type="checkbox"/>