

ATTACHMENT I

Measurable Annual Goal Components Chart

Present Level of Academic Achievement and Functional Performance (Current level from which goal will be measured)	Time Frame	Condition/ Situation (Materials, settings, accommodations for student to perform behavior)	Student's Name	Clearly Defined/ Observable Behavior (Terms using CCSS or district curriculum)	Performance Criteria				
					How Well (Level to demonstrate mastery)	How Consistently (Number of times to demonstrate mastery)	Evaluation Schedule		
							How Often Evaluated	How Evaluated	
<i>Format:</i>	<i>By...,</i>	<i>given...,</i>	<i>Student's name</i>	<i>will do this</i>	<i>this well</i>	<i>this many days/times</i>	<i>as measured this often</i>	<i>using this....</i>	
<i>How Annual Goal relates to transition service need</i> <i>Upon graduation from high school, Ted will complete on-the-job training for telemarketing. He reads on grade-level. He currently reads 90 wpm with an average 5 errors over 4 trials which will decrease his ability to excel in the telemarketing field.</i>	<i>Example:</i>	By June 2017,	using grade-level social studies text and a current reading assignment,	Ted	will orally read 100 wpm	with no more than 3 errors	over 4 trials	as measured weekly	by a running record.
<i>Sara is on track to graduate with a regular high school diploma and her most recent evaluations put her written skills at or above grade level. Sarah has good understanding of her disability but needs to learn self-advocacy skills and have an opportunity to practice them. Sara knows she wants to continue on to post-secondary education, however, is unaware what career her skills and interests could lead to.</i>	<i>Example:</i>	By June 2016,	given support from her case manager and/ or guidance counselor to use O*Net to explore careers related to her interests and then research 3 post-secondary programs that connect to those careers,	Sarah	will write a summary of the entrance requirements and disability services offered at each program as well as a model letter in final draft format to a future professor to self-advocate for the specific supports she anticipates needing	<i>(100% implied because student will complete in final draft format)</i>	(3 summaries 1 letter)	as measured monthly	by the completion of a checklist generated by Sarah and her case manager.
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

By June 2018, in order to prepare Logan for the ASVAB test necessary to enlist into the Marines, when given specialized instruction in reading comprehension and a 10th grade level non-fiction reading passages (1000 words), Logan will answer 4 literal comprehension questions (who, what, where and when) and 4 inferential comprehension questions (why and how) with 90% accuracy on three out of three trials presented as measured biweekly with a teacher-made answer key.

By June 2018, in order to prepare Logan for his postsecondary goal of enlisting in the military and becoming a chef, when given specialized instruction in writing and a 10th grade level writing prompt, Logan will produce a 3 point essay (5 paragraphs) with an introduction paragraph, three body paragraphs and a conclusion paragraph (with at least 3 sentences per paragraph) on the same topic with a grade of 80% or higher as measured quarterly on a minimum of 4 formal writing assignments.

By May 2018, in order to prepare to be a law enforcement officer, given specialized instruction in written language, Anthony will compose all written work for class assignments at a minimum 10th grade writing level to include compound, complex, and compound-complex sentence structures as measured monthly by Flesch-Kincaid readability analysis on a minimum of four formal writing assignments.

By May 2018, in order to prepare to be a law enforcement officer, given specialized instruction in written language, Anthony will record (in written format) information he hears from three different oral sources with 90% accuracy as measured three times per quarter by a listening comprehension check list.

In order to prepare for a career in child-care, given specialized instruction in listening comprehension, Mellissa will listen to oral directions of four steps and follow them with 100% accuracy for 10 tasks per week for 9 consecutive weeks.

By May 2018, when given a grocery list with six items, Mellissa will locate and purchase these items with 100% accuracy during four consecutive shopping trips as measured monthly by comparing the grocery list and the store receipt.

Given group language therapy, by April 2018, Kim will improve her receptive and expressive language skills as shown by answering various “wh” questions in the provided order with 100% accuracy on 6 consecutive trials as measured weekly by therapist created log.

Given orientation and mobility therapy, Annabelle will learn to identify her bus stop (in the community and on the bus map), ask the driver for confirmation of destination prior to boarding the bus, and confirm the destination with the driver prior to departing the bus, 100% of the time over 10 consecutive independent trials in a 2-month period as measured monthly by checklist by June 2018.

Liam will respond to direction/redirection by using the following learned skills: have eye contact, use a calm tone of voice and acknowledge the person speaking to him with 3/3 accuracy for 5 consecutive spontaneous events as measured weekly by teacher observation by June 2018.

Given specialized instruction for self-advocacy, by June 2018, Justin will advocate for himself when he doesn't understand content or instructions: asking questions for clarification and accessing learning center assistance in five out of five situations as measured twice per quarter by self-report.

In order to be successful in his college education classes, by June 2018, Donald will ask his high school teachers for the necessary accommodations as stated on his IEP as well as describe the reason for the accommodations, using a calm tone of voice and eye contact, with 100% accuracy in 5 out of 6 opportunities provided as measured three times per quarter in his most difficult class(es) by self-report.

In order to be successful in her postsecondary cosmetology program, by June 2018, given social pragmatic instruction, Jenny will engage in conversations using safe topics and strategies for starting and continuing conversation with adults in the school building 80% of opportunities provided as measured weekly by teacher observation.