

ATTACHMENT F

Examples - Measureable Annual IEP Goals Linking to Transition

By June 20XX, 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 20XX, 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 20XX, 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 20XX, 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.

To prepare Annabelle to take public transportation for her volunteer work and given orientation and mobility therapy, she 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 20XX.

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 five consecutive spontaneous events as measured weekly by teacher observation by June 20XX. Being able to respond to direction/redirection will support Liam's post-secondary employment goal.

Given specialized instruction for self-advocacy, by June 20XX, Justin will advocate for himself when he does not 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. Improved self-advocacy skills are necessary for Justin to meet the demands of college.

In order to be successful in his college education classes, by June 20XX, 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 classes by self-report.

In order to be successful in her postsecondary cosmetology program, by June 20XX, 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.