APPENDIX 6

Template for Developing Measurable Goals

Area of Need:		
PRESENT LEVELS AND BASELINE	Establish student's present level of performance • Describe what student can do • Describe what student should work on next	
	Define the skill or behavior to change • Can it be changed? Observed? • Dimension of behavior to change (fluency, speed, duration, latency, accuracy, etc.)	
	Identify tool/procedure that can quantify the skill/behavior	
	Collect baseline data (frequency count, fluency probe, etc.)	
Present Level:		
DEVELOPING MEASURABLE GOALS	Consult norms and other relevant data • How does student perform compared to others?	
	Identify length of time for IEP	
	Select performance criteria for goal • Describe behavior/skill in observable terms Describe in quantifiable terms — time, %, level, etc.	
	Select conditions that must be present for student to perform at this level • Describe level of assessment or support necessary to perform skill or behavior	
Goal:		
MEASURING PROGRESS	Develop progress monitoring plan • What tool • By whom • How often • Where	
Monitoring Plan:		

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