



Measurable Goals

A PEATC
Do You Know
Factsheet for Virginia's
Parents

Measurable annual goals set the general direction for instruction and assist in determining specific courses, experiences, and skills a student will need to reach his or her vision.

The goal is measurable if it reflects performance or behavior that can be measured or observed.

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Do You Know How to make sure your child's IEP goals are MEASURABLE?

So, you want to make sure that any goals that are developed for a student are measurable? Great—it's the law! But just how do you do it, and how do you know when the goals are, in fact, measurable?

Let's start with what measurable means. It means that you can compute tangible behavior or skills that are observable by comparing the frequency of the targeted behavior or skills from the **present level of performance (PLOP), or baseline**, to the current performance, over a period of time. In other words, you have to know what the starting point is (present level of performance or baseline), and be able to see evidence of improvement toward the ultimate goal at given points during the year. This is usually done at regular reporting times, every 6 or 9 weeks.

How to check to see if your goals are measurable

There are three ways to check and see if your child's IEP goals are measurable

1. **Answer the questions:**
 - **Who** (student name)
 - **What** (what will they will be able to do)
 - **Where** (where will the learning take place)
 - **When** (when is the projected completion date? Usually at the end of the school year)
 - **How** (how they will do it, & how goal progress will be gathered and reported)
2. **SMART:**
 - S** Specific
 - M** Measurable
 - A** Use Action words
 - R** Realistic and relevant
 - T** Time-limited

3. Look for:

- Target behavior (what you want them to be able to do)
- Condition (specifics that help define the target behavior)
- Level of attainment (criteria student must meet in order to complete the goal)
- Any accommodations or modifications needed by the student in order to meet the goal

Let's Practice

Which one is measurable?

1. Trevor will increase his safety signs/word reading skills by the end of the school year. He currently recognizes 2 safety words: hot and fire
2. Trevor will increase his ability to recognize safety signs/words by being able to identify the signs for: danger, poison, don't walk, walk, enter, exit, elevator, restrooms, Metro stop, police, emergency, and keep out. He will practice in the classroom and on outings in the community. He will be able to recognize all of these words by the end of the school year, with no errors.

The baseline was that he could read/recognize the words hot and fire. Are the questions (WWHWW), SMART and the 4 components of a measurable goal answered goal 1? **NO**. How about in Goal 2? **YES**.

With a little practice, you will be able to write and identify measurable goals.

Resources

“From Emotions to Advocacy” by Wrightslaw

Writing Measurable IEP Goals:

http://www.attainmentcompany.com/sites/default/files/pdf/sample/WMIIEP_Sample.pdf

National Association of Special Education Teachers <http://www.naset.org/760.0.html>

Standards-based IEP Sample Measurable Goals

http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/stds-based_iep/smg_english_reading.pdf



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