



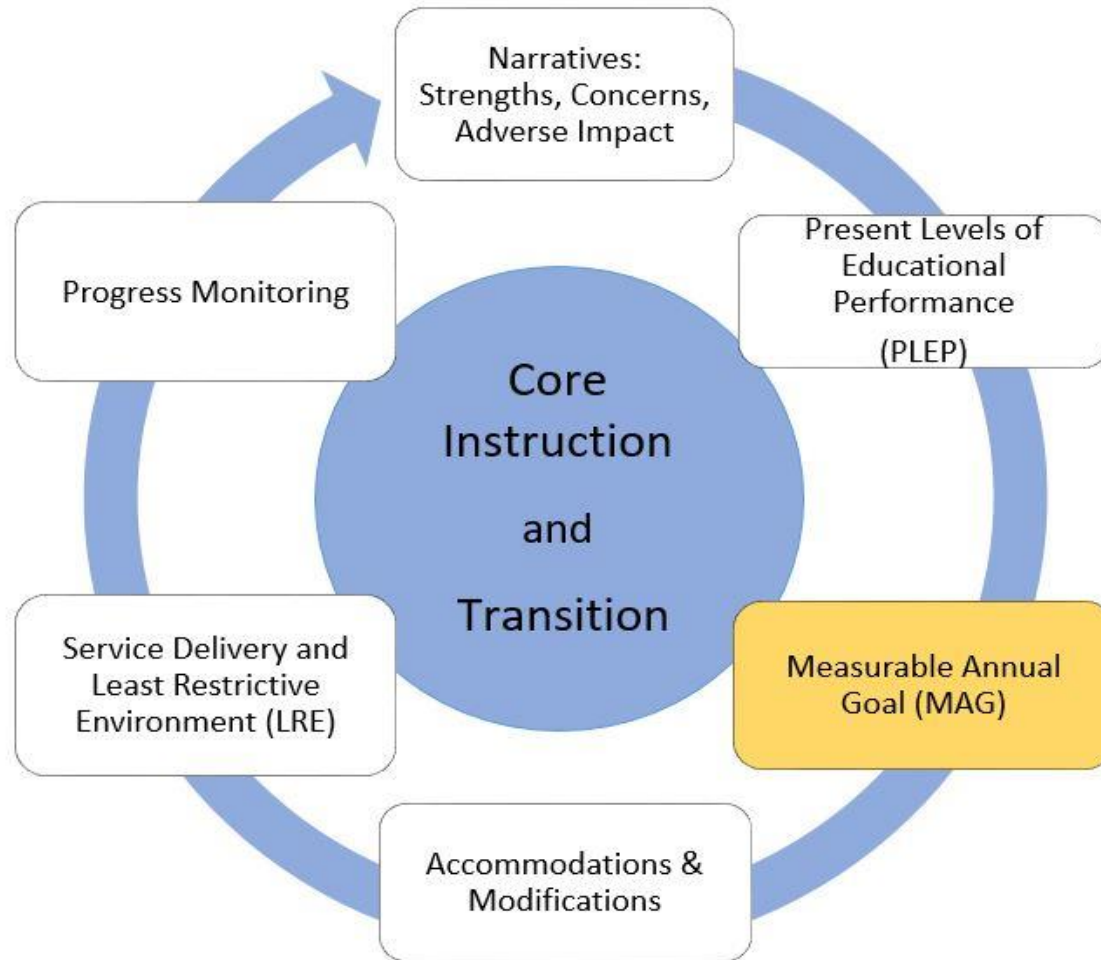
Measurable Annual Goals and Short Term Objectives

Alison Gauld, Behavior and Low Incidence Disabilities Coordinator

Overview

Today we are focusing on one piece of the individualized education program (IEP) process: the development of measurable annual goals (MAGs) and short-term objectives (STOs).

Measurable Annual Goals

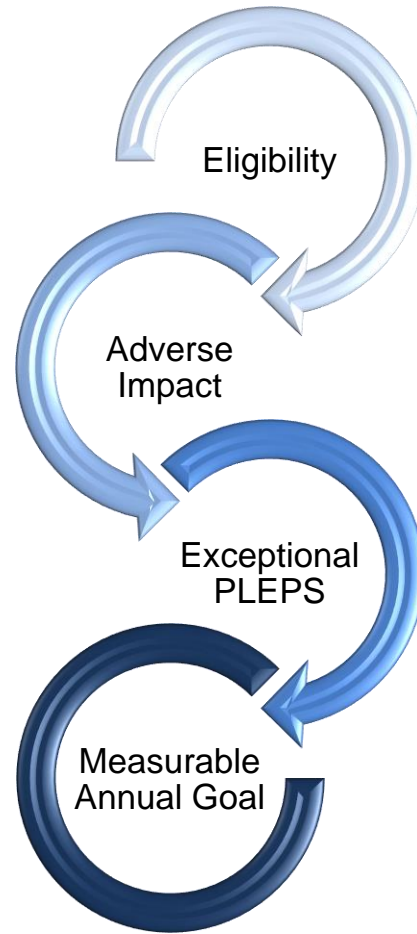


Measurable Annual Goals

- Direct relationship to skills identified as exceptional in the [PLEP](#)
- **Skill** deficit-specific
- Individualized
- Measurable (i.e., numbers/targets clearly identified within the goal statement)
- Focus is on accessing and participating within curriculum at increasingly higher levels of independence

A well written MAG addresses an identified deficit, which after intervention, will assist the student in reducing the adverse impact of the disability on their mastery of standards.

Measurable Annual Goals



Measurable Annual Goals

- At least one MAG must be developed for each identified area of deficit, academic or non-academic.
- The MAG should be derived from the data and information provided within the PLEP.

Measurable Annual Goals Examples

Goal 2 of 8

Area of Need: Academics-Basic Reading Skills

Personnel/Position Responsible: Special Education Teacher

Annual Goal: Given 10 2-syllable pseudo words with v_e, open, and vowel teams, Lucy will read with 80% accuracy in 4 of 5 opportunities per quarter as measured by data collection.

Program Modifications/Supports for School Personnel:

None needed at this time.

Goal 5 of 8

Area of Need: Adaptive Behavior

Personnel/Position Responsible: Special Education Teacher

Annual Goal: Given video self-modeling at lunch, Lucy will open food containers including plastic tubes, bags and paper wrappers with no assistance 90% of opportunities per month as measured by data collection.

Program Modifications/Supports for School Personnel:

Training on the use of video editing software.

Measurable Annual Goals at a Glance

Measurable Annual Goals at a Glance					
Condition	Name	Clearly Defined Behavior	Performance Criteria		
Describe the situation (<i>materials, settings, accommodations</i>) in /with which the student will perform the behavior.	Student's Name	Describe behavior (<i>what will she/he actually DO</i>) in <u>measurable</u> , <u>observable</u> terms using stems from standards	The <u>level</u> (<i>how well?</i>) the student must demonstrate for mastery:	<u>Number of times</u> needed to demonstrate mastery (<i>how consistently?</i>)	<u>Evaluation Schedule</u> (<i>how often?</i>) and method, (<i>how measured?</i>)
<i>Given...,</i>	<i>he she</i>	<i>will do this,</i>	<i>this well,</i>	<i>this many days/times,</i>	<i>as measured this often, using this.</i>

ttan.net
w.ksde.org

37

Measurable Annual Goal Template

Given _____ (condition/materials/setting/accommodation),
_____ (student name) will _____ (do what measurable/
observable skill/behavior in functional terms), _____ (to what
extent/how well to determine mastery), _____ (# of
times/frequency/how consistently), by _____ (how often)
evaluated/determined by _____ (measure).

Examples

- Given environmental or functional words, Alison will read 40 words with 80 percent accuracy on five consecutive weekly probes.
- Given a daily visual schedule, Alison will transition to the next activity with no more than two verbal prompts within five minutes on 8 of 10 consecutive school days.

Let's Practice

- Let's practice writing a MAG for a few deficit areas:
 - Reading skills
 - Communication or language
 - Self-help or independence
 - Behavior

Self-Assessment of MAG(s)

High-Quality IAIEP Development <i>Continued</i>			
	Written to improve student outcomes (5)	May meet compliance indicators but lacks quality to improve student outcomes (3)	May not meet compliance indicators and lacks quality to improve student outcomes (1)
<p>Measurable Annual Goals (MAG)</p> <p>□ Short-term objectives required for students taking the Alternate Assessment</p> <p>_____</p> <p>Score</p>	<ul style="list-style-type: none"> • Observable, measurable and specific • Skill deficit(s) identified is directly linked to an area of exceptionality in the PLEPs • Includes the following: condition, clearly defined behavior, performance criteria (how well, how consistently, how often, how measured) • The “given” (condition) provides specific, clear direction for goal monitoring 	<ul style="list-style-type: none"> • One or more goals are written for each exceptional PLEP area • Not clearly observable and/or specific • Specific skill deficit(s) identified is not clearly linked to an area of exceptionality in PLEP • One or more of the following are weak or incomplete: condition, clearly defined behavior, performance criteria (how well, how consistently, how often, how measured) • The “given” (condition) lacks a specific, clear direction for monitoring 	<ul style="list-style-type: none"> • Lacking goals for exceptional areas, or goals written for areas that were determined to be “Not Exceptional” • Goals are standards-based, not deficit-based • Goal measurement is course-specific • Goals are not measurable

The logo consists of a red square containing the letters 'TN' in white, serif font. Below the red square is a dark blue horizontal bar.

TN

Short-term Objectives (STOs)

MAGs and STOs Relationship

- A MAG defines a skill that is needed for the student to improve in the targeted deficit area.
 - i.e., independence, motor skills, language skills, academic knowledge, etc.
- Short-term objectives are the skills needed to master the goal, not the small steps, but the prerequisite skills.

Measurable Annual Goal vs. Short-term Objectives

Measurable Annual Goal

- Very specific, no longer broad
- Includes criteria for mastery within the goal
- May have more measurable annual goals if distinctly different skills

Short-term objectives

- Instead, progress monitor to show progress toward the MAG
- If you need short-term objectives, you can still use them
- Required for students on alternate assessment

Short Term Objective Requirements

Required for students with significant cognitive disabilities assessed on an alternate assessment for accountability.

Short-term Objectives Are:	Short-term Objectives Are Not:
Skills that need to be directly taught	Accommodations
Student behaviors that demonstrate understanding and application of skills	Interventions or programs of curriculum
Separate skills required to meet the goal	Projected timelines of mastery aligned to progress reporting
Skills and behaviors that a student must master to achieve independence that are generalizable beyond school setting	Skills specific to the classroom or school setting only

Writing Short-term Objectives

- STOs follow the same format and guidelines as MAGs.

Measurable Annual Goals at a Glance					
Condition	Name	Clearly Defined Behavior	Performance Criteria		
Describe the situation <i>(materials, settings, accommodations)</i> in /with which the student will perform the behavior.	Student's Name	Describe behavior (<i>what will she/he actually DO</i>) in <u>measurable, observable</u> terms using stems from standards	The <u>level</u> (<i>how well?</i>) the student must demonstrate for mastery:	<u>Number of times</u> needed to demonstrate mastery (<i>how consistently?</i>)	<u>Evaluation Schedule</u> (<i>how often?</i>) and method, (<i>how measured?</i>)
<i>Given...,</i>	<i>he she</i>	<i>will do this,</i>	<i>this well,</i>	<i>this many days/times,</i>	<i>as measured this often, using this.</i>

37

Examples

MAG:

Given environmental or functional words, Alison will read 40 words with 80 percent accuracy on five consecutive weekly probes.

STOs:

Given environmental or functional pictures, photos, or symbols, Alison will match a given word to the picture representation with 90 percent accuracy on four consecutive weekly probes.

Given pairs of environmental or functional words that begin and/or end with the same letters, Alison will match the pairs with 95 percent accuracy on four consecutive weekly probes.

Examples

MAG:

Given a daily visual schedule, Alison will transition to the next activity with no more than two verbal prompts within five minutes on 8 of 10 consecutive school days.

STOs:

Given visual symbols of daily activities, Alison will match the symbol to the activity with 90 percent accuracy on four consecutive weekly probes.

Given at least five different 2-step visual directions, Alison will follow the directions in order with no more than one verbal prompt on five consecutive school days.

Let's Practice

- Write two short-term objectives for the measurable annual goal(s) you wrote earlier.



®

Check for Clarity

Practice Activity

- Write a goal and two short-term objectives as a small group or a chart paper
- We will then rotate the papers and the new team will assess if the goal and objectives pass the stranger test.

Checks for Clarity

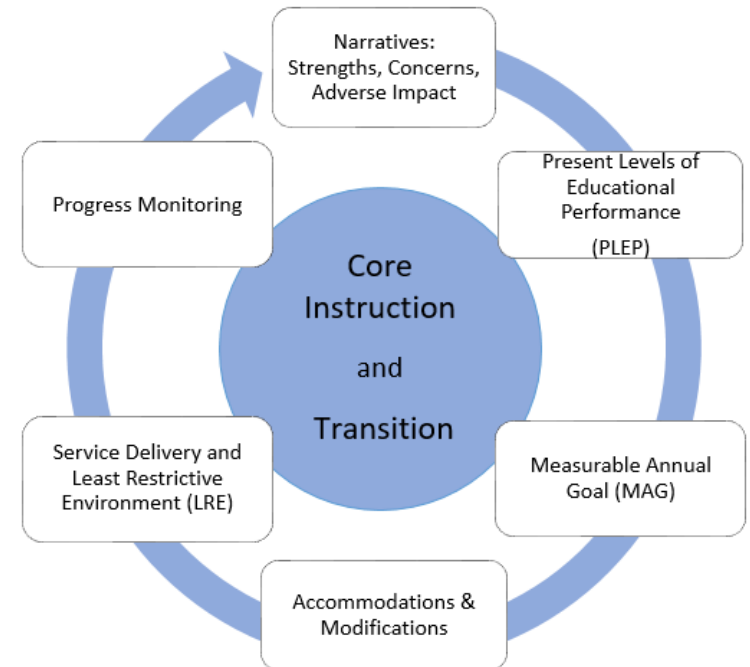
- Do the MAGs and STOs pass the stranger test?
- Can the question of mastery be answered with a “yes” or “no”?
- Is there at least one MAG for every identified area of deficit?

Debrief

- What were the things you learned should be clarified further in your goals and objectives?
- Are there still skills/areas for which further practice or clarification is needed?
- What is the one thing you realized in this activity that will guide your future IEP development?

IEP Process revisited

- Data should be collected on a regular basis for all MAGs and STOs to ensure that the student is making progress at least sufficient to meet the goal.
- The data collected can then be used to inform and develop the PLEPs for the next IEP.



Questions & Comments

Alison Gauld

Alison.Gauld@tn.gov