### Measurable Annual Goals

**Behavior**
- addresses *individual* student need
- describes *observable* behavior
- relates to needs identified in student data

**Conditions**
- describes circumstances or assistance needed to perform skill or behavior
  - clarifies what the performance of the skill should look like
  - circumstances
    - context
    - format
    - time
    - tools

**Criterion**
- sets *mastery or proficiency level* for attainment of goal
- describes *progress* in a way that can be measured
- describes criterion to reflect grade level, rate, time, percentage or descriptive statement that is understood by all participants
- relates criterion to current student performance data
- describes progress expected within a year

### Measurement Characteristics

**Specific**
- the action, behavior, or skill to be measured
- tells what to measure and how to measure it

**Objective**
- yields same result regardless of who measures it

**Quantifiable**
- numerical or descriptive information that can be compared to previous data point

**Clear**
- understandable by all involved, especially non-educators


### Types of Criteria

**Grade or Age Level**
- an assigned numerical value to student performance
- must reference the source (test, etc.) and describe the skill it measures or the numerical value will not meet measurement requirements

**Rate**
- the expected accuracy or frequency of a performance
- rate compares the number of correct behaviors, trials, or units of time with the total number

**Time**
- time segment in which the behavior must be performed
- sets parameters for completing the performance
- used when speed of performance is important

**Percentage**
- the number of correct responses compared to the total number of possible responses
- must define and be able to measure the whole

**Descriptive Statement**
- description of the expected characteristics or quality of the final product/behavior in clear, objective language

### Do's
- use specific, clear information
- target to student need
- focus on student behavior
- use quantifiable or descriptive information

### Don'ts
- use vague information
- copy curriculum without individualization
- describe staff activities
- use incomplete information