Measurable Annual Goal Components Chart

Present Level of Academic Achievement and Functional Performance (Current level from which goal will be measured)		**Time Frame**	**Condition/ Situation** (Materials, settings, accommodations for student to perform behavior)	**Student's Name**	**Clearly Defined/ Observable Behavior** (Terms using CCSS or district curriculum)	**Performance Criteria**			
						How Well (Level to demonstrate mastery)	**How Consistently** (Number of times to demonstrate mastery)	**Evaluation Schedule**	
								How Often Evaluated	**How Evaluated**
How Annual Goal relates to transition service need	*Format:*	*By…,*	*given…,*	*Student's name*	*will do this*	*this well*	*this many days/times*	*as measured this often*	*using this….*
Upon graduation from high school, Ted will complete on-the-job training for telemarketing. He reads on grade-level. He currently reads 90 wpm with an average 5 errors over 4 trials which will decrease his ability to excel in the telemarketing field.	*Example:*	**By June 20XX,**	**using grade-level social studies text and a current reading assignment,**	**Ted**	**will orally read 100 wpm**	**with no more than 3 errors**	**over 4 trials**	**as measured weekly**	**by a running record.**
Sara is on track to graduate with a regular high school diploma and her most recent evaluations put her written skills at or above grade level. Sarah has good understanding of her disability but needs to learn self-advocacy skills and have an opportunity to practice them. Sara knows she wants to continue on to post-secondary education, however, is unaware what career her skills and interests could lead to.	*Example:*	***By June 20XX,***	***given support from her case manager and/ or guidance counselor to use O*Net to explore careers related to her interests and then research 3 post-secondary programs that connect to those careers,***	***Sarah***	***will write a summary of the entrance requirements and disability services offered at each program as well as a model letter in final draft format to a future professor to self-advocate for the specific supports she anticipates needing***	*(100% implied because student will complete in final draft format)*	***(3 summaries 1 letter)***	***as measured monthly***	***by the completion of a checklist generated by Sarah and her case manager.***
☐ Yes ☐ No		☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No