



## Measurable Annual Goals and Short Term Objectives

The following language is specific to measurable goals and short term objectives. This information applies to procedural compliance for measurable annual goals. It is advised to distinguish the *procedural requirement* from the substantive issue of educational benefit.

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### Procedural Requirement

The *Individuals with Disabilities Education Act* (IDEA) and the *Michigan Administrative Rules for Special Education* (MARSE) require that annual goals and objectives must be measurable. In order to determine whether an annual goal or objective is measurable, the following components are to be determined through a complete review of the individualized education program (IEP).

- A. Current level of performance
- B. Specific skill to be measured
- C. Target or outcome
- D. Method of measurement

### Formula

Measurability = current level + skill + target + method of measurement

### Description

- A. Current level of performance—The current level of performance is the student’s starting point for academic or functional performance. This may include descriptive and/or quantifiable information.
- B. Specific skill to be measured—The skill is the expected academic or functional performance to be measured.
- C. Target or outcome—The target or outcome is the level of achievement or mastery that is expected for the specific skill that is being measured.
- D. Method of measurement—The method of measurement is a description of how the student’s progress toward meeting the goal or objective is to be determined.

**This information can be found in the goal itself or in other areas throughout the IEP.**

**Note:** Measurable annual goals on an IEP for a transition aged student must meet all the above compliance requirements and, in addition, must relate to the student’s transition services needs.