



Guidance

Measurable Annual Goals and Short-Term Objectives

Michigan Department of Education Office of Special Education
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This document is specific to procedural compliance for measurable annual goals and short-term objectives. For information that applies to the substantive issue of educational benefit, please review [Measurable Annual Goals and Short-Term Objectives - Substantive Compliance](#).

Procedural Requirement

The *Individuals with Disabilities Education Act* (IDEA) and the *Michigan Administrative Rules for Special Education* (MARSE) require annual goals and objectives be measurable. In order to determine whether an annual goal or objective is measurable, the following components must be present in the individualized education program (IEP):

- present level of performance
- specific skill or set of skills to be taught and measured
- target or outcome
- method of measurement

Formula

Measurability = current level + skill/set of skills + target + method of measurement

Description

- **Present level of performance:** The present level of performance is a student's starting point for academic, behavioral, or functional performance. This may include descriptive and/or quantifiable information.

- **Specific skill or set of skills to be taught and measured:** The skill or set of skills is the expected academic, behavioral, or functional performance to be taught that will produce a measurable outcome.
 - When identifying a “set of skills” to be taught and measured, short-term objectives that identify the specific subskills to be taught must be included.
 - Specific subskills for reading comprehension may include, but are not limited to, identifying the main idea, drawing conclusions, or making inferences.
 - Specific subskills for work readiness skills may include, but are not limited to, accepting directions from a boss, prioritizing work assignments, or following a schedule.
- **Target or outcome:** The target or outcome is the level of achievement or mastery expected for the specific skill or set of skills being taught and measured. The goal must be individualized and attainable for the student.
- **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 required information can be found in the goal itself or in other areas throughout the IEP.

The IEP Team must ensure students with disabilities are held to high expectations and have meaningful access to a state's academic content standards IEP goals must be aligned with the state academic content standards for the student’s enrolled grade to provide meaningful access and maintain high expectations. Office of Special Education Programs Dear Colleague Letter on FAPE, November 16, 2015. This standard also applies to students who are receiving instruction aligned with alternate content standards.

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 needs.