

Measurable Annual IEP Goals

Self-Check

Does the goal reflect ambitious and achievable annual progress?

- Does the goal reflect high expectations, challenge the student, and accelerate progress toward meeting grade-level standards?
 - Does the expected level of attainment reflect the goal of closing the gap between the baseline and grade-level standards/expectations, or in the case of students with the *most significant cognitive disabilities**, alternate academic achievement standards aligned with grade-level standards (gap may not be closed in one year)?
- Is the goal able to be met within one year?

Will I know when the student has achieved the goal?

- Is there a clear baseline (i.e. measurable starting point)?
- Is the level of attainment clear and aligned with the baseline?

Does the method of progress monitoring allow for measuring the goal as written?

- Does the method of measuring progress allow for comparison with the baseline and level of attainment?

Will I be able to report progress as per schedule in IEP?

- When progress is reported, can I explain how the student did or did not make progress?

When the parent reads the goal will he or she be able to understand ...

- The area or skill being worked on?
- Where was the student at the start of this IEP? (i.e. baseline)
- How much growth (progress) the student is expected to make this year?
- What will be measured?
- How and when they will get information about progress?

* The term “*Most Significant Cognitive Disability*” is not the same as Wisconsin’s impairment area for “Intellectual Disability”. A student with a “*Most Significant Cognitive Disability*” is a federal term describing a student with an IEP for whom alternate achievement standards / assessment may be appropriate.