



Guidance

Measurable Annual Goals and Short-Term Objectives

**Michigan Department of Education Office of Special Education
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The following language is specific to measurable goals and short-term objectives. This information applies to procedural compliance for measurable annual goals. For information that applies to the substantive issue of educational benefit, please review the supplement to this guidance that was issued 3/26/2019.

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 are to be determined through a complete review of the individualized education program (IEP).

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

Formula

Measurability = current level + skill/set of skills + 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 or set of skills to be taught and measured. The skill or set of skills is the expected academic or functional performance to be taught to produce a measurable outcome.
 - Note: When identifying a “set of skills” to be taught and measured, short-term objectives which identify the specific subskills to be taught must be included.
 - Specific subskills for reading comprehension may include identifying the main idea, drawing conclusions, inferences, etc.;
 - Specific subskills for “work readiness skills” may include accepting directions from a boss, prioritizing work assignments, following a schedule.
- C. 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.
- 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 required 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.