

PA Measurable Goal Statements Include:

Condition, Behavior, Criteria

Condition	Clearly Defined Behavior	Performance Criteria		
		The level the student must demonstrate for mastery	Number of Times needed to demonstrate mastery	Evaluation Schedule
Describe the situation in which the student will perform the behavior. (Materials, <i>Setting</i> , Accommodations)	Behavior in measurable, observable terms: Action verbs. What he/she will be doing	(How well)	(How consistently)	(How often)
“Given visual cues... “During lectures in Math...” “When asked by peer” “During morning meeting” “When entering a group activity”	“Locate” “Name” “Point” “Separate” “Rank” “Ask” “Respond”	% of the time #times/#times With the # or % accuracy	How consistently will the student need to perform the skills before considered mastered	How often will the student be assessed? What will be the method of evaluation?

“During Morning Meeting when asked a question by a peer or teacher”	“John will Respond ”	“2/3 times”	“For 4/5 meetings”	Weekly probe
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Using Form D: Speaking and Listening, What Standard and Indicators might be addressed by this IEP Goal???