

# Measurable Annual Goals at a Glance

Condition	Name	Clearly Defined Behavior	Performance Criteria		
<p>Describe the situation in which the student will perform the behavior:  <b>Materials, settings, accommodations</b></p> <p>Examples:</p> <p>Given visual cues...</p> <p>During lunch...</p> <p>With peer support ...</p> <p>Using a calculator or computer</p> <p>Using grade level passages</p>	<p><b>Use the Student's Name</b></p>	<p><i>Describe behavior in <u>measurable</u>, <u>observable</u> terms.</i></p> <p><i>Use action verbs:</i></p> <p><b>What will s/he actually DO?</b></p> <p>Examples :</p> <p>Locate</p> <p>Ask</p> <p>Name</p> <p>Point</p> <p>Separate</p> <p>Rank</p> <p>Choose</p> <p>Solve</p> <p>Answer</p> <p>Read orally</p>	<p>The <u>level</u> the student must demonstrate for mastery:  <b>How well?</b></p> <p>Examples:</p> <p>“X” or better on a rubric or checklist.</p> <p>% of possible points,</p> <p>% of time</p> <p>% accuracy</p> <p>on __ out of __ opportunities</p>	<p><u>Number of times</u> needed to demonstrate mastery: <b>How consistently will the student need to perform the skill(s) before considered “mastered?”</b></p> <p>Examples:</p> <p>6 consecutive times</p> <p>4 out of 5 times</p> <p>3 out of 4 weeks</p>	<p><u>Evaluation Schedule:</u> <b>How often will the student be assessed?</b></p> <p>Examples:</p> <p>Twice a week</p> <p>Weekly</p> <p>Every other week</p> <p>-----</p> <p>AND: HOW will progress be monitored?</p>

# Planning for Measurable Annual Goals (MAGs)

## Questions for the Team

- What do we want the student to actually DO to show that s/he is learning the skill? (may use or paraphrase language from Standard or Anchor)
- With what materials, or under what conditions?
- How will we measure the skill?

### Performance Criteria:

How well must s/he perform the skill?

How consistently must the skill be performed to demonstrate mastery (endpoint)?

How often will we measure the skill?

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What kinds of Specially Designed Instruction might be needed?

Adapted from PaTTAN training materials

# Cody's Rubric for Group Interaction

Target Skill	3 points	1 points	0 point
1. I stayed focused on the group discussion . I looked at and listened to those who were speaking, and did not doodle or play with materials.	Almost all of the time	Some of the time	Not very much.
2. When I had an idea to contribute, I raised my hand (or used the signal to talk) and waited for my turn to talk.	I did this one or more times	I had to be reminded to wait my turn once	I had to be reminded more than once to wait my turn
3. I gave my ideas in a polite and respectful voice. If others asked me questions, I answered or explained politely.	I did this one or more times	I had to be reminded to use a respectful voice	I had to be reminded more than once to use a respectful voice.
Date:	Total Points:		
Student sig:	Teacher Sig.		

Example for training purposes only

