



Print Student's Name: _____

ID#: _____

Date: _____

X. MEASURABLE ANNUAL GOALS AND BENCHMARKS (INSERT B)

Parent will receive progress updates toward annual goals as often as progress is reported to parents of non-disabled students.

Annual goals and benchmarks are based on *Present Levels of Academic, Developmental and Functional Performance*, peer reviewed research to the extent practicable, and address the Priority Educational Needs (PEN), **Section VI of IEP**. Goals include student performance, time line, mastery criteria and evaluation procedures.

MEASURABLE GOAL:	PEN# _____	MASTERY CRITERIA	EVALUATION PROCEDURE(S)	STATUS REPORT ON GOAL
_____		<input type="checkbox"/> _____ % accuracy	<input type="checkbox"/> Teacher developed checklist/chart	Date (MM/YY) - Code* _____
_____		<input type="checkbox"/> _____ of _____ opportunities	<input type="checkbox"/> Test(s): _____ (e.g., teacher made, standardized)	
_____		<input type="checkbox"/> For _____ minutes	<input type="checkbox"/> Student work product	_____
_____		<input type="checkbox"/> _____ of _____ occurrences	<input type="checkbox"/> Interview with _____	_____
Student's progress toward goal will be measured by:		<input type="checkbox"/> other: _____	<input type="checkbox"/> Graded work samples	_____
title: _____	how often: _____		<input type="checkbox"/> Curriculum based assessment	_____
			<input type="checkbox"/> other: _____	_____

Benchmarks: _____

MEASURABLE GOAL:	PEN# _____	MASTERY CRITERIA	EVALUATION PROCEDURE(S)	STATUS REPORT ON GOAL
_____		<input type="checkbox"/> _____ % accuracy	<input type="checkbox"/> Teacher developed checklist/chart	Date (MM/YY) - Code* _____
_____		<input type="checkbox"/> _____ of _____ opportunities	<input type="checkbox"/> Test(s): _____ (e.g., teacher made, standardized)	
_____		<input type="checkbox"/> For _____ minutes	<input type="checkbox"/> Student work product	_____
_____		<input type="checkbox"/> _____ of _____ occurrences	<input type="checkbox"/> Interview with _____	_____
Student's progress toward goal will be measured by:		<input type="checkbox"/> other: _____	<input type="checkbox"/> Graded work samples	_____
title: _____	how often: _____		<input type="checkbox"/> Curriculum based assessment	_____
			<input type="checkbox"/> other: _____	_____

Benchmarks: _____

MEASURABLE GOAL:	PEN# _____	MASTERY CRITERIA	EVALUATION PROCEDURE(S)	STATUS REPORT ON GOAL
_____		<input type="checkbox"/> _____ % accuracy	<input type="checkbox"/> Teacher developed checklist/chart	Date (MM/YY) - Code* _____
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_____		<input type="checkbox"/> For _____ minutes	<input type="checkbox"/> Student work product	_____
_____		<input type="checkbox"/> _____ of _____ occurrences	<input type="checkbox"/> Interview with _____	_____
Student's progress toward goal will be measured by:		<input type="checkbox"/> other: _____	<input type="checkbox"/> Graded work samples	_____
title: _____	how often: _____		<input type="checkbox"/> Curriculum based assessment	_____
			<input type="checkbox"/> other: _____	_____

Benchmarks: _____

MEASURABLE GOAL: _____ _____ _____ _____ Student's progress toward goal will be measured by: title: _____ how often: _____	PEN# _____ MASTERY CRITERIA <input type="checkbox"/> _____ % accuracy <input type="checkbox"/> _____ of _____ opportunities <input type="checkbox"/> For _____ minutes <input type="checkbox"/> _____ of _____ occurrences <input type="checkbox"/> other: _____	EVALUATION PROCEDURE(S) <input type="checkbox"/> Teacher developed checklist/chart <input type="checkbox"/> Test(s): _____ (e.g., teacher made, standardized) <input type="checkbox"/> Student work product <input type="checkbox"/> Interview with _____ <input type="checkbox"/> Graded work samples <input type="checkbox"/> Curriculum based assessment <input type="checkbox"/> other: _____	STATUS REPORT ON GOAL Date (MM/YY) - Code* _____ _____ _____ _____
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Benchmarks: _____

MEASURABLE GOAL: _____ _____ _____ _____ Student's progress toward goal will be measured by: title: _____ how often: _____	PEN# _____ MASTERY CRITERIA <input type="checkbox"/> _____ % accuracy <input type="checkbox"/> _____ of _____ opportunities <input type="checkbox"/> For _____ minutes <input type="checkbox"/> _____ of _____ occurrences <input type="checkbox"/> other:: _____	EVALUATION PROCEDURE(S) <input type="checkbox"/> Teacher developed checklist/chart <input type="checkbox"/> Test(s): _____ (e.g., teacher made, standardized) <input type="checkbox"/> Student work product <input type="checkbox"/> Interview with _____ <input type="checkbox"/> Graded work samples <input type="checkbox"/> Curriculum based assessment <input type="checkbox"/> other: _____	STATUS REPORT ON GOAL Date (MM/YY) - Code* _____ _____ _____ _____
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Benchmarks: _____

MEASURABLE GOAL: _____ _____ _____ _____ Student's progress toward goal will be measured by: title: _____ how often: _____	PEN# _____ MASTERY CRITERIA <input type="checkbox"/> _____ % accuracy <input type="checkbox"/> _____ of _____ opportunities <input type="checkbox"/> For _____ minutes <input type="checkbox"/> _____ of _____ occurrences <input type="checkbox"/> other: _____	EVALUATION PROCEDURE(S) <input type="checkbox"/> Teacher developed checklist/chart <input type="checkbox"/> Test(s): _____ (e.g., teacher made, standardized) <input type="checkbox"/> Student work product <input type="checkbox"/> Interview with _____ <input type="checkbox"/> Graded work samples <input type="checkbox"/> Curriculum based assessment <input type="checkbox"/> other: _____	STATUS REPORT ON GOAL Date (MM/YY) - Code* _____ _____ _____ _____
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Benchmarks: _____

This student has been identified as having a substantial reading deficiency. If the deficiency is not remediated by the end of the 3rd grade, he/she must be retained unless exempted from mandatory retention for good cause in accordance with Section 1008.25(5)(a), Florida Statutes.

If applicable, results of **ALTERNATE ASSESSMENT** administered on (date) _____ will be discussed at the next IEP meeting or earlier upon parent request.

Parent's Signature: _____	Date: _____
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*Status Report Codes: 1. Mastery of goal. 2. Adequate progress made; anticipate meeting goal by IEP end. 3. Some progress made; anticipate meeting goal by IEP end. 4. Insufficient progress made; do not anticipate meeting goal by IEP end.