

Secondary Transition Planning for Students with Disabilities

Writing Measurable Annual Goals for Students' Transition Plans

Part of the transition planning process for students with disabilities involves writing measurable annual goals that are aligned to the student's postsecondary goals in the areas of postsecondary education and/or training, employment, and independent living. These annual goals are based on age appropriate transition assessments that have been conducted with the student to inform the transition plan. Annual goals describe what a student will learn within an academic year to show progress toward achieving his or her postsecondary goals.

Annual Goals	Examples of Annual Goals
<ul style="list-style-type: none">• Short-Term (for duration of IEP year)• Occurs during high school• Designated to be measured at least quarterly• Stated in specific terms• Must be related to postsecondary goals, present levels of performance, and transition activities• Based on transition assessments given to the student• Determined by the IEP team	<ul style="list-style-type: none">• Through participation in a teacher mentor program, Jason will write a five paragraph essay about his expectations for his future career with 80 percent or better accuracy in grammar and spelling by September 2017.• Given staff supervision, Jeremy will rank his preference of careers using a picture symbol rubric through completion of community-based instruction at four different community employment sites for three, two-hour sessions every week for the duration of this IEP.

Each annual goal is made up of three critical components:

1. **Conditions:** The materials and environment necessary for the goal to be completed
2. **Behavior:** The action that can be directly observed and monitored
3. **Criterion:** How much, how often, or to what extent the behavior must occur to demonstrate that it has been achieved

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An IEP must contain at least one annual goal that aligns with each postsecondary goal in the areas of education, employment, and independent living. Annual goals are not a mere statement of enrolling in a class or passing a class with a certain grade. Annual goals are about the skills that students will learn and master through the duration of the year.

In order to best position students and adults for success, annual goals must be written in a manner that allows for measurement of progress and, as needed, any necessary adjustment.

The following questions should be considered and answered annually and are designed to help students create annual goals that correspond to their future goals and plans:

- What do I need to learn now to live where I want after graduating from high school?
- What do I need to learn now to do the job I want after completing high school?
- What do I need to learn now to be able to succeed in an educational program after finishing high school?

For additional resources on writing measurable annual goals and other information about the transition planning process, please visit:

- [OSSE's Secondary Transition Process Toolkit](#)
- [OSSE Secondary Transition Website](#)
- [The Best Me I Can Be](#)
- [HEATH Resource Center](#)
- [DC Partners in Transition](#)
- [National Technical Assistance Center on Transition](#)