

Writing Measurable Performance Criteria

Target a skill that can be measured and observed!

Skills should pass the “stranger test.”

Yes: names, points, walks

No: understands, knows, recognizes

1

Examine baseline data to determine an appropriate amount of progress the child can be expected to make in one year.

Yes: A three year old who consistently uses single words to communicate during snack could have a goal of using three word phrases by the end of the IEP.

Probably not: A child who does not parallel play with his peers expected to share and take turns in cooperative play by the end of the IEP.

2

3

Choose a criterion level at which the child should demonstrate the skill.

Use “trials” when the skill must be elicited by the teacher (choosing

between two snack items) and

“opportunities” when it occurs

naturally (selecting a calming activity when upset).

Yes: 80% of trials, 3 of 5 opportunities, 75% of opportunities

4

Decide how often you want to see the skill performed.

Yes: 80% of trials **daily** (i.e. snack time each day), 3 of 5 opportunities **weekly** (i.e. approaches peer in centers and asks for a toy), 75% of opportunities **monthly** (for a behavior you see infrequently, but does impact the child’s education and must be addressed)

5

Determine the number of times the child should demonstrate the criterion level before it is considered mastered.

Yes: 80% of trials daily for **2 consecutive weeks**, 3 of 5 opportunities weekly for **one month**, 75% of opportunities monthly for **one 9-week period**.

No: 3 of 5 opportunities weekly for one week, 80% of trials daily for 5 days