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| **Condition** | **Student Name**  | **Clearly Defined Behavior** | **Performance Criteria Part 1**  | **Performance Criteria Part 2**  |  **Performance Criteria Part 3** |
| Describe the situation in which the student will perform the behavior.Materials, settings, accommodations?Examples:* Given visual cues…
* During independent practice in math…
* Given active response checks…
* Using a self monitoring checklist…
* Using passages from content area classes…
* Given a writing prompt…
* Using a checklist of tasks on the job sites…
 |  | Describe behavior in measurable, observable terms. Use action verbs.What will s/he actually do?Examples:* Locate
* Name
* Point
* Separate
* Rank
* Choose

Remember – Academic Standards, Big Ideas, Concepts, Competencies or Assessment Anchors from the SAS provide the content for goals. | The LEVEL the student must demonstrate for mastery:How well?Examples:* % of the time
* # times out of # trials
* With # or % accuracy
* “X” or better on a rubric or checklist
 | NUMBER OF TIMESNeeded to demonstrate mastery:How consistently will the student need to perform the skill before considered mastered?Examples:* 5 out of 6 consecutive trails
* 8 consecutive days
* 4 out of 5 consecutive weeks
 | EVALUATION SCHEDULEHow often will student be assessed?Examples:* Daily
* Weekly
* Monthly
* Bi-weekly
* Bi-monthly
* Quarterly
* Bi-quarterly

What will be the method of evaluation? |