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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 TIMES  Needed 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 SCHEDULE  How often will student be assessed?  Examples:   * Daily * Weekly * Monthly * Bi-weekly * Bi-monthly * Quarterly * Bi-quarterly   What will be the method of evaluation? |