

# Writing Appropriate Measurable Postsecondary Goals Fidelity Checklist and Reflection Tool

**Purpose:** This self-check will help you determine how effectively you or your local education agency (LEA) are writing appropriate measurable postsecondary goals for your students with disabilities. You will identify areas of strength and areas of need. Most importantly, you can measure your progress.

**Instructions:** After completing the [Writing Appropriate Measurable Postsecondary Goals](#) course, you will select a sample of student Individualized Education Programs (IEPs), and complete the Fidelity Checklist for each one. Use the Reflection Tool to compile your results and take action toward improving your practices and postsecondary outcomes for students. You may find your completed course and personal notes helpful as you move forward in your practice.

## Fidelity Checklist

Writing Appropriate Measurable Postsecondary Goals Criteria	Meets Criteria		
	Yes	No	If no, what prevented the student's IEP from meeting the criteria?
1. The student has postsecondary goals included in the first IEP to be in effect when they turn 16 or younger if determined appropriate by the admission, review, and dismissal (ARD) committee.			
2. The student's IEP includes a postsecondary goal in education/training that reflects a measurable and observable outcome, not a process or activity.			
3. The student's IEP includes a postsecondary goal in employment that reflects a measurable and observable outcome, not a process or activity.			
4. The student's IEP includes a postsecondary goal in independent living (if determined appropriate by the ARD committee) that reflects a measurable and observable outcome, not a process or activity.			
5. Postsecondary goals reflect the student's preferences, interests, needs, and strengths.			
6. Postsecondary goals are based on age-appropriate transition assessments.			
7. Postsecondary goals appear in this format:  <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center; color: #c00000; font-size: 8px;">(After high school, After graduation, Upon completion of high school,)</div> <div style="text-align: center; color: #008000; font-size: 8px;">(student)</div> <div style="text-align: center; color: #000000; font-size: 8px;">will</div> <div style="text-align: center; color: #4b0082; font-size: 8px;">(behavior)</div> <div style="text-align: center; color: #c00000; font-size: 8px;">(where and how)</div> </div>			
8. Postsecondary goals are reviewed each year and updated if necessary until the student graduates.			

# Writing Appropriate Measurable Postsecondary Goals Fidelity Checklist and Reflection Tool

## Instructions:

1. Review the completed Fidelity Checklists, and calculate the percent of students meeting criteria in each category.
2. Complete the Reflection Tool.
3. Of the ten areas measured, identify your most significant area of strength, and decide on a single strategy you can implement to improve even more.
4. Identify your most critical single area of need.
5. Determine why this area presents a struggle.
6. Focus your resources and implement one strategy to improve your practices in this one area of need. (The strategy should be easy to implement and yield a fast and visible improvement.)
7. When you have established an effective system for correcting your first area of need and are demonstrating positive results, determine the need you will focus on next.
8. Repeat the reflection steps until you have systems of improvement in place for all areas.
9. At the end of the school year, repeat this process with the Fidelity Checklist and Reflection Tool and celebrate your progress.

## Reflection Tool

Components of an Appropriate Measurable Postsecondary Goal	90%–100% Met Criteria (5 pts)	80%–89% Met Criteria (4 pts)	70%–79% Met Criteria (3 pts)	60%–69% Met Criteria (2 pts)	50%–59% Met Criteria (1 pts)	Less than 50% Met Criteria (0 pts)
1. The student has postsecondary goals included in the first IEP to be in effect when they turn 16 or younger if determined appropriate by the ARD committee.						
2. The student's IEP includes a postsecondary goal in education/training that reflects a measurable and observable outcome, not a process or activity.						
3. The student's IEP includes a postsecondary goal in employment that reflects a measurable and observable outcome, not a process or activity.						
4. The student's IEP includes a postsecondary goal in independent living (if determined appropriate by the ARD committee) that reflects a measurable and observable outcome, not a process or activity.						
5. Postsecondary goals reflect the student's preferences, interests, needs, and strengths.						
6. Postsecondary goals are based on age-appropriate transition assessments.						
7. Postsecondary goals appear in this format:  <div style="display: flex; align-items: center; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; padding: 2px; font-size: 8px;">(After high school,) (After graduation,) (Upon completion of high school,)</div> <div style="border: 1px solid black; padding: 2px; font-size: 8px;">(student)</div> <div>will</div> <div style="border: 1px solid black; padding: 2px; font-size: 8px;">(behavior)</div> <div style="border: 1px solid black; padding: 2px; font-size: 8px;">(where and how)</div> </div>						
8. Postsecondary goals are reviewed each year and updated if necessary until they graduate.						
<b>Add up all points above to determine your current fidelity score:</b>						