

IEP Meeting Preparation Worksheet
Measurable Annual Goals and Benchmarks

IEP Insert C, Individual Transition Plan *(Beginning at age 16, or younger if appropriate)*

To: _____ From: _____ Date: _____

Student: _____ ID: _____

IEP date: _____ Time: _____ Location: _____

Please complete this form in preparation for the meeting and return by: _____

Transition Statement	1. Course of study? Preferences and interests?
	2. Where will the student live?
	3. What method of transportation will the student utilize?
	4. What kind of job will the student have?
	5. What kind of post secondary education will the student pursue?
	6. What will the student do for fun?
	7. How will the student participate in social activities?
	8. How will the student become part of the community?

Transition Goals are written to support the student’s transition statement across 6 domains. These include instruction (INST), community experience (CE), employment (EMP), post school adult living (PSAL), and if appropriate daily living skills (DLS), and functional vocation evaluation (FVE). Goals include a condition, observable behavior and mastery criteria. *(Must relate to meeting the student’s need that result from the disability to enable the student to be involved in and progress in the general curriculum and meeting each of the student’s other educational needs that result from the disability).*

Benchmarks A minimum of two benchmarks with timelines are to be included. *(Major milestones that establish performance levels to enable teachers, parents, and students to monitor how well the child is progressing toward achieving the annual goals and gauge progress during the year.)*

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Goal	<input type="checkbox"/> INST <input type="checkbox"/> CE <input type="checkbox"/> EMP <input type="checkbox"/> PSAL <input type="checkbox"/> DLS* <input type="checkbox"/> FVE*
Bench- marks	Evaluation Procedure:

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