

13 Goal-Writing Considerations for IEPs

- 1. What is the relationship between the proposed goals and the goals written in the previous IEP?** Were previous goals met, increased, discontinued, etc.?
- 2. Is the assessment information comprehensive?** Does it provide a clear profile of the student's academic/functional levels? Does it include information from all environments; home, general education, leisure, special education? Does it reflect present levels of academic achievement and functional performance?
- 3. Based on the identified need, how was the grade-level standard chosen?** Are goals aligned to that standard? Is the goal linguistically appropriate based on CELDT level integrating ELD standards? (Remember, the student's age-appropriate, grade-level standards are the starting point in goal development.)
- 4. Do benchmarks create a pathway from the baseline to the goal?** Do they reflect growing independence and progress toward the grade-level standard?
- 5. Is the student communicatively competent (does the student understand what is being said, and does the student have a mode of expression that is understandable)?** If there are concerns about the student's communicative competence, is this concern addressed as accommodations (the "given what/under what conditions" component of the goal/benchmarks; see below). Is a communication goal needed?
- 6. Is the student motivated/engaged?** If there are concerns, is this addressed as an accommodation and/or the "given what/under what conditions" component of the goal/benchmarks?
- 7. Have executive function skills been considered and accounted for?** If there are concerns, are executive function skills addressed as an accommodation and/or the "given what/under what conditions" component of the goal/benchmarks?
- 8. Are there behavioral concerns that need to be addressed as an accommodation?** Is a behavior goal needed?
- 9. Is there a progression toward independence, through decreasing supports or increasing the student's level of mastery or depth of knowledge?**
- 10. Do functional goals contain elements of self-determination and self-advocacy resulting in self-efficacy?** Are parents informed, understand, and in agreement?
- 11. Does the student understand what is expected?** Does the student understand how the expectations (and behavior/learning/accomplishments) are connected to the benchmarks? Are parents informed, understand, and in agreement?
- 12. Are all components of a well-written goal present?** These components, when determined, create a solid foundation for an IEP goal: **By when** (will the goal be accomplished) **who** [name of student] **does what** [observable behavior or activity] **given what or under what conditions** (progress) will be **measured by** (data collection method) at what **level of mastery** (criteria, 80%, 1 in 4 trials, etc.). Is this a SMART goal? Is it Specific, Measurable, Achievable, Result-oriented, and Time-bound?
- 13. For students 16 and older, are there measurable post-school goals in the areas of education, employment, and, if appropriate, independent living?** How did the student and family participate in development of the post-school goals and can they explain them? Are there annual goals and transition services in the IEP that will assist the student achieve their post-school goals? Are the post-school goals and annual goals and transition services updated annually based on the student's changing needs, interests, and preferences?

Common Core State Standards Goal Writing Progression Template

Standard: _____

PLAAPF Information: _____

Area of Need: _____

Benchmark #1:

Baseline: _____

By When: _____

Who: _____

Does What: _____

Given What/Under What Conditions: _____

Measured By: _____

Level of Mastery: _____

Benchmark #2:

Baseline: _____

By When: _____

Who: _____

Does What: _____

Given What/Under What Conditions: _____

Measured By: _____

Level of Mastery: _____

Goal:

Baseline: _____

By When: _____

Who: _____

Does What: _____

Given What/Under What Conditions: _____

Measured By: _____

Level of Mastery: _____