

IEP GOAL WRITING HINTS

Note: Aligning IEP goals to grade level standards will help to ensure that regular educators share the responsibility for student mastery of both curriculum and IEP goals.

Steps for IEP Goal Writing:

1. Identify the student's present level of performance and prioritize critical needs in areas of skill deficit.
 - i. Determine which areas will have the greatest impact on grade level progress.
2. Identify essential grade appropriate clusters/measurement topics, standards/learning targets, and/or skills within the CCSS.
 - i. Keep in mind the individual needs of the particular student.
3. Identify the conditions, or points of access, under which the student will access the grade level content.
4. Develop the goal in the appropriate format:

By (what date), **given** (conditions), **the student will** (do what observable behaviors) **with** (level of mastery and/or frequency) **as measured by** (assessments/measurements).
 (Source: *Content Area Grade Level.Domain.Standard(s)*)

IEP Goal Components:

Goal Component	Explanation		
When...	<i>means...</i> By what date		
Given what...	<i>means...</i> Under what conditions <ul style="list-style-type: none"> • Modifications (change the standard) • Accommodations (change materials, procedures, response formats, etc.) • Assistive technology (dictation software, calculator, etc.) • Instructional strategies (prompts, graphic organizers, etc.) 		
Who...	<i>means...</i> Student		
Does what...	<i>means...</i> Observable behaviors <ul style="list-style-type: none"> • Actions: create, make, analyze, sequence, summarize, complete, describe, demonstrate, build, read, etc. 		
How much...	<i>means...</i> Level of mastery <ul style="list-style-type: none"> • Level of skill acquisition (e.g. with 80% accuracy) • Level of independence (e.g. with 100% independence) • Level of task completion (e.g. in 4 out of 5 opportunities) 		
How often...	<i>means...</i> Frequency <ul style="list-style-type: none"> • Daily, Weekly, During content area classes throughout the year, etc. 		
How measured...	<i>means...</i> Assessment (as measured by...) <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Progress monitoring • Curriculum-based assessments • Teacher observations • District/state assessments </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Self-charting of progress • Classroom progress (grades) • Behavioral data • Student work samples </td> </tr> </table>	<ul style="list-style-type: none"> • Progress monitoring • Curriculum-based assessments • Teacher observations • District/state assessments 	<ul style="list-style-type: none"> • Self-charting of progress • Classroom progress (grades) • Behavioral data • Student work samples
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Cite the Standard	<i>means...</i> (Source: <i>Content Area Grade Level.Domain.Standard(s)</i>) <ul style="list-style-type: none"> • (CCSS: Math 7.RP.1) • (CCSS: ELA 9-10.RI.2) 		

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