

IEP Goal Writing Think Sheet

1. What eligibility qualifies this student for a learning goal?	
2. What accommodations are in place for the student because of that eligibility?	LIST ONLY ACCOMMODATIONS PERTAINING TO THE GOAL YOU ARE WORKING ON
3. According to available data, what skills/concepts is the student currently struggling with most?	LIST THE 2-3 HEAVIEST HITTERS.
4. Which of the above identified skill deficits will have the greatest impact on this student's success?	WHICH SKILL, IF GAINED, WILL MAKE THE GREATEST IMPACT ON THE STUDENT'S ABILITY TO SUCCEED IN GRADE-LEVEL CONTENT?
5. How does this skill deficit vertically align with grade level standards?	WHAT GRADE LEVEL SKILL(S) CAN ONLY BE ACQUIRED BY FIRST LEARNING THIS SKILL?
6. How can I structure my goal to bridge this learning gap?	<ul style="list-style-type: none"> ● DO I NEED SCAFFOLDED OBJECTIVES? ● WHAT CRITERIA WILL I USE TO MEASURE SUCCESS? ● WHAT GIVENS WILL MAKE THIS GOAL POSSIBLE FOR THE STUDENT?
Criteria for a SMART IEP goal <ul style="list-style-type: none"> ● TIMEFRAME ● WHERE/WITH WHAT SUPPORTS (GIVENS) ● SPECIFIC SKILL ● AS MEASURED BY (SUCCESS CRITERIA) <ul style="list-style-type: none"> ○ ACCURACY ○ DESCRIPTION OF WHAT SUCCESS LOOKS LIKE (FOR BEHAVIOR GOALS) 	Draft goal: BY _____, WHEN GIVEN _____, (STUDENT) WILL _____, IN _____ (X OUT OF X TOTAL TRIALS).
7. Should there be additional or fewer accommodations to support that eligibility and this goal?	ARE THE CURRENT ACCOMMODATIONS APPROPRIATE TO SUPPORT THIS LEARNING GOAL? IF NOT, WHAT IS NEEDED OR NO LONGER NEEDED?
8. Is the student receiving the proper amount of ARDed support to achieve this goal?	IS THE STUDENT APPROPRIATELY PLACED AND SUPPORTED TO ACHIEVE THIS GOAL? IF NOT, IS THE PROBLEM THE GOAL OR THE ARDed SUPPORT TIME AND LOCATION?