

5 STEPS TO Write Better EP Goals



Writing Individualized Education Plan goals is a tricky skill to master. IEP goals have to address students' unique needs and meet standards that are crucial to their learning journey.

STEP 1

Identify the skill or content area of difficulty



Examine the student's present level of academic achievement and functional performance (PLAAFP) to determine exactly how the student's disability affects their ability to learn grade-level skills or content.

STEP 2

Find the corresponding standard



Identify the grade-level, state standard meant to address the skill or content area of difficulty challenging the student.

STEP 3

Determine the learning outcomes



Study the standard's **learning outcomes** to pinpoint exactly what the student is expected to know and how they should be able to demonstrate mastery.

STEP 4

Write the IEP goals



The IEP goals you write for the student should be:

- Achievable in 1 school year
- Measurable & quantifiable
- Focused on what the student will do
- Stating the specific standard & its learning outcome(s)
- Including teaching strategies targeted to address the learning disability

STEP 5

Align instruction to IEP goals



Incorporate engaging teaching strategies that are targeted to the student's specific learning disability and work toward a particular standard.

ASK YOURSELF

What does the learning disability look or sound like?

WHAT YOU NEED

EXAMPLE

Kindergartner Avery is

foundation reading skill

PLAAFP says, "Student has

difficulty blending sounds

when speaking words, only

successfully blending 1

word out of a list of 10

three-letter words."

struggling with the

called blending. Her

Student's PLAAFP

ASK YOURSELF

What is the standard or skill the student is struggling with?

Grade-level or course

WHAT YOU NEED

standards

EXAMPLE

You want to help Avery meet Common Core Standard K.RF.2 Phonological Awareness, so she needs to demonstrate an understanding of spoken words, syllables, and sounds (phonemes).



ASK YOURSELF

How is the student expected to demonstrate their proficiency in the content or skill?

WHAT YOU NEED

Learning outcomes as defined in the standards

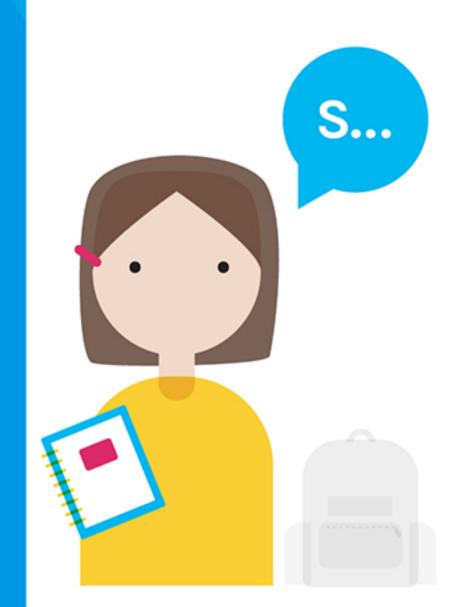
PRO TIP!

Create an assessment

that will clearly show the student has mastered the standard

EXAMPLE

You want to help Avery show proficiency in substandard 2.c. by blending and segmenting onsets and rimes of single-syllable spoken words.



ASK YOURSELF

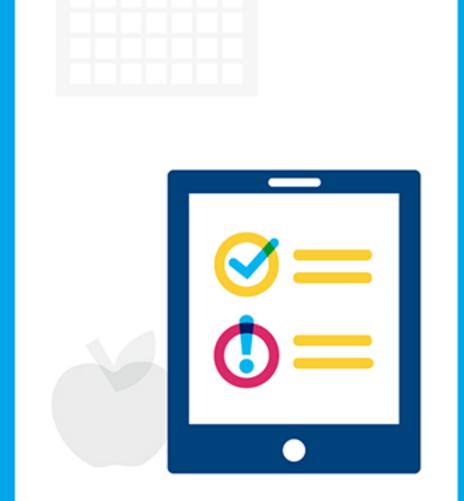
Are the IEP goals clear, concise, & understandable to the student, teachers, principal, and parents?

WHAT YOU NEED

PLAAFP and identified grade-level or course standard

EXAMPLE

You've determined that by the end of the school year, Avery will blend the sounds orally into words, stating 8/10 words correctly in 4/5 blending activities as measured by teacher-charted observations.1



ASK YOURSELF

How will the teacher help the student overcome their specific disability to achieve proficiency on the grade-level standard?

WHAT YOU NEED

Grade-level and standards-based curriculum, materials, and resources to support instruction

EXAMPLE

You can use blending activities suggested in the Common Core State Standards for ELA, Literacy in History/Social Studies, Science, and Technical Subjects, Appendix A on page 19.2



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