



5 STEPS TO Write Better IEP 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	STEP 2	STEP 3	STEP 4	STEP 5
<p>Identify the skill or content area of difficulty</p> <p>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.</p>	<p>Find the corresponding standard</p> <p>Identify the grade-level, state standard meant to address the skill or content area of difficulty challenging the student.</p>	<p>Determine the learning outcomes</p> <p>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.</p>	<p>Write the IEP goals</p> <p>The IEP goals you write for the student should be:</p> <ul style="list-style-type: none"> ▶ 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 	<p>Align instruction to IEP goals</p> <p>Incorporate engaging teaching strategies that are targeted to the student's specific learning disability and work toward a particular standard.</p>
<p>ASK YOURSELF</p> <p>What does the learning disability look or sound like?</p>	<p>ASK YOURSELF</p> <p>What is the standard or skill the student is struggling with?</p>	<p>ASK YOURSELF</p> <p>How is the student expected to demonstrate their proficiency in the content or skill?</p>	<p>ASK YOURSELF</p> <p>Are the IEP goals clear, concise, & understandable to the student, teachers, principal, and parents?</p>	<p>ASK YOURSELF</p> <p>How will the teacher help the student overcome their specific disability to achieve proficiency on the grade-level standard?</p>
<p>WHAT YOU NEED</p> <p>Student's PLAAFP</p>	<p>WHAT YOU NEED</p> <p>Grade-level or course standards</p>	<p>WHAT YOU NEED</p> <p>Learning outcomes as defined in the standards</p> <p>PRO TIP! Create an assessment that will clearly show the student has mastered the standard</p>	<p>WHAT YOU NEED</p> <p>PLAAFP and identified grade-level or course standard</p>	<p>WHAT YOU NEED</p> <p>Grade-level and standards-based curriculum, materials, and resources to support instruction</p>
<p>EXAMPLE</p> <p>Kindergartner Avery is struggling with the foundation reading skill called blending. Her PLAAFP says, "Student has difficulty blending sounds when speaking words, only successfully blending 1 word out of a list of 10 three-letter words."</p>	<p>EXAMPLE</p> <p>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).</p>	<p>EXAMPLE</p> <p>You want to help Avery show proficiency in substandard 2.c. by blending and segmenting onsets and rimes of single-syllable spoken words.</p>	<p>EXAMPLE</p> <p>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</p>	<p>EXAMPLE</p> <p>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</p> <p>/s/ /ay/ /s/ /ay/ Say!</p>

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