

A PEATC

Do You Know....



Fact Sheet for Virginia's Parents Measurable Goals for Individualized Education Programs (IEPs)

What are Measurable Goals and Why are They Important?

If your student has an **Individualized Education Program (IEP)**, it is the foundation for your student's education. The most important part of the IEP is the goals and objectives contained in it since those IEP goals drive what they will learn, where they will learn it (placement) and the type and level of services they will receive in order to achieve their IEP goals.

IEPs are developed annually, or more often if necessary. In order to ensure that you can track your student's progress, **IEP goals need to be measurable**. This means you know where your student is starting (baseline), can **count or observe the progress, and know when your student reaches their goal**. Measurable goals are often called **SMART** goals which stands for:

Specific **M**easurable **A**ttainable **R**esults-Oriented **T**ime-Limited

Specific means that the goal names the skill or subject matter and the expected result.

Measurable means that the goal is stated in a way that can be measured. This can include test result or other types of measurements (data through observations, etc.).

Achievable means that it is realistic to expect your child to achieve the goal in the IEP period, usually a year but this can vary.

Relevant goals and objectives are used to address the child's unique needs that result from the disability

Time-Limited means the goal provides a timeframe in which your child will obtain the goal and how often progress will be measured.

SMART goals will include: your student's name (**who**), **what** they will be able to do, **where** the learning will take place, **when** your student is expected to achieve the goal, and **how** the goal will be implemented, and progress will be measured and reported.

Resources on Measurable IEP Goal Development

Understood.org

How to Tell if Your Child's IEP Goals are SMART
<https://u.org/2QKJ1D6>

Wrightslaw.com

Smart IEPs
<https://www.wrightslaw.com/bks/fe ta2/ch12.ieps.pdf>

National Association of Special Education Teachers

Determining Measurable Annual Goals in an IEP
<https://www.naset.org/index.php?id=760>

Vanderbilt University Iris Center

<https://iris.peabody.vanderbilt.edu/module/iep01/cresource/g3/p07/>

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Examples of SMART Goals:

It can be difficult to write SMART goals so let's look at some examples:

This Goal Needs Work!	SMART (Measurable Goal)
Johnny will improve his multiplication skills by the end of the first period.	When given 10 multiplication problems, Johnny will calculate the problems with 85 percent accuracy on 3 consecutive weekly tests by the end of the first grading period.
Anna will demonstrate improved eye contact with her teachers.	During small group activities, Anna will look at the speaker 90 percent of the time in 4 out of 5 opportunities as documented by her teacher. She will achieve this by the 2 nd grading period.
Jack will increase his ability to identify safety signs by the end of the year. He currently recognizes two words: hot and fire.	By the end of the year, Jack will be able to identify the following safety signs: stop, danger, don't walk, enter, exit, poison, emergency, keep out. He will demonstrate this in weekly classroom and community outing with 90% accuracy.
Clarice will increase her reading skills by one grade level.	Clarice will read text at a third-grade level at 100-120 wpm with random errors with 85% accuracy.
Daniel will write at grade level with no errors in spelling or punctuation.	Daniel will write a paragraph that contains 8 sentences that each contain 7 or more words with no more than 2 errors in spelling or punctuation by the end of the school year.

Questions on Goal Development (excerpted from Understood.Org)

- Are the goals **clear and understandable**?
- Do the goals line up with your student's **Present Level of Academic Achievement and Functional Performance**?
- Are the goals **standards based**?
- Do they address the **specific areas** your student struggles with?
- Do the goals address **how your student will gain skills and identify strategies**?
- Can the goals be **accomplished within the IEP timeframe** and do they set **ambitious but realistic expectations**?
- Are the goals **strengths based** (use your student's strengths for learning)?
- Is it clear **what your student will be able to do** when the goal is met?
- Do the goals list **how progress will be measured**?

PEATC's mission focuses on building positive futures for Virginia's children by working collaboratively with families, schools and communities to improve opportunities for excellence in education and success in school and community life.

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