

How to Write SMART IEP Goals

Specific



The goal is specific in naming the skill or subject area and the targeted result. It should include conditions and any accommodations that may need to be provided.

Measurable



The goal is stated in a way that the student's progress can be measured. This can be done using standardized tests, curriculum-based assessments, or teacher observation. A clear criterion for success should be established.

Achievable



The goal represents progress that is realistic for the student. Although goals can be ambitious, they are not able to meet a student's needs if they are unattainable.

Relevant and Results-oriented



The goal clearly lays out what the student will do to accomplish it. It should be created based on a student's individualized need and it should contain clearly identified actions that the student will take to achieve the goal.

Time bound



The goal includes a time frame in which the student will achieve it. It also should state when and how often progress will be measured.

Example:

By October 2017, when given a set of manipulatives, ten frames, and a verbal prompt, Student will represent addition and subtraction within 20 with objects, drawings, and/or equations as measured by 80% accuracy on a teacher-created problem set during 4 out of 5 trials. Progress will be measured on a quarterly basis.

Adapted from:

Lee, A. M. (n.d.). How to Tell If Your Child's IEP Goals Are SMART. Retrieved October 11, 2017, from <https://www.understood.org/en/school-learning/special-services/ieps/how-to-tell-if-your-childs-iep-goals-are-smart>

Iep Goals For Students With Muscular Dystrophy

Terry C. Jones



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