



IEP Goals: When to say, "Yes, I agree."

Before work can start on your child's Individual Education Plan (IEP) goals, your written agreement is needed. Our IEP Toolkit and IEP packet (at www.matrixparents.org) give more information that may help you decide your options: **1.** to agree; **2.** to discuss the goals further; **3.** to disagree.

Key points about IEP goals:

- includes your input and can only be written by the district before the meeting when noted as "draft."
- are written for any area related to the disability that gets in the way of learning and readiness for life after high school, e.g. study skills, paying attention, reading bus schedules, social interactions.
- should be finalized after the IEP team agrees on the areas of need by reviewing information on your student's present levels of performance. If you disagree on assessments or areas of need, you will most likely disagree on goals!

When reviewing goals, be sure they:

- are SMART: specific, measurable, attainable, relevant, and time limited
- describe the ending point skill after a year of specialized instruction
- include present levels of performance, or baselines. These are the starting point skills.
- describe the skill so when reading them, you can form a picture of what your student is doing

Say "No, I don't agree" to present levels/baselines and goals like these:

- **Baseline:** Sam is below grade level in writing
Goal: Sam will improve his writing
Why? Neither is specific nor measurable
- **Baseline:** Sam scored 5% on the WJII writing sample *or* Sam is flunking English
Goal: Sam will score 7% on the writing sample *or* Sam will pass English with a grade of C
Why? Doesn't describe the skills he is missing or will learn
- **Baseline:** Sam can write 4 sentences in a paragraph but does not include details or topic sentence, misspells words, leaves out capitals
Goal: Sam will learn keyboarding
Why? Baseline and goal are not the same skill, and too many skills are listed in the baseline

Say "Yes, I agree" to present levels/baselines and goals like these:

- **Baseline:** Sam independently can compose a paragraph with 4 sentences. 1 out of 4 paragraphs includes a topic sentence and supporting details.
Goal: Given a graphic organizer, Sam will independently compose a 6-sentence paragraph with topic sentence and supporting details as seen in 3 out of 4 paragraphs.
- **Baseline:** Given a grade level reading passage, Sam reads at 40 words/minute
Goal: Given a grade level reading passage, Sam will read at 90 words/minute
- **Baseline:** Mary is off-task 5 times within a 30-minute instructional lesson. She stares out the window or has her head down on the desk. With prompts, she can bring her attention back to the teacher on 3 out of 4 times.
Goal: Given no teacher prompts, Mary will be off task no more than 1 time within a 30-minute instructional lesson.



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