## IEP Goal Writing Check Sheet

### General Criteria for Writing a Goal

<table>
<thead>
<tr>
<th>Condition (When, With What, and Where?)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the condition here:</td>
<td></td>
<td></td>
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</tbody>
</table>

Does the goal describe **when or under what conditions** the behavior will take place?

**Examples:** when the bell rings between classes, when given an opportunity to speak, when the teacher gives a signal to begin

AND/OR: Does the goal describe **what** the student will use to perform the behavior?

**Examples:** using a pen with a gripping device, with a chapter from the end of a 9th grade reading textbook, using course-required tools in the woodshop

AND/OR: Does it describe **where** the behavior will be observed or assessed?

**Examples:** in the cafeteria, on the bus, in the classroom

<table>
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<tr>
<th>Student’s Name (Who Will Be Doing the Behavior?)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the student’s name here:</td>
<td></td>
<td></td>
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</table>

Is the student’s **first name** listed as the subject of each clearly defined behavior?

<table>
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<tr>
<th>Clearly Defined Behavior (Do What to Whom or What?)</th>
<th>Yes</th>
<th>No</th>
</tr>
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<tr>
<td>Write the clearly defined behavior here:</td>
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Is the behavior described an **action**?
In other words, can it be described in terms of **what the student will do**? Can you close your eyes and visualize student **DOING** something?

**Examples:** say his name, write the lowercase letters of the alphabet, read orally a chapter from a 10th grade text book, type a list, bring materials to class, complete job application, orally request accommodations,

**Non-examples:** understand his numbers, know his spelling words, demonstrate the understanding of, behave in class, comprehend what is said, improve his speech

Can the behavior be **observed**?
(Does it pass the “dead man’s test” and the “private events” test?)

**Dead man’s test** = if a dead man can do it, it’s not a behavior.
**Examples:** will not call out in class, will not curse, will not throw objects

**Private events test** = thoughts and feelings that have no outward behavioral manifestation.
**Examples:** write his name legibly in cursive, tie a bow on his shoe
**Non-examples:** will think about, will consider
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<th>Performance Criteria (how well, how many times, over what period of time?)</th>
<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
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<td>Write the performance criteria here:</td>
<td></td>
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- Can the behavior be measured in quantifiable or qualitative terms?
  - **Examples:** on 3 out of 4 occasions, 20% of reading time, 4 on a scale of 1-5 with 5 being the highest level of achievement
  - **Non-examples:** most of the time, less than expected, as best he can

- Is the criterion level (level the student must demonstrate for mastery, how well the student performs) stated in **measurable** terms?

- Is it important that the student demonstrate mastery more than once? Is that number included?

- Is a **consistency level** stated: a certain level of performance over a given period of time? Is there an ENDpoint?
  - **Examples:** 90% correct over five consecutive tests, a level of 5 on four consecutive occasions
  - **Non-examples:** every nine weeks, each nine week grading period over the school year

- Is there a stated **schedule** of assessment/evaluation?
  - **Examples:** daily, weekly, bi-weekly, upon each opportunity

- Is the **method** of assessment/evaluation clearly stated?
  - **Examples:** based upon homework samples, based upon words spoken during specified group interaction times, based on words read during an oral reading trial