

## ACADEMIC IEP GOAL PLANNER

CHILD

GRADE

DATE

VISION STATEMENT

the  
why

Copy & paste  
your vision  
statement  
here

GOAL AREA

☐

READING

☐

WRITING

Select the  
goal area  
you'll be  
addressing  
here

☐

MATH

☐

OTHER: \_\_\_\_\_

COMMON CORE STATE STANDARD

Select  
standard &  
copy &  
paste it  
here.

Click for  
prioritized CCSS:  
Reading,  
Writing,  
Math

BASELINE

What can your  
child do now?  
This will help you  
determine where  
they'll be able to  
go a year from  
now.

STRENGTHS & ABILITIES

What important  
skills or abilities  
does your child  
have that can  
help determine  
the supports  
needed

TARGET SKILL

What do you  
want your child  
to be able to do  
in one year?

SUPPORTS

What will help your  
child be successful  
with the target  
skill? AAC device?  
Sentence frames?  
Text-to-speech  
software?

the  
what

the  
how

# ACADEMIC IEP GOAL PLANNER

CHILD Nathan

GRADE 4th

DATE 3/12/21

## VISION STATEMENT

I envision my son living an independent life. I picture him sharing his life meaningfully with a handful of friends and family. I picture him enjoying and finishing high school. Post-high school, I see him choosing a college or career path that he genuinely enjoys. Because his support team has always presumed competence, I see him as a confident young man, capable of reading, typing, and budgeting. I envision my son falling in love and experiencing the joy that comes with it. I picture him with hobbies, interests, and a circle of support.

GOAL AREA



READING



MATH



WRITING



OTHER:\_\_\_\_\_

## COMMON CORE STATE STANDARD

Informational-- 4.RI.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.



## BASELINE

Identifies the topic of a text in 1 out of 5 opportunities when given an array of 4 options with text + pictures.

*\*If you don't know the baseline, what can your child do currently that's related to the target skill?*



## TARGET SKILL

Identify the topic of a text.

*\*This is the Essential Understanding for the CCS standard above:  
Informational-- 4.RI.2*

## STRENGTHS & ABILITIES

After listening to grade-level story read aloud, answers who and what questions when provided with multiple choice options or an array of 4 choices.

*\*Does well when options are provided vs. open-ended questions.*



## SUPPORTS

*\*multiple choice options  
\*will have story or passage read aloud by adult, peer, or text-to-speech software*

the why

the what

the how

# ACADEMIC IEP GOAL PLANNER



CHILD

GRADE

DATE

VISION STATEMENT

the  
why

GOAL AREA

☐

READING

☐

MATH

☐

WRITING

☐

OTHER:\_\_\_\_\_

COMMON CORE STATE STANDARD



BASELINE

STRENGTHS & ABILITIES



TARGET SKILL



SUPPORTS

the  
what

the  
how

# NON-ACADEMIC IEP GOAL PLANNER



CHILD

GRADE

DATE

VISION STATEMENT

the  
why

GOAL AREA

☐

BEHAVIOR

☐

SOCIAL SKILLS

☐

PRE-VOCATIONAL

☐

OTHER:\_\_\_\_\_

BASELINE

STRENGTHS & ABILITIES



TARGET SKILL



SUPPORTS

the  
what

the  
how



# IEP GOAL FORMULA

## TIME FRAME

By March 12, 2022



By what date should the IEP goal be met?

## CONDITION

after listening to a grade-level passage read aloud



What conditions need to be met for the student to meet this goal?

## SKILL

identify the topic of the text



What specific skill should the student master in the time frame?

## SUPPORTS

when using multiple choice response options



What kind of support can the student receive to meet this goal?  
Think: prompting, AAC device, speech-to-text/text-to-speech software

## ACCURACY

in 6 out of 8 opportunities across 4 consecutive weeks



How accurate does the student need to be to demonstrate mastery of the goal? 80% accuracy? 4/5 assignments?

## EVALUATION

as measured by student work samples and teacher observation



How will the student's performance be measured? Student work samples? Observation? Data collection?

## IEP GOAL

By March 12, 2022, after listening to a grade-level passage read aloud, Nathan will identify the topic of the text when using multiple choice response options in 6 out of 8 opportunities across 4 consecutive weeks as measured by student work samples and teacher observation.

# IEP GOAL FORMULA



TIME FRAME



By what date should the IEP goal be met?

CONDITION



What conditions need to be met for the student to meet this goal?

SKILL



What specific skill should the student master in the time frame?

SUPPORTS



What kind of support can be provided to create optimal success?  
Multiple choice options? Word bank? AAC device? Text-to-speech software?

ACCURACY



How accurate does the student need to be to demonstrate mastery of the goal? 80% accuracy? 3 out of 4 trials? 4 out of 5 opportunities?

EVALUATION




How will the student's performance be measured? Student work samples?  
Observation? Data collection? Specific assessment data?

IEP GOAL

# IEP GOAL CHECKER



Proposed IEP Goal:

	IEP GOAL COMPONENT	QUESTIONS/ CONCERNS
		Which standard is this goal aligned to?
	STANDARD (for academic goals )	
		When is this goal expected to be met?
	TIME FRAME	
		What skill does this goal target?
	SKILL	
		What supports are embedded in the goal to improve your child's success?
	SUPPORTS	
		What conditions need to be met for the student to meet this goal?
	CONDITION	
		What will the IEP team use to measure your child's progress on this goal?
	EVALUATION	
		What is the accuracy rate and time frame proposed?
	ACCURACY	