

# Standards Based IEP Goals

- At least one annual goal is required for every student who receives special education services
- When annual goals are academic in nature, they must be standards based. This means the goals must be aligned with the enrolled grade level content standards.

## Understanding Goal Requirements

Annual goals must be based on a student's needs as detailed in his/her PLAAFP

### GOAL FACTS

Having an annual goal in a content area does not automatically constitute modified content in that area. Further, having an annual goal that modifies content in a content area/course does not automatically mean a student qualifies to take a modified or alternate state assessment in that content area/course.

Standards-based annual goals do not have to include the number of or reference to the content standard (TEKS) to which they are aligned.

Annual goals are not a restatement of the enrolled grade level content standards or a restatement of the general education expectation (such as "mastery of enrolled grade-level TEKS").

The only difference in requirements for a goal that is academic and a goal that is functional is that academic goals must be aligned with enrolled grade level content standards. Functional goals have no standard with which to align, as Texas has no state-adopted functional standards.

### IDEA REQUIREMENT: 300.320 (A)(2) (I)

[The IEP must include a] statement of measurable annual goals, including academic and functional goals designed to –

- 1) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general curriculum; and
- 2) Meet each of the child's other educational needs that result from the child's disability

### GOAL FACTS

While every student must have at least one measurable annual goal, there is no expectation from TEA that every student have at least one academic and at one functional goal.

Annual goals do not have to be identified as academic or functional in the ARD/IEP.

Neither type of goal is more important than the other; the goals must meet the child's needs that result from his/her disability.

Annual goals are not taught in place of the enrolled grade level content standards. Hence, mastery of/progress toward annual goals does not equate to a course grade.

# Writing IEP Goals

## BENCHMARK/SHORT TERM OBJECTIVES

Are intermediate steps a student will take to progress from his/her PLAAFP to his/her annual goal

Are required to be included in all annual goals for students who take STAAR Alternate

Are optional for students who do not take STAAR Alternate

Must be written in measurable terms.



Individualized Education Program (IEP) Annual Goal Development—IEP Q&A

PGC Network

Specially Designed Instruction:  
A resource for Teachers



### FOUR ELEMENTS

#### Timeframe

- Identifies the amount of time in the goal period and is usually specified in the number of weeks or a certain date for completion.

*Example: "within 36 instructional weeks" might be the timeframe for an annual goal.*

#### Conditions

- Specify the manner in which progress toward the goal occurs. Conditions describe the specific resources that must be present for the students to reach the goal.
- The condition of the goal should relate to the behavior being measured.

*Example: a graphic organizer could be a condition.*

#### Behavior

- Clearly identifies the skill or performance that is being monitored.
- It represents an action that can be directly observed and measured.

*Example: "points to the yellow object" could be a behavior.*

#### Criterion

- Identifies how much, how often, or to what standard the behavior must occur in order to demonstrate that the goal has been achieved.
- The goal criterion specifies the amount of growth that is expected.

*Example: "in 7 out of 10 trials" might be a criterion.*

Enrolled Grade-Level Content Standard* (if applicable)	Timeframe	Condition(s)	Behavior	Criterion
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