



OCECD Parent Toolkit

INFORMATION SHEETS



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Be your child's ADVOCATE.

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IEP Goal Tips: The Six Critical Elements of a Measurable IEP Goal

The Ohio Department of Education, Office for Exceptional Children has identified six critical elements that must be included in a well-written IEP goal. The elements may appear in any order, but all six elements must be included. The elements are as follows:

Who?

This relates to the child for whom the goal is written.

Will do what?

This is observable behavior describing what the child will do to complete the goal.

To what level or degree?

This relates to criteria and mastery of the goal. Criteria states how many times the behavior must be observed for the goal to be considered completed. Mastery states the level of achievement required.

Under what conditions?

These are the conditions that describe the situation, setting, or given material that will need to be in place for the goal to be completed.

In what length of time?

This is the time frame in which the goal is completed.

How will progress be measured?

This is performance data. The following options for measuring progress are listed on the current Ohio IEP form: Curriculum-Based Assessments, Portfolios, Observations, Anecdotal Records, Checklists, Running Records, Work Samples, Inventories, and Rubrics.

IEP Individualized Education Program

CHILD'S NAME:

6 MEASURABLE ANNUAL GOALS

NUMBER: AREA: _____

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

MEASURABLE ANNUAL GOAL

METHOD(S)

Who? Will do what? To what level or degree? Under what conditions? In what length of time? How will progress be measured?

It is important to review your child’s IEP goals to determine if the goals are written in measurable terms. Can you find the answers to the six critical elements when you review your child’s individual goals? If the answer is no, it may be time to go back to the IEP team to consider reviewing and revising any goals that are not written in measurable terms. Without measurable IEP goals, a child’s progress cannot be monitored.

Here is an example of a measurable IEP goal:

“Given sixth-grade reading material and using a one-minute probe, T.J. will orally read a passage and increase his reading fluency to 100 words per minute by the end of the school year.”

Who?	<i>TJ</i>
Will do what?	<i>will orally read a sixth grade passage</i>
To what level or degree?	<i>increase his reading fluency to 100 words per minute</i>
Under what conditions?	<i>Given sixth grade reading material</i>
In what length of time?	<i>by the end of the school year</i>
How will progress be measured?	<i>using a one-minute probe</i>

Disclaimer: This publication is intended to provide information only and is not intended as legal advice. You should consult a lawyer, if you need legal advice.

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What Is An IEP ?

Ohio Coalition for the Education of Children with Disabilities

You can view this booklet on our website at www.ocecd.org.

Are you interested in training on IEPs? You can find training descriptions and our training calendar on our website at www.ocecd.org.

Understanding and Writing an Individualized Education Program (IEP)



Ohio Coalition for the Education of Children with Disabilities