






S.M.A.R.T. IEP GOALS

Questions to Consider



Each child's Individualized Education Program (IEP) is required to have annual goals. The goals should build on the level of skills and performance your child has now and be specific about what you and other IEP team members expect your child to learn in the coming year. IDEA (Individuals with Disabilities Education Act) is very specific about the "must haves" for goals in an IEP, requiring that the goals be measurable, allow the child to make progress on the same curriculum all students at that grade level are learning, and meet the child's disability related needs. Remember - Goals stem from the unique needs of your child, as documented in data, reports, assessments, observations, etc. or also known as the present levels of performance. **Each IEP Goal should have the following components:**

  	S	Specific
	M	Measurable
	A	Attainable
	R	Realistic
	T	Time-Sensitive

Examples of SMART IEP Goals:

- After one year of specialized instruction, Megan will be able to decode words at the 25th percentile level as measured by the decoding score of the Gray Oral Reading Test (GORT).
- By the end of the first semester, Kevin will touch-type a passage of text at a rate of 15 words per minute with no more than 10 errors on a 5-minute test.

Questions to consider:

- Are the goals clear and understandable?
- Are the goals positive, in other words, do they state what your child WILL do?
- Does each goal address one of your child's needs that are in the present level of academic achievement and functional performance (PLAAFP)?
- Does the goal clearly define what your child should be able to do to show mastery or measure progress?
- Can the goals realistically be accomplished within the time frame of the IEP?
- Is it clear what your child will be able to do when the goals are met?
- Do the goals set ambitious, but realistic, expectations for your child?
- Do the goals give your child the opportunity to learn grade level content in a way that is challenging, yet realistic for them?
- Did your child give input on goals and share information about strengths?
- If your child is in high school, do the goals include transition skills needed?
- Are there any goals that you feel are important, that are missing from the list?

Citations/Sources

- Adapted from [Understood article by Amanda Morin](#)
- [SMART IEPs](#)
- [Annual Goals in the IEP | Center for Parent Information and Resources \(parentcenterhub.org\)](#)
- [MARYLAND STATEWIDE INDIVIDUALIZED EDUCATION PROGRAM \(IEP\) PROCESS GUIDE \(page 116 GOALS\)](#)