



38 Measurable IEP Goals

A free goal bank for special education teachers and related service providers — every goal written in the condition · behavior · criterion · measurement structure IEP teams expect.

9 GOAL AREAS

GRADES K-12

MEASUREMENT NAMED

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How to use this goal bank

These templates supply the parts that don't change between students: the grammatical structure, an appropriate measurement method, and a realistic criterion format. What you supply is what makes the goal individualized — the baseline from your own data, the target, the condition (supports and accommodations), and the timeline.

If you change nothing, you haven't individualized. Bracketed placeholders mark the minimum you must fill in.

The five components of a measurable goal

- 1 **Condition** — the situation, materials, or supports. *“Given a grade-level passage and one minute...”*
- 2 **Observable behavior** — what the student does, in words you could film. *“...will read aloud...”*
- 3 **Criterion** — how well *and* how consistently. *“...at 95 WCPM on 3 consecutive weekly probes...”*
- 4 **Measurement method** — how you'll know. *“...as measured by curriculum-based measurement...”*
- 5 **Timeline** — by when. *“...by May 30, 2027.”*

NOT MEASURABLE

“S.M. will improve reading fluency and comprehension.”

MEASURABLE

“Given a grade-level passage, S.M. will read aloud at 95 words correct per minute with fewer than 5 errors, improving from a baseline of 62 WCPM, on 3 consecutive weekly probes, as measured by curriculum-based measurement, by May 30, 2027.”

Quick test: try to fill in a score sheet from your goal. If you don't know what belongs in the columns, a component is missing.

Reading

Letter-sound correspondence

Grades K-2

Given a randomized set of all 26 lowercase letters, [Student] will produce the most common sound for each letter with 90% accuracy in 4 out of 5 consecutive trials, as measured by teacher-collected data by [date].

Measured by: Curriculum-based measurement, teacher data sheets

CVC word decoding

Grades K-2

Given a list of 20 unfamiliar consonant-vowel-consonant (CVC) words, [Student] will decode them aloud with at least 85% accuracy on 3 consecutive weekly probes, as measured by curriculum-based measurement by [date].

Measured by: Weekly CBM probes

Oral reading fluency

Grades 3-5

Given a grade-level passage, [Student] will read aloud at a rate of [target] words correct per minute with fewer than 5 errors, improving from a baseline of [current level] WCPM, on 3 consecutive weekly probes by [date].

Measured by: Timed oral reading fluency probes (WCPM)

Reading comprehension — literal questions

Grades 3-5

After reading an instructional-level passage, [Student] will answer literal comprehension questions (who, what, where, when) with 80% accuracy in 4 out of 5 opportunities, as measured by teacher records and work samples by [date].

Measured by: Comprehension question sets, work samples

Main idea and supporting details

Grades 6-8

Given a grade-level informational text, [Student] will identify the main idea and provide at least two supporting details with 80% accuracy in 4 out of 5 trials, as measured by graphic organizers and teacher data by [date].

Measured by: Graphic organizers, rubric scoring

Inference and evidence

Grades 9-12

Given a high-school-level text, [Student] will make an inference and cite textual evidence to support it, scoring at least 3 out of 4 on a rubric in 4 out of 5 opportunities by [date].

Measured by: 4-point rubric, work samples

Written Expression

Sentence writing

Grades K-2

Given a picture prompt and a word bank, [Student] will write a complete sentence containing a subject and predicate with correct capitalization and ending punctuation in 4 out of 5 trials, as measured by work samples by [date].

Measured by: Work samples scored with checklist

Paragraph structure

Grades 3-5

Given a topic and a graphic organizer, [Student] will write a paragraph with a topic sentence, at least three detail sentences, and a concluding sentence, scoring 4 out of 5 on a writing rubric in 3 consecutive samples by [date].

Measured by: 5-point writing rubric

Multi-paragraph essay

Grades 6-8

Given a writing prompt and planning time, [Student] will compose a three-paragraph essay with an introduction, body, and conclusion, scoring at least 12 out of 16 on the class writing rubric in 3 out of 4 samples by [date].

Measured by: 16-point analytic rubric

Editing and revision

All grades

Given a first draft and an editing checklist, [Student] will independently identify and correct at least 80% of capitalization, punctuation, and spelling errors in 4 out of 5 samples, as measured by work samples by [date].

Measured by: Editing checklist, work samples

Math

Number identification and counting

Grades K-2

Given numerals 0–20 in random order, [Student] will name each numeral and count out a matching set of objects with 90% accuracy in 4 out of 5 trials, as measured by teacher data by [date].

Measured by: Teacher-collected trial data

Addition and subtraction within 20

Grades K-2

Given 10 mixed addition and subtraction problems within 20 and access to manipulatives, [Student] will solve with at least 85% accuracy on 3 consecutive weekly probes by [date].

Measured by: Weekly math probes

Multi-digit computation

Grades 3-5

Given 10 multi-digit addition and subtraction problems with regrouping, [Student] will compute answers with 80% accuracy, improving from a baseline of [current level], on 3 consecutive probes by [date].

Measured by: Curriculum-based math probes

One-step word problems

Grades 3-5

Given a one-step word problem read aloud if requested, [Student] will identify the operation, solve, and label the answer with 80% accuracy in 4 out of 5 trials, as measured by work samples by [date].

Measured by: Work samples, teacher data

Fractions and decimals

Grades 6-8

Given 10 problems involving comparing, adding, or subtracting fractions with unlike denominators, [Student] will solve with 75% accuracy on 3 consecutive bi-weekly probes by [date].

Measured by: Bi-weekly probes

Real-world math application

Grades 9-12

Given a real-world scenario involving money, percentages, or measurement, [Student] will set up and solve the problem with 80% accuracy in 4 out of 5 opportunities, as measured by work samples and teacher data by [date].

Measured by: Performance tasks, work samples

Communication

Requesting with words or AAC

Grades K-2

During structured and unstructured activities, [Student] will request desired items or actions using spoken words, signs, or an AAC device in 8 out of 10 opportunities across 3 consecutive sessions, as measured by SLP and teacher data by [date].

Measured by: Frequency data across settings

Articulation carryover

All grades

[Student] will produce target speech sounds correctly at the conversation level with 80% accuracy across 3 consecutive sessions in the therapy setting and 2 classroom observations, as measured by SLP data by [date].

Measured by: SLP session data, classroom observation

Answering WH-questions

Grades 3-5

Given a short passage or classroom discussion, [Student] will answer who, what, where, when, and why questions with 80% accuracy in 4 out of 5 sessions, as measured by SLP and teacher data by [date].

Measured by: Structured question probes

Conversational turn-taking

Grades 6-8

During structured peer conversations, [Student] will initiate a topic, take at least 3 balanced conversational turns, and stay on topic in 4 out of 5 observed conversations across 3 consecutive weeks by [date].

Measured by: Observation checklist

Social-Emotional

Identifying emotions

Grades K-2

Given visual supports, [Student] will identify their current emotion and choose an appropriate coping strategy from a choice board in 4 out of 5 opportunities, as measured by teacher and counselor data by [date].

Measured by: Opportunity-based data collection

Coping strategies

Grades 3-5

When feeling frustrated or overwhelmed, [Student] will independently use a taught coping strategy (deep breathing, break card, counting) instead of leaving the area or raising their voice in 80% of observed incidents across 4 consecutive weeks by [date].

Measured by: Incident tracking, ABC data

Peer interaction

Grades 6-8

During cooperative activities, [Student] will engage positively with peers — sharing materials, using respectful language, and accepting feedback — in 4 out of 5 observed sessions, as measured by observation rubric by [date].

Measured by: Observation rubric

Self-advocacy

Grades 9-12

[Student] will appropriately self-advocate by requesting help, clarification, or an accommodation when needed in 80% of observed opportunities across 3 consecutive weeks, as measured by teacher data and student self-report by [date].

Measured by: Teacher log, self-monitoring sheet

Behavior

On-task behavior

All grades

During independent work periods, [Student] will remain on task for [target] consecutive minutes with no more than one prompt, improving from a baseline of [current level] minutes, in 4 out of 5 observed sessions by [date].

Measured by: Momentary time sampling

Following directions

Grades K-2

Given a one- or two-step direction, [Student] will begin complying within 10 seconds without additional prompts in 80% of opportunities across 3 consecutive weeks, as measured by teacher data by [date].

Measured by: Latency and frequency data

Replacement behavior — requesting a break

Grades 3-5

When frustrated with a task, [Student] will request a break using a break card or verbal request instead of engaging in task refusal or disruption in 80% of observed incidents across 4 consecutive weeks, as measured by ABC data by [date].

Measured by: ABC / incident data

Transitions

Grades 6-8

[Student] will transition between activities or classes within the allotted time with no more than one adult prompt in 90% of transitions across 2 consecutive weeks, as measured by transition tracking data by [date].

Measured by: Transition tracking sheet

Executive Functioning

Materials and organization

Grades 3-5

At the start of each work period, [Student] will gather all required materials and begin the assigned task within 3 minutes with no more than one reminder in 80% of observed periods across 3 consecutive weeks by [date].

Measured by: Observation checklist

Assignment tracking

Grades 6-8

[Student] will record assignments in a planner or digital tracker and submit completed work on time for 80% of assignments per grading period, improving from a baseline of [current level]%, as measured by planner checks and the gradebook by [date].

Measured by: Planner checks, gradebook data

Task breakdown and planning

Grades 9-12

Given a multi-step assignment, [Student] will independently break it into steps with target dates and complete each step according to the plan in 4 out of 5 assignments, as measured by planning documents and teacher review by [date].

Measured by: Planning template, teacher review

Fine Motor

Handwriting — letter formation

Grades K-2

Using a proper pencil grasp, [Student] will write all uppercase and lowercase letters legibly with correct formation, size, and line placement in 4 out of 5 work samples, as measured by OT and teacher data by [date].

Measured by: Handwriting samples, OT rubric

Cutting and tool use

Grades K-2

[Student] will cut along straight, curved, and zigzag lines within 1/4 inch of the line using appropriate scissor grasp in 4 out of 5 trials, as measured by OT data and work samples by [date].

Measured by: OT trial data, work samples

Keyboarding

Grades 3-5

[Student] will type at a rate of [target] words per minute with 90% accuracy using correct finger placement, improving from a baseline of [current level] WPM, on 3 consecutive timed samples by [date].

Measured by: Timed typing samples

Adaptive / Life Skills

Classroom routines

Grades K-2

Upon arrival, [Student] will independently complete the morning routine (unpack, hand in folder, begin morning work) with no more than one visual prompt in 4 out of 5 school days across 3 consecutive weeks by [date].

Measured by: Routine checklist

Personal information and safety

Grades 6-8

When asked, [Student] will state or produce their full name, address, phone number, and an emergency contact with 100% accuracy in 3 consecutive weekly checks by [date].

Measured by: Weekly verbal/written checks

Money and budgeting

Grades 9-12

Given a shopping scenario with a set budget, [Student] will select items, calculate the total cost, and determine whether the purchase is within budget with 80% accuracy in 4 out of 5 community-based or simulated trials by [date].

Measured by: Performance-based trials

Vocational readiness

Grades 9-12

In a school-based or community work setting, [Student] will follow a task list of at least 5 steps, ask for help when needed, and complete assigned tasks with 85% independence across 4 consecutive sessions, as measured by job coach data by [date].

Measured by: Job coach data, task analysis

Want these customized, tracked, and charted?

IEP Studio turns any of these templates into a student-specific goal — or drafts one from a plain-language description — then charts progress automatically and writes parent-ready summaries.

Privacy first: students are identified by initials only. No student names, ever.

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