

Free IEP Goal Bank

100+ Measurable Goals Across 8 Domains — Ready to Customize

How to use this goal bank: Replace [student] with the student's name, [date] with the annual review date, and adjust the accuracy percentage or trial count to match current baseline data. Every goal here is written to IDEA standards: observable behavior, measurable criteria, conditions, and evaluation method.

READING COMPREHENSION

1. Literal Comprehension

By [date], [student] will answer literal comprehension questions (who, what, where, when) about a grade-level passage with 80% accuracy across 4 out of 5 trials, as measured by teacher-administered probes.

Note: Best for students who decode well but struggle to extract basic information.

2. Main Idea

By [date], [student] will identify the main idea and 2 supporting details from a grade-level informational text with 75% accuracy in 4 out of 5 opportunities, as measured by written responses and teacher observation.

Note: Pair with graphic organizer supports initially.

3. Inferencing

By [date], [student] will make text-based inferences by citing evidence from the passage to support answers with 80% accuracy across 4 of 5 teacher-administered probes.

Note: Good for students at 3rd grade level and above.

4. Vocabulary in Context

By [date], [student] will use context clues to determine the meaning of unfamiliar words in a grade-level passage with 80% accuracy across 4 of 5 trials, as measured by curriculum-based assessments.

5. Retelling

By [date], [student] will retell a grade-level story including beginning, middle, and end with at least 4 key story elements in 4 out of 5 opportunities, as measured by teacher-scored retell rubric.

Note: Effective for K-2 students; use picture support as needed.

6. Compare & Contrast

By [date], [student] will compare and contrast two texts on the same topic using a graphic organizer with 80% accuracy in 4 of 5 trials, as measured by teacher-scored written work.

READING FLUENCY

7. Oral Reading Rate — Elementary

By [date], [student] will read a grade-level passage aloud at a rate of [X] correct words per minute (CWPM) with 95% accuracy on 3 consecutive 1-minute probes, as measured by curriculum-based measurement (CBM).

Note: Set CWPM target based on grade-level norms (e.g., 90 CWPM for 2nd grade, 115 for 3rd).

8. Oral Reading Rate — Middle

By [date], [student] will read a 6th-grade passage aloud at 140 CWPM with 95% accuracy across 3 consecutive CBM probes administered by the special education teacher.

9. Decoding Accuracy

By [date], [student] will decode multi-syllabic words using structural analysis (prefixes, suffixes, root words) with 80% accuracy across 4 of 5 word-list probes, as measured by teacher-administered CBM.

10. Self-Monitoring & Re-reading

By [date], [student] will independently self-correct oral reading errors at a self-correction ratio of 1:4 or better across 3 consecutive reading probes, as measured by running record data.

Note: Monitor self-correction ratio alongside CWPM.

WRITTEN EXPRESSION

11. Sentence Structure

By [date], [student] will write complete sentences with a subject and predicate, correct end punctuation, and capital letters with 80% accuracy across 4 of 5 writing samples, as measured by teacher-scored rubric.

12. Paragraph Organization

By [date], [student] will write a paragraph including a topic sentence, 3 supporting details, and a closing sentence with 75% accuracy in 4 of 5 writing opportunities, as measured by teacher-scored writing rubric.

Note: Provide a paragraph frame scaffold as needed.

13. Opinion Writing

By [date], [student] will write a 3-paragraph opinion piece stating a claim and providing 2 text-based reasons with 80% accuracy in 4 of 5 writing samples, as measured by a teacher-developed rubric.

14. Spelling / Conventions

By [date], [student] will correctly spell grade-level high-frequency words and phonetically regular words with 80% accuracy across 4 of 5 written work samples, as measured by teacher review of daily writing.

15. Narrative Writing

By [date], [student] will write a narrative that includes an introduction, sequenced events, descriptive details, and a conclusion with a score of 3/4 or above on a teacher-developed rubric in 4 of 5 opportunities.

MATH

16. Number Sense — Basic Facts

By [date], [student] will accurately solve addition and subtraction facts within 20 with 90% accuracy and in under 3 seconds per fact across 3 consecutive 1-minute timed probes, as measured by CBM math fact fluency.

Note: Target automaticity — speed AND accuracy matter here.

17. Number Sense — Place Value

By [date], [student] will identify the value of digits in numbers up to 1,000 (ones, tens, hundreds) with 80% accuracy across 4 of 5 teacher-administered assessments.

18. Multiplication Facts

By [date], [student] will accurately recall multiplication facts (0-12) with 90% accuracy at a rate of 40+ digits per minute across 3 consecutive 1-minute CBM probes.

19. Word Problems

By [date], [student] will solve one-step addition and subtraction word problems using a problem-solving strategy (e.g., CUBES) with 80% accuracy across 4 of 5 trials, as measured by teacher-scored work samples.

Note: Teach a consistent strategy (CUBES, read-draw-solve, etc.) and measure its use.

20. Fractions

By [date], [student] will identify, compare, and order fractions with like denominators on a number line with 80% accuracy across 4 of 5 teacher-administered probes.

21. Measurement & Data

By [date], [student] will measure objects to the nearest half-inch using a ruler and record measurements accurately in 4 of 5 trials, as measured by teacher observation and work samples.

22. Money & Time

By [date], [student] will count a collection of coins and bills up to \$5.00 and make correct change with 80% accuracy in 4 of 5 opportunities, as measured by teacher-administered probes.

Note: Functional math goal — great for transition-age students too.

SOCIAL SKILLS

23. Initiating Peer Interaction

By [date], [student] will independently initiate a conversation with a peer using an appropriate greeting and topic starter in 4 of 5 observed opportunities across 3 different settings, as measured by teacher observation data.

24. Turn-Taking

By [date], [student] will demonstrate turn-taking during structured group activities by waiting for their turn and using wait time strategies with no more than 1 verbal prompt in 4 of 5 observed opportunities.

Note: Structured games and cooperative tasks are ideal practice contexts.

25. Conflict Resolution

By [date], [student] will use a teacher-taught conflict resolution strategy (e.g., stop-think-act) to resolve peer conflicts independently in 4 of 5 observed incidents, as measured by teacher behavior log.

26. Reading Social Cues

By [date], [student] will identify the emotions of others using facial expressions, body language, and tone of voice with 80% accuracy in 4 of 5 structured role-play or natural observation opportunities.

27. Accepting Feedback

By [date], [student] will accept corrective feedback from an adult without exhibiting problem behavior (arguing, walking away, shutting down) in 4 of 5 observed instances, as measured by teacher behavior data.

Note: Define 'problem behavior' specifically in the baseline section of the IEP.

BEHAVIOR / SELF-REGULATION

28. On-Task Behavior

By [date], [student] will remain on-task during independent work for 15 consecutive minutes with no more than 1 teacher redirect in 4 of 5 observed sessions, as measured by interval recording data.

Note: Start with shorter intervals and increase; use a MotivAider or visual timer.

29. Self-Monitoring

By [date], [student] will use a self-monitoring checklist to track on-task behavior and match teacher ratings within 1 point on an accuracy scale in 4 of 5 self-monitoring sessions.

30. Emotional Regulation

By [date], [student] will independently use a coping strategy from their personal toolbox (deep breathing, movement break, fidget) when feeling frustrated or overwhelmed in 4 of 5 observed opportunities, as measured by teacher observation.

Note: Teach and practice coping tools proactively — not just during crises.

31. Following Directions

By [date], [student] will follow 2-step verbal directions given by an adult without repeating on the first attempt in 4 of 5 observed opportunities across 3 settings, as measured by teacher observation data.

32. Transition Behavior

By [date], [student] will transition between classroom activities within 2 minutes of the signal with no more than 1 verbal prompt in 4 of 5 observed transitions, as measured by transition log data.

Note: Transitions are often missed as an IEP target — very measurable.

COMMUNICATION / SPEECH-LANGUAGE

33. Requesting

By [date], [student] will use a complete verbal sentence or AAC device to request a preferred item or activity in 4 of 5 opportunities across 3 different settings, as measured by SLP and teacher observation data.

Note: Coordinate with SLP on AAC programming and vocabulary.

34. Answering Questions

By [date], [student] will answer yes/no and simple 'wh-' questions related to a familiar topic with 80% accuracy in 4 of 5 opportunities, as measured by SLP-administered probes.

35. Expressive Vocabulary

By [date], [student] will use target vocabulary words in a sentence spontaneously during structured and unstructured activities with 75% accuracy across 4 of 5 opportunities, as measured by SLP data collection.

36. Articulation

By [date], [student] will produce the /r/ sound correctly in all word positions at the sentence level with 80% accuracy across 4 of 5 SLP sessions, as measured by clinician data.

Note: Adjust phoneme target to student's specific articulation goals from SLP eval.

37. Following Directions (Language)

By [date], [student] will follow 3-step verbal directions without visual support in 4 of 5 opportunities, as measured by SLP and teacher observation data.

TRANSITION (AGE 16+)

38. Career Exploration

By [date], [student] will research 3 career options aligned with their interests using an online career database and complete a career comparison worksheet with 80% accuracy in 4 of 5 opportunities, as measured by teacher review.

Note: Tie to student's post-secondary goals in the IEP.

39. Job Application Skills

By [date], [student] will independently complete a standard job application form including personal information, work history, and references with 90% accuracy in 4 of 5 practice trials, as measured by teacher-scored rubric.

40. Self-Advocacy

By [date], [student] will identify 3 personal learning strengths and 3 accommodations they need and communicate these to a teacher or employer in a role-play scenario with 80% accuracy in 4 of 5 trials.

Note: Critical goal — students must be able to advocate for themselves post-school.

41. Independent Living — Budgeting

By [date], [student] will create a monthly budget using a provided template that accounts for income, fixed expenses, and variable expenses with 80% accuracy in 4 of 5 opportunities, as measured by teacher review.

42. Transportation

By [date], [student] will independently plan a route using public transportation (bus/train) to a community destination and arrive within 10 minutes of the scheduled time in 4 of 5 practice trials.

Note: Requires community-based instruction; coordinate with transition coordinator.