

Communication IEP Goals — Middle School

16 measurable goals written to IDEA standards. Replace [student] and [date]; adjust criteria to the student's baseline.

Academic language — content vocabulary, multi-step verbal explanations — is where communication goals start overlapping with content-area learning. Write the goal for the actual academic task, not just isolated speech skills.

COMPLEX LANGUAGE & DIRECTIONS

1. [student] will follow multi-step directions embedded in a longer verbal explanation (a teacher's lecture instructions), with 80% accuracy across 4 of 5 trials.
2. [student] will use complex and compound sentences with correct grammar in academic discussion and writing, with 80% accuracy across 4 of 5 samples.

EXPRESSIVE LANGUAGE FOR ACADEMICS

3. [student] will formulate a coherent verbal explanation of a multi-step academic process (a math solution, a science procedure), with 80% accuracy across 4 of 5 trials.
4. [student] will use academic or content vocabulary correctly in discussion and writing across at least [X] subject areas, with 80% accuracy across 4 of 5 samples.
5. [student] will paraphrase a peer's or teacher's statement accurately before responding, in 4 of 5 observed opportunities.

ARTICULATION & FLUENCY

6. [student] will produce their target sound(s) correctly across all speaking contexts (conversation, presentation, reading aloud), with 90% accuracy across 3 consecutive sessions.
7. [student] will use a taught fluency strategy (easy onset, pacing) to reduce disfluencies during a structured speaking task, with a measurable reduction from baseline, across 3 consecutive sessions.

PRAGMATICS & FIGURATIVE LANGUAGE

8. [student] will interpret nonliteral or figurative language (sarcasm, idioms, multiple-meaning words) in academic and social contexts, with 80% accuracy across 4 of 5 trials.
9. [student] will identify the intended meaning behind an indirect request or statement, with 75% accuracy across 4 of 5 trials.
10. [student] will adjust register and vocabulary appropriately when speaking to a teacher versus a peer, with 80% accuracy across 4 of 5 observed opportunities.

COMPREHENSION & NOTE-TAKING

11. [student] will answer higher-order comprehension questions (compare/contrast, cause/effect) about grade-level text, with 75% accuracy across 4 of 5 trials.
12. [student] will identify the main idea and supporting details of a lecture or reading passage, with 80% accuracy across 4 of 5 trials.

AAC & SELF-ADVOCACY

13. [student] will use their AAC device or communication system independently across all class periods, with staff support fading, across 4 of 5 school days.
14. [student] will self-advocate for a communication accommodation (extra processing time, repeated directions) using appropriate language, in 4 of 5 observed opportunities.
15. [student] will request clarification or repair a communication breakdown with a peer or teacher, in 4 of 5 documented opportunities.
16. [student] will participate in a group discussion by initiating at least [X] relevant comments or questions, across 4 of 5 sessions.

Using These Communication Goals at 6th – 8th Grade

Write the goal for the academic task, not just the skill

“Uses complex sentences” is vague — “explains a multi-step math solution verbally” is a specific, gradeable academic communication skill.

Register-switching is a specific, teachable skill

Talking to a teacher and talking to a friend call for different vocabulary and tone — students who haven't learned this often get mislabeled as disrespectful instead of untaught.

Fluency goals need a real baseline reduction target

“Reduce disfluencies” only becomes measurable once you've counted a baseline rate — do that before setting the goal, not after.

Communication breakdown repair is its own skill

Noticing that a message didn't land and trying again a different way is different from — and harder than — producing the message correctly the first time.

Academic vocabulary and content-area demands vary by subject and teacher — confirm which subjects and vocabulary lists actually apply to this student before writing them into a goal.

Tired of rebuilding these forms every year?

IEP Goal Writer also drafts your PLAAFP and progress notes from the same student profile — free to try at iepgoalwriter.pro