

Reading IEP Goals — 9th – 12th Grade

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

High school reading goals should point past graduation. Under IDEA, transition planning starts by 16, so a reading goal at this band should connect to what the student says they want to do next — reading a lease, a job application, a college textbook, or a technical manual are all legitimate targets.

FUNCTIONAL & WORKPLACE READING

1.	By [date], [student] will read and correctly interpret a workplace document (schedule, safety notice, pay stub) with 85% accuracy across 4 of 5 trials.
2.	By [date], [student] will read a job application and complete all required fields accurately in 4 of 5 practice trials.
3.	By [date], [student] will read and summarise the key terms of a simple contract or lease with 80% accuracy in 4 of 5 opportunities.
4.	By [date], [student] will follow written multi-step instructions (recipe, assembly, procedure) to completion in 4 of 5 trials.

ACADEMIC COMPREHENSION

5.	By [date], [student] will cite strong textual evidence to support an analysis of a grade-level text with 80% accuracy across 4 of 5 assignments.
6.	By [date], [student] will evaluate an author's argument, distinguishing claims supported by evidence from those that are not, with 75% accuracy in 4 of 5 trials.
7.	By [date], [student] will analyse two texts presenting conflicting information on the same topic and explain the discrepancy with 75% accuracy in 4 of 5 opportunities.
8.	By [date], [student] will determine the meaning of domain-specific vocabulary in a content-area text with 80% accuracy across 4 of 5 trials.
9.	By [date], [student] will annotate a grade-level text to identify claim, evidence, and reasoning with 75% accuracy in 4 of 5 assignments.

POSTSECONDARY READINESS

10.	By [date], [student] will read and interpret a college syllabus, identifying due dates, grading policy, and required materials with 90% accuracy in 4 of 5 trials.
11.	By [date], [student] will use assistive reading technology (screen reader, text-to-speech, audiobook) independently to access assigned text in 4 of 5 opportunities.
12.	By [date], [student] will locate and evaluate the credibility of an online source for a research task with 75% accuracy across 4 of 5 assignments.
13.	By [date], [student] will read and complete a postsecondary or employment application form without adult assistance in 4 of 5 practice trials.

SELF-ADVOCACY IN READING

14.	By [date], [student] will request a needed reading accommodation from a teacher or employer without prompting in 4 of 5 observed opportunities.
15.	By [date], [student] will explain their reading disability and the supports that help, in a role-play with a teacher or employer, with 80% accuracy in 4 of 5 trials.

16.	By [date], [student] will identify when they do not understand assigned text and use a specific strategy or request help in 4 of 5 observed opportunities.
17.	By [date], [student] will independently plan reading time for a long assignment across multiple days, meeting the deadline in 4 of 5 opportunities.

Using These Reading Goals at 9th – 12th Grade

Tie every goal to the transition plan

IDEA expects goals at this age to support the student's stated postsecondary goals. If a student wants to be an electrician, reading a technical manual is a more defensible goal than analysing a poem — and it is still a rigorous reading goal.

Assistive technology use is a transition skill

In college and at work, nobody will set up the text-to-speech for them. A goal that targets independent operation of the tool matters more than one that assumes an adult provides it.

Self-advocacy is the goal that outlives the IEP

The IEP ends at graduation. The ability to say "I read slowly, I need the written version in advance" does not. If you can only add one goal in high school, add this one.

Do not abandon academic reading

Functional reading goals are valuable, but a student heading to college needs the analytical goals too. Check the transition plan before deciding which set to prioritise — the student's stated goal decides, not convenience.

Ask the student what they want to do after graduation before writing these goals, and quote their answer in the present levels. A transition-aged goal written without student input is both less effective and, under IDEA, procedurally weak.

Tired of rebuilding these forms every year?

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