

Writing IEP Goals — High School

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

High school writing goals should include at least one functional, non-academic writing task — an email, a form, a resume. Postsecondary and workplace settings will ask for exactly that, and an IEP that only ever practiced 5-paragraph essays hasn't prepared the student for either.

ESSAY & ARGUMENTATIVE WRITING

1. [student] will write a multi-paragraph argumentative essay with a clear claim, evidence, a counterclaim, and a rebuttal, with 80% of elements present, across 4 of 5 writing samples.
2. [student] will support a claim with credible evidence from at least [X] sources, using correct citation format, with 80% accuracy across 4 of 5 samples.
3. [student] will maintain a consistent voice and tone appropriate to the assignment's audience and purpose, with 80% accuracy across 4 of 5 samples.

THE WRITING PROCESS & SELF-EDITING

4. [student] will independently complete the writing process (plan, draft, revise, edit, publish) for a multi-day assignment, meeting each checkpoint, across 4 of 5 assignments.
5. [student] will use a self- or peer-editing checklist to identify and correct at least [X] errors per draft, across 4 of 5 tasks.
6. [student] will revise a draft for clarity and conciseness, reducing wordiness or redundancy in at least [X] instances, across 4 of 5 tasks.

FUNCTIONAL & WORKPLACE WRITING

7. [student] will write a professional email (to a teacher, employer, or agency) using an appropriate greeting, tone, and closing, with 80% accuracy across 4 of 5 samples.
8. [student] will complete a job or college application form accurately and legibly or typed, with 90% accuracy across 4 of 5 samples.
9. [student] will draft a resume or cover letter including all required sections (contact info, objective, experience, education), completing at least 80% independently by the end of the school year, as measured by a work-sample rubric.

TYPING & TECHNOLOGY FLUENCY

10. [student] will type an assignment at a rate of [X] words per minute with 90% accuracy, increasing from a baseline of [Y], across 3 consecutive probes.
11. [student] will use word-processing tools (spell-check, grammar-check, formatting) to independently prepare a polished final draft, across 4 of 5 assignments.

TRANSITION-READY WRITTEN COMMUNICATION

12. [student] will write a self-advocacy statement listing at least 3 of their own accommodations or needs for a postsecondary or workplace setting, with adult support decreasing from full support to a single prompt across 3 consecutive drafts.
13. [student] will complete a written task (an incident report, a timesheet note, an order form) matching the format required by their transition placement, with 80% accuracy across 4 of 5 samples.
14. [student] will summarize a text, meeting, or set of instructions in writing for a real audience — a supervisor, professor, or family member — with 80% accuracy across 4 of 5 tasks.

SUSTAINED INDEPENDENT WRITING

15. [student] will complete a writing task of [X] minutes or pages independently, with no more than 1 redirection, across 4 of 5 observed sessions.
16. Given a timed writing probe, [student] will produce [X] correct writing sequences, increasing from a baseline of [Y], across 3 consecutive probes.

Using These Writing Goals at 9th – 12th Grade

Argumentative writing needs a counterclaim, not just a claim

A student who never addresses the other side hasn't yet learned the skill colleges and employers actually expect.

Functional writing deserves its own goal, not a footnote

A resume or job application is a real deliverable with its own format rules — measure it directly instead of assuming essay skills transfer.

Typing speed should be tracked against a real target

20 words per minute at 90% accuracy is a commonly used entry-level keyboarding benchmark — confirm what this student's postsecondary or workplace setting actually expects.

Self-advocacy statements are a writing goal and a transition goal at once

Having the student write their own accommodation needs in their own words does double duty.

Functional writing formats (application forms, incident reports, timesheets) vary by the actual placement — pull the real form when possible instead of a generic template.

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