

IEP Goal Writing Check Sheet

General Criteria for Writing a Goal

Condition (When, With What, and Where?) Write the condition here:	Yes	No
<p>Does the goal describe <u>when or under what conditions</u> the behavior will take place?</p> <p><i>Examples: when the bell rings between classes, when given an opportunity to speak, when the teacher gives a signal to begin</i></p>		
<p>AND/OR: Does the goal describe <u>what</u> the student will use to perform the behavior?</p> <p><i>Examples: using a pen with a gripping device, with a chapter from the end of a 9th grade reading textbook, using course-required tools in the woodshop</i></p>		
<p>AND/OR: Does it describe <u>where</u> the behavior will be observed or assessed?</p> <p><i>Examples: in the cafeteria, on the bus, in the classroom</i></p>		
Student's Name (Who Will Be Doing the Behavior?) Write the student's name here:	Yes	No
<p>Is the student's <u>first name</u> listed as the subject of each clearly defined behavior?</p>		
Clearly Defined Behavior (Do What to Whom or What?) Write the clearly defined behavior here:	Yes	No
<p>Is the behavior described an <u>action</u>?</p> <p>In other words, can it be described in terms of <u>what the student will do</u>? Can you close your eyes and visualize student <u>DOING</u> something?</p> <p><i>Examples: say his name, write the lowercase letters of the alphabet, read orally a chapter from a 10th grade text book, type a list, bring materials to class, complete job application, orally request accommodations,</i></p> <p><i>Non-examples: understand his numbers, know his spelling words, demonstrate the understanding of, behave in class, comprehend what is said, improve his speech</i></p>		
<p>Can the behavior be <u>observed</u>?</p> <p>(Does it pass the "dead man's test" and the "private events" test?)</p> <p>Dead man's test = if a dead man can do it, it's not a behavior. <i>Examples: will <u>not</u> call out in class, will <u>not</u> curse, will <u>not</u> throw objects</i></p> <p>Private events test = thoughts and feelings that have no outward behavioral manifestation. <i>Examples: write his name legibly in cursive, tie a bow on his shoe</i> <i>Non-examples: will think about, will consider</i></p>		

Performance Criteria (how well, how many times, over what period of time?) Write the performance criteria here:	Yes	No
Can the behavior be measured in quantifiable or qualitative terms? <i>Examples: on 3 out of 4 occasions, 20% of reading time, 4 on a scale of 1-5 with 5 being the highest level of achievement</i> <i>Non-examples: most of the time, less than expected, as best he can</i>		
Is the criterion level (level the student must demonstrate for mastery, how well the student performs) stated in measurable terms?		
Is it important that the student demonstrate mastery more than once? Is that number included?		
Is a consistency level stated: a certain level of performance over a given period of time? Is there an END point? <i>Examples: 90% correct over five consecutive tests, a level of 5 on four consecutive occasions</i> <i>Non-examples: every nine weeks, each nine week grading period over the school year</i>		
Is there a stated schedule of assessment/evaluation? <i>Examples: daily, weekly, bi-weekly, upon each opportunity</i>		
Is the method of assessment/evaluation clearly stated? <i>Examples: based upon homework samples, based upon words spoken during specified group interaction times, based on words read during an oral reading trial</i>		