Writing Measurable and Benchmarked IEP Goals
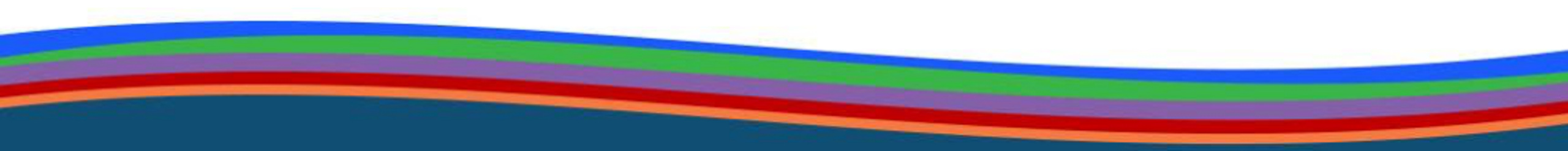
Professional Development Video

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Benchmarking IEP Goals

What is it?

- Breaking an IEP goal in an the following:
  - Annual goal (aligned with annual IEP)
  - Benchmark 1 (next marking period)
  - Benchmark 2 (next marking period)
  - Benchmark 3 (next marking period)

IEP Benchmarking

Why? Benefits of implementation?

- Accountability
- Avoids stagnation
- Increase clarity
- Clarity scope and sequence

Goals and Objectives

- By May 2021…(Annual Goal)
  - By November 2020… (Benchmark 1)
  - By January 2021… (Benchmark 2)
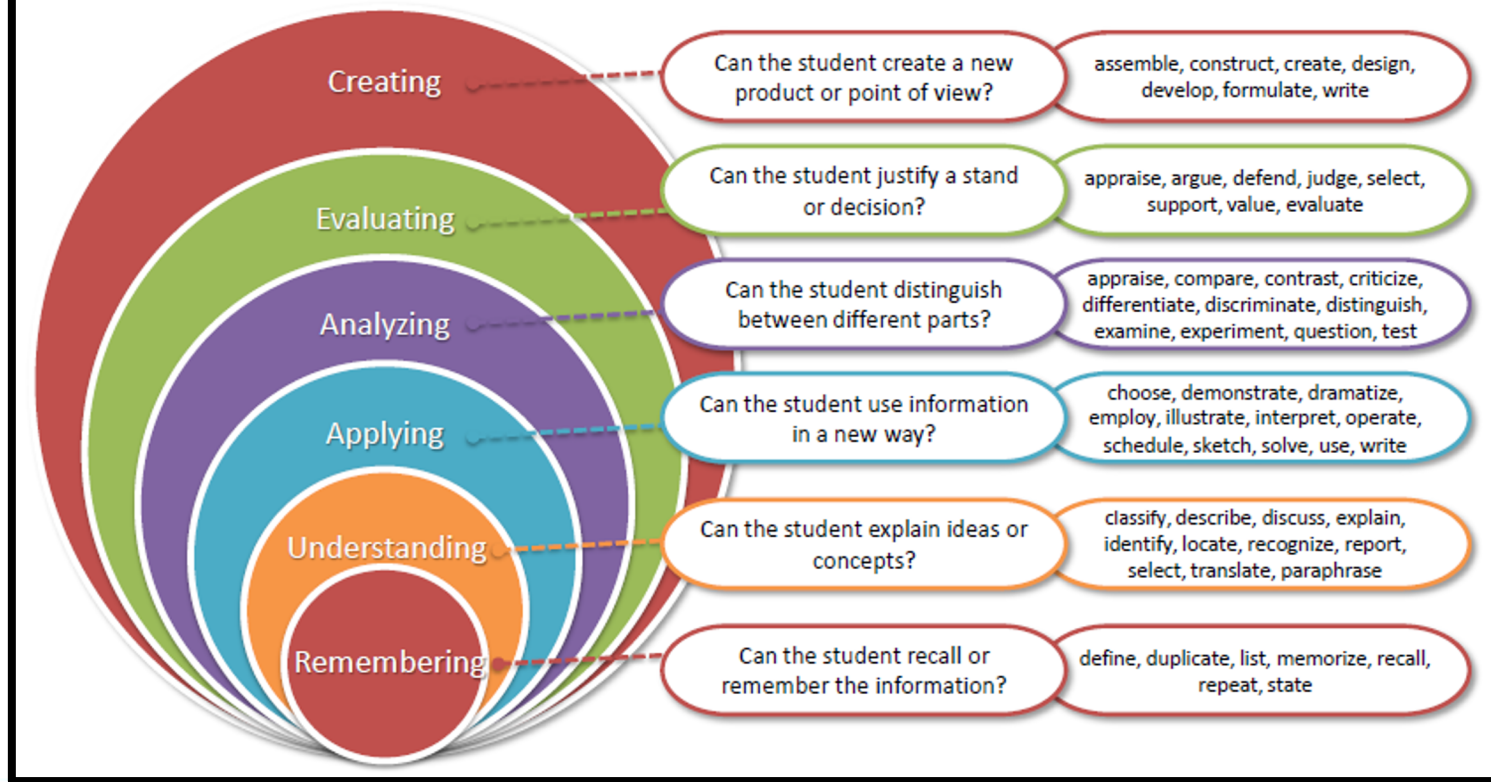 - By March 2021… (Benchmark 3)

Note: Benchmarks can vary by prompting level/level of independence, by skill level (think Bloom's Taxonomy), by criteria (4 out of 10, 6 out of 10, 8 out of 10…), etc.
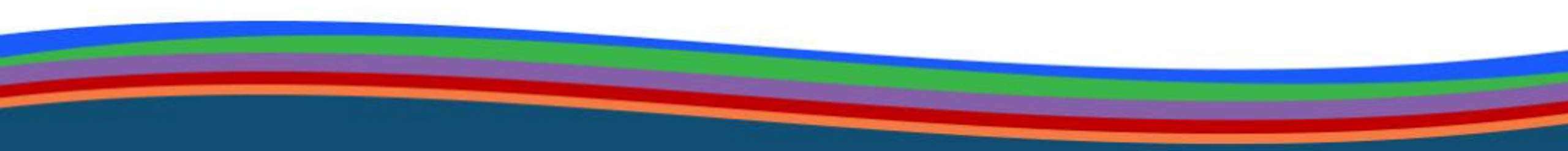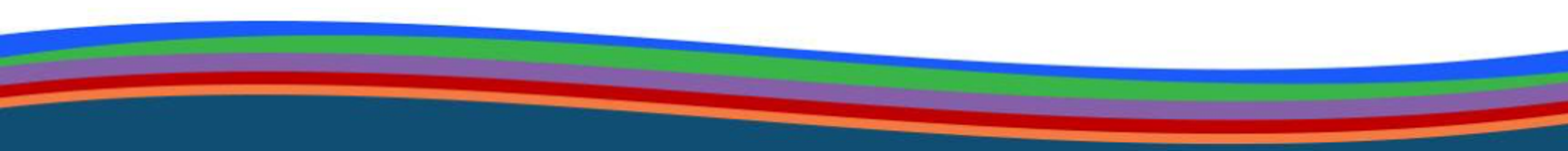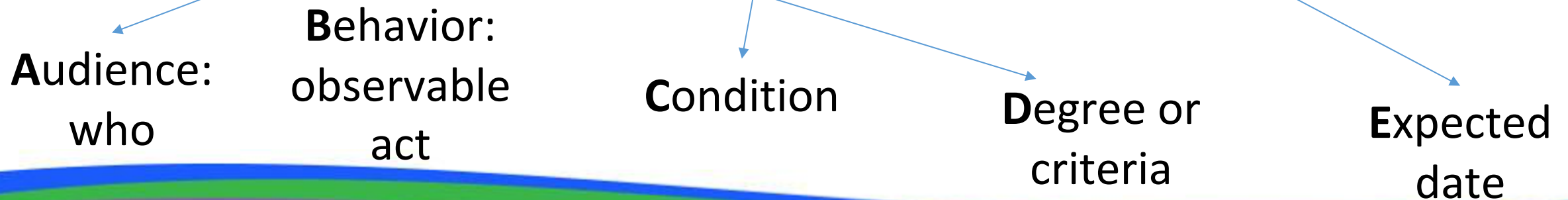
Bloom's Taxonomy

Writing IEP Goals is as Easy as ABCDE

- A=   Audience- who
- B= Behavior- observable act
- C=   Condition- stimulus condition
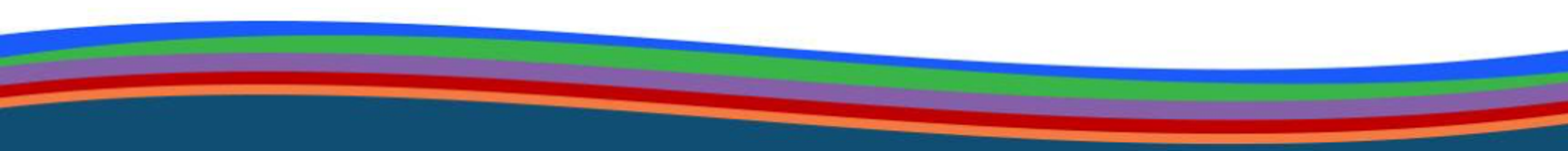- D= Degree- criteria
- E= Expected date- when

IEP Goal Example: ABCDE Approach

By November 2020, when given a second-grade text in his general education classroom, Franklin will be able to retell the story, or explain the main idea with 1 verbal prompt from a teacher or a peer on 8/10 opportunities as measured by a teacher-created data sheet.

Audience: who

Behavior: observable act

Condition

Degree or criteria

Expected date

IEP Goal Example: SMART Goals

Specific	Each goal should specifically state what the child will do. Your goal should include what the child will do, in what setting they will do it, what accuracy they should do it with, and what kinds of support they require. Example: By November 2017 **(when)**, when given a second-grade text in his general education classroom **(where)**, Franklin **(who)** will be able to retell the story **(what)**, or explain the main idea with 1 verbal prompt **(how)** from a teacher or a peer on 8/10 opportunities as measured by a teacher-created data sheet.	• Can someone else understand the goal? Have you addressed the following: who, what, when, where, how?

IEP Goal Example: SMART Goals

Measurable	Each goal should specifically state how the skill is measured. It should state not only how data will be collected, but exactly what percentage/accuracy will be attained. Example: By November 2017, when given a second-grade text in his general education classroom, Franklin will be able to retell the story, or explain the main idea with 1 verbal prompt from a teacher or a peer on 8/10 opportunities as measured by a teacher-created data sheet **(quantitative assessment)**.	• Can you measure the goal using either quantitative (numbers) or qualitative (observable) assessments?

IEP Goal Example: SM**A**RT Goals

Attainable	Make sure that the goal you develop is something that you reasonably expect that the child will accomplish in the given time frame. It should challenge the student and be realistic. Example: By November 2017 **(first marking period)**, when given a second-grade text in his general education classroom, Franklin will be able to retell the story, or explain the main idea with 1 verbal prompt from a teacher or a peer on 8/10 opportunities as measured by a teacher-created data sheet.	• Is the goal achievable within one year? We suggest writing benchmark goals that align with marking periods/report cards throughout the year.

IEP Goal Example: SMART Goals

| Relevant	The goal should be relevant to each student's individual and educational needs. Each goal should be customized to the student's current needs. Example: By November 2017, when given a second-grade text in his general education classroom **(current environment)**, Franklin will be able to retell the story, or explain the main idea with 1 verbal prompt from a teacher or a peer **(available supports in current environment)** on 8/10 opportunities as measured by a teacher-created data sheet.	• Is the goal realistic and relevant to the child within the current environment, given existing constraints or circumstances?

IEP Goal Example: SMAR**T** Goals

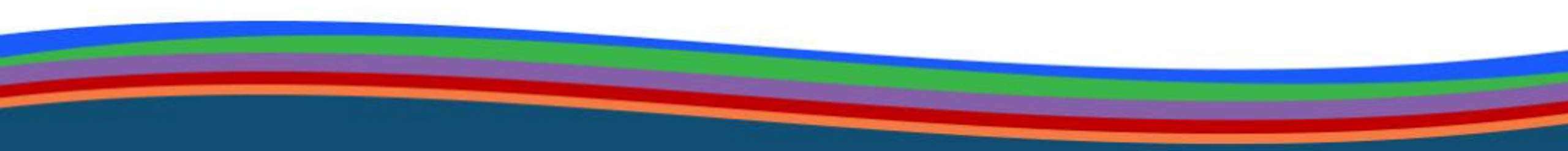| Time-Bound | Each goal should explicitly say when the goal will be achieved.

Example:
By January 2018 **(second marking period)**, when given a second-grade text in his general education classroom, Franklin will be able to retell the story, or explain the main idea independently **(increased skill)** on 8/10 opportunities as measured by a teacher-created data sheet. | • Is there a specific timeline for meeting the goal? If the student meets the goal for the first benchmark, the next goal should be aligned with the next marking period with an increased skill level noted in the new goal. |

A Deeper Dive

- For a more in-depth explanation of how to write measurable and benchmarked IEP goals, see pgs. 134-137 in Elder, Rood, & Damiani (2018)
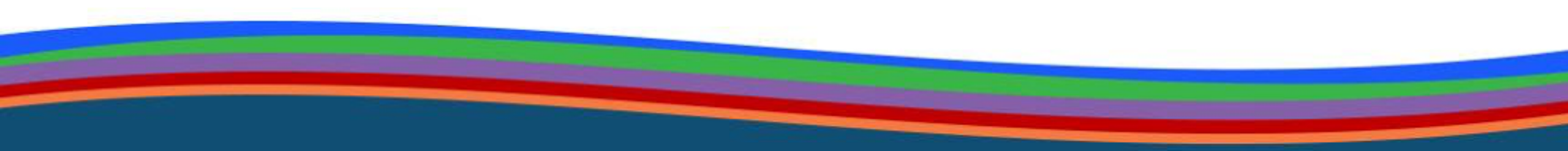
References

Elder, B. C., Rood, C. E., & Damiani, M. L. (2018). Writing strength-based IEPs for students with disabilities in inclusive classrooms. *International Journal of Whole Schooling, 14*(1), 116-153.

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