



Indiana IEP Resource Center

Goal Development Checklist

- IEP shows evidence of a direct relationship between present levels of educational performance, the goals and services to be provided.

Present Levels Of Performance

- Are current and relevant to the student
- Evidence of need for the target behavior clearly identified
- Contains baseline data
- Includes how the student's disability impacts access to general education curriculum

Annual Goals

- Aligned to grade level standard (Indiana Academic Standard or Content Connector)
- Three components of measurability are evident.
 - Target behavior (observable, repeatable, verifiable)
 - Stimulus material or Conditions under which the skill is expected to occur
 - Criterion for mastery or acceptable performance
- Addresses a unique need of this student
- Clearly written in common language understood by all stakeholders
- Identifies the skill the student will be taught
- Reflects a realistic expectation of one year's growth considering the student and his or her current skills
- Allows a clear yes or no determination of whether the goal has been achieved
- Can be reliably assessed

Measures the effectiveness of instruction/interventions specially designed for the student