

# Goal Writing: SMART Goals

Fall 2021

# Individuals with Disabilities Act

A statement of measurable annual goals, including academic and functional goals, designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and . . . meet each of the child's other educational needs that result from the child's disability.

# About SMART Goals

S – Specific

M – Measurable

A – Actionable

R – Realistic and Relevant

T – Time limited

# Specific

- Specific goals and objectives
- Clear descriptions
- Specific measurement for progress

*Student will increase study skills for academic success.*

or

*Student will demonstrate the following study skills: skimming written material and use reference materials in social studies class.*

# Measurable

- Measurable goals and objectives
- Count or observe
- Know how much progress the child has made
- Know when the child reaches the goal

*Student will improve his reading skills.*

OR

*Given second grade material, student will read a passage of text orally at 110- 130 wpm with random errors.*

# Measurable Terms

- Measurable Terms
  - A direction of behavior (increase, decrease, maintain, etc.)
  - Area of need (i.e., reading, writing, social skills, transition, communication, etc.)
  - Level of attainment (i.e., to age level, without assistance, etc.)

# Actionable

- Using action words
  - “The student will be able to...”  
*Student will decrease her anger and violation of school rules.*

or

*Provided with anger management training and adult support, student will be able to remove herself from environments that cause her to lose control of her behavior so that she has no disciplinary notices.*

# Realistic and Relevant

- Realistic and relevant goals and objectives that address the child's unique needs that result from the disability.

*Student will demonstrate improved writing skills.*

or

*Student will improve her writing and spelling skills so she can write a clear, cohesive, and readable paragraph consisting of at least 3 sentences, including compound and complex sentences that are clearly related.*



# Time Limited

- Time-limited goals and objectives enable you to monitor progress at regular intervals

*Present Level of Performance: Given third grade material, student reads 50-70 wpm with 4-6 errors.*

*Annual Goal: Given fifth grade material, student will read 120 wpm with only 1-2 errors*

*After 9 weeks, given third grade material, student will read 110 to 120 wpm with 1-3 errors.*

*After 18 weeks, given fourth grade material, student will read 70-100 wpm with 1-3 errors.*

*After 27 weeks, given fifth grade material, student will read 70-100 wpm with 1-3 errors.*

*At the end of the year, given fifth grade material, student will read 120 wpm with only 1-2 errors.*

# Review

SMART	Description
Specific	Skill or subject area and the targeted result is clear (avoid jargon or undefined acronyms). Materials, Assessments, Assistance, and Directions or instruction provided during assessment of goal are listed.
Measurable	Progress can be measured. Use data, charts, graphs, standardized tests, curriculum, or screening.
Actionable	Action verb corresponds with observable behavior, tells what the student will do. (Use supporting details for words like understands, comprehends, identifies, etc.)
Realistic	Mastery: the expected levels of performance Retention criteria: the number of times or how often students must achieve a mastery level to demonstrate skill acquisition. Mastery and retention are appropriate and obtainable within the given time-limit.
Time - Limited	Time (specific dates) when the child will achieve mastery of the goal. Goals are usually one year from the creation of the IEP. Objectives/progress monitoring dates may be distributed across the year or align with academic periods such as quarters.

# Contact Information

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