

IEP Goal and Baseline Alignment Toolkit

Goal Bank

A print-ready bank of measurable SMART goals by domain, plus a goal-quality rubric for scoring any draft goal before it goes to the team. Print the bank, or build a custom goal live in the free IEP Goal Builder.

HOW TO USE THIS BANK

Find a goal near the student's need, then swap in the student's name and adjust the criterion to match the baseline you already have on file. Each goal is tagged with an age band and a skill level so you can pick a fair starting point.

WHAT'S INSIDE

- 110 measurable starter goals across 7 domains, each tagged with an age band and a skill level.
- A Goal-Quality Rubric to score any draft goal against the five SMART criteria before it goes to the team.
- The full bank in US Letter, or build a custom goal live in the free IEP Goal Builder.



MAKE IT LIVE

Build a measurable goal live in the free IEP Goal Builder.

<https://www.spectrumunlocked.com/tools/iep-goal-builder>

110 starter goals across 7 domains, in US Letter.

Communication

Speech, language, AAC use, following directions, conversational turn-taking. The most commonly targeted IEP domain for autistic students.

1. Given a structured conversational exchange, [student] will initiate a topic-relevant comment using a complete sentence (3+ words) in 4 out of 5 opportunities across 4 consecutive sessions, as measured by classroom observation data.
Elementary **Developing**
2. Given access to AAC (augmentative and alternative communication), [student] will request preferred items, activities, or breaks using 2+ symbol combinations in 80% of opportunities across 4 consecutive weeks, as measured by AAC use logs.
Early Childhood **Emerging**
3. Given a 2-step verbal direction, [student] will follow both steps independently in 4 out of 5 opportunities across 4 consecutive weeks, as measured by classroom observation.
Early Childhood **Developing**
4. Given a peer's question, [student] will respond with a topic-relevant answer (verbal or AAC) within 5 seconds in 4 out of 5 opportunities across 4 consecutive sessions, as measured by classroom observation.
Elementary **Developing**
5. Given a structured small-group activity, [student] will take a conversational turn (initiate or respond) at least 3 times in a 10-minute session across 4 consecutive weeks, as measured by tally of turns.
Elementary **Developing**
6. Given a peer's name and a greeting prompt, [student] will use a verbal or AAC greeting (e.g., "hi [name]") in 4 out of 5 opportunities across 4 consecutive sessions.
Early Childhood **Emerging**
7. Given a wh-question (who, what, where, when, why) about a familiar topic, [student] will respond with a relevant 2+ word answer in 80% of opportunities across 4 consecutive weeks.
Early Childhood **Developing**
8. Given access to a core-vocabulary AAC board, [student] will activate a new core word (e.g., "more," "stop," "go," "help") in functional context in 4 out of 5 opportunities across 4 consecutive weeks, as measured by AAC use logs.
Early Childhood **Emerging**
9. Given a familiar object or activity, [student] will produce a 2-word phrase (action + object, agent + action) to comment or request in 80% of opportunities across 4 consecutive sessions, as measured by classroom observation.
Early Childhood **Developing**
10. Given a moment when [student] is not understood by a communication partner, [student] will use a learned repair strategy (repeat, rephrase, gesture, or AAC) in 4 out of 5 opportunities across 4 consecutive sessions, as measured by classroom observation.
Elementary **Developing**
11. Given a conversational topic introduced by a peer, [student] will maintain the topic across 3 or more conversational turns in 80% of opportunities across 4 consecutive weeks, as measured by classroom observation.
Elementary **Established**

12. Given an inferential question about a familiar story or scenario ("why do you think," "how did the character feel"), [student] will respond with a relevant inference and 1 supporting detail in 4 out of 5 opportunities across 9 weeks, as measured by curriculum-based reading assessment.
- Middle Developing
13. Given a classroom discussion prompt, [student] will state an opinion and support it with at least 2 reasons in 4 out of 5 opportunities across 4 consecutive weeks, as measured by writing rubric.
- Middle Established
14. Given a need for an accommodation or break in the classroom, [student] will self-advocate using a learned phrase (e.g., "I need a break," "can you repeat that") in 4 out of 5 opportunities across 4 consecutive weeks, as measured by classroom observation.
- High School Developing
15. Given a mock job-interview question, [student] will respond with a relevant 2–3 sentence answer that includes a personal example in 80% of opportunities across 9 weeks, as measured by transition-services rubric.
- High School Established
16. Given different communication settings (library, hallway, recess), [student] will adjust voice volume to match the setting in 4 out of 5 opportunities across 4 consecutive weeks, as measured by classroom observation.
- Elementary Developing

Social Skills

Peer interaction, joint attention, turn-taking, recognizing emotions, conflict resolution, and engaging in cooperative play.

17. Given a structured free-play setting and one verbal prompt, [student] will initiate interaction with a peer (offering a toy, joining play, or starting a game) in 3 out of 5 opportunities across 4 consecutive weeks, as measured by classroom observation.
- Elementary Developing
18. Given a peer expressing an emotion (verbally or facially), [student] will identify the emotion correctly using a verbal label or visual aid in 4 out of 5 opportunities across 4 consecutive sessions.
- Elementary Developing
19. Given a turn-taking activity (board game, conversation, shared materials), [student] will wait for their turn without interrupting in 80% of opportunities across 4 consecutive weeks.
- Early Childhood Developing
20. Given a peer conflict scenario, [student] will use a learned conflict-resolution script (e.g., "I feel ___ when ___") in 3 out of 5 opportunities across 4 consecutive sessions.
- Elementary Developing
21. Given an unstructured social setting (recess, lunch), [student] will engage in cooperative play with at least one peer for 5+ minutes in 4 out of 5 opportunities across 4 consecutive weeks.
- Elementary Established
22. Given a peer-initiated social cue (offered toy, smile, greeting), [student] will respond with a matching cue (accept, return smile, return greeting) in 4 out of 5 opportunities across 4 consecutive sessions.
- Early Childhood Developing

23. Given a small-group instructional setting, [student] will demonstrate active listening (orienting body toward speaker, maintaining attention for 3+ minutes) in 80% of opportunities across 4 consecutive weeks.
- Elementary Developing
24. Given a shared toy or activity, [student] will respond to a peer's bid for joint attention (looking, pointing, showing) in 4 out of 5 opportunities across 4 consecutive weeks, as measured by classroom observation.
- Early Childhood Emerging
25. Given a small-group lunch or snack setting, [student] will ask a peer a personal question ("what did you do this weekend," "what is your favorite color") in 3 out of 5 opportunities across 4 consecutive weeks, as measured by classroom observation.
- Elementary Developing
26. Given a peer who appears upset (crying, sighing, withdrawn), [student] will offer a supportive response (verbal check-in, AAC message, or gesture) in 4 out of 5 opportunities across 9 weeks, as measured by classroom observation.
- Middle Developing
27. Given a structured group project, [student] will negotiate a shared role and follow through on the assigned task in 4 out of 5 opportunities across 4 consecutive weeks, as measured by project rubric.
- Middle Established
28. Given an idiom or sarcastic statement in a peer conversation, [student] will identify whether the meaning is literal or figurative in 80% of opportunities across 9 weeks, as measured by classroom observation.
- Middle Developing
29. Given a social setting that requires reading group dynamics (cafeteria table, hallway cluster), [student] will identify whether a group is open to a new member before joining in 4 out of 5 opportunities across 9 weeks, as measured by classroom observation.
- High School Developing
30. Given a workplace or community social interaction, [student] will use a setting-appropriate greeting and small-talk script (weather, schedule, recent event) in 4 out of 5 opportunities across 9 weeks, as measured by transition-services rubric.
- High School Established
31. Given a social misunderstanding (peer felt hurt, plans changed, expectation not met), [student] will offer a verbal or written repair (apology, clarification, plan revision) in 4 out of 5 opportunities across 9 weeks, as measured by classroom observation.
- High School Established

Behavior & Emotional Regulation

Self-regulation, coping strategies, transitioning between activities, recognizing internal states, and recovering from dysregulation.

32. Given a frustration trigger (denied request, transition, sensory overload), [student] will use a learned coping strategy (deep breath, fidget, request a break) before escalating in 4 out of 5 opportunities across 4 consecutive weeks, as measured by behavior tracking data.
- Elementary Developing

33. Given a 5-minute warning before a transition, [student] will move to the next activity within 60 seconds without protest behaviors in 4 out of 5 transitions across 4 consecutive weeks.
- Early Childhood Developing
34. Given a 1-to-5 emotion scale or visual aid, [student] will identify their current emotional state in 80% of opportunities across 4 consecutive sessions.
- Elementary Developing
35. Given a stressful situation, [student] will request a sensory break or use a learned self-regulation tool independently in 4 out of 5 opportunities across 4 consecutive weeks.
- Elementary Developing
36. Given a non-preferred task (academic or daily living), [student] will begin the task within 2 minutes of being prompted in 80% of opportunities across 4 consecutive weeks.
- Elementary Developing
37. Given an environment with sensory triggers (noise, lights, crowds), [student] will use a self-advocacy phrase (e.g., "I need a break," "this is too loud") in 4 out of 5 opportunities across 4 consecutive weeks.
- Elementary Developing
38. Given a meltdown event, [student] will recover (return to baseline, resume task) within 15 minutes in 80% of episodes across 4 consecutive weeks, as measured by behavior tracking data.
- Elementary Developing
39. Given a body-scan check-in twice per day, [student] will identify one physical signal of dysregulation (tight shoulders, fast breathing, clenched hands) in 80% of opportunities across 4 consecutive weeks, as measured by self-check log.
- Early Childhood Emerging
40. Given an unexpected sensory trigger (fire drill, loud assembly), [student] will use a pre-taught calming sequence (move to a quiet spot, use noise-reducing headphones, count to 10) in 4 out of 5 opportunities across 4 consecutive weeks, as measured by behavior tracking data.
- Early Childhood Developing
41. Given a 3-minute visual timer for a preferred activity ending, [student] will end the activity without protest in 4 out of 5 opportunities across 4 consecutive weeks, as measured by behavior tracking data.
- Early Childhood Established
42. Given a self-monitoring chart, [student] will rate their regulation level 3 times during the school day and choose a matching strategy in 80% of opportunities across 9 weeks, as measured by self-monitoring log.
- Middle Developing
43. Given a frustration trigger in an academic setting, [student] will pause, name the trigger, and select a coping strategy independently in 4 out of 5 opportunities across 9 weeks, as measured by behavior tracking data.
- Middle Established
44. Given a peer or staff interaction that feels unsafe or unfair, [student] will use a calm verbal or written script to report the concern to a trusted adult in 4 out of 5 opportunities across 9 weeks, as measured by counselor log.
- Middle Developing

45. Given a workplace or community setting, [student] will recognize a rising stress signal and use an independently chosen regulation tool (walk, water, music) in 4 out of 5 opportunities across 9 weeks, as measured by transition-services log.
- High School **Developing**
46. Given a setback or disappointment (lost item, plan change, low grade), [student] will recover and resume the next planned activity within 10 minutes in 80% of opportunities across 9 weeks, as measured by behavior tracking data.
- High School **Established**
47. Given a wearable or app-based regulation tracker, [student] will log 3 daily check-ins and review the trend with a staff member weekly in 80% of opportunities across 9 weeks, as measured by tracker log.
- High School **Established**

Academic & Cognitive

Reading, writing, math, comprehension, sight words. Goals are written at grade level but adjust the criterion to match the child's current performance.

48. Given a grade-level reading passage, [student] will read with fluency at 80 words per minute (or grade-appropriate target) with 95% accuracy across 3 consecutive sessions, as measured by curriculum-based reading assessment.
- Elementary **Developing**
49. Given a 4-sentence prompt, [student] will write a paragraph with a topic sentence, two supporting details, and a conclusion sentence in 4 out of 5 writing samples across 9 weeks, as measured by writing rubric.
- Elementary **Developing**
50. Given a multi-step math word problem, [student] will identify the operation needed and solve correctly in 4 out of 5 problems across 4 consecutive sessions.
- Elementary **Developing**
51. Given a comprehension question after a read-aloud, [student] will answer correctly using "wh-" question vocabulary in 80% of opportunities across 4 consecutive weeks.
- Elementary **Developing**
52. Given a list of grade-level sight words, [student] will read 90% accurately in 3 consecutive sessions, as measured by sight-word fluency probes.
- Elementary **Developing**
53. Given a story or text, [student] will identify the main idea and 2 supporting details in 4 out of 5 opportunities across 9 weeks.
- Elementary **Developing**
54. Given a math computation problem at grade level, [student] will solve correctly in 9 out of 10 problems across 4 consecutive sessions.
- Elementary **Developing**
55. Given a set of 10 alphabet letters in random order, [student] will name each letter and produce its primary sound in 8 out of 10 trials across 3 consecutive sessions, as measured by letter-sound probe.
- Early Childhood **Emerging**

56. Given a set of 10 objects, [student] will count using one-to-one correspondence and state the total in 4 out of 5 trials across 4 consecutive weeks, as measured by curriculum-based math assessment.
- Early Childhood Developing
57. Given a familiar word at grade-appropriate level, [student] will decode the word using consonant-vowel-consonant blending in 8 out of 10 trials across 3 consecutive sessions, as measured by decoding probe.
- Early Childhood Developing
58. Given a grade-level chapter book, [student] will summarize the chapter using a 3-sentence beginning, middle, end structure in 4 out of 5 opportunities across 9 weeks, as measured by writing rubric.
- Elementary Established
59. Given a 2-digit by 2-digit multiplication problem, [student] will solve using the standard algorithm in 9 out of 10 trials across 4 consecutive sessions, as measured by curriculum-based math assessment.
- Middle Developing
60. Given a non-fiction passage at grade level, [student] will identify the author's main argument and 2 pieces of supporting evidence in 4 out of 5 opportunities across 9 weeks, as measured by reading rubric.
- Middle Developing
61. Given a 5-paragraph essay prompt, [student] will produce a draft with introduction, 3 body paragraphs, and conclusion in 4 out of 5 writing samples across 9 weeks, as measured by writing rubric.
- Middle Established
62. Given a multi-step algebraic equation, [student] will isolate the variable and solve correctly in 8 out of 10 problems across 4 consecutive sessions, as measured by curriculum-based math assessment.
- High School Developing
63. Given a research task, [student] will locate 3 credible sources, take notes, and produce a cited summary paragraph in 4 out of 5 opportunities across 9 weeks, as measured by writing rubric.
- High School Established

Adaptive & Self-Help

Daily living: dressing, hygiene, mealtime, toileting, community access. The domain that often makes the biggest difference at home but is underserved in IEPs.

64. Given a sequenced visual schedule for the morning routine (wake, dress, eat, brush teeth), [student] will complete all steps independently in 4 out of 5 mornings across 4 consecutive weeks, as measured by parent log.
- Early Childhood Developing
65. Given a personal hygiene task (handwashing, tooth brushing), [student] will complete all steps in correct order in 4 out of 5 opportunities across 4 consecutive weeks.
- Early Childhood Developing
66. Given mealtime utensils and food, [student] will use age-appropriate utensils to feed themselves with minimal spills in 80% of meals across 4 consecutive weeks.
- Early Childhood Developing

67. Given a self-dressing task (top, pants, shoes), [student] will complete dressing independently in 4 out of 5 opportunities across 4 consecutive weeks.
Early Childhood Developing
68. Given a clear instruction to clean up materials, [student] will return all items to designated locations in 4 out of 5 opportunities across 4 consecutive weeks.
Early Childhood Developing
69. Given a community access task (entering a store, purchasing an item, ordering food), [student] will complete the steps with minimal prompting in 80% of opportunities across 9 weeks.
Middle Developing
70. Given a bathroom routine, [student] will recognize the urge to use the toilet and complete the routine independently in 4 out of 5 opportunities across 4 consecutive weeks.
Early Childhood Developing
71. Given a snack and a sealed container (juice box, applesauce pouch), [student] will open the container independently in 4 out of 5 opportunities across 4 consecutive weeks, as measured by parent log.
Early Childhood Emerging
72. Given a daily medication or vitamin routine with parent support, [student] will swallow the medication or place it in a designated spot in 4 out of 5 days across 4 consecutive weeks, as measured by parent log.
Elementary Developing
73. Given a list of 4 chores (make bed, put dishes away, feed pet, take out trash), [student] will complete each step with a single picture prompt in 4 out of 5 opportunities across 9 weeks, as measured by parent log.
Elementary Developing
74. Given a written grocery list of 5 items in a familiar store, [student] will locate and gather all 5 items independently in 4 out of 5 opportunities across 9 weeks, as measured by parent log.
Middle Developing
75. Given a clean kitchen setup and a 3-step recipe (sandwich, salad, microwave meal), [student] will prepare the meal independently in 4 out of 5 opportunities across 9 weeks, as measured by parent log.
Middle Established
76. Given a public transit task (read schedule, board the correct bus, exit at correct stop), [student] will complete the route independently in 4 out of 5 opportunities across 9 weeks, as measured by transition-services log.
High School Developing
77. Given a personal banking task (deposit check, use ATM, check balance via app), [student] will complete the task with minimal prompting in 4 out of 5 opportunities across 9 weeks, as measured by transition-services log.
High School Developing
78. Given a weekly chore and household-budget routine (laundry, meal planning, paying a small recurring bill), [student] will complete each step on schedule in 4 out of 5 weeks across 9 weeks, as measured by parent log.
High School Established
79. Given a personal hygiene routine at the start and end of the day (shower, deodorant, dental care), [student] will complete the routine independently in 4 out of 5 days across 9 weeks, as measured by parent log.
High School Established

Motor Skills (Fine & Gross)

Handwriting, scissor use, fastening clothing, ball skills, balance, typing, playground safety. OT-driven domain often paired with adaptive goals.

80. Given a pencil and writing surface, [student] will form age-appropriate letters with correct grip and orientation in 4 out of 5 writing samples across 4 consecutive weeks.

Early Childhood

Developing

81. Given a pair of scissors and outlined shapes, [student] will cut along straight, curved, and angled lines within 1/4 inch of the line in 4 out of 5 opportunities across 4 consecutive weeks.

Early Childhood

Developing

82. Given a fastening task (buttons, zippers, snaps), [student] will complete the task independently in 4 out of 5 opportunities across 4 consecutive weeks.

Early Childhood

Developing

83. Given a ball and a partner, [student] will catch a tossed ball at chest level in 4 out of 5 attempts across 4 consecutive sessions.

Elementary

Developing

84. Given a balance task (one-foot stand, tightrope walking), [student] will maintain balance for 10+ seconds in 4 out of 5 attempts across 4 consecutive sessions.

Elementary

Developing

85. Given a typing task at grade level, [student] will type 15+ words per minute with 90% accuracy across 3 consecutive sessions.

Middle

Developing

86. Given playground equipment, [student] will use climbing structures, swings, or slides safely and appropriately in 80% of recess periods across 4 consecutive weeks.

Early Childhood

Developing

87. Given a tripod-grip pencil and tracing template, [student] will trace vertical, horizontal, and diagonal lines within 1/4 inch of the line in 4 out of 5 attempts across 4 consecutive weeks, as measured by OT data.

Early Childhood

Emerging

88. Given a set of large beads and a lace, [student] will string 8 beads in sequence using a pincer grip in 4 out of 5 attempts across 4 consecutive sessions, as measured by OT data.

Early Childhood

Developing

89. Given a step-up bench, [student] will alternate feet to ascend and descend 4 steps in 4 out of 5 attempts across 4 consecutive sessions, as measured by PT data.

Early Childhood

Developing

90. Given a jump rope, [student] will complete 5 consecutive self-turned jumps in 4 out of 5 attempts across 4 consecutive sessions, as measured by PT data.

Elementary

Developing

91. Given a paragraph dictation task, [student] will produce legible handwriting at 20+ letters per minute with consistent letter sizing in 4 out of 5 samples across 9 weeks, as measured by OT data.

Elementary

Established

92. Given a keyboard and a 100-word passage, [student] will type at 25+ words per minute with 95% accuracy across 3 consecutive sessions, as measured by typing-program report.
- Middle Established
93. Given a bicycle and an open paved area, [student] will ride 50 feet with steady balance, starting and stopping safely, in 4 out of 5 attempts across 9 weeks, as measured by PT data.
- Middle Developing
94. Given a job-related fine-motor task (sorting, packaging, basic assembly), [student] will complete a 10-item batch with 90% accuracy in 4 out of 5 sessions across 9 weeks, as measured by transition-services rubric.
- High School Established

Executive Function

Planning, organization, sustained attention, task initiation, time management, problem-solving, and adapting to change. Critical for older children and the area most often missed in early IEPs.

95. Given a multi-step task (homework, project, classroom assignment), [student] will independently break the task into smaller steps and complete each in order in 4 out of 5 opportunities across 4 consecutive weeks, as measured by task completion logs.
- Middle Developing
96. Given a daily planner or visual schedule, [student] will review and check off completed tasks at least once per day across 4 consecutive weeks.
- Middle Developing
97. Given a workspace, [student] will organize materials (desk, backpack, locker) before transitioning to the next activity in 4 out of 5 opportunities across 4 consecutive weeks.
- Elementary Developing
98. Given a 30-minute work period with one prompt, [student] will sustain attention to a non-preferred task for 20+ minutes in 4 out of 5 opportunities across 4 consecutive weeks.
- Middle Developing
99. Given an assignment deadline, [student] will independently plan and complete the task at least 24 hours before the due date in 80% of opportunities across 9 weeks.
- High School Established
100. Given a problem-solving scenario (academic or social), [student] will identify the problem, generate 2+ solutions, and select one in 4 out of 5 opportunities across 4 consecutive weeks.
- Middle Developing
101. Given an unexpected change to routine, [student] will adapt and continue the next activity within 5 minutes in 80% of opportunities across 4 consecutive weeks.
- Elementary Developing
102. Given a first-then visual board, [student] will complete the first activity and transition to the second activity in 4 out of 5 opportunities across 4 consecutive weeks, as measured by classroom observation.
- Early Childhood Emerging

- 103.** Given a 3–step picture sequence for a familiar task, [student] will follow the sequence in correct order in 4 out of 5 opportunities across 4 consecutive weeks, as measured by classroom observation.
- Early Childhood **Developing**
- 104.** Given a visual timer and a 15–minute preferred activity, [student] will end the activity when the timer signals without protest in 4 out of 5 opportunities across 4 consecutive weeks, as measured by classroom observation.
- Early Childhood **Established**
- 105.** Given a backpack–checkpoint routine at the start and end of the school day, [student] will verify required materials using a written checklist in 4 out of 5 days across 4 consecutive weeks, as measured by classroom observation.
- Elementary **Developing**
- 106.** Given a weekly assignment list, [student] will estimate the time needed for each task and create a written schedule in 4 out of 5 weeks across 9 weeks, as measured by planner audit.
- Middle **Established**
- 107.** Given a long–term project with 3 or more milestones, [student] will produce a written timeline and self–check progress weekly in 4 out of 5 projects across 9 weeks, as measured by project log.
- High School **Developing**
- 108.** Given a multi–app digital workflow (calendar, email, task list), [student] will keep all 3 surfaces in sync at the end of each school day in 4 out of 5 days across 9 weeks, as measured by digital workflow audit.
- High School **Established**
- 109.** Given a workplace task with shifting priorities, [student] will pause, reorder tasks, and confirm the new sequence with a supervisor in 4 out of 5 opportunities across 9 weeks, as measured by transition–services log.
- High School **Established**
- 110.** Given a college–style course load with weekly readings and assignments, [student] will use a written or digital syllabus tracker to flag upcoming due dates 3 days in advance in 4 out of 5 weeks across 9 weeks, as measured by tracker audit.
- High School **Established**

These are starter goals to customize for the individual student, not legal advice; follow your district policies and the student's IEP team.

Goal–Quality Rubric

Read a draft goal against each SMART criterion, score it 1 to 3, and note what to fix. A goal is ready for the IEP team when every row scores a 3.

Criterion	What a strong goal shows	Score 1–3	Note to fix
S Specific	Names one observable skill and the exact condition it is performed under.		
M Measurable	States a number you can count or a percent you can calculate from data.		
A Achievable	Reaches beyond the baseline but stays within one year of instruction.		
R Relevant	Ties to a documented need and helps the student access the curriculum or daily life.		
T Time-bound	Sets a review window (weeks, sessions) and a data collection method.		
Total	Ready for the team at 15. Revise any row under 3.		

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