

IEP Goal and Baseline Alignment Toolkit

Executive Functioning Goals

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

- 16 measurable starter goals for Executive Functioning, 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.
- Every other domain in the full IEP Goal Bank, 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>

16 starter goals for Executive Functioning, in US Letter.

Executive Functioning

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.

1. 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**
2. 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**
3. 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**
4. 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**
5. 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**
6. 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**
7. 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**
8. 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**
9. 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**
10. 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**
11. 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**
12. 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**
13. 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**

14. 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
15. 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
16. 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.		

MORE FREE TOOLS



EVERY DOMAIN

Browse the whole goal bank by domain, age band and level, and print any part of it.

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



ACCOMMODATIONS

Over 150 accommodations for IEP and 504 plans, free to browse and print.

<https://www.spectrumunlocked.com/tools/accommodations-bank>

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