

IEP Goal and Baseline Alignment Toolkit

Math 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

- 20 measurable starter goals for Math, 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>

20 starter goals for Math, in US Letter.

Math

Number sense, computation, problem solving, and applied math. Word-problem goals depend on reading, so check the reading goals before assuming a math goal is measuring math.

1. 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**
2. Given a math computation problem at grade level, [student] will solve correctly in 9 out of 10 problems across 4 consecutive sessions.
Elementary **Developing**
3. 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**
4. 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**
5. 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**
6. Shown numerals 1 through 20 in random order, [student] will name each correctly in 18 out of 20 trials across 3 consecutive sessions, as measured by a numeral-identification probe.
Early Childhood **Emerging**
7. Presented with two sets of objects, [student] will identify which set has more, fewer, or the same in 8 out of 10 trials across 3 consecutive sessions, as measured by a number-comparison probe.
Early Childhood **Emerging**
8. Solving single-digit addition and subtraction facts, [student] will answer 18 of 20 correctly within 3 minutes across 3 consecutive sessions, as measured by a timed math-fact probe.
Elementary **Developing**
9. Working with place-value blocks, [student] will represent 3-digit numbers in hundreds, tens, and ones in 8 out of 10 trials across 3 consecutive sessions, as measured by a place-value task.
Elementary **Developing**
10. Regrouping across 2-digit and 3-digit problems, [student] will add and subtract correctly in 8 out of 10 problems across 4 consecutive sessions, as measured by scored computation sheets.
Elementary **Developing**
11. Reading an analog clock, [student] will state the time to the nearest 5 minutes in 8 out of 10 trials across 3 consecutive sessions, as measured by a time-telling probe.
Elementary **Developing**
12. Handling coins and bills up to 20 dollars, [student] will count out a requested amount in 4 out of 5 trials across 4 consecutive weeks, as measured by a money-skills checklist.
Middle **Developing**
13. Comparing fractions with unlike denominators, [student] will order 4 fractions from least to greatest in 8 out of 10 trials across 3 consecutive sessions, as measured by a fractions probe.
Middle **Developing**

14. Converting between fractions, decimals, and percents, [student] will complete 8 of 10 conversions correctly across 3 consecutive sessions, as measured by a scored conversion worksheet.
- Middle Established
15. Measuring length, weight, or volume with the appropriate tool, [student] will record the measurement to the correct unit in 8 out of 10 trials across 4 consecutive weeks, as measured by a measurement task sheet.
- Elementary Developing
16. Interpreting a bar graph or table, [student] will answer 4 of 5 questions about the data across 4 consecutive weeks, as measured by a data-interpretation worksheet.
- Middle Developing
17. Using a calculator for multi-step computation, [student] will enter the operations in correct order and record the result in 8 out of 10 problems across 3 consecutive sessions, as measured by a calculator-skills probe.
- High School Developing
18. Planning a purchase within a set budget, [student] will total the items, apply tax, and confirm affordability in 4 out of 5 trials across 9 weeks, as measured by a consumer-math task.
- High School Established
19. Calculating area and perimeter of rectangles, [student] will solve 8 of 10 problems correctly across 3 consecutive sessions, as measured by a geometry probe.
- High School Developing
20. Given ten single-digit addition problems, [student] will solve 8 correctly across 3 consecutive weekly checks, as measured by caregiver-scored worksheets.
- Elementary Developing

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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