

IEP Goal and Baseline Alignment Toolkit

Written Expression 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 Written Expression, 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 Written Expression, in US Letter.

Written Expression

Sentence and paragraph construction, organization, editing, and written expression across purposes. Handwriting and keyboarding mechanics sit in the motor domain; these goals target what the student composes.

1. 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**
2. 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**
3. 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**
4. 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**
5. Shown a picture prompt, [student] will write a complete sentence containing a subject and a verb in 4 out of 5 opportunities across 4 consecutive weeks, as measured by dated work samples.
Early Childhood **Emerging**
6. Composing a sentence about a familiar topic, [student] will begin with a capital letter and close with correct end punctuation in 9 out of 10 sentences across 4 consecutive weeks, as measured by scored writing samples.
Elementary **Emerging**
7. Expanding a simple 4-word sentence, [student] will add a describing word and a where-or-when phrase in 4 out of 5 opportunities across 4 consecutive weeks, as measured by a sentence-expansion rubric.
Elementary **Developing**
8. Planning before drafting, [student] will complete a graphic organizer with a topic and 3 supporting ideas in 4 out of 5 writing tasks across 9 weeks, as measured by collected planning sheets.
Elementary **Developing**
9. Writing a personal narrative, [student] will sequence at least 4 events using transition words in 4 out of 5 samples across 9 weeks, as measured by a narrative-writing rubric.
Elementary **Developing**
10. Asked to state and defend a position, [student] will write an opinion paragraph giving 2 reasons and one example in 4 out of 5 samples across 9 weeks, as measured by an opinion-writing rubric.
Elementary **Developing**
11. Editing a draft against a posted checklist, [student] will find and correct 4 of 5 capitalization and punctuation errors across 4 consecutive weeks, as measured by marked-up drafts.
Elementary **Developing**
12. Revising after teacher or peer feedback, [student] will make 3 substantive changes beyond spelling in 4 out of 5 drafts across 9 weeks, as measured by comparison of draft versions.
Middle **Developing**
13. Writing to explain a process, [student] will produce an informational paragraph with 4 sequenced steps and topic vocabulary in 4 out of 5 samples across 9 weeks, as measured by an expository rubric.
Middle **Developing**

14. Using a word bank and spell-check, [student] will spell 90% of grade-level words correctly in final drafts across 3 consecutive writing tasks, as measured by scored final copies.
- Middle Developing
15. Producing a written response to a text, [student] will include one direct quotation with correct punctuation in 4 out of 5 responses across 9 weeks, as measured by a text-evidence rubric.
- Middle Established
16. Drafting on a device with word prediction or speech-to-text, [student] will compose a paragraph of 6 or more sentences in 4 out of 5 sessions across 9 weeks, as measured by saved digital drafts.
- High School Developing
17. Completing a functional writing task such as an email, form, or cover letter, [student] will supply all required fields with appropriate tone in 4 out of 5 tasks across 9 weeks, as measured by a functional-writing checklist.
- High School Developing
18. Taking notes during a lesson, [student] will record at least 5 key points in an organized format in 4 out of 5 lessons across 9 weeks, as measured by collected notebooks.
- High School Developing
19. Writing under a time limit, [student] will plan, draft, and close a response within 30 minutes in 4 out of 5 opportunities across 9 weeks, as measured by timed writing samples.
- High School Established
20. Given a daily 10-minute writing block, [student] will write 2 complete sentences on a familiar topic with no more than one prompt in 4 out of 5 sessions across 3 consecutive weeks, as measured by dated work samples the caregiver keeps.
- 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>

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