

Simple IEP Goal Check Worksheet

You do NOT need special knowledge to do this. Just follow the steps.

Step 1

For each academic area being discussed (math, reading, writing), print the grade-level standards **starting at your child's functional level and going up to their current grade level.**

(You do not need every subject — only the area tied to the proposed goal.)

Step 2

Using a **highlighter (suggested color – green)**, highlight the skills your child can already do **consistently and independently.**

Step 3

Using a **different color highlighter (suggested color – yellow)**, highlight the skills your child is **currently working on or just beginning to learn.**

****Note:** An easy way to document progress is to **write the date next to each highlighted goal (green and yellow).** You can then reuse this same printed set of standards in future years to show what has changed, what has been mastered, and how your child has progressed over time.

Step 4

Using a **pencil**, put a star next to the academic standard that the **proposed IEP goal represents.**

(If the goal isn't clearly tied to a standard, circle the closest match.)

(over)

Step 5

Look at the page.

Ask yourself:

- How many skills are **between** what my child can do now and the proposed goal?
 - Are multiple foundational skills being skipped?
 - Does the proposed goal require understanding my child does not yet have?
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Step 6

If many skills are skipped, or if the goal jumps far ahead of your child's current level, it is **reasonable to question whether the goal can be achieved within one year.**

This is not "limiting" your child.

It is checking whether the goal is **instructionally appropriate.**

What This Tells You

- **Few steps skipped** → the goal may be appropriate
 - **Many steps skipped** → the goal likely needs revision
 - **Different type of skill entirely** → the goal is likely inappropriate right now
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Important Reminder for Parents

Presuming competence does not mean skipping instruction.

IEP goals are meant to build step-by-step from what a child can already do.

If a goal skips multiple foundational steps, it is appropriate to ask the team:

- how those missing skills will be taught
- how progress will be measured
- and whether the goal should be revised to better match your child's current level