

A. Are the goals Focused and Precise?

- 1 Does each goal have one clear focus, as opposed to several different ones?
- 2 Can you picture exactly what the student will do (what behaviors the student will use) to achieve each goal?
- 3 Can you picture in what places and activities the learning will occur?
- 4 Can you picture the cues that the teacher will provide to support learning each goal?

B. Will the goals be Measured appropriately?

- 5 Does each goal include a way of measuring performance that is appropriate and that reflects the most important aspect of the behavior targeted?
- 6 Does the criterion for achieving each goal make sense and represent meaningful progress?
- 7 Will progress be monitored frequently enough so that the learning environment can be adjusted promptly in response to the student's successes or difficulties?
- 8 Is it clear whose responsibility it is to collect progress data?

C. Do the goals target Active Participation?

- 9 Do the goals encourage the student's full and active participation in activities with peers?
- 10 Do the goals foster interactions and relationships that will support participation in the community and family?
- 11 Will the new skills increase the student's capacity to function more independently in the "real world"?

D. Are the goals Student-centered?

- 12 Will the learning occur during preferred activities that motivate the student?
- 13 Does the student have the physical, sensory and intellectual abilities required to learn the targeted skills?
- 14 Do these goals offer a reasonable challenge for this particular student?
- 15 Do these goals describe cues that match the student's needs?

E. Are the goals Functional?

- 16 Do the behaviors to be learned serve a useful purpose for this student (for instance, saying a word to ask for something, rather than merely repeating the sound)?
- 17 Are the targeted behaviors likely to carry over to other settings and materials outside of the learning context?
- 18 Can the goals be implemented by nonprofessionals under natural conditions outside of school?

F. Are the goals Educationally Appropriate?

- 19 Do the targeted skills represent logical next steps based on the student's current skills?
- 20 Is it possible to address the goals at least daily?
- 21 Will the targeted skills help the student make progress toward the attainment of relevant educational standards?

G. Is the Entire IEP of high quality?	
Q U A L I T Y I E P	22 Does the IEP as a whole reflect the desires of the student and family, as well as their cultural norms?
	23 Is the IEP free of educational jargon so that it is easy for nonprofessionals to understand?
	24 Taken together, do the goals have an appropriate breadth; will they make a real difference in the student's life?
	25 Are goals that were not met last year changed or discarded (rather than automatically carried forward from year to year)?
	26 Are the proposed accommodations and modifications (e.g., specialized staff, materials, environmental conditions, interaction guidelines) appropriate to achieve the goals?
	27 Does the present levels of function statement provide specific information/details about the student's skills to create a useful picture of the student?
	28 Does the present levels of function statement emphasize the student's strengths?



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