**SMART Goal Compliance Rubric**

\*\* The purpose of this chart is to assist in clarifying what elements MUST be present for SMART goals to meet compliance standards. This chart is not intended to provide examples for all of the best practice SMART goal elements that could be included, but rather it provides a few basic examples that do and do not meet compliance standards.

\*\***For discussion purposes, indicator 200.810.b is broken down by each of the five parts of a SMART goal.**

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| **200.810 A statement of measurable annual goals, including academic and functional goals: The IEP includes goals that:** **200.810.b Are written in terms that are:****200.810.b.(1) Specific to a particular skill or behavior to be achieved,** **200.810.b.(2) Measurable,****200.810.b.(3) Attainable (can reasonably be accomplished within the duration of the IEP),** **200.810.b.(4) Results oriented, and****200.810.b.(5) Time-bound (generally happen within one (1) year)** |
| **Requirement and Descriptors** | **Focus** | **Out of Compliance** | **In Compliance** |
| **200.810.b.(1):**Specific to a particular skill or behavior to be achieved | Name the specific skill or targeted behavior that the goal is addressing. | * No specific skill/targeted behavior stated
* Skill listed is vague or too broad

**Example:**1. Increase basic reading skills from…
2. Increase writing skills …
3. Will maintain a passing grade in math class
 | * Includes specific skill or targeted behavior
* Skill or behavior being addressed is clearly identified

**Example:**1. Increase basic reading by reading 20 words following the CVC pattern…
2. Increase written expression by writing complete sentences to include correct capitalization and end punctuation….
3. Increase single digit multiplication computation skills
 |
| **Does your SMART Goal contain the following element?** | **YES** | **NO** |
| Evidence that the IEP goal is clearly focused on a particular skill or targeted behavior with a desired outcome. |  |  |
| **Requirement and Descriptors** | **Focus** | **Out of Compliance** | **In Compliance** |
| **200.810.b.(2):** Measurable | Include a baseline and mastery criteria. The method for collecting data must make sense to anyone. | * No baseline and/or mastery criteria included within the IEP
* Baseline data is vague or not defined..

**Example:**… increase to a 3rd grade reading level…(no baseline for this goal stated in text of goal or in IEP)… will increase time on task. (no mastery criteria stated in text of goal or in IEP) | * Baseline and/or mastery criteria is included within the IEP
* Baseline data is clearly stated within the IEP

**Example:**Given a text at 3.0 grade level, XXX will answer literal comprehension questions with 80% accuracy in 4/5 trials. (Baseline is 50% accuracy.)…will increase time on task from 2 minutes to 3 minutes….. |
| **Does your SMART Goal contain the following element?** | **YES** | **NO** |
| Evidence that the IEP goal can be clearly measured for progress. |  |  |
| **Requirement and Descriptors** | **Focus** | **Out of Compliance** | **In Compliance** |
| **200.810.b.(3):** Attainable (can reasonably be accomplished within the duration of the IEP) | Based on data in the current and previous PLAAFPs, it is reasonable to expect the goal can be accomplished within the life of the IEP. | * Depending on the student ability level demonstrated in the PLAAFP, criteria for attaining mastery appears to be unreasonable

**Example:**…from 10% to 85% accuracy (if information from PLAAFP indicates previous annual progress was only 20%) | * Depending on the student ability level demonstrated in the PLAAFP, criteria for attaining mastery appears to be reasonable

**Example:**… from 45% to 70% accuracy…(information from PLAAFP indicates previous rate of progress is similar to the rate of progress identified in goal)…from 50 sight words to 100 sight words… (information from PLAAFP indicates rate of sight word acquisition is great enough to master this goal within IEP cycle) |
| **Does your SMART Goal contain the following element?** | **YES** | **NO** |
| Evidence, from current and previous PLAAFPs, that the IEP goal can reasonably be accomplished within the duration of the IEP. |  |  |
| **Requirement and Descriptors** | **Focus** |
| **200.810.b.(4):** Results oriented  | * Goal is stated as a clear outcome or result.
* Goal is relevant in terms of the student making progress and gaining educational benefit in light of the child’s unique circumstances.
* Goal contains a description of what results will show the team that the goal has been met.
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| **Does your SMART Goal contain the following element?** | **YES** | **NO** |
| Evidence that the IEP goal is clearly focused on an outcome or result that will benefit the student. |  |  |
| Clear indication of when the goal has been accomplished or met. |  |  |
| **Requirement and Descriptors** | **Focus** |
| **200.810.b.(5):**Time-bound (generally happen within one (1) year) | * It is implied that the goal can be accomplished within the life of the IEP, which is generally one year.
* If the team determines a different timeframe for the accomplishment of the goal, that timeframe is clearly stated in the goal text.
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| **Examples for Non-Compliant Goals** | **Examples for Compliant Goals** |
| 1) Student will increase reading skills to a 3rd grade level.2) Student will increase written expression by writing complete sentences from 10% to 85% accuracy.3) Student will improve reading comprehension from a first grade level to a third grade level 80% of the time.4) Student will improve math skills to grade level with 75% accuracy by the end of this IEP.5) Student will improve behavior skills by displaying appropriate behaviors in class 100% of the time during this IEP. | 1) Student will increase basic reading by reading 20 words following the CVC pattern from a baseline of 5 words with 90% accuracy on 4 out of 5 data collection days during the course of this IEP.2) Student will increase Written expression by writing complete sentences to include correct capitalization and end punctuation with 80% accuracy on 4 out of 5 data collection samples during the course of this IEP. 3) Student will increase math calculation skills by solving two- and three-digit addition problems with sums to 200 with regrouping from 40% accuracy to 75% accuracy on 3 out of 4 data collection samples during the course of this IEP. 4) Student will increase math problem-solving skills by solving two-step word problems requiring multiplication with a baseline from a 4.0 grade equivalent to a 4.5 grade equivalent with 80% accuracy on 4 out of 5 data collection samples by the end of this IEP cycle. 5) Student will decrease episodes of verbal aggression by asking permission to remove himself from his desk to the designated safe area in order to gain composure with no more than two verbal prompts from the teacher in 9 out of 10 data collection/observations over the course of this IEP cycle . Currently Student removes himself independently and appropriately 4 out of 10 observed times. |

**Definitions:**

**READING -**

* Basic Reading skills include phonemic awareness, sight word recognition, phonic and word analysis, Essential skills include identification of individual sounds, and the ability to manipulate them. Identification of printed letters, and sounds associated with letters, and decoding of written language.
* Reading Comprehension: ability to process text, understand its meaning, and integrate what the reader already knows. Skills within reading comprehension include fact/opinion, prediction of outcomes, sequencing, evaluate, main idea, cause/effect, basic recall of details, stating inferential and literal facts.
* Reading Fluency: ability to read like you speak. Accuracy rate, proper expression, speed.

**WRITTEN EXPRESSION:**

* Highly complex, cognitive, self-directed process, including planning, translating (drafting), review and revising.
* Skills include: grammar, composition, organization of writing, ideas, voice, word choice, sentence fluency, spelling, punctuation, sentence and paragraph structures, types of writing (entertainment, factual, biography), editing, and revisions.

**MATHEMATICS:**

* Math Calculation: count, objects, compute simple math facts and operations. Skills: basic addition, subtraction, multiplication, division facts; step-by-step processes with 1,2,3 digits…
* Math Problem Solving: examining questions to find the key ideas choosing appropriate strategy, doing the math facts, finding the answer and rechecking. Skills: interpreting charts/graphs, money, multiple step word problems, higher thinking math, algebra, geometry.

**BEHAVIOR/SOCIAL SKILLS:**

* SKILLS used daily to interact and communicate appropriately with others, includes verbal and nonverbal communication, body language, facial expressions, gestures.
* Skills: show empathy, group activities, solve own problems, conflict resolution, relationship management, respect, active listening, and effective communication.