**Annual IEP Goal Compliance Rubric**

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

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| **200.810 A statement of measurable annual goals, including academic and functional goals: The IEP includes goals that:**  **200.810.a Demonstrate consistency with the present level of academic and functional performance**  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)  **200.810.c Enable the child to be involved in the general education curriculum, as appropriate (for preschool children, participation in appropriate activities)**  **200.810.d Address the child’s other educational needs resulting from her/his disability.**  **200.810.e Are present for each special education and related service (N/A for transportation as a related service).**  **200.810.f For children taking alternate assessments, description of benchmarks or short-term objectives aligned to alternate achievement standards. This information may be shown under goals or in the Present Level of Academic Achievement and Functional Performance**  \*\***For discussion purposes, indicator 200.810 is broken down by each of the parts to an annual goal. Please note 200.810 b (SMART goal format) is addressed in a separate** [**SMART goal rubric**](https://dese.mo.gov/media/file/smart-goal-rubric-word-updated-5312022)**. Please refer to this rubric for specific information regarding the compliance requirements for 200.810b.** | | | | | |
| **Requirement and Descriptors** | **Focus** | **Out of Compliance** | | **In Compliance** | |
| **200.810.a Demonstrate consistency with the present level of academic and functional performance (PLAAFP)** | * Continuation of the “Golden Thread”. Goals address specific skills or behaviors noted in the PLAAFP as a disability related need of the child based on their unique circumstances and individualized needs | * Goals address skills or behaviors that are not identified in the PLAAFP * Goal address areas of need that are not identified in PLAAFP   **Example:**   1. A goal addressing decoding is present but decoding skills (nor any other related basic reading skill) is not addressed in the PLAAFP 2. A goal addressing off task behaviors is present but there is nothing in the PLAAFP that speaks to concerns in the area of attention to task or off task behavior. | | * Goals address skills or behaviors that are identified in the PLAAFP * Goals address areas of need that are identified in the PLAAFP   **Example:**   1. A goal addressing decoding is present and the PLAAFP details specific areas of concern and contains information related to the student’s current functioning with decoding skills. 2. A goal addressing off task behavior is present and the PLAAFP details concerns and contains information related to the student’s current functioning in the area of off task behavior or attention to task. | |
| **Does your goal contain the following element?** | | **YES** | | **NO** | |
| Evidence that the IEP goals address disability related needs stated in the PLAAFP | |  | |  | |
| **200.810.b (1-5) Refer to the** [**SMART goal rubric**](https://dese.mo.gov/media/file/smart-goal-rubric-word-updated-5312022)**.** | | | | | |
| **Requirement and Descriptors** | **Focus** | | | | |
| **200.810.c Enable the child to be involved in the general education curriculum as appropriate, (for preschool children participation in appropriate activities)** | * The annual IEP goals should focus on skills or behaviors that are relevant to making progress in and being involved in the general education curriculum. * Annual IEP goals should be aligned to the State standards for the grade in which the child is enrolled (MO Learning Standards or Essential Elements) * Annual IEP goals align with the concerns noted in the PLAAFP’s impact statement (Description of how the student’s disability affects their progress and involvement in the general education curriculum) * Endrew F: Each child with a disability must be offered an IEP that is designed to provide access to instructional strategies and curricula aligned to both challenging State academic content standards and ambitious goals, based on the unique circumstances of that child. | | | | |
| **Does your goal contain the following element?** | | **YES** | | **NO** | |
| Evidence that the team aligned IEP goals to skills or behaviors the student needs to be involved in and make progress in the general education curriculum. | |  | |  | |
| **Requirement and Descriptors** | **Focus** | | **Out of Compliance** | | **In Compliance** |
| **200.810.d Addresses the child’s other educational needs resulting from her/his disability.** | * Goals should address academic and functional needs that are a result of the unique disability related needs | | * IEP goals only address disability related academic needs of the child when evaluation report and PLAAFP indicate the student has disability related functional needs that should be addressed by the IEP team * Example:   The evaluation report and the PLAAFP of a student who is intellectually disabled indicates significant skill deficits in the area of adaptive behavior, yet the IEP does not contain goals to address identified adaptive behavior needs. | | * IEP goals address both disability related academic and functional needs * Example:   The evaluation report and the PLAAFP of a student who is intellectually disabled indicates significant skill deficits in the area of adaptive behavior, and the IEP contains goals to address identified adaptive behavior needs as well as academic needs. |
| **Does your goal contain the following element?** | | **YES** | | **NO** | |
| Evidence that the IEP goals address the child’s unique educational needs resulting from his/her disability. | |  | |  | |
| **Requirement and Descriptors** | **Focus** | | **Out of Compliance** | | **In Compliance** |
| **200.810.e Are present for each special education and related service (N/A for transportation as a related service).** | * To ensure that the district is providing FAPE, each goal should have at least one corresponding special education or related service. * Related services require at least one goal, if instruction is provided directly to the student. * An unfamiliar reviewer should be able to tell which services are addressed through which goals | | * A special education service (specially designed instruction) is listed in the IEP but there is not a corresponding goal. * A related service is listed in the IEP but there is not a goal for the related service listed in the IEP (only applicable in situations in which the related service provides direct instruction is provide to the student)   **Example:**   * The IEP indicates the student is receiving services (specially designed instruction) in social skills but there are no social skills goals in the IEP. * The IEP indicates the student is receiving physical therapy as a related service, but the IEP does not contain any goals to be implemented during physical therapy. | | * A special education service (specially designed instruction) is listed in the IEP and there is at least one corresponding goal. * A related service is listed in the IEP and there is at least one goal for the related service in the IEP (only applicable in situations in which the related service provides direct instruction is provide to the student)   **Example:**   * The IEP indicates the student is receiving services (specially designed instruction) in social skills and the IEP contains one or more goals addressing social skills. * The IEP indicates the student is receiving physical therapy as a related service and the IEP contains one or more goals to be implemented during physical therapy. |
| **Does your goal contain the following element?** | | **YES** | | **NO** | |
| Evidence that the IEP contains goals for each special education and related service listed in the IEP. | |  | |  | |
| **Requirement and Descriptors** | **Focus** | | **Out of Compliance** | | **In Compliance** |
| **200.810.f For children taking alternate assessments, description of benchmarks or short-term objectives aligned to alternate achievement standards. This information may be shown under goals or in the Present Level of Academic Achievement and Functional Performance** | * For student’s taking the MAP A, short-term objectives or benchmarks are required for all goals (including related service goals) * Student’s who are instructed and assessed on alternate achievement standards are students with significant cognitive impairments. They typically make smaller increments of progress therefore benchmarks or objectives allow teams to see the progress more clearly. * The short-term objectives and benchmarks may be placed under the goals or in the PLAAFP. | | * The IEP of a student who is taking the MAP A does not contain short-term objectives or benchmarks for the annual goals listed in the IEP. * The IEP of a student who is taking the MAP A contains goals for a related service but those goals do not contain short-term objectives or benchmarks.   **Example:**  Benchmarks or short-term objectives are not present for any of the goals listed in an IEP for a student who is taking the MAP -A.  Benchmarks or short-term objectives are present for all goals except related service goals in an IEP for a student who is taking the MAP-A. | | * The IEP of a student who is taking the MAP A contains short-term objectives or benchmarks for the annual goals listed in the IEP * The IEP of a student who is taking the MAP A contains goals for a related service and those goals have short-term objectives or benchmarks.   **Example:**  Benchmarks or short-term objectives are not present for each of the goals listed in an IEP for a student who is taking the MAP -A.  Benchmarks or short-term objectives are present for all goals including related service goals in an IEP for a student who is taking the MAP-A. |
| **Does your Goal contain the following element?** | | **YES** | | **NO** | |
| Evidence that all of the annual IEP goals contained in an IEP for a student who will be assessed using the MAP -A contain benchmarks or short-term objectives. | |  | |  | |