

Question and Answer Document

A collaborative
project of the Texas
Education Agency
and the Statewide
Progress in the
General Curriculum
Network

Individual Education Program (IEP) Annual Goal Development

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Introduction

[The Individuals with Disabilities Education Act \(IDEA\) 2004](#) requires that all students who receive special education services have measurable annual goal(s) included in their Individualized Education Programs (IEPs). This may include academic (standards-based) and/or functional (non-standards-based) goals, which are based on the individual student's needs, as documented in his or her present levels of academic achievement and functional performance (PLAAFP) statements. The purpose of these goals, as is the purpose of all special education services, is to assist the student in accessing and progressing in the general curriculum. Academic (standards-based) goals are goals directly linked to progressing toward enrolled grade-level content standards. Functional (non-standards-based) goals are goals which assist the student in accessing the enrolled grade-level content standards.

Additionally, the [Every Student Succeeds Act](#) (ESSA) and [IDEA regulations](#) require that all students, including those with disabilities, be included in the statewide assessment system. Because all students are included in the statewide assessment system, they must have access to the general education curriculum that is tested using this system. This access may be with or without accommodations and may include an alternate assessment. Due to these requirements, all students receiving special education services in academic areas must have corresponding standards-based annual goals that link to enrolled grade-level content standards. This link to enrolled grade-level content standards is based on where the student is functioning in relation to the grade-level standard and will ultimately assist the student in progressing toward those standards.

[Project Forum](#) at [National Association of the State Directors of Special Education](#) (NASDSE) has developed a [Seven-Step Process to Creating Standards-based IEPs](#). The Project Forum document (located under the "Projects" tab) has been adopted by the [U.S. Office of Special Education Programs \(OSEP\)](#) as part of their collection of "[IDEAs that Work](#)," and Texas has used the document as a resource in developing training on this process. The seven steps detailed in this document are as follows:

1. Consider the grade-level content standards for the grade in which the student is enrolled or would be enrolled based on age.
2. Examine classroom and student data to determine where the student is functioning in relation to the grade-level standards.
3. Develop the present level of academic achievement and functional performance (PLAAFP).
4. Develop measurable annual goals aligned with grade-level academic content standards.
5. Assess and report the student's progress throughout the year.
6. Identify specially designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum.
7. Determine the most appropriate assessment option.

This question and answer document focuses on step 4 of this process, developing measurable annual goals. While the seven-step process above is specific to academic (standards-based) goals, this question and answer document includes information on both academic (standards-

based) and functional (non-standards-based) goals. Regardless of whether the goal is academic or functional, the seven steps remain the same.

This question and answer document is intended to serve as a resource to provide current information about developing IEP goals in order to ensure that the applicable requirements of [IDEA 2004](#) and the [ESSA](#) are accurately understood and properly implemented. This document consolidates federal requirements (IDEA 2004 and its regulations) and state guidance regarding standards-based IEPs. We encourage you to disseminate this document to a wide range of educators and parents throughout your local education agency (LEA).

This question and answer document is organized into sections for ease of use. Some information is repeated in multiple sections so that sections can be used individually, if needed.

Section One: Measurable Annual Goals is applicable to all annual goals, regardless of the type of goal (academic or functional).

Section Two: Academic/Standards-Based Goals is applicable only to goals which are academic in nature. These goals are directly linked to a student progressing toward enrolled grade-level content standards. [The Texas Essential Knowledge and Skills \(TEKS\)](#) are the content standards used in Texas for grades K-12. For 3-4 year olds the content standards are the [Texas Prekindergarten Guidelines](#) and/or district-adopted prekindergarten curriculum.

Section Three: Functional Goals is applicable only to goals which are not academic in nature (and, therefore, are not standards-based). These goals focus on a student accessing the enrolled grade-level content standards.

Online Training Module

The statewide [Progress the General Curriculum \(PGC\) Network](#), in collaboration with the [Texas Education Agency \(TEA\)](#) has developed a free online training titled, "IEP Goal Development in Texas V2 (Online Training) 2016-2017." This free training is available through the [Education Service Center, Region 20](#) workshop offerings. The training focuses on the portion of the Admission, Review, and Dismissal (ARD) process related to developing a student's PLAAFP and using the PLAAFP to create enrolled grade-level, measurable, annual academic goals.

This online training should take approximately 2-3 hours to complete, and upon successful completion, a certificate will be created that can be printed by the user.

The intended audience is general and special educators who are involved in the Admission, Review, and Dismissal (ARD) or individualized education plan (IEP) process, but other individuals, including parents, are welcome to participate.

Questions and Answers

Section 1: Measurable Annual Goals

The questions and answers in this section apply to all measurable annual goals, regardless of whether the goals are academic (standards-based) or functional (non-academic).

1.1 What are annual goals?

Annual goals are statements that describe what a student with a disability can reasonably be expected to accomplish within a period of time (not to exceed twelve months) in the student's special education program. These goals include skills and/or knowledge that will be mastered, not activities.

1.2 What is the purpose of an annual goal?

Annual goals identify the areas in which a student with a disability needs special education services/specially designed instruction. See [Question 1.11](#): *How does specially designed instruction relate to measurable annual goals?* That is, the goals identify specific areas where a student with a disability needs assistance from a special education professional (i.e. special education teacher, speech language pathologist, related services personnel such as Occupational Therapist, Physical Therapist, etc.) The goals address critical needs identified in a student's present level of academic achievement and functional performance (PLAAFP) statement that are keeping the student from accessing and/or progressing in the general curriculum.

1.3 What is a measurable annual goal?

Measurable goals are defined as statements that contain four critical components: timeframe, conditions, behavior and criterion. A measurable goal includes the behavior or skill that can be measured at periodic intervals against a criterion of success.

1.4 What are the four critical components of a measurable goal?

1. **Timeframe** identifies the amount of time in the goal period and is usually specified in the number of weeks or a certain date for completion.
2. **Conditions** specify the manner in which progress toward the goal occurs. Conditions describe the specific resources that must be present for a student to reach the goal and should outline or explain what facilitates learning for the student. The condition of the goal should link to the behavior being measured. For example, a goal relating to reading

comprehension may require the use of a graphic organizer. The graphic organizer is the condition.

3. **Behavior** clearly identifies the performance that is being monitored. It represents an action that can be directly observed and measured.
4. **Criterion** identifies how much, how often, or to what level the behavior must occur in order to demonstrate that the goal has been achieved. The goal criterion specifies the amount of growth that is expected within the goal timeframe.

1.5 Does the goal criterion relate to passing an assignment/course?

No. While the passing standard for a course/assignment is generally 70%, the criterion should specify the amount of growth expected to meet the annual goal, not the score required for passing the course/assignment. The criterion should be based on how the progress will be measured, and this may not always be a percentage measure. Examples of criteria are found in [Question 1.6](#): *What does a measurable goal with the timeframe, conditions, behavior and criterion look like?*

1.6 What does a measurable goal with the timeframe, conditions, behavior and criterion look like?

The following charts show the natural flow of a measurable goal written from the critical needs areas taken from the student's PLAAFP.

Timeframe	Condition	Behavior	Criteria
In 36 instructional weeks	using decoding skills and oral practice within a 3 rd grade passage	Joseph, a 3 rd grade student, will read	70 words per minute with fewer than 10 errors
While there are no TEKS which denote an expected accurate word call per minute for a student in third grade, the Oral Reading Fluency Norms 2005 utilized by University of Texas/Texas Education Agency states that third graders at the 50 th percentile read roughly 107 words per minute by the end of third grade.			
Behavioral Research & Teaching (2005, January). Oral Reading Fluency: 90 Years of Assessment (BRT Technical Report No. 33), Eugene, OR: Author.			

Timeframe	Condition	Behavior	Criteria
By the end of the 2017-2018 school year	given counseling with explicit instruction in 3 types of anger management techniques	Sara, a 10 th grade student, will utilize anger management techniques to reduce elopements from the classroom	as evidenced by remaining in the classroom 90% of the day at least 4 days per week
There is no standard associated with this goal as it is functional in nature.			

Timeframe	Condition	Behavior	Criteria
By May 15, 2018	given a 4 th grade story prompt and 30 minutes to write	Linda, a 4 th grade student, will write	a three paragraph essay using transition words in sentences and between paragraphs with 5 or fewer errors in usage
<p align="center">20(A)(viii) Oral and Written Conventions/Conventions.</p> <p>Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to use and understand the function of the following parts of speech in the context of reading, writing, and speaking and use time-order transition words and transitions that indicate a conclusion.</p>			

Timeframe	Condition	Behavior	Criteria
In 36 instructional weeks	when provided a visual schedule of the daily routine and asked, "What comes next?"	Christina, a 4 year-old student, will verbally state the correct activity	in 4 of 5 anecdotal notes recorded
There is no standard associated with this goal as it is functional in nature.			

Timeframe	Condition	Behavior	Criteria
By May 15, 2018	given a shirt with 1/2 inch buttons and fine motor skill instruction	Jose, a 6 th grade student, will button his shirt appropriately	by getting all 1/2 inch buttons in the correct button holes without assistance 4 of 5 tries
There is no standard associated with this goal as it is functional in nature.			

1.7 Does the IEP goal need to include the student's enrolled grade level?

No. The student's enrolled grade level will be documented somewhere within the ARD document and does not have to be repeated in the annual goal. The examples in this resource include the student's enrolled grade level for illustrative purposes only.

1.8 What should the Admission, Review and Dismissal (ARD) committee consider to ensure that IEP goals are measurable?

A measurable goal meets the following requirements:

- It indicates what to do to measure accomplishment of the goal;
- yields the same conclusion if measured by several people;

- is observable;
- allows a calculation of how much progress it represents; and
- it can be measured without additional information.

1.9 What is the role of the PLAAFP in developing measurable annual goals?

The decision to include a goal in a student's IEP should be made only after examining the student's PLAAFP. A goal should be based on a critical area of need that is keeping the student from accessing and/or progressing in the general curriculum. The goal should also be something the student can reasonably be expected to attain within one year. The PLAAFP should provide information on where the student is currently performing in both academic and functional skills. This information allows the ARD committee to determine both a critical area of need and what the student can reasonably be expected to achieve within one year.

1.10 How do accommodations and modifications relate to the annual goal?

Although federal law does not provide definitions of the terms *modification* and *accommodation*, the following definitions are used in Texas:

Accommodations are intended to reduce or even eliminate the effects of a student's disability but do not reduce learning expectations. Accommodations change how we present material or ask a student to respond to a task.

Modifications are practices and procedures that change the nature of the task or target skill. Modifications change what we hold the student accountable for learning. Only the ARD committee can determine necessary modifications.

For example, in a Biology class the assignment might require all students to differentiate between structure and function in plant and animal cell organelles including cell membrane, cell wall, nucleus, cytoplasm, mitochondrion, chloroplast, and vacuole. An **accommodation** for a student with a visual impairment might be using large print handouts to complete this assignment. A **modification** for a student who has ARD directed modifications in Biology might be to use preprinted labels to identify only the critical components of the organelles (nucleus, mitochondrion, chloroplast, cell wall).

1.11 How does specially designed instruction relate to measurable annual goals?

[IDEA 2004](#) defines special education services as “specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability” ([34 CFR §300.39\(a\)\(1\)](#)). [IDEA 2004](#) goes on to define specially designed instruction as “adapting, as appropriate to the needs of an eligible child under this part, the content, methodology or delivery of instruction to address the unique needs of the child that result from the child’s disability; and to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children” ([34 CFR §300.39 \(b\)\(3\)](#)). The ARD committee will utilize the student’s PLAAFP, which details the student’s current levels of academic

achievement and functional performance to develop measurable annual goals. Then the ARD committee will determine what specially designed instruction/special education service(s) the student needs, including frequency, duration and location of these services, in order to meet his or her goals. This specially designed instruction/special education service(s) will be detailed in the IEP.

1.12 What is the difference between an academic goal and a functional goal?

Academic goals and functional goals are written using the same four required elements. The only difference between the two is that functional goals do not require a link to the enrolled grade-level content standards ([TEKS](#), [Texas Prekindergarten Guidelines](#) or [The Texas Infant, Toddler, and, Three-Year-Old Early Learning Guidelines](#) and/or district-adopted prekindergarten curriculum).

When asked to define “academic achievement” and “functional” in the adoption of the [final Federal Regulations to IDEA 2004](#), the [U.S. Department of Education](#) stated:

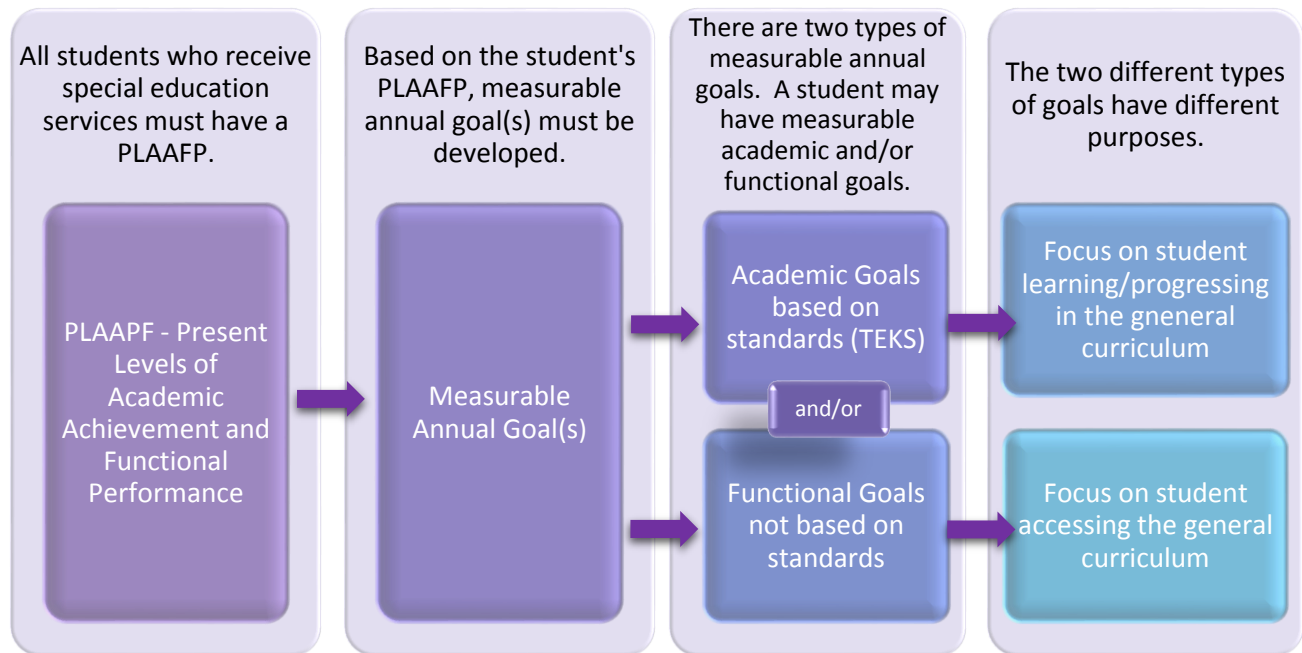
“Academic achievement” generally refers to a child’s performance in academic areas (e.g., reading or language arts, math, science, and history). We believe the definition could vary depending on a child’s circumstances or situation, and therefore, we do not believe a definition of “academic achievement” should be included in these regulations. ([71 Fed. Reg. at 46662](#))

We do not believe it is necessary to include a definition of “functional” in these regulations because the word is generally used to refer to activities and skills that are not considered academic or related to a child’s academic achievement as measured on statewide achievement tests. There is nothing in the Act that would prohibit a state from defining “functional,” as long as the definition and its use are consistent with the Act. ([71 Fed. Reg. at 46661](#))

The Texas Legislature and the [TEA](#) have elected to not define functional; instead, they allow the explanation given by the [U.S. Department of Education](#) to stand on its own.

The chart below serves as a visual for showing the differences in the two types of goals.

Also note that the type(s) of goal(s) the student has will also have additional implications for curriculum modifications, state assessment decisions, placement decisions, and other issues connected to the delivery of a Free Appropriate Public Education (FAPE).



1.13 Can a goal be both functional and academic?

For students aged three and four with IEPs:

Yes. Because of the developmental nature of young children, many of the standards in [The Texas Infant, Toddler, and, Three-Year-Old Early Learning Guidelines](#), [Texas Prekindergarten Guidelines](#) and/or in district-adopted prekindergarten curriculum may fall into both categories. For example, the Texas Prekindergarten Guidelines for science include standards linked to learning personal hygiene skills.

At K-12:

No. The [TEKS](#) address academic areas. Therefore, at K-12, a goal is either related to a student learning the TEKS (academic goal) or related to the student learning a skill he/she needs to learn in order to be able to access the TEKS (functional goal).

1.14 Does a student's IEP need to include both functional and academic goals?

The type(s) of annual goal(s) to include in a student's IEP is a decision that must be made by the ARD committee only after examining the student's PLAAFP which must describe the student's current academic achievement and functional performance. While all students who receive special education services must have measurable annual goals, some students may have both academic and functional goals, and some students may have only one type of goal (academic or functional) to enable them to have access to the general curriculum as indicated by the student's needs (as defined in his or her PLAAFP) and determined necessary by their respective ARD committees.

Additionally, the National Association of the State Directors of Special Education (NASDSE) at [Project Forum](#) states in the document “[Standards Based IEP: Implementation Update](#)” (June 2010),

“It is important to note that the student’s IEP resulting from this process does not contain a restatement of the state standards, but rather includes the goals that designate the necessary learning – the specially designed instruction – that will lead to the student’s attaining the standards that the team has identified as not yet achieved. If needed, goals pertaining to acquisition of functional skills that will facilitate the achievement of state academic standards are also included.”

Therefore, if the ARD committee determines that no functional goals are necessary in order for the student to access the general curriculum, then the student’s IEP would only include goal(s) that were academic.

1.15 How many annual goals should the student’s ARD committee include from the enrolled grade-level content area?

[IDEA 2004](#) does not require a specified number of annual goals; rather, the decision should be based solely on the student’s disability and its effect on academic achievement. The ARD committee needs to use the student’s PLAAFP to determine the area(s) in which the student needs measurable annual goals. The goals will then determine the specially designed instruction the student needs.

1.16 In which subject areas/courses (with associated TEKS) do students need enrolled grade-level measurable annual goals?

[IDEA 2004](#) does not mandate goals for a specific content area. Instead, IDEA leaves this to be determined by the student’s ARD committee and defined in his or her IEP. In order to make this decision, the ARD committee needs to examine a student’s PLAAFP and determine, based on the PLAAFP, in which area(s) the student needs measurable annual goals, and thus, needs specially designed instruction/special education service(s) to address those goals. The two situations in which a student must have a measurable annual goal are:

1. when content is modified for a specific content area/course, the IEP must include annual goal(s) which specifically address how content is modified in this content area; and/or
2. when a student is removed from a general education setting for a scheduled period of time, the IEP must include measurable annual goal(s) which specifically address how the student will access or progress in this content. In this case, the student may or may not have modifications to this content, but must have annual goal(s) specific to this content since the setting is not a general education setting.

1.17 Can one annual goal cover multiple subject areas/courses?

Functional goals may cover multiple subject areas/courses, as determined by the ARD committee. For example, an annual functional goal that includes the use of an agenda or planner as an organizational tool would likely cross multiple/all subject areas. Similarly, behavior goals often need to be implemented in multiple/all subject areas.

For academic goals, the ARD committee would need to analyze whether or not the identified [TEKS](#), [Texas Prekindergarten Guidelines](#), [The Texas Infant, Toddler, and, Three-Year-Old Early Learning Guidelines](#) and/or district-adopted prekindergarten curriculum cross multiple subject areas. If yes, then the annual goal(s) may be written to be implemented in those subject areas. If not, then separate goal(s) will need to be written for each subject area where the PLAAFP indicates a critical need.

Keep in mind that all academic goals should be specific to subject area curriculum standards and cannot be generalized. For example, if a reading goal was implemented in a social studies course, implementation of this reading goal does not constitute modification of the social studies [TEKS](#). If a student's reading deficits are so severe that the social studies content (TEKS) needs to be modified, then the ARD committee must include a goal that is specific to social studies that identifies how the social studies content is modified.

Whether academic or functional, the ARD committee would need to determine in which subject area(s) the goal(s) would be implemented as well as who will be responsible for monitoring and measuring the progress toward meeting the goal. These decisions would need to be documented in the student's IEP.

1.18 For a student who receives special education services in a general education (mainstream) setting and does not have modified content in any subject area, must the ARD committee still develop measurable annual goals?

Yes, all students who receive special education services are required by [IDEA](#) to have measurable annual goal(s). In this situation, the ARD committee must develop annual goals:

- a) from a critical area of need addressed in the student's PLAAFP that affects the student's ability to make progress and/or access the general education curriculum; and
- b) to clearly define the specially designed instruction/special education service(s) the student will receive.

[34 CFR §300.8 \(2\)\(i\)](#) states that in order to qualify for special education services, a student not only needs to have a disability (as defined in IDEA), but he/she must need special education services as a result of the disability. IDEA further defines special education as "specially designed instruction" ([34 CFR §300.39 \(a\)\(1\)](#)). See [Question 1.11](#): "*How does specially designed instruction relate to measurable annual goals?*" The student's annual goals define the specially designed instruction/special education service(s) he/she needs in order to access and progress in the general curriculum. If an ARD committee is unable to determine a need for annual goals, then the ARD committee may need to reconsider if the student's disability creates a need for special education services.

1.19 For a student who receives special education services in a general education (mainstream) setting and does not have modified content in any subject area, can the ARD committee write a “mainstream” or an “inclusion” goal for the student to master the TEKS for his or her enrolled grade-level?

No. A goal that addresses 70% mastery of [TEKS](#), [The Texas Infant, Toddler, and, Three-Year-Old Early Learning Guidelines](#), [Texas Prekindergarten Guidelines](#) and/or district-adopted prekindergarten curriculum simply expresses the standard that is required for all students (not just students who receive special education services), and does not inform the specially designed instruction/special education service(s) the student should receive from a special education professional in order to be able to access and progress in the standards.

1.20 What are short-term objectives/benchmarks?

Short-term objectives/benchmarks are the steps to be taken between the student’s present levels of academic achievement and functional performance (PLAAFP) and the attainment of the annual goal. Like the annual goal, best practice will entail short-term objectives having a timeframe, condition(s), behavior, and criterion.

When short-term objectives/benchmarks are included, it is expected that at least two short-term objectives/benchmarks for each goal be written. The ARD committee may specify the time that will be used for purposes of progress monitoring: for example, 80% of any 15-minute observation.

1.21 How are short-term objectives/benchmarks aligned with enrolled grade-level goals?

The short-term objectives/benchmarks are the steps a student takes to progress from the PLAAFP to the enrolled grade-level annual goal. These steps may encompass skills that are below the enrolled grade-level.

1.22 What does a benchmark/short-term objective with the timeframe, condition(s), behavior and criterion look like?

The following chart shows the natural flow of a short-term objective. There is one objective for each of the annual goals in the chart on [Question 1.6](#): “What does a measurable goal with the timeframe, conditions, behavior and criterion look like?”

Individualized Education Program (IEP) Annual Goal Development: Question and Answer

Timeframe	Condition	Behavior	Criteria
In 6 instructional weeks	when given a list of the first 50 words from a common high frequency word list	Joseph, a 3rd grade student, will read	45 of the 50 words in one minute or less
By the end of the first grading period	given an agreed-upon list of common classroom situations that trigger angry responses and provided instruction in one behavior management technique	Sara, a 10 th grade student, will utilize the behavior management technique to reduce elopements	as evidenced by remaining in the classroom 70% of the day at least 3 days per week
In three instructional weeks	with guided practice	Linda, a 4 th grade student, will correctly use transition words to connect simple and compound sentences	with 75% accuracy
By the end of the 2 nd grading period	when provided a visual schedule of the daily routine	Christina, a 4 year-old student, will verbally identify	50% of the daily routine labels correctly
By October 1 2017	given a shirt with 1 inch buttons	Jose, a 6 th grade student, will independently grasp the buttons without dropping them	in 3 of 5 trials

1.23 When are ARD committees required to write annual goals that include short-term objectives/benchmarks?

For those students who take alternate assessments aligned with alternate achievement standards, the IEP must contain a description of benchmarks/short-term objectives as part of the student's annual goals.

Although LEAs may have a local mandate that requires more, [IDEA 2004](#) requires that benchmarks/short-term objectives be part of the annual goal for any student who takes an alternate assessment judged against alternate achievement standards. In Texas, this means all students who take the alternate assessment ([STAAR Alternative 2](#)) must have at least two benchmarks/short-term objectives as part of their measurable annual goals. It does not matter if the goal is academic or functional or if the area is tested on the state alternative assessment. If

a student is going to take the STAAR Alternative 2, all of his or her annual goals must have benchmarks/short-term objectives.

For a student who takes any other state assessment the ARD committee may choose to include benchmarks or short-term objectives as part of the annual goals in order to assist in monitoring the student's progress toward mastery of IEP goals.

1.24 Can attainment of a grade level standard be a student's annual goal?

Even if written in measurable terms, a goal such as "70% mastery of grade-level [TEKS](#)" does not meet IDEA requirements detailed in [34 CFR §300.320\(a\)\(2\)\(ii\)](#). This is not measureable in and of itself and is simply a restatement of the expectations for all students in general education. [IDEA](#) requires that annual goals be based on the student's PLAAFP and inform the specially designed instruction/special education service(s) the student needs due to his or her disability in order to access and progress toward enrolled grade-level standards. The National Association of the State Directors of Special Education (NASDSE) at [Project Forum](#) states in the document ["Standards Based IEP: Implementation Update" \(June 2010\)](#).

"It is important to note that the student's IEP resulting from this process does not contain a restatement of the state standards, but rather includes the goals that designate the necessary learning – the specially designed instruction – that will lead to the student's attaining the standards that the team has identified as not yet achieved."

An annual goal should be linked to the student's need for specially designed instruction due to his or her disability in order to address the individualized needs and how those needs interfere with his or her ability to participate and progress in the general curriculum.

1.25 Can mastery of the benchmarks/short-term objectives be the criterion for mastery of an annual goal?

If the annual goal includes benchmarks/short-term objectives, the short-term objectives should have separate mastery criteria. These benchmarks/short-term objectives are the intermediate steps and serve as a gauge of the progress or lack of progress toward mastery of the annual goal. Mastering intermediate steps does not, in and of itself, show mastery of the annual goal. Therefore, an annual goal with a criterion such as "as evidenced by mastery of the following benchmarks/short-term objectives" is not appropriate. Best practice when constructing an annual goal is to include a timeframe, condition, behavior, and criterion. As such, the annual goal would be measureable and would allow for documentation of the student's progress toward that goal throughout the implementation of the IEP.

1.26 Are related service goals academic or functional?

These goals are functional in nature as these skills are not based on enrolled grade-level [TEKS](#), [Texas Prekindergarten Guidelines](#) or [The Texas Infant, Toddler, and, Three-Year-Old Early Learning Guidelines](#) and/or district-adopted prekindergarten curriculum. The skills addressed by

related services are skills a student needs in order to access the content-area standards, but are not directly teaching that content.

1.27 Since speech is an instructional service, are speech goals academic in nature?

This depends on the student's PLAAFP. If the PLAAFP indicates a critical need to directly address the enrolled grade-level [TEKS](#), [Texas Prekindergarten Guidelines](#) or [The Texas Infant, Toddler, and, Three-Year-Old Early Learning Guidelines](#) and/or district-adopted prekindergarten curriculum in communication, language and/or speaking, then an academic goal should be written. If the critical need is to teach a skill the student needs in order to access the enrolled grade-level standards in communication, language and/or speaking, this is considered a functional goal.

1.28 Must an IEP for students who are 14 and older (Texas requirements) or 16 and older (federal requirements) include separate measurable annual IEP goals that support transition?

IEPS are not required to include separate measurable annual goals for transition.

For students whose IEPs do include a transition plan with appropriate post-secondary goals, the annual IEP goals that are included must facilitate movement toward the post-secondary goals. There must be an IEP goal that supports each area identified as a post-secondary goal. So, if there is an existing annual IEP goal that does not support each post-secondary area (education/training, employment, and independent living - as appropriate), then a separate annual IEP goal may be needed.

A student does not need a goal for each of the three areas (education/training, employment, and independent living), only the ones the ARD committee determines appropriate for the student.

Visit [Transition in Texas](#), the Statewide Secondary Transition Network, for additional information.

1.29 Are annual goals that facilitate movement toward postsecondary goals academic or functional?

They can be either. Annual goals that facilitate movement toward post-secondary goals must be made by the ARD committee based on a student's PLAAFP, which should include transition information. Examples of both academic and functional goals are provided in [Question 1.6](#): "*What does a measurable goal with the timeframe, conditions, behavior and criterion look like?*".

1.30 Must postsecondary goals include the four elements (timeframe, condition, behavior, and criterion)?

No. IDEA ([34 CFR §300.320 \(b\)\(1\)](#)) requires that postsecondary goals be written in measurable terms; however, the four components may not be appropriate for postsecondary goals. Instead, LEAs should use the standards developed by the [National Technical Assistance Center for](#)

[Transition \(NTACT\)](#) for sample postsecondary goals. Measurable postsecondary goals must be able to be counted and the goal must occur after the student graduates from high school. LEAs can also contact the [Transition Specialist](#) at their ESC for additional assistance.

Visit [Transition in Texas](#), the Statewide Secondary Transition Network, for additional information.

1.31 What does an annual goal that facilitates movement toward a postsecondary goal look like?

The following example shows measurable annual goals that facilitate movement toward postsecondary goals:

Jamarreo has the following measurable postsecondary goals:

Postsecondary Goal for Education/Training:

After graduating from high school, Jamarreo will attend a community college and participate in the welding industry certificate program meeting the requirements to attain an Entry Level Welding Certificate.

Postsecondary Goal for Employment:

After graduating from the community college, Jamarreo will obtain a small business license and contract out his services as a welder in his uncle's shop.

See the next page for examples of annual measurable goals tied to the postsecondary goals listed above.

Timeframe	Condition	Behavior	Criteria
By the end of the 2016-2017 school year	given direct instruction completing a small business license application, guided practice, and personal information,	Jamarreo, an 11 th grade student, will complete an application with all required fields	in 4 out of 6 opportunities.
This is a functional goal, since it is not directly linked to any TEKS .			

Timeframe	Condition	Behavior	Criteria
By May 16, 2017	given direct instruction in high school Mathematics Models with Applications course and a calculator,	Jamarreo, an 11 th grade student, will calculate deposits and withdrawals from his personal budget	with 85% accuracy.
This is an academic goal, as it is directly linked to the TEKS for Mathematics Models with Applications .			

National Technical Assistance Center for Transition (NTACT) (2016). Retrieved November 2016 from www.transitionta.org

1.32 How does mastery of annual goals relate to grading and promotion?

[TEC §28.0216](#) requires that school district grading policies, “(1) must require a classroom teacher to assign a grade that reflects the students’ relative mastery of an assignment; [and] (2) may not require a classroom teacher to assign a minimum grade for an assignment without regard to the student’s quality of work.” These rules apply to classroom assignments, examinations, and overall grades for each grading period. Because of this, teachers may not assign a grade based on effort, and teachers cannot pass a student who has not mastered the curriculum.

Mastery of an IEP goal does not automatically constitute passing a course and passing a course does not automatically equate to mastering an IEP goal. If the IEP goal is not academic in nature, it may not figure into mastery of the course (and, thus the assignment of a course grade) at all.

[TEC §28.021\(a\)](#) requires that promotion from one grade level to the next be determined “only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.” For a student who receives special education services, the ARD committee, which includes the parent, makes the promotion/retention decision, but must base the decision on the student’s mastery of the curriculum, not on his or her behavior or the amount of effort he/she puts into assignments. Again, this decision may or may not include mastery of specific IEP goal(s) related to the required curriculum and must always follow the district’s/charter’s policies linked to promotion/retention.

Regardless of the grade earned in the course or of the promotion decision, if a student does not master an IEP goal, the ARD committee needs to examine the goal and analyze the situation to determine what factor(s) played a part in the student not mastering the goal. The ARD committee will need to determine whether the goal was appropriate, whether it was implemented correctly, and will determine any other adjustments that need to be made to the goal in order to meet the student’s need.

1.33 If a student does not master his or her enrolled grade-level goal(s) but progresses to the next grade level, should the goal(s) from the previous year be continued?

The measurable annual goal(s) the student needs will be based on his or her PLAAFP. If the PLAAFP indicates a need for standards-based/academic goals, then these goals will need to be based on current enrolled grade-level [TEKS](#), [Texas Prekindergarten Guidelines](#) or [The Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines](#) and/or district-adopted prekindergarten curriculum. If a student did not master his or her previous year’s enrolled grade-level goal(s) but progressed to the next grade level, the ARD committee will need to determine if the previous goal(s) should be included as short-term objectives/benchmarks to master the current enrolled grade-level goal(s).

1.34 Can a student’s IEP goal span the entire school year or must the dates match the annual ARD dates?

Since measurable annual goal(s) cannot span more than one calendar year, the ARD committee must determine the appropriate dates of implementation. For a student whose ARD meeting is

being held and goals are being developed for the next academic year, the IEP may be written to be implemented beginning with the first day of the next school year and continuing through the end of that school year, even though the next annual ARD will be held before the end of the goal implementation period. At the next annual ARD, the ARD committee would need to review progress toward mastery of the goal(s) which are currently being implemented and follow the same process for the following year.

1.35 How often should progress toward mastery of annual goals be measured?

This is an ARD committee decision. [34 CFR §300.320 \(a\)\(3\)](#) requires that the student's IEP include "a description of...when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided." The reporting of progress is distinct and different than the issuing of grades in the courses in which the student is enrolled. The examples in CFR § 300.320 (a)(3) include some possibilities that ARD committees might consider, but the ultimate decision regarding when progress will be measured is up to the ARD committee to determine and describe in the IEP.

1.36 How should progress be reported in IEP periodic progress reports to parents?

Best practice indicates that IEP progress should be reported in the same manner as the goal (and associated objectives) is measured. For example, if the goal/objective states that the child will master a goal/objective 4 out of 5 times, then report progress in that same way, i.e. how many times out of 5 the student is able to accomplish the goal/objective. If the goal/objective is written as a percentage, then report progress as a percentage. Notations such as "progress being made" or "continuing" are not adequate for reporting progress.

1.37 Where can I get additional information regarding implementing an IEP in the least restrictive environment (LRE)?

For additional information regarding this topic, please visit the [Progress in the General Curriculum Network](#) webpage. Resources include: The Guidelines for Co-Teaching in Texas, Least Restrictive Environment (LRE) Question and Answer Document, Working with Paraprofessionals: A Resource for Teachers of Students with Disabilities, Specially Designed Instruction: A Resource for Teachers and Grading and Progress Monitoring for Students with Disabilities.

Section 2: Academic/Standards-Based Goals

The questions and answers in this section apply only to academic/standards-based measurable annual goals. These are goals which focus on the student learning the enrolled grade-level standard/curriculum ([TEKS](#) or [Texas Prekindergarten Guidelines](#) and/or district-adopted prekindergarten curriculum).

2.1 Is academic achievement defined in law or rule?

No. When asked to define “academic” during the process of adopting the [final Federal Regulations for IDEA 2004](#), the [U.S. Department of Education](#) said the following:

“Academic achievement” generally refers to a child’s performance in academic areas (e.g., reading or language arts, math, science, and history). We believe the definition could vary depending on a child’s circumstances or situation, and therefore, we do not believe a definition of “academic achievement” should be included in these regulations. ([71 Fed. Reg. at 46662](#))

The Texas Legislature and [TEA](#) have elected not to define academic; instead, they allow the explanation given by the U.S. Department of Education to stand on its own.

2.2 What are academic/standards-based goals?

Academic/standards-based goals are annual, measurable goals aligned to enrolled grade level curriculum standards. The “standard” in the term standards-based IEPs refers to the curriculum standard on which the goal is based.

The curriculum standards in [Texas are the Texas Essential Knowledge and Skills \(TEKS\)](#) for student in Kindergarten - Grade 12. Preschool students should have goals that are aligned with [The Texas Infant, Toddler, and, Three-Year-Old Early Learning Guidelines](#), the [Texas Prekindergarten Guidelines](#), or district-adopted prekindergarten curriculum for students aged three and four.

2.3 What is the difference between an enrolled grade-level standards-based goal and the enrolled-grade level standards?

The student’s goal should not contain a restatement of the enrolled grade-level standards ([The Texas Infant, Toddler, and, Three-Year-Old Early Learning Guidelines](#), [Texas Prekindergarten Guidelines](#), or [TEKS](#)). Instead, it should include the goals that designate the specially designed instruction (content, methodology, and delivery of instruction) the student needs in order to attain the standards. . The National Association of the State Directors of Special Education (NASDSE) at [Project Forum](#) states in the document [“Standards Based IEP: Implementation Update” \(June 2010\)](#),

“It is important to note that the student’s IEP resulting from this process does not contain a restatement of the state standards, but rather includes the goals that designate the

necessary learning – the specially designed instruction – that will lead to the student’s attaining the standards that the team has identified as not yet achieved.”

The [TEKS Vertical Alignments](#), may serve as a resource when aligning goals to standards.

2.4 What does aligned to enrolled grade-level content standards mean?

Annual IEP goals that are academic in nature should link directly to specific grade-level [TEKS](#) for students in grades K-12. Preschool students should have goals that are aligned with the [Texas Infant, Toddler, and, Three-Year-Old Early Learning Guidelines](#), the [Texas Prekindergarten Guidelines](#), or district-adopted prekindergarten curriculum for students aged three and four.

The IEP does not need to include all TEKS/standards in a specific subject. The IEP should include only the most critical student needs within a specific content domain.

2.5 Can one academic goal cover multiple subject areas/courses?

The ARD committee would need to analyze whether or not the identified [TEKS](#) or [Texas Prekindergarten Guidelines](#) and/or district-adopted prekindergarten curriculum cross multiple subject areas. If yes, then the annual goal(s) may be written to be implemented in those subject areas. If no, then separate goal(s) will need to be written for each subject area where the PLAAFP indicates a critical need.

The implementation of a goal in multiple subject areas/courses, does not necessarily mean that the content is modified in multiple subject areas/courses. For example, a reading goal may be implemented in multiple content areas because the student’s PLAAFP shows that his or her reading deficit is impacting progress in multiple (or even all) content areas. However, implementing a reading goal in a social studies course does not modify the content ([TEKS](#)) for [social studies](#). A reading goal in a reading or English class might, however, modify the content TEKS for that course.

2.6 How do standards-based IEPs relate to state assessments?

All state assessments in Texas are aligned to the content area standards ([TEKS](#)). [The Every Student Succeeds Act \(ESSA\)](#) and [IDEA](#) regulations require that all students have access to and instruction in enrolled grade-level content. Therefore, standards-based IEPs are directly aligned with what is tested at the state level.

2.7 Do students in non-assessed grades/courses need standards-based IEPs?

Yes. Because [The Every Student Succeeds Act \(ESSA\)](#) and [IDEA](#) regulations require that all students have access to and instruction in enrolled grade-level content, all students must have IEP goal(s) aligned with the standards ([TEKS](#) or [Texas Prekindergarten Guidelines](#) and/or district-adopted prekindergarten curriculum) that address the critical needs of the individual student.

2.8 Does having a standards-based/academic goal automatically mean a student has modified content?

No. In addition to the ARD committee determining which goal(s) the student's PLAAFP indicates a need for, the ARD committee must also determine if the student needs modified content. Content is modified when the nature of the task or target skill that the student is responsible for learning is different than it is for the general student population. How content will be modified may be documented anywhere within the contents of the IEP, of which the annual goal is just a portion. Additionally, if content is modified, a standards-based academic goal is required in that content area.

For more information on modifications see [Question 1.10](#): "How do accommodations and modifications relate to the annual goal?" and [Question 2.5](#): "Can one academic goal cover multiple subject areas/courses?"

2.9 Does having an academic/standards-based goal automatically qualify a student to take an alternate state assessment?

No. A student must meet all of the participation requirements for the alternate assessment ([STAAR Alternate 2](#)).

2.10 For a student who takes an alternate state assessment, does he/she need an academic standards-based IEP goal that corresponds with the tested content area?

Yes. For a student who takes [STAAR Alternate 2](#), there must be a corresponding academic standards-based IEP goal for all content areas in which the student is taking the alternate assessment. The goal must link to the student's enrolled grade level [TEKS](#). For STAAR Alternate 2, each knowledge and skills statement has been summarized into an [essence statement](#) that serves as a link to the grade-level [TEKS](#). However, essence statements alone do not contain the four required components of a measurable annual goal and should be crafted by ARD committees to reflect a measurable annual goal. Teachers should use the [Curriculum Framework](#) documents to select appropriate prerequisite skills.

2.11 Is it a requirement to write goals for each tested objective on a state assessment?

No. The ARD committee decides on the appropriate goal(s) for the individual student based on the student's PLAAFP and identified critical areas of need.

2.12 How can ARD committees use the TEKS, Texas Prekindergarten Guidelines, and Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines to write goals?

The student expectation component (see Anatomy of the TEKS below) of the [TEKS](#) is used to provide the framework for annual goal writing by establishing grade-level expectations. Similarly,

the [Texas Prekindergarten Guidelines](#) and the [Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines](#) provide the student expectations by age. However, student expectation statements alone are not measurable and should be re-crafted by ARD committees to reflect a measurable annual goal.

Anatomy of the TEKS

Grade 6 Mathematics Example

Knowledge and Skills
Statement

(10) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to:

Student Expectations

(A) model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts; and

(B) determine if the given value(s) make(s) one-variable, one-step equations or inequalities true.

2.13 Are ARD committees required to include the number (e.g. Grade 6 10A) of the particular TEKS and/or Student Expectation aligned to each annual goal?

No. Local Education Agencies (LEAs) may elect to include this process in their local policies, procedures and/or operating guidelines.

2.14 Is it a requirement to write an annual goal for every essence statement for students assessed with an alternate state assessment?

No. The ARD committee decides on the appropriate goal(s) for the individual student based on the student's PLAAFP and identified critical areas of need.

2.15 Can the [Functional Academic Curriculum for Exceptional Students](#) (FACES) curriculum objectives be used as academic/standards based annual goals/objectives?

No. For the academic content area goals (reading/English/language arts, math, science, and social studies), FACES objectives would not be appropriate.

2.16 How do you write enrolled grade-level goals when a student is not performing on grade level?

The [National Association of State Directors of Special Education \(NASDSE\)](#) has produced a document titled, [Standards-Based Individualized Education Program Examples](#), that illustrates a

recommended seven-step process, with accompanying guiding questions, to assist special education teachers and other professionals in developing a standards-based IEP.

Additional resources include: [STAAR Alternate 2: Instructional Decision-Making Guides](#), [TEA TEKS Vertical Alignment Document](#) and the [Curriculum Framework documents](#).

2.17 If a student does not master his or her enrolled grade-level goal(s) but progresses to the next grade level, should the goal(s) from the previous year be continued?

The measurable annual goal(s) the student needs will be based on his or her PLAAFP. If the PLAAFP indicates a need for standards-based/academic goals, then base these goals on enrolled grade-level content standards ([TEKS](#) or [Texas Prekindergarten Guidelines](#) and/or district-adopted prekindergarten curriculum). If a student did not master his or her previous year's enrolled grade-level goal(s) but progressed to the next grade level, the ARD committee will need to determine if the previous goal(s) should be included as short-term objectives/benchmarks to master the enrolled grade-level goal(s).

2.18 Should ARD committees still consider modified content if there is no modified assessment available?

Yes. The decision to modify content is based on the PLAAFP. There must be a corresponding goal in the subject area where the student is receiving the modified content. The elimination of the modified assessment does not equate to the removal of modified instruction in the classroom. If modified instruction is part of the student's specially designed instruction/special education services in the student's IEP, its implementation is required by [IDEA 2004](#).

Section 3: Functional Goals

The questions and answers in this section apply only to functional/non-standards-based measurable annual goals. These goals focus on the student accessing the enrolled grade-level standard/curriculum ([TEKS](#) or [Texas Prekindergarten Guidelines](#) and/or district-adopted prekindergarten curriculum).

3.1 Is “functional” defined in law or rule?

No. When asked to define “functional” during the process of adopting the [final Federal Regulations for IDEA 2004](#), the [U.S. Department of Education](#) said the following:

We do not believe it is necessary to include a definition of “functional” in these regulations because the word is generally used to refer to activities and skills that are not considered academic or related to a child's academic achievement as measured on statewide achievement tests. There is nothing in the Act that would prohibit a State from defining “functional,” as long as the definition and its use are consistent with the Act. ([71 Fed. Reg. at 46661](#))

The Texas Legislature and [TEA](#) have elected not to define “functional”; instead, they allow the explanation given by the U.S. Department of Education to stand on its own.

3.2 What type(s) of measurable annual goals might be functional in nature?

Goals that are non-academic are considered functional. Some examples may include related services such as occupational therapy (OT), physical therapy (PT), counseling, and orientation and mobility training (O&M). Other examples might include goals pertaining to behavior, social skills or the use of an assistive technology (AT) device. While the ultimate purpose for providing these services is to help the student access the general education curriculum, this type of annual goal is not required to be based on the [TEKS](#) or [Texas Prekindergarten Guidelines](#) and/or district-adopted prekindergarten curriculum. See [Question 1.12](#): “What is the difference between an academic goal and a functional goal?”

Reminder: Because of the developmental nature of young children, many of the standards in the [Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines](#), the [Texas Prekindergarten Guidelines](#), and/or in district-adopted prekindergarten curriculum may fall into both the academic and functional categories.

3.3 For which groups of students are functional goals appropriate?

For any student whose PLAAFP statement indicates a non-standards based critical need that is preventing the student from accessing the general curriculum, the ARD committee may need to consider a functional goal. The decision should not be based on the student's disability/label, but, rather on how the student's disability is impacting his or her access to the general curriculum. For example, a PLAAFP for a student with a learning disability might indicate a need for a goal focusing on organizational skills if the student is having difficulty keeping track of assignments,

due dates, etc. A PLAAFP for a student with an orthopedic impairment might indicate a need for a goal related to how to properly hold a writing instrument so that he/she can complete required assignments.

Reminder: Because of the developmental nature of young children, many of the standards in the [Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines](#), the [Texas Prekindergarten Guidelines](#), and/or in district-adopted prekindergarten curriculum may fall into both the academic and functional categories. See [Question 1.12](#): “What is the difference between an academic goal and a functional goal?”.

3.4 Must measurable annual functional goals be standards-based?

No. Because there are no state adopted standards for functional goals, there is no standard on which to base these goals. For example, if the ARD committee decides the student needs a goal to help him/her transition independently between class periods, there are no [TEKS](#) containing this skill. Write the goal in measurable terms (including timeframe, condition(s), criterion and behavior), but base it on the student’s PLAAFP and the skills that the student needs for transitioning between classes independently.

3.5 Can one functional goal cover multiple subject areas/courses?

Functional goals may cover multiple subject areas/courses as determined by the ARD committee. For example, an annual functional goal containing the use of an agenda or planner as an organizational tool would likely cross multiple/all subject areas. Similarly, behavior goals often need to be implemented in multiple/all subject areas.

3.6 Does having a functional goal automatically mean a student has modified content?

No. A functional goal is not based on enrolled grade-level [TEKS](#), [Texas Prekindergarten Guidelines](#), [Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines](#), and/or district-adopted prekindergarten curriculum. Instead, it addresses a skill a student needs in order to have access to those standards. Because of this, it does not impact the student’s curriculum, and thus, does not change the nature of the task or target skill the student is expected to learn.

Functional goals do not substitute for a student learning enrolled grade-level content standards. Instead, they are supplemental skills a student needs in order to access those standards. These goals should be taught in addition to, not in place of, enrolled grade-level content standards.

3.7 Does having a functional goal qualify a student to take an alternate state assessment?

No. Functional goals do not impact curriculum, and thus, should not impact state assessment decisions.

3.8 Can you use the Functional Academic Curriculum for Exceptional Students (FACES) curriculum objectives as functional/non-academic annual goals/objectives?

For functional goals, an LEA could choose to utilize the FACES curriculum as the basis for writing a measureable annual goal.

3.9 Can a student's IEP include only functional goals?

The ARD committee must examine the student's PLAAFP, which must describe the student's current academic achievement and the student's functional performance. The ARD committee will then utilize the information in the PLAAFP to determine in which specific academic and/or functional area(s) a student needs goals. While all students must have measurable annual goals, some students may have both academic and functional goals, and some students may have only functional goals to enable them to have access to the general curriculum.

For example, a student's PLAAFP may indicate that student has the cognitive ability to progress in the general curriculum, but that he/she has a behavior issue that is impeding his or her access to the general curriculum. In this case, the ARD committee may determine the student would only need functional goal(s) for behavior. However, if the student's behavioral needs are severe enough that they require him/her to be removed from the general education setting for any portion of the day, then he/she would also need a goal specific to the course/curriculum from which he/she is removed, regardless of whether or not the content is modified. See [Question 1.16](#): *"In which subject areas/courses (with associated [TEKS](#)) do students need enrolled grade-level measurable annual goals?"*

Glossary of Acronyms

Acronym	Term
ARD	Admission, review, and dismissal
CFR	Code of Federal Regulations
ESSA	Every Student Succeeds Act
FAPE	Free and appropriate public education
FACES	Functional Academic Curriculum for Exceptional Students
IDEA	Individuals with Disabilities Education Act
IEP	Individualized education program
LRE	Least restrictive environment
LEA	Local education agency
NASDSE	National Association of State Directors of Special Education
NCLB	No Child Left Behind
NTACT	National Technical Assistance Center on Transition
OSEP	Office of Special Education Programs
PPCD	Preschool Programs for Children with Disabilities
PLAAFP	Present levels of academic achievement and functional performance
STAAR	State of Texas Assessments of Academic Readiness
SSI	Student Success Initiative
SAS	Supplementary aids and services
TAC	Texas Administrative Code
TAKS	Texas Assessment of Knowledge and Skills
TEA	Texas Education Agency
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills

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Texas Education Agency (2007). *Texas Essential Knowledge and Skills (TEKS)*. Retrieved January 2008 from <http://ritter.tea.state.tx.us/teks/index.html>

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Resources

Early Childhood Outcomes and Prekindergarten Guidelines Alignment Document

<http://tea.texas.gov/index2.aspx?id=2147494988>

The Least Restrictive Environment (LRE): Question and Answer Document English and

Spanish: http://www.esc20.net/default.aspx?name=cj_se.agc.Resources

The Legal Framework for the Child Centered Process

<http://framework.esc18.net>

NCLB Alternate Achievement Standards for the Students with the Most Significant Cognitive Disabilities Non-Regulatory Guidance

<http://www2.ed.gov/policy/elsec/guid/altguidance.pdf>

NCLB Modified Academic Achievement Standards Non-Regulatory Guidance

<http://www2.ed.gov/policy/speced/guid/nclb/twopercent.doc>

IEP Goal Development in Texas (Online Training) Access information at

www.esc20.net/agcnetwork

TEA Special Education

http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/

TEA Student Assessment

<http://tea.texas.gov/student.assessment/>

Texas Essential Knowledge and Skills

<http://tea.texas.gov/index2.aspx?id=6148>

Texas Prekindergarten Guidelines

<http://tea.texas.gov/index2.aspx?id=2147495508>

Texas Project FIRST

<http://www.texasprojectfirst.org/>

Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines

<http://www.earlylearningtexas.org/media/20496/texas%20infant%20toddler%20and%20three-year-old%20early%20learning%20guidelines.pdf>

Transition in Texas

<http://www.transitionintexas.org/>

Hyperlinked Resources

34 CFR §300.8 (2)(i)

https://www.ecfr.gov/cgi-bin/text-idx?SID=50cdeae64d97568f13e26ceab8ea690c&mc=true&node=pt34.2.300&rgn=div5#se34.2.300_18

34 CFR §300.39(a)(1)

https://www.ecfr.gov/cgi-bin/text-idx?SID=525a658c14b0d30816914b2cee3678df&mc=true&node=pt34.2.300&rgn=div5#se34.2.300_139

34 CFR §300.39 (b)(3)

https://www.ecfr.gov/cgi-bin/text-idx?SID=525a658c14b0d30816914b2cee3678df&mc=true&node=pt34.2.300&rgn=div5#se34.2.300_139

34 CFR §300.320(a)(2)(ii)

<https://www.gpo.gov/fdsys/pkg/CFR-2012-title34-vol2/pdf/CFR-2012-title34-vol2-sec300-320.pdf>

34 CFR §300.320 (a)(3)

<https://www.gpo.gov/fdsys/pkg/CFR-2012-title34-vol2/pdf/CFR-2012-title34-vol2-sec300-320.pdf>

71 Fed. Reg. at 46661

<http://idea-b.ed.gov/uploads/finalregulations.html>

71 Fed. Reg. at 46662

<http://idea-b.ed.gov/uploads/finalregulations.html>

Accelerated Instruction and Intensive Programs of Instruction for Students in Special Education Programs

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769809755>

Curriculum Framework

<http://tea.texas.gov/student.assessment/special-ed/staaralt/frameworks/>

Essence Statement

<http://tea.texas.gov/student.assessment/special-ed/staaralt/essence/>

Every Student Succeeds Act (ESSA)

<https://www.ed.gov/essa>

Final Federal Regulations to IDEA 2004

<http://idea-b.ed.gov/uploads/finalregulations.html>

Functional Academic Curriculum for Exceptional Students (FACES)

<http://swwww.esc3.net/site/Default.aspx?PageID=201>

Individuals with Disabilities Education Act (IDEA) 2004

<https://www2.ed.gov/about/offices/list/osep/osep-idea.html>

IDEA Regulations

<https://www2.ed.gov/about/offices/list/osep/osep-idea.html>

IDEAs that Work

<https://www.osepideasthatwork.org/>

National Association of the State Directors of Special Education (NASDSE)

<http://www.nasdse.org/publications-t577/standards-based-individualized-education-program-e.aspx>

National Technical Assistance Center for Transition (NTACT)

<http://transitionta.org/>

Progress the General Curriculum (PGC) Network

<http://programs.esc20.net/default.aspx?name=pgc.home>

Project Forum

<http://www.nasdse.org/Projects/ProjectForum>

Seven-Step Process to Creating Standards-based IEPs

<http://www.nasdse.org/Portals/0/SevenStepProcesstoCreatingStandards-basedIEPs.pdf>

Standards-Based Individualized Education Program Examples

http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/36_a7f577f4-20c9-40bf-be79-54fb510f754f.pdf

Standards Based IEP: Implementation Update (June 2010)

http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/80_dd3d052a-8b03-495f-a442-50fb9b6b543b.pdf

STAAR Alternative 2

<http://tea.texas.gov/student.assessment/special-ed/staaralt/>

STAAR Alternate 2: Instructional Decision-Making Guides

<http://www.esc4.net/specialeducation/low-incidence-disabilities/staar-alternate-guides>

Student Success Initiative (SSI)

<http://tea.texas.gov/student.assessment/ssi/>

Student Success Initiative (SSI) Manual

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539607628>

TEA TEKS Vertical Alignment Document

<http://tea.texas.gov/student.assessment/special-ed/staaralt/vertalign/>

TEC §28.021(a)

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.28.htm>

TEC §28.0216

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.28.htm>

TEKS for Mathematics Models with Applications

<http://ritter.tea.state.tx.us/rules/tac/chapter111/ch111c.html#111.43>

TEKS for Social Studies

<http://ritter.tea.state.tx.us/rules/tac/chapter113/index.html>

TEKS Vertical Alignments

<http://tea.texas.gov/student.assessment/special-ed/staaralt/vertalign/>

Texas Essential Knowledge and Skills

<http://tea.texas.gov/index2.aspx?id=6148>

Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines

<http://www.earlylearningtexas.org/media/20496/texas%20infant%20toddler%20and%20three-year-old%20early%20learning%20guidelines.pdf>

Texas Prekindergarten Guidelines

<http://tea.texas.gov/index2.aspx?id=2147495508>

Transition Specialist

<http://www.transitionintexas.org/Page/7>

U.S. Department of Education

<https://www.ed.gov/>

U.S. Office of Special Education Programs (OSEP)

<https://ed.gov/about/offices/list/osers/osep/index.html>