



Parent Training and Information Program
6316 South 12th Street
Tacoma, WA 98465
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www.wapave.org

Evaluation, IEP Present Levels, SMART Goals

Step 1: Evaluate

To determine eligibility for special education, the school district collects data to answer 3 primary questions:

1. Does the student have a disability?
2. Does the disability adversely impact education?
3. Does the student need Specially Designed Instruction (SDI)?

If all are *Yes*, the student qualifies for an Individualized Education Program (IEP).

TIP: Does the data being collected capture information in all areas of concern? District special education staff can provide input if more specialized evaluation tools are needed.

Step 2: Write the Present Levels of Performance (PLOP)

When an IEP is drafted, information from the evaluation transfers to the present levels of academic achievement and functional performance (PLOP for short). Students, family members, and outside providers may contribute additional information. There are required elements, depending on age:

- School-age: how disability affects involvement and progress in *general education*
- Preschool: how disability affects participation in appropriate activities within the *natural environment*

TIP: Does the PLOP list talents and skills to encourage a strength based IEP? This section of the IEP can describe how teaching strategies support a student and create opportunities for progress toward goals.

Step 3: Write Goals to Measure Effectiveness of Specially Designed Instruction (SDI)

Goals are written for each area of SDI that a student is eligible to receive. *Remember that the 3-part evaluation determines whether SDI is needed.* Evaluation, PLOP, and goals are tied to the same data points.

TIP: Here are some questions to consider when reading/writing goals with the IEP team:

- Are a student's natural talents and curiosity described and appreciated as part of goal setting?
- What is the SDI to support the goal, and why is it a good approach or strategy for this learner?
- Are goals providing opportunity for appropriate progress, *in light of the child's circumstances*?
- Do the goals properly address the concerns revealed through evaluation and explained in the PLOP?
- Can the student use their own words to describe IEP goals and how they are making progress?
- Is the goal SMART: Specific, Measurable, Achievable, Relevant, Time-Bound?

The back page includes a grid for goal development and more detail about SMART goals.



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Grid for Goal Development

In accordance with the Individuals with Disabilities Education Act (IDEA), an IEP goal is reasonably calculated to enable a child to make progress appropriate, in light of the child's circumstances. Parents/students have the right to participate in goal setting and progress monitoring. Use this grid to outline goal setting and to note whether written goals are SMART. Use a separate page to draft rewritten or proposed goals for the IEP team to consider.

Challenge	Skill	SDI (strategy)	SMART Goal
Identify the barrier/issue	What can be learned?	How is new skill taught?	Yes/No?

Review whether IEP Goals are SMART:

- S** **Specific...** Is the targeted skill clearly named or described? How will it be taught?
- M** **Measurable...** How will progress toward the goal be observed or measured?
- A** **Achievable...** Is a goal toward this skill realistic for the student, considering current abilities?
- R** **Relevant...** Is the skill something that is useful and necessary for the student's success in school and life?
- T** **Time-Bound...** What specific date is set to determine whether the goal is met?



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