

Schoodles School-Based/Strengths-Based Goal Writing Rubric

Item	2 points	1 point	0 points	Score
1. Does the goal include a student strength?		The goal includes a student strength.	The goal does not include a student strength.	
2. Does the goal target a specific classroom skill and what the student needs to be able to do?	The goal clearly targets a classroom skill AND what the student needs to be able to do.	The goal targets a classroom skill OR what the student needs to be able to do.	The goal does not clearly target a classroom skill or what the student needs to be able to do.	
3. Does the goal provide evidence of global participation/ occupation-based targets vs. isolated skills (i.e., Increased participation with classroom assignments, vs. increased legibility or self-regulation)	The goal provides evidence of global participation/occupation-based targets.	The goal provides evidence of isolated targets.	The goal does not provide evidence of global participation/occupation-based or isolated targets.	
4. Does the goal indicate how the goal will be supported (with whom) and in which environments (where) the skill is to be observed?	The goal clearly indicates with whom AND in which environments the goal will be observed.	The goal clearly indicates with whom the goal will be supported OR where it will be observed.	The goal does not clearly indicate with whom or where the goal will be observed.	
Item	2 points	1 point	0 points	Score
5. Does the goal include the level of support and kinds of supports and/or accommodations? (i.e., assistance level, executive function supports like visuals, sensory supports, seating, special paper, access to breaks, ways to ask for help if dysregulated or overwhelmed)	The goal clearly indicates a level of support AND accommodations.	The goal clearly states level of support OR accommodations.	The goal does not state level of support and accommodations.	
6. Is the goal measurable?	Evidence of success is clearly measurable.	Some measurements are stated but vague. (90 % of the time)	No measurement of success.	
7. Is the goal achievable within the given timeframe?	The goal is achievable within the stated timeframe.	The goal is achievable but not within the stated timeframe.	The goal is not achievable.	
			Goal Total Score	

Adapted from 'Writing Strengths-Based Goals for Students' by Kim Muza and 'Writing Goals to Foster Autistic Identity' by Rachel Dorsey

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Considerations:

Including accommodations and supports **IN THE GOAL** assures they are used. For instance, if a student has a favorite writing tool, grip, paper, or seating, include those.

Refer to the **Schoodles Legibility Rubric** (found in free resources) **IN THE GOAL** to increase the measurability of handwriting goals. Rubrics can make qualitative information quantitative. Using a rubric, like the legibility rubric, can move specific elements of handwriting (spacing, size, letter to line) out of the goal.

Goals should work toward a **current skill needed in the classroom** setting or the student's natural environment, not our expectations in a therapy setting or in isolation. The skill needed for the classroom should be identified in the goal. If a 10th grade student has poor handwriting, are his peers needing this skill in the classroom? Does he need legible handwriting for his future endeavors after graduation or can/should accommodations be made?

Goals **don't have to target independence**. Students may need to rely on supports and accommodations to participate in their roles. Alternatives to handwriting (keyboarding, voice to text) could be considered if a deep dive into the student's abilities and interests in alternatives are included. Fading accommodations and supports are not appropriate for everyone.

Adding a **student strength** to a goal is not necessary but will remind the student, family and staff that the student has skills that can be built upon to support progress.

Student Considerations:

Is the goal a priority for the student and the family?

Did the student help write the goal?

Does the student have access to the legibility rubric?

If the family is participating in boosting a student's skills, make sure they have access to rubrics and materials.

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Examples:

1. So she can increase her participation in written expression assignments, Jane will use her ability to focus to write 3 sentences, using adapted paper and with minimal verbal guidance, that score ___ or above on the legibility rubric. Sentences will be written in her classroom setting, rated by the teacher, therapist or student, across 3 consecutive trials, by the end of her 10 weeks of support with the OT.
2. So that Levi can participate in writing assignments along with his classroom peers, he will use his ability to keep his letters spaced correctly to write one sentence, using raised line paper and moderate verbal cueing from the classroom aide, that scores ___ or above on the legibility rubric, rated by his teacher, aide or therapist in the classroom or therapy setting across 3 consecutive trials, by the end of his IEP year.
3. So that Gemma can develop her literacy skills and record her ideas in written form, she will write 3 of her creative sentences, using adapted paper and with minimal verbal guidance, that score ___ or above on the legibility rubric, in her classroom setting, rated by the teacher, Gemma or therapist, across 3 consecutive trials by the end of her 10 weeks of support with the OT.
4. So that Faisal can increase the automation of recording his ideas and answers to questions, he will write at least two sentences, using his favorite writing tool in his favorite color that scores ___ or above on the legibility rubric, rated by his teacher, aide, or therapist in the classroom or therapy setting across 3 consecutive trials, by the end of his IEP year.
5. So that he can increase his participation in circle time, which he loves, Stubby will use a weighted lap pad, vibrating pillow, or another sensory support he chooses to sit for at least 10 minutes 3 times a week for 3 consecutive weeks by his periodic review.
6. So that she can increase her attention in classroom settings and advocate for herself in the future, and using the knowledge she has about herself and what helps her stay on task, Juniper will name 3 environmental supports that she finds helpful and use at least one consistently during in class reading time each day for two consecutive weeks by her periodic review.

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