

What is an IEP Goal?

IEP goals or objectives represent a part of a required fluency or list of skills that describe what a student should accomplish during the school year (IEP cycle). Each objective in the IEP goal progression moves the learner through previously unmastered skills and skill gaps that may span multiple grade levels or be more condensed to a specific grade or developmental range.

Teach Tastic IEP goals written to be SMART: Specific, Measurable, Attainable, Results-oriented and Time-bound.

Learning Standard

6.NS.B.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$.

Target Goal

By (date), when given problems with the number system, the student will find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12 improving number system skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

Find all the factor pairs of a number

- 1 By (date), when given problems with number theory, the student will find all the factor pairs of a number, improving the number system skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Least common multiple

- 2 By (date), when given problems with number theory, the student will least common multiple, improving the number system skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Greatest common factor

- 3 By (date), when given problems with number theory, the student will greatest common factor, improving the number system skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Identify factors

- 4 By (date), when given problems with number theory, the student will identify factors, improving the number system skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

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Quarterly Progress Monitoring

Find all the factor pairs of a number

By (date), when given problems with number theory, the student will find all the factor pairs of a number, improving the number system skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Date:										
Score:										

Proficiency: ☐ 1-Beginning 0-5/10 ☐ 2-Practicing 6/10 ☐ 2.5-Emerging 7/10
 ☐ 3-Proficient 8/10 ☐ 3.5-Advanced 9/10 ☐ 4-Mastery 10/10

Least common multiple

By (date), when given problems with number theory, the student will least common multiple, improving the number system skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Date:										
Score:										

Proficiency: ☐ 1-Beginning 0-5/10 ☐ 2-Practicing 6/10 ☐ 2.5-Emerging 7/10
 ☐ 3-Proficient 8/10 ☐ 3.5-Advanced 9/10 ☐ 4-Mastery 10/10

Greatest common factor

By (date), when given problems with number theory, the student will greatest common factor, improving the number system skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Date:										
Score:										

Proficiency: ☐ 1-Beginning 0-5/10 ☐ 2-Practicing 6/10 ☐ 2.5-Emerging 7/10
 ☐ 3-Proficient 8/10 ☐ 3.5-Advanced 9/10 ☐ 4-Mastery 10/10

Identify factors

By (date), when given problems with number theory, the student will identify factors, improving the number system skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Date:										
Score:										

Proficiency: ☐ 1-Beginning 0-5/10 ☐ 2-Practicing 6/10 ☐ 2.5-Emerging 7/10
 ☐ 3-Proficient 8/10 ☐ 3.5-Advanced 9/10 ☐ 4-Mastery 10/10