

## 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.C.7.D

Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.

# Target Goal

By (date), when given problems with the number system, the student will distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance of less than -30 dollars represents a debt greater than 30 dollars. improving number system skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

# **Objectives**

### Integer inequalities with absolute values

By (date), when given problems with integers, the student will determine the correct sign for integer inequalities with absolute values, improving the number system skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

#### **Absolute value of rational numbers**

By (date), when given problems with rational numbers, the student will determine the absolute value of rational numbers, improving the number system skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

### Put rational numbers in order

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

### **Compare rational numbers**

By (date), when given problems with rational numbers, the student will compare rational numbers and in education < > or =, improving the number system skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

### **Updates and Learning Resources**

#### Follow Us

- Blog https://www.teachtasticiep.com/blog
- Facebook https://www.facebook.com/teachtasticiep
- Pinterest https://www.pinterest.com/teachtasticiep
- Instagram https://www.instagram.com/teachtasticiep/
- YouTube https://www.youtube.com/channel/UCfgrON6CDYgovO7yvc50dSw

© Copyright 2020-2023. Teachtasticpublishing.com - All rights reserved. Permission is granted to copy pages specifically designed for student or teacher use by the original purchaser or licensee. The reproduction of any other part of this product is strictly prohibited. Copying any part of this product and placing it on the Internet in any form (even a personal/classroom website) is strictly forbidden. Doing so is a violation of the Digital Millennium Copyright Act (DMCA).

#### Contact Us

If you have questions or concerns about this or any Teachtastic products, please contact us at webmaster@teachtasticiep.com prior to leaving feedback.

# **Quarterly Progress Monitoring**

## Integer inequalities with absolute values

By (date), when given problems with integers, the student will determine the correct sign for integer inequalities with absolute values, improving the number system skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

consecutive tri	dis to 8/1	o proble	ems m te	en conse	ecutive t	ridis.					
Date:											
Score:											
Proficiency:	☐ 1-Beginning 0-5/10				□ 2-Practicing 6/10			□ 2.5-Emerging 7/10			
	□ 3-Proficient 8/10			$\square$ 3.5-Advanced 9/10			☐ 4-Mastery 10/10				
Absolute value By (date), when of rational numerials to 8/10 pt	n given p lbers, im	roblems proving	with ra	nber syst	tem skill						
Date:											
Score:											
Proficiency:	□ 1-Beginning 0-5/10				□ 2-Practicing 6/10			□ 2.5-Emerging 7/10			
	□ 3-Proficient 8/10				$\square$ 3.5-Advanced 9/10			$\square$ 4-Mastery 10/10			
improving the in ten consecut  Date:			Kills from	m 0/10 p		s out of t	en cons	ecutive	trials to	8/10 pro	
Score:											
Proficiency:	□ 1 Ro	ainnina	0.5/10		Dract	icina 6/	<u> </u> 10	 □ ?	5 Emore	ing 7/10	<u> </u>
Fioriciency:	☐ 1-Beginning 0-5/10 ☐ 3-Proficient 8/10				$\square$ 2-Practicing 6/10 $\square$ 3.5-Advanced 9/10			$\square$ 2.5-Emerging 7/10 $\square$ 4-Mastery 10/10			
					i o.o navanosa o/10			_ 1 1.1dotory 10/10			
Compare rational By (date), when and in education consecutive trial	n given p on < > or	roblems = , imp	roving tl	he numb	er syste	m skills		-			ers
Date:											
Score:											
Proficiency:	□ 1-Be	□ 1-Beginning 0-5/10			□ 2-Practicing 6/10			□ 2.5-Emerging 7/10			
	□ 3-Proficient 8/10				$\square$ 3.5-Advanced 9/10				☐ 4-Mastery 10/10		