

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

8.EE.B.5

Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

Target Goal

By (date), when given problems with expressions and equations, the student will graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in a different way improving expressions and equations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

Graph proportional relationships

By (date), when given problems with proportional relationships, the student will graph proportional relationships, improving expressions and equations skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Find the constant of proportionality from a graph

By (date), when given problems with proportional relationships, the student will find the constant of proportionality from a graph, improving expressions and equations skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Find the constant of proportionality from a table

By (date), when given problems with proportional relationships, the student will find the constant of proportionality from a table, improving expressions and equations skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Unit rates

By (date), when given problems with ratios, rates, and proportions, the student will find the unit rate, improving ratios and proportional relationships 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

Graph proportional relationships

By (date), when given problems with proportional relationships, the student will graph proportional relationships, improving expressions and equations skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

| trials to 8/10 pi | robiems | in ten co | onsecuti | ve triais. | • | | | | | | | |
|--|---------------------------|----------------------|------------|-----------------------------|-----------------------------|----------|-------------------|-----------------------------|---------------------|----------|----------|--|
| Date: | | | | | | | | | | | | |
| Score: | | | | | | | | | | | | |
| Proficiency: | □ 1-Beginning 0-5/10 | | | □ 2-Practicing 6/10 | | | 10 | □ 2.5-Emerging 7/10 | | | | |
| | □ 3-Pr | oficient | 8/10 | | \square 3.5-Advanced 9/10 | | | ☐ 4-Mastery 10/10 | | | | |
| Find the cons By (date), when proportionality ten consecutive | n given p from a g | roblems raph, in | with pr | oportion gexpress | nal relati sions an | d equati | ons skil | | | | | |
| Date: | | | | | | | | | | | | |
| Score: | | | | | | | | | | | | |
| Proficiency: | □ 1-Beginning 0-5/10 | | | □ 2-Practicing 6/10 | | | 10 | □ 2.5-Emerging 7/10 | | | | |
| | □ 3-Proficient 8/10 | | | \square 3.5-Advanced 9/10 | | | 9/10 | ☐ 4-Mastery 10/10 | | | | |
| proportionality consecutive tri | | | | | | | ons skills | s from 0, | /10 prob | olems ou | t of ten | |
| Date: | | | | | | | | | | | | |
| Score: | | | | | | | | | | | | |
| Proficiency: | \Box 1-Beginning 0-5/10 | | | \square 2-Practicing 6/10 | | | | \square 2.5-Emerging 7/10 | | | | |
| | □ 3-Proficient 8/10 | | | \square 3.5-Advanced 9/10 | | | □ 4-Mastery 10/10 | | | | | |
| Unit rates By (date), when improving ratio to 8/10 problem | s and pr | oportion | nal relati | ionships | - | - | | | | | | |
| 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 | | | | |