

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

RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.

Target Goal

By (date), when given exercises with phonological awareness, the student will count, pronounce, blend, and segment syllables in spoken words, improving reading foundational skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

Sort by the number of syllables

By (date), when given word sorting graphic organizer, the student will sort by number of syllables, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Select which word has more syllables

By (date), when given multiple-choice word selection, the student will select which word has more syllables, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

How many syllables does the word have?

By (date), when given a word list, the student will state how many syllables the word has, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Find a word in a sentence

By (date), when given sentences with pictures in them and word selection list, the student will find a word in a sentence, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Updates and Learning Resources

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Quarterly Progress Monitoring

Sort by the number of syllables

By (date), when given word sorting graphic organizer, the student will sort by number of syllables, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

work samples i	n ten cor	secutiv	e trials.									
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			□ 4-Mastery 10/10					
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Date:												
Score:												
Proficiency:	□ 1-Beginning 0-5/10			□ 2-Practicing 6/10				\square 2.5-Emerging 7/10				
	\square 3-Proficient 8/10			\square 3.5-Advanced 9/10			□ 4-Mastery 10/10					
reading founda in ten consecut Date:			0/10 wo	rk samp	les out (of ten co	nsecutiv	ve trials	to 8/10	work sa:	mples	
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					
Find a word in By (date), when word in a sente consecutive tria	n given se ence, imp	entence: roving r	reading	foundati	ons skil	ls from ()/10 wor				find a	
Date:												
Score:												
Proficiency:	□ 1-Be	☐ 1-Beginning 0-5/10			□ 2-Practicing 6/10				□ 2.5-Emerging 7/10			
	□ 3-Pr	□ 3-Proficient 8/10			\square 3.5-Advanced 9/10				☐ 4-Mastery 10/10			