



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

K.CC.A.1 Part
3 Count to 100 by ones and by tens.

Target Goal

By (date), when given problems with number counting, the student will count to 100 by ones and by tens, improving counting and cardinality skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

Counting over 20: Count to 100

- 1 By (date), when given a random number of items to count, the student will be able to count any number of items 1 to 100, improving counting and cardinality skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Counting over 20: Missing numbers on a hundreds chart

- 2 By (date), when given problems with numbers and counting beyond 20, the student will identify missing numbers on a hundreds chart, improving counting and cardinality skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Count groups of ten

- 3 By (date), when given items to group, the student will group then count groups of ten, improving counting and cardinality skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Number Patterns: Skip-count by tens

- 4 By (date), when given any number, the student will skip-count by tens from that number up to 100, improving counting and cardinality skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Updates and Learning Resources

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Quarterly Progress Monitoring

Counting over 20: Count to 100

By (date), when given a random number of items to count, the student will be able to count any number of items 1 to 100, improving counting and cardinality 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

Counting over 20: Missing numbers on a hundreds chart

By (date), when given problems with numbers and counting beyond 20, the student will identify missing numbers on a hundreds chart, improving counting and cardinality 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

Count groups of ten

By (date), when given items to group, the student will group then count groups of ten, improving counting and cardinality 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

Number Patterns: Skip-count by tens

By (date), when given any number, the student will skip-count by tens from that number up to 100, improving counting and cardinality 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