



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

L.1.2.B Use end punctuation for sentences.

Target Goal

By (date), when given exercises with conventions of standard english, the student will use end punctuation for sentences, improving language skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

Statement, question, command, or exclamation

- 1 By (date), when given sentence options, the student will determine statement, question, command, or exclamation, improving grammar and mechanics skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Choose the right end mark

- 2 By (date), when given sentence with missing punctuation, the student will choose the right end mark, improving grammar and mechanics skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Identify and use end marks

- 3 By (date), when given a sentence with missing punctuation, the student will identify and use end marks, improving grammar and mechanics skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Sentences: Answer is it a telling sentence or an asking sentence

- 4 By (date), when given a sentence and multiple-choice answer selection, the student will answer is it a telling sentence or an asking sentence, improving grammar and mechanics skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

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Quarterly Progress Monitoring

Statement, question, command, or exclamation

By (date), when given sentence options, the student will determine statement, question, command, or exclamation, improving grammar and mechanics skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples 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

Choose the right end mark

By (date), when given sentence with missing punctuation, the student will choose the right end mark, improving grammar and mechanics skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples 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 and use end marks

By (date), when given a sentence with missing punctuation, the student will identify and use end marks, improving grammar and mechanics skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples 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

Sentences: Answer is it a telling sentence or an asking sentence

By (date), when given a sentence and multiple-choice answer selection, the student will answer is it a telling sentence or an asking sentence, improving grammar and mechanics skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Date:										
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Proficiency: ☐ 1-Beginning 0-5/10 ☐ 2-Practicing 6/10 ☐ 2.5-Emerging 7/10
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