

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.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.

Target Goal

By (date), when given exercises with vocabulary acquisition and use, the student will use sentence-level context as a clue to the meaning of a word or phrase, improving language skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

Context clues: Use context to identify the meaning of a word

- 1 By (date), when given a sentence and multiple-choice word options, the student will use context to identify the meaning of a word, improving vocabulary skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Multiple meaning words: Multiple meaning words with pictures

- 2 By (date), when given sentences and matching pictures, the student will multiple-meaning words with pictures, improving vocabulary skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Categories: Select which one is not like the others

- 3 By (date), when given multiple-choice object options, the student will select which one is not like the others, improving vocabulary skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Sorting: Objects into categories

- 4 By (date), when given objects and sorting graphic organizer, the student will sort objects into categories, improving vocabulary 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

Context clues: Use context to identify the meaning of a word

By (date), when given a sentence and multiple-choice word options, the student will use context to identify the meaning of a word, improving vocabulary 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

Multiple meaning words: Multiple meaning words with pictures

By (date), when given sentences and matching pictures, the student will multiple-meaning words with pictures, improving vocabulary 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

Categories: Select which one is not like the others

By (date), when given multiple-choice object options, the student will select which one is not like the others, improving vocabulary 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

Sorting: Objects into categories

By (date), when given objects and sorting graphic organizer, the student will sort objects into categories, improving vocabulary 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