

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.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

Target Goal

By (date), when given exercises with phonological awareness, the student will orally produce single-syllable words by blending sounds (phonemes), including consonant blends, improving reading foundational skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

- 1 **Consonant blends and digraphs: Fill in the missing consonant blend**
By (date), when given word stem with missing letters, the student will fill in the missing consonant blend, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.
- 2 **Blending and segmenting: Blend the sounds together to make a word**
By (date), when given sounds read aloud, the student will blend the sounds together to make a word, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.
- 3 **Consonant blends and digraphs: Answer does the word end with a consonant blend**
By (date), when given picture and multiple-choice word options, the student will answer does the word end with a consonant blend, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.
- 4 **Short a: Complete the short a word**
By (date), when given word read aloud and multiple-choice letter options, the student will complete the short a word, improving reading foundations 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

Consonant blends and digraphs: Fill in the missing consonant blend

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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

Blending and segmenting: Blend the sounds together to make a word

By (date), when given sounds read aloud, the student will blend the sounds together to make a word, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

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Consonant blends and digraphs: Answer does the word end with a consonant blend

By (date), when given picture and multiple-choice word options, the student will answer does the word end with a consonant blend, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

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 ☐ 3-Proficient 8/10 ☐ 3.5-Advanced 9/10 ☐ 4-Mastery 10/10

Short a: Complete the short a word

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