

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.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Target Goal

By (date), when given exercises with phonological awareness, the student will segment spoken single-syllable words into their complete sequence of individual sounds (phonemes), improving reading foundational skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

Put the sounds in order

- 1 By (date), when given letter word jumble, the student will put the sounds in order, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Identify each sound in a word

- 2 By (date), when given letter choices, the student will identify each sound in 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.

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

- 3 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.

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

- 4 By (date), when given letter sets, 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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Quarterly Progress Monitoring

Put the sounds in order

By (date), when given letter word jumble, the student will put the sounds in order, improving reading foundations 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 each sound in a word

By (date), when given letter choices, the student will identify each sound in 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.

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

By (date), when given letter sets, 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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