



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.1.3.D Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

Target Goal

By (date), when given exercises with phonics and word recognition, the student will use the knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word, 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 **Put two syllables together to create a word: harder**
By (date), when given 3 multiple-choice syllable options, the student will put two syllables together to create 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.
- 2 **Put two syllables together to create a word: easier**
By (date), when given multiple-choice syllable options, the student will put two syllables together to create 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 **Syllables: Determine how many syllables does the word have**
By (date), when given words read aloud, the student will tell how many syllables a word has, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.
- 4 **Consonants and vowels: Finding vowels in words**
By (date), when given word list or cards, the student will find the vowels 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.

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Quarterly Progress Monitoring

Put two syllables together to create a word: harder

By (date), when given 3 multiple-choice syllable options, the student will put two syllables together to create 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

Put two syllables together to create a word: easier

By (date), when given multiple-choice syllable options, the student will put two syllables together to create 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

Syllables: Determine how many syllables does the word have

By (date), when given words read aloud, the student will tell how many syllables a word has, 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

Consonants and vowels: Finding vowels in words

By (date), when given word list or cards, the student will find the vowels 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