



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.1.4.A Read grade-level text with purpose and understanding.

Target Goal

By (date), when given exercises with fluency, the student will read grade-level text with purpose and understanding, improving reading foundational skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

What am I?

- 1 By (date), when given a word riddle and multiple-choice word options, the student will determine what am i, improving reading strategies skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Choose the vowel team sentence that matches the picture

- 2 By (date), when given picture and multiple-choice sentence options, the student will choose the vowel team sentence that matches the picture, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Complete the poem with a word that rhymes

- 3 By (date), when given a poem missing a rhyming words, the student will complete the poem with a word that rhymes, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Complete the rhyme

- 4 By (date), when given sentence and word selection list, the student will complete the rhyme, 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

What am I?

By (date), when given a word riddle and multiple-choice word options, the student will determine what am i, improving reading strategies 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 vowel team sentence that matches the picture

By (date), when given picture and multiple-choice sentence options, the student will choose the vowel team sentence that matches the picture, 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

Complete the poem with a word that rhymes

By (date), when given a poem missing a rhyming words, the student will complete the poem with a word that rhymes, 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

Complete the rhyme

By (date), when given sentence and word selection list, the student will complete the rhyme, 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