



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.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Target Goal

By (date), when given exercises with fluency, the student will use context to confirm or self-correct word recognition and understanding, rereading as necessary, improving reading foundational skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

Use sense words

- 1 By (date), when given sentence with missing word and multiple-choice word selection, the student will use sense words, improving grammar and mechanics skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Use action verbs

- 2 By (date), when given sentences, the student will use action verbs, improving grammar and mechanics skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Complete the sentence with the correct sight word

- 3 By (date), when given sentence with missing word and multiple-choice word options, the student will complete the sentence with the correct sight word, 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 sentence with a two-syllable word

- 4 By (date), when given sentence with missing word and multiple-choice word options, the student will complete the sentence with a two-syllable 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

Use sense words

By (date), when given sentence with missing word and multiple-choice word selection, the student will use sense words, improving grammar and mechanics 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

Use action verbs

By (date), when given sentences, the student will use action verbs, improving grammar and mechanics 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 sentence with the correct sight word

By (date), when given sentence with missing word and multiple-choice word options, the student will complete the sentence with the correct sight 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

Complete the sentence with a two-syllable word

By (date), when given sentence with missing word and multiple-choice word options, the student will complete the sentence with a two-syllable 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