



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

L.2.1.C Use reflexive pronouns (e.g., myself, ourselves).

Target Goal

By (date), when given exercises with conventions of standard english, the student will use reflexive pronouns (e.g., myself, ourselves), improving language skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

Short a: Choose the short a sentence that matches the picture

- 1 By (date), when given picture and multiple-choice sentence options, the student will choose the short a 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.

Choose between personal and reflexive pronouns

- 2 By (date), when given fill in the blank sentence, the student will choose between personal and reflexive pronouns, improving grammar and mechanics skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Choose the correct personal pronoun

- 3 By (date), when given on the blank sentence, the student will choose the correct personal pronoun, improving grammar and mechanics skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Choose between subject and object personal pronouns

- 4 By (date), when given fill in the blank sentence, the student will choose between subject and object personal pronouns, improving grammar and mechanics 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

Short a: Choose the short a sentence that matches the picture

By (date), when given picture and multiple-choice sentence options, the student will choose the short a 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

Choose between personal and reflexive pronouns

By (date), when given fill in the blank sentence, the student will choose between personal and reflexive pronouns, 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

Choose the correct personal pronoun

By (date), when given on the blank sentence, the student will choose the correct personal pronoun, 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

Choose between subject and object personal pronouns

By (date), when given fill in the blank sentence, the student will choose between subject and object personal pronouns, 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