

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.2.2.D Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).

Target Goal

By (date), when given exercises with conventions of standard english, the student will generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil), improving language skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

Use pronoun-verb contractions

- 1 By (date), when given fill in the blanks sentences, the student will use pronoun-verb contractions, 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 regular plurals with -s and -es

- 2 By (date), when given fill in the blank sentence, the student will use regular plurals with -s and -es, 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 word with the correct diphthong: oi, oy, ou, ow

- 3 By (date), when given word with missing diphthong and words read aloud, the student will complete the word with the correct diphthong: oi, oy, ou, ow, 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 words with silent letters

- 4 By (date), when given picture and word with missing sound letters, the student will complete the words with silent letters, 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 pronoun-verb contractions

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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 regular plurals with -s and -es

By (date), when given fill in the blank sentence, the student will use regular plurals with -s and -es, 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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Score:										

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 ☐ 3-Proficient 8/10 ☐ 3.5-Advanced 9/10 ☐ 4-Mastery 10/10

Complete the word with the correct diphthong: oi, oy, ou, ow

By (date), when given word with missing diphthong and words read aloud, the student will complete the word with the correct diphthong: oi, oy, ou, ow, 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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 ☐ 3-Proficient 8/10 ☐ 3.5-Advanced 9/10 ☐ 4-Mastery 10/10

Complete the words with silent letters

By (date), when given picture and word with missing sound letters, the student will complete the words with silent letters, 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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