



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.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.

Target Goal

By (date), when given exercises with phonics and word recognition, the student will distinguish long and short vowels when reading regularly spelled one-syllable words, improving foundational skills skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

Choose the short o or long o word that matches the picture

- 1 By (date), when given words and matching picture options, the student will choose the short o or long o word 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 the short i or long i word that matches the picture

- 2 By (date), when given words and matching picture options, the student will choose the short i or long i word 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.

Match the short e and long e words to pictures

- 3 By (date), when given words and matching picture options, the student will match the short e and long e words to pictures, improving reading foundations skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Match the short a and long a words to pictures

- 4 By (date), when given words and matching picture options, the student will match the short a and long a words to pictures, 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

Choose the short o or long o word that matches the picture

By (date), when given words and matching picture options, the student will choose the short o or long o word 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 the short i or long i word that matches the picture

By (date), when given words and matching picture options, the student will choose the short i or long i word 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
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Match the short e and long e words to pictures

By (date), when given words and matching picture options, the student will match the short e and long e words to pictures, 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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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

Match the short a and long a words to pictures

By (date), when given words and matching picture options, the student will match the short a and long a words to pictures, 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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