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.D   Decode words with common prefixes and suffixes.

Target Goal

By (date), when given exercises with phonics and word recognition, the student will decode words with common prefixes and suffixes, improving foundational skills skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

1
    Prefixes and suffixes
By (date), when given a sentence or word list, the student will prefixes and suffixes, improving vocabulary skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

2
    Determine the meaning of a word with -ful or -less
By (date), when given a sentence or word list, the student will determine the meaning of a word with -ful or -less, improving vocabulary skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

3
    Determine the meaning of a word with pre-, re-, or mis-
By (date), when given a sentence or word list, the student will determine the meaning of a word with pre-, re-, or mis-, improving vocabulary skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

4
    Identify base words, prefixes, and suffixes
By (date), when given a word list, the student will identify base words, prefixes, and suffixes, improving vocabulary skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Updates and Learning Resources

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Quarterly Progress Monitoring

Prefixes and suffixes

By (date), when given a sentence or word list, the student will prefixes and suffixes, improving vocabulary 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

Determine the meaning of a word with -ful or -less

By (date), when given a sentence or word list, the student will determine the meaning of a word with -ful or -less, improving vocabulary 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

Determine the meaning of a word with pre-, re-, or mis-

By (date), when given a sentence or word list, the student will determine the meaning of a word with pre-, re-, or mis-, improving vocabulary 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

Identify base words, prefixes, and suffixes

By (date), when given a word list, the student will identify base words, prefixes, and suffixes, improving vocabulary 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