

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

RL.2.3 Describe how characters in a story respond to major events and challenges.

Target Goal

By (date), when given exercises with key ideas and details, the student will describe how characters in a story respond to major events and challenges, improving literature skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

Analyze stories

By (date), when given short reading passage and multiple-choice answer options, the student will analyze stories, improving reading strategies skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Order events in a story

By (date), when given a story passage and event cards, the student will order events in a story, improving reading strategies skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Identify time-order words

By (date), when given a fill in the blank sentence, the student will identify time-order words, improving writing strategies skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Identify time-order words

By (date), when given sentences, the student will identify time-order 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.

Updates and Learning Resources

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Quarterly Progress Monitoring

Analyze s	stories
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By (date), when given short reading passage and multiple-choice answer options, the student will analyze stories, improving reading strategies skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

trials to 8/10 w	ork samp	oles in te	en conse	ecutive t	rıals.							
Date:												
Score:												
Proficiency:	□ 1-Be	ginning	0-5/10		2-Pract	cicing 6/	10	□ 2.	5-Emerg	jing 7/10)	
	□ 3-Pr	□ 3-Proficient 8/10			\square 3.5-Advanced 9/10			□ 4-Mastery 10/10				
Order events By (date), when improving read samples in ten	n given a ling strat	story pa egies sk	ills fron									
Date:												
Score:												
Proficiency:	\square 1-Beginning 0-5/10				□ 2-Practicing 6/10				\square 2.5-Emerging 7/10			
	□ 3-Pr	□ 3-Proficient 8/10			$\hfill\Box$ 3.5-Advanced 9/10			☐ 4-Mastery 10/10				
improving writ	-	-		. 0/10 wo	ork samj	oles out	of ten co	onsecuti	ve trials	to 8/10	work	
Date:												
Score:												
Proficiency:		□ 1-Beginning 0-5/10			\square 2-Practicing 6/10			\square 2.5-Emerging 7/10				
	□ 3-Proficient 8/10				\square 3.5-Advanced 9/10			□ 4-Mastery 10/10				
Identify time- By (date), when mechanics skill consecutive tri	n given se ls from 0	entence										
Date:												
Score:												
Proficiency:	□ 1-Be	ginning	0-5/10		☐ 2-Practicing 6/10			□ 2.5-Emerging 7/10				
	□ 3-Pr	□ 3-Proficient 8/10			\square 3.5-Advanced 9/10				☐ 4-Mastery 10/10			