

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

Write narratives in which they recount a well-elaborated event or short sequence of w.2.3 events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Target Goal

By (date), when given exercises with text types and purposes, the student will write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure, improving writing skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

Use sense words

By (date), when given fill in the blanks sentences, the student will complete the sentence with the best adjective, improving grammar and mechanics skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Insert dialogue into a story

By (date), when given fill in the blank passage and multiple-choice sentence options, the student will insert dialogue into a story, improving writing strategies skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Revise the sentence using a stronger verb

By (date), when given fill in the blank sentence with multiple-choice word options, the student will revise the sentence using a stronger verb, improving writing strategies skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Add descriptive details to sentences

By (date), when given fill in the blank sentence, and multiple word options, the student will add descriptive details to sentences, improving writing strategies skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Updates and Learning Resources

Follow Us

- Blog https://www.teachtasticiep.com/blog
- Facebook https://www.facebook.com/teachtasticiep
- Pinterest https://www.pinterest.com/teachtasticiep
- Instagram https://www.instagram.com/teachtasticiep/
- YouTube https://www.youtube.com/channel/UCfgrON6CDYgovO7yvc50dSw

© Copyright 2020-2023. Teachtasticpublishing.com - All rights reserved. Permission is granted to copy pages specifically designed for student or teacher use by the original purchaser or licensee. The reproduction of any other part of this product is strictly prohibited. Copying any part of this product and placing it on the Internet in any form (even a personal/classroom website) is strictly forbidden. Doing so is a violation of the Digital Millennium Copyright Act (DMCA).

Contact Us

If you have questions or concerns about this or any Teachtastic products, please contact us at webmaster@teachtasticiep.com prior to leaving feedback.

Quarterly Progress Monitoring

Use sense words

By (date), when given fill in the blanks sentences, the student will complete the sentence with the best adjective, improving grammar and mechanics skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

consecutive tria	als to 8/1	~ ~					S.	ii oaiiipi				
Date:												
Score:												
Proficiency:	□ 1-Beginning 0-5/10				□ 2-Practicing 6/10			□ 2.5-Emerging 7/10				
	□ 3-Proficient 8/10				\square 3.5-Advanced 9/10			☐ 4-Mastery 10/10				
Insert dialogue By (date), wher insert dialogue consecutive tria	n given fi into a st	ll in the ory, imp	roving v	writing s	strategie	s skills f	from 0/1					
Date:												
Score:												
Proficiency:	\square 1-Beginning 0-5/10			\square 2-Practicing 6/10			10	\square 2.5-Emerging 7/10				
	□ 3-Proficient 8/10			\square 3.5-Advanced 9/10			9/10	□ 4-Mastery 10/10				
By (date), wher revise the sente out of ten conse	ence usir	ng a stro	nger ve	rb, impr	oving w	riting st	rategies	skills fr				
Score:												
		<u> </u>	0.5/10	<u> </u>	D1		1.0		F P	7/1/		
Proficiency:	☐ 1-Beginning 0-5/10 ☐ 3-Proficient 8/10			\square 2-Practicing 6/10 \square 3.5-Advanced 9/10				□ 2.5-Emerging 7/10□ 4-Mastery 10/10				
	□ 3-FIORCIER 6/10			□ 5.5-Advanced 9/10				□ 4-Masiery 10/10				
Add descriptive By (date), when descriptive det consecutive tria	n given fi ails to se	ll in the ntences	blank so , improv	entence, ing writ	ing stra	tegies sł	kills fron					
Date:												
Score:												
Proficiency:	□ 1-Be	□ 1-Beginning 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			