



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.3.1.B Form and use regular and irregular plural nouns.

Target Goal

By (date), when given exercises with conventions of standard english, the student will form and use regular and irregular plural nouns, improving language skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

Form and use irregular plurals

- 1 By (date), when given a fill in the blank sentence and word, the student will form and use irregular plurals, 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, -es, and -ies

- 2 By (date), when given word and fill in the blanks sentence, the student will convert regular plurals with -s, -es, and -ies, improving grammar and mechanics skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Form regular plurals with -s, -es, and -ies

- 3 By (date), when given word and multiple-choice plural options, the student will form regular plurals with -s, -es, and -ies, improving grammar and mechanics skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Identify common and proper nouns

- 4 By (date), when given a sentence, the student will identify common and proper nouns, 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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Quarterly Progress Monitoring

Form and use irregular plurals

By (date), when given a fill in the blank sentence and word, the student will form and use irregular plurals, 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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| 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, -es, and -ies

By (date), when given word and fill in the blanks sentence, the student will convert regular plurals with -s, -es, and -ies, 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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|--------|--|--|--|--|--|--|--|--|--|--|
| 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

Form regular plurals with -s, -es, and -ies

By (date), when given word and multiple-choice plural options, the student will form regular plurals with -s, -es, and -ies, 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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 ☐ 3-Proficient 8/10 ☐ 3.5-Advanced 9/10 ☐ 4-Mastery 10/10

Identify common and proper nouns

By (date), when given a sentence, the student will identify common and proper nouns, 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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| 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