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.I   Produce simple, compound, and complex sentences.

Target Goal

By (date), when given exercises with conventions of standard english, the student will produce simple, compound, and complex sentences, improving language skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

1

Create compound sentences

By (date), when given multiple sentences, the student will create compound sentences, improving grammar and mechanics skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

2

Identify the complete predicate of a sentence

By (date), when given a sentence, the student will identify the complete predicate of a sentence, improving grammar and mechanics skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

3

Identify the complete subject of a sentence

By (date), when given a sentence, the student will identify the complete subject of a sentence, improving grammar and mechanics skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

4

Create varied sentences based on models

By (date), when given a sample sentence, the student will create varied sentences based on models, improving writing strategies skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

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Create compound sentences

By (date), when given multiple sentences, the student will create compound sentences, improving grammar and mechanics 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 the complete predicate of a sentence

By (date), when given a sentence, the student will identify the complete predicate of a sentence, improving grammar and mechanics 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 the complete subject of a sentence

By (date), when given a sentence, the student will identify the complete subject of a sentence, improving grammar and mechanics 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

Create varied sentences based on models

By (date), when given a sample sentence, the student will create varied sentences based on models, improving writing strategies 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