

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

2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Target Goal

By (date), when given problems with addition, the student will fluently add within 100 using strategies based on place value, properties of operations, improving number and operations in base ten skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

Use models to add a two-digit and a one-digit number - without regrouping

By (date), when given problems with addition - two digits, the student will use models to add a two-digit and a one-digit number - without regrouping, improving number and operations in base ten skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Add a two-digit and a one-digit number - without regrouping

By (date), when given problems with addition - two digits, the student will add a two-digit and a one-digit number - without regrouping, improving number and operations in base ten skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Use models to add two-digit numbers - without regrouping

By (date), when given problems with two-digit addition, the student will use models to add two-digit numbers - without regrouping, improving number and operations in base ten skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Add two-digit numbers with regrouping - sums to 100

By (date), when given problems with addition - two digits, the student will add two-digit numbers with regrouping - sums to 100, improving number and operations in base ten skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

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Quarterly Progress Monitoring

By (date), wher digit and a one from 0/10 prob	n given p -digit nui	roblems mber - w	with ad ithout r	dition -	two digi ng, impr	ts, the so	tudent v umber a	vill use i nd oper	nodels t ations in	base te		
Date:												
Score:												
Proficiency: □ 1-B		eginning 0-5/10		□ 2-Practicing 6/10			10	□ 2.5-Emerging 7/10				
	oficient	8/10	\square 3.5-Advanced 9/10			9/10	☐ 4-Mastery 10/10					
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Use models to add two-digit numbers - without regrouping By (date), when given problems with two-digit addition, the student will use models to add two-digit numbers - without regrouping, improving number and operations in base ten skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials. Date:												
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Add two-digit By (date), wher regrouping - su of ten consecut	n given p ms to 10	roblems 0, impro	with ad oving nu	dition - mber ar	two digi id opera	ts, the s tions in	base ter					
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	□ 3-Pro	□ 3-Proficient 8/10			\square 3.5-Advanced 9/10				☐ 4-Mastery 10/10			