

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									
W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.								

Target Goal

By (date), when given exercises with text types and purposes, the student will establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally writing 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

1 By (date), when given fill in the blank sentence, 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.

Choose topic sentences for narrative paragraphs

² By (date), when given 3 to 4 sentence options, the student will choose topic sentences for narrative paragraphs, improving writing strategies skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Put the sentences in order

By (date), when given multiple sentence storyline, the student will put the sentences in order, 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

4 By (date), when given sentence containing time order word, 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.

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Quarterly Progress Monitoring

Add descriptive details to sentences

By (date), when given fill in the blank sentence, 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.

Date:												
Score:												
Proficiency:	ciency: □ 1-Beginning 0-5/10		0-5/10		2-Pract	icing 6/	10	□ 2.5-Emerging 7/10				
	□ 3-Proficient 8/10			\Box 3.5-Advanced 9/10				□ 4-Mastery 10/10				

Choose topic sentences for narrative paragraphs

By (date), when given 3 to 4 sentence options, the student will choose topic sentences for narrative paragraphs, 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-Pract	icing 6/	10	□ 2.5-Emerging 7/10				
	□ 3-Proficient 8/10			\Box 3.5-Advanced 9/10			/10	□ 4-Mastery 10/10				

Put the sentences in order

By (date), when given multiple sentence storyline, the student will put the sentences in order, 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-Pract	ticing 6/	10	□ 2.5-Emerging 7/10				
	□ 3-Proficient 8/10			□ 3.5-Advanced 9/10				□ 4-Mastery 10/10			

Identify time-order words

By (date), when given sentence containing time order word, 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.

Date:												
Score:												
Proficiency:	🗆 1-Be	ginning	0-5/10		2-Pract	ticing 6/	10	□ 2.5-Emerging 7/10				
	□ 3-Proficient 8/10			□ 3.5-Advanced 9/10				□ 4-Mastery 10/10				