

## 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**

K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

## Target Goal

By (date), when given problems with sorting and categorization, the student will classify objects into given categories; count the numbers of objects in each category, and sort the categories by count improving measurement and data skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

# **Objectives**

#### **Ordering: Numbers up to 10**

By (date), when given number cards or tiles up to ten, the student will put numbers up to 10 in order, improving measurement and data skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

#### Sorting and classifying: Shapes in a Venn diagram

By (date), when given a Venn diagram and ten items (e.g., blue, cube, red, circle), the student will count shapes in a Venn diagram, improving measurement and data skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

### Sorting and classifying: Classify and sort objects

By (date), when given 4 items and two sorting mats (e.g., buttons of the same shape, color, size), the student will classify and sort all items, improving measurement and data skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

#### **Sorting: Same and different**

By (date), when given 4 items same and different, the student will determine which are the same and which are different, improving measurement and data skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

### **Updates and Learning Resources**

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# **Quarterly Progress Monitoring**

<b>Ordering: Nur</b> By (date), when improving measures	ı given n	umber c		_			-		-		
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	□ 3-Pro	oficient	8/10		$\square$ 3.5-Advanced 9/10			☐ 4-Mastery 10/10			
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□ 3-Proficient 8/10

☐ 3.5-Advanced 9/10

☐ 4-Mastery 10/10