

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.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

Target Goal

By (date), when given problems with object position, the student will describe objects in the environment using names of shapes (sphere, cube, etc.), and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to, improving geometry skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

Positions: Beside and next to

- 1 By (date), when given items or pictures depicting beside and next to, the student will determine object position, improving geometry skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Positions: Top, middle, and bottom

- 2 By (date), when given items or pictures depicting top, middle, and bottom, the student will determine object position, improving geometry skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Positions: Left, middle, and right

- 3 By (date), when given items or pictures depicting left, middle, and right, the student will determine object position, improving geometry skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Positions: Inside and outside

- 4 By (date), when given items or pictures depicting inside and outside, the student will determine object position - inside and outside, improving geometry 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

Positions: Beside and next to

By (date), when given items or pictures depicting beside and next to, the student will determine object position, improving geometry skills from 0/10 problems out of ten consecutive trials to 8/10 problems 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

Positions: Top, middle, and bottom

By (date), when given items or pictures depicting top, middle, and bottom, the student will determine object position, improving geometry skills from 0/10 problems out of ten consecutive trials to 8/10 problems 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

Positions: Left, middle, and right

By (date), when given items or pictures depicting left, middle, and right, the student will determine object position, improving geometry skills from 0/10 problems out of ten consecutive trials to 8/10 problems 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

Positions: Inside and outside

By (date), when given items or pictures depicting inside and outside, the student will determine object position - inside and outside, improving geometry skills from 0/10 problems out of ten consecutive trials to 8/10 problems 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