



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

- 1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

Target Goal

By (date), when given problems with shapes and their attributes, the student will distinguish between defining attributes by drawing shapes to possess defined attributes, 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

Count vertices, edges, and faces

- 1 By (date), when given problems with three-dimensional shapes, the student will count vertices, edges, and faces, improving geometry skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Two-dimensional and three-dimensional shapes

- 2 By (date), when given problems with three-dimensional shapes, the student will two-dimensional and three-dimensional shapes, improving geometry skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Open and closed shapes

- 3 By (date), when given problems with two-dimensional shapes, the student will open and closed shapes, improving geometry skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Select two-dimensional shapes

- 4 By (date), when given problems with two-dimensional shapes, the student will select two-dimensional shapes, 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

Count vertices, edges, and faces

By (date), when given problems with three-dimensional shapes, the student will count vertices, edges, and faces, 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

Two-dimensional and three-dimensional shapes

By (date), when given problems with three-dimensional shapes, the student will two-dimensional and three-dimensional shapes, 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

Open and closed shapes

By (date), when given problems with two-dimensional shapes, the student will open and closed shapes, 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

Select two-dimensional shapes

By (date), when given problems with two-dimensional shapes, the student will select two-dimensional shapes, 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