

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.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

Target Goal

By (date), when given exercises with text types and purposes, the student will use precise language and domain-specific vocabulary to inform about or explain the topic, improving writing skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

Determine the meaning of domain-specific words with pictures

- 1 By (date), when given a word prompt or sample, the student will determine the meaning of domain-specific words with pictures, improving vocabulary skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Positive and negative connotation

- 2 By (date), when given a word prompt or sample, the student will positive and negative connotation, improving vocabulary skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Describe the difference between related words

- 3 By (date), when given a word prompt or sample, the student will describe the difference between related words, improving vocabulary 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

Determine the meaning of domain-specific words with pictures

By (date), when given a word prompt or sample, the student will determine the meaning of domain-specific words with pictures, improving vocabulary 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-Practicing 6/10 ☐ 2.5-Emerging 7/10
 ☐ 3-Proficient 8/10 ☐ 3.5-Advanced 9/10 ☐ 4-Mastery 10/10

Positive and negative connotation

By (date), when given a word prompt or sample, the student will positive and negative connotation, improving vocabulary 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-Practicing 6/10 ☐ 2.5-Emerging 7/10
 ☐ 3-Proficient 8/10 ☐ 3.5-Advanced 9/10 ☐ 4-Mastery 10/10

Describe the difference between related words

By (date), when given a word prompt or sample, the student will describe the difference between related words, improving vocabulary skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

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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