

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.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Target Goal

By (date), when given a countable number of objects, the student will count and write numbers from 0 to 20 representing a number of objects with a written numeral set 0-20, improving counting and cardinality skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

Counting up to 20: How many are there

- 1 By (date), when given a verbal prompt, the student will count to 20, improving counting and cardinality skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Counting up to 20: Objects 0 to 20

- 2 By (date), when given a number of countable objects, the student will count 0 to 20, improving counting and cardinality skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Counting up to 20: Ten frames (how many are there)

- 3 By (date), when given two ten frames with objects on them equaling a number from 1 to 20, the student will count the items up to 20, improving counting and cardinality skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Counting up to 20: Blocks or objects

- 4 By (date), when given blocks, the student will count blocks up to 20 and write the number correctly, improving counting and cardinality 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

Counting up to 20: How many are there

By (date), when given a verbal prompt, the student will count to 20, improving counting and cardinality 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

Counting up to 20: Objects 0 to 20

By (date), when given a number of countable objects, the student will count 0 to 20, improving counting and cardinality 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

Counting up to 20: Ten frames (how many are there)

By (date), when given two ten frames with objects on them equaling a number from 1 to 20, the student will count the items up to 20, improving counting and cardinality 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

Counting up to 20: Blocks or objects

By (date), when given blocks, the student will count blocks up to 20 and write the number correctly, improving counting and cardinality 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