

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

3.NF.A.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.

Target Goal

By (date), when given a fraction or model, the student will write a fraction to model and model to fraction interchangeably, improving fraction skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

Understand fractions with fraction bars

- 1 By (date), when given a fraction bar for reference, the student will complete a fraction sentence depicted in the bar, improving fraction skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Match unit fractions to models

- 2 By (date), when given problems with understand fractions, the student will match unit fractions to models, improving number and operations?fractions skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Match fractions to models

- 3 By (date), when given problems with understand fractions, the student will match fractions to models, improving number and operations?fractions skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Unit fractions: modeling word problems

- 4 By (date), when given problems with understand fractions, the student will unit fractions: modeling word problems, improving number and operations?fractions 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

Understand fractions with fraction bars

By (date), when given a fraction bar for reference, the student will complete a fraction sentence depicted in the bar, improving fraction 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

Match unit fractions to models

By (date), when given problems with understand fractions, the student will match unit fractions to models, improving number and operations?fractions 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

Match fractions to models

By (date), when given problems with understand fractions, the student will match fractions to models, improving number and operations?fractions 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

Unit fractions: modeling word problems

By (date), when given problems with understand fractions, the student will unit fractions: modeling word problems, improving number and operations?fractions 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