



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

4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Target Goal

By (date), when given problems with multi-digit whole numbers, the student will find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division, improving number and operations in base ten skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

Divide using partial quotients

- 1 By (date), when given problems with division, the student will divide using partial quotients, improving number and operations in base ten skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Divide numbers ending in zeroes by 1-digit numbers

- 2 By (date), when given problems with division, the student will divide numbers ending in zeroes by 1-digit numbers, improving number and operations in base ten skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Divide 3-digit numbers by 1-digit numbers using area models

- 3 By (date), when given problems with division, the student will divide 3-digit numbers by 1-digit numbers using area models, improving number and operations in base ten skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Divide larger numbers by 1-digit numbers: interpret remainders

- 4 By (date), when given problems with division, the student will divide larger numbers by 1-digit numbers: interpret remainders, improving operations and algebraic thinking 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

Divide using partial quotients

By (date), when given problems with division, the student will divide using partial quotients, improving number and operations in base ten 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

Divide numbers ending in zeroes by 1-digit numbers

By (date), when given problems with division, the student will divide numbers ending in zeroes by 1-digit numbers, improving number and operations in base ten 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

Divide 3-digit numbers by 1-digit numbers using area models

By (date), when given problems with division, the student will divide 3-digit numbers by 1-digit numbers using area models, improving number and operations in base ten 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

Divide larger numbers by 1-digit numbers: interpret remainders

By (date), when given problems with division, the student will divide larger numbers by 1-digit numbers: interpret remainders, improving operations and algebraic thinking 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