Teach Tastic
SPECIAL EDUCATION RESOURCES

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.B.4.A   When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

Target Goal

By (date), when given problems with number counting, the student will count objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (e.g., How many objects are there?), 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

1

Counting: Ten frames up to 10
By (date), when given a number of countable objects and a ten frame, the student will count objects on ten frames up to 10, improving counting and cardinality skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

2

Counting: Model numbers on ten frames
By (date), when given any number up to 10, the student will show numbers by placing objects on ten frames, improving counting and cardinality skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

3

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.

4

Counting up to 20: Put dots on ten frame
By (date), when given any number up to 20, the student will show numbers by placing objects on ten frames 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.

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Counting: Ten frames up to 10

By (date), when given a number of countable objects and a ten frame, the student will count objects on ten frames up to 10, 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: Model numbers on ten frames

By (date), when given any number up to 10, the student will show numbers by placing objects on ten frames, improving counting and cardinality skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Date:										
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Proficiency: ☐ 1-Beginning 0-5/10   ☐ 2-Practicing 6/10   ☐ 2.5-Emerging 7/10
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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.

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Counting up to 20: Put dots on ten frame

By (date), when given any number up to 20, the student will show numbers by placing objects on ten frames 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.

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Proficiency: ☐ 1-Beginning 0-5/10   ☐ 2-Practicing 6/10   ☐ 2.5-Emerging 7/10
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