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

4.NF.A.1   Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

Target Goal

By (date), when given problems with fractions, the student will explain why a fraction a/b is equivalent to a fraction (n ? a)/(n ? b) by using visual fraction models, improving number and operations with fractions skills from 0/10 work samples out of ten consecutive trials to 8/10 work samples in ten consecutive trials.

Objectives

1   Graph equivalent fractions on number lines

By (date), when given problems with fraction equivalence and ordering, the student will graph equivalent fractions on number lines, improving number and operations?fractions skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

2   Find equivalent fractions using area models

By (date), when given problems with fraction equivalence and ordering, the student will find equivalent fractions using area models, improving number and operations?fractions skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

3   Fractions with denominators of 10 and 100

By (date), when given problems with fraction equivalence and ordering, the student will fractions with denominators of 10 and 100, improving number and operations?fractions skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

4   Identify equivalent fractions: find the missing numerator or denominator

By (date), when given problems with fraction equivalence and ordering, the student will identify equivalent fractions: find the missing numerator or denominator, 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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Graph equivalent fractions on number lines

By (date), when given problems with fraction equivalence and ordering, the student will graph equivalent fractions on number lines, 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

Find equivalent fractions using area models

By (date), when given problems with fraction equivalence and ordering, the student will find equivalent fractions using area 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

Fractions with denominators of 10 and 100

By (date), when given problems with fraction equivalence and ordering, the student will fractions with denominators of 10 and 100, 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

Identify equivalent fractions: find the missing numerator or denominator

By (date), when given problems with fraction equivalence and ordering, the student will identify equivalent fractions: find the missing numerator or denominator, 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
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