

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.B.4.B Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times \frac{2}{5}$ as $6 \times \frac{1}{5}$, recognizing this product as $\frac{6}{5}$. (In general, $n \times \frac{a}{b} = \frac{n \times a}{b}$.)

Target Goal

By (date) when given problems with fractions the student will understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number 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

Multiply fractions by whole numbers

- 1 By (date), when given problems with multiply fractions, the student will multiply fractions by whole numbers, improving number and operations?fractions skills from 0/10 problems out of ten consecutive trials to 8/10 problems in ten consecutive trials.

Multiply unit fractions by whole numbers

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

Multiply fractions by whole numbers using models

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

Multiply fractions by whole numbers using number lines

- 4 By (date), when given problems with multiply fractions, the student will multiply fractions by whole numbers using 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.

Updates and Learning Resources

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Quarterly Progress Monitoring

Multiply fractions by whole numbers

By (date), when given problems with multiply fractions, the student will multiply fractions by whole numbers, 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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| 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

Multiply unit fractions by whole numbers

By (date), when given problems with multiply fractions, the student will multiply unit fractions by whole numbers, 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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| 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

Multiply fractions by whole numbers using models

By (date), when given problems with multiply fractions, the student will multiply fractions by whole numbers using models, 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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| 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

Multiply fractions by whole numbers using number lines

By (date), when given problems with multiply fractions, the student will multiply fractions by whole numbers using 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.

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| 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