🌟 Kindergarten Math IEP Goal Bank (2 per Domain, Detailed SMART Format)

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1. Counting & Cardinality

Goal A (By //____):
 Given manipulatives, the student will accurately count forward from 1 to 20, identify numerals 0–20, and demonstrate 1:1 correspondence up to 20 objects with **80% accuracy across 3 consecutive trials**, as measured by teacher records.
 📘 **CCSS Alignment:** K.CC.A.1, K.CC.A.3, K.CC.B.4

Objectives:

1. By __/____, the student will orally count from 1–10 with **80% accuracy** in 4 of 5 trials.

2. By __/____, the student will identify numerals 0–10 with **75% accuracy** on weekly probes.

3. By __/____, the student will count sets of up to 10 objects with **1:1 correspondence** and label the total with **80% accuracy**.

Goal B (By //____):
 Given visual prompts, the student will accurately count forward from 1 to 50 and identify numerals 0–30 with **80% accuracy across 3 consecutive trials**, as measured by classroom assessments.
 📘 **CCSS Alignment:** K.CC.A.1, K.CC.A.3

Objectives:

1. By __/____, the student will orally count from 1–20 with **80% accuracy** in structured activities.

2. By __/____, the student will identify numerals 0–20 with **75% accuracy**.

3. By __/____, the student will identify numerals 21–30 with **75% accuracy**.

2. Operations & Algebraic Thinking

Goal A (By //____):
Given manipulatives, the student will solve addition problems within 5 with **80% accuracy across 3 consecutive trials**, as measured by teacher-created probes.
🔷 **CCSS Alignment:** K.OA.A.1

Objectives:

1. By __/____, the student will solve addition problems within 3 using manipulatives with **80% accuracy**.

2. By __/____, the student will solve addition problems within 5 using visuals with **80% accuracy**.

3. By __/____, the student will solve addition equations within 5 without supports with **75% accuracy**.

Goal B (By //____):
Given manipulatives or drawings, the student will solve addition and subtraction problems within 10 with **80% accuracy across 3 consecutive trials**, as measured by teacher-created assessments.
🔷 **CCSS Alignment:** K.OA.A.2, K.OA.A.5

Objectives:

1. By __/____, the student will solve subtraction problems within 5 using manipulatives with **75% accuracy**.

2. By __/____, the student will solve addition problems within 10 using visual supports with **80% accuracy**.

3. By __/____, the student will solve mixed addition and subtraction equations within 10 with **75% accuracy**.

3. Number & Operations in Base Ten

Goal A (By //____):
Given manipulatives, the student will compose and decompose numbers from 11–19 into a ten and ones with **80% accuracy across 3 consecutive trials**, as measured by teacher-created math probes.
📘 **CCSS Alignment:** K.NBT.A.1

Objectives:

1. By __/____, the student will model teen numbers using ten frames with **75% accuracy**.

2. By __/____, the student will represent teen numbers using base-ten blocks with **80% accuracy**.

3. By __/____, the student will draw teen numbers as tens and ones with **80% accuracy**.

Goal B (By //____):
Given manipulatives and visuals, the student will identify, build, and write numbers 11–30 using groups of tens and ones with **80% accuracy across 3 consecutive trials**, as measured by teacher records.
📘 **CCSS Alignment:** K.NBT.A.1

Objectives:

1. By __/____, the student will represent numbers 11–19 as one ten and additional ones with **75% accuracy**.

2. By __/____, the student will represent numbers 20–30 using groups of tens and ones with **80% accuracy**.

3. By __/____, the student will write numbers 11–30 with base-ten understanding with **75% accuracy**.

4. Measurement & Data

Goal A (By //_____):
 Given real-life objects, the student will compare and describe objects by length, weight, or size using comparative language (shorter/longer, heavier/lighter) with **80% accuracy across 3 consecutive opportunities**, as measured by teacher records.
   📘 **CCSS Alignment:** K.MD.A.1

Objectives:

1. By __/_____, the student will compare two objects by length (longer/shorter) with **75% accuracy**.

2. By __/_____, the student will compare two objects by weight (heavier/lighter) with **75% accuracy**.

3. By __/_____, the student will describe objects using comparative terms with **80% accuracy**.

Goal B (By //_____):
 Given objects and visuals, the student will classify, sort, and represent data into categories with **80% accuracy across 3 consecutive trials**, as measured by classroom activities.
   📘 **CCSS Alignment:** K.MD.B.3

Objectives:

1. By __/_____, the student will sort objects into 2 categories (e.g., shape, color) with **80% accuracy**.

2. By __/_____, the student will sort objects into 3 categories with **75% accuracy**.

3. By __/_____, the student will represent sorted categories using drawings or graphs with **80% accuracy**.

5. Geometry

Goal A (By //____):
 Given models and visuals, the student will identify and name basic 2D shapes (circle, square, triangle, rectangle) with **80% accuracy across 3 consecutive opportunities**, as measured by teacher records.
   🟦 **CCSS Alignment:** K.G.A.2

Objectives:

1. By __/____, the student will identify circles and triangles with **80% accuracy**.

2. By __/____, the student will identify squares and rectangles with **80% accuracy**.

3. By __/____, the student will sort 2D shapes by type with **75% accuracy**.

Goal B (By //____):
 Given manipulatives, the student will compose and describe 2D and 3D shapes to form larger shapes with **80% accuracy across 3 consecutive opportunities**, as measured by classroom activities.
   🟦 **CCSS Alignment:** K.G.B.4, K.G.B.6

Objectives:

1. By __/____, the student will describe shapes by attributes (sides, corners, round/flat) with **75% accuracy**.

2. By __/____, the student will compose 2 shapes to make a new shape (e.g., 2 triangles make a rectangle) with **80% accuracy**.

3. By __/____, the student will identify 3D shapes (cube, cone, sphere) and describe one attribute with **75% accuracy**.