🌟 Grade 4 Math IEP Goal Bank (2 per Domain, Detailed SMART Format)

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1. Operations & Algebraic Thinking (Multiplication & Division)

Goal A (By //____):
Given arrays, visuals, and number sentences, the student will fluently multiply within 100 using strategies such as repeated addition, arrays, and place value with **80% accuracy across 3 consecutive trials**, as measured by teacher-created assessments.
📘 **CCSS Alignment:** 4.OA.A.1, 4.OA.B.4

Objectives:

1. By __/____, the student will represent multiplication facts within 50 using arrays with **80% accuracy**.

2. By __/____, the student will solve multiplication equations within 100 using place value with **75% accuracy**.

3. By __/____, the student will solve real-world multiplication word problems within 100 with **80% accuracy**.

Goal B (By //____):
Given manipulatives and number sentences, the student will fluently divide within 100 using strategies such as repeated subtraction, arrays, and equal groups with **80% accuracy across 3 consecutive trials**, as measured by classroom assessments.
📘 **CCSS Alignment:** 4.OA.A.1, 4.NBT.B.6

Objectives:

1. By __/____, the student will represent division problems within 50 using equal groups with **80% accuracy**.

2. By __/____, the student will solve division problems within 100 using visuals with **75% accuracy**.

3. By __/____, the student will solve division word problems within 100 with **80% accuracy**.

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2. Number & Operations in Base Ten (Multi-Digit Numbers)

Goal A (By //____):
Given multi-digit numbers, the student will fluently add and subtract using the standard algorithm with **80% accuracy across 3 consecutive trials**, as measured by teacher-created assessments.
📘 **CCSS Alignment:** 4.NBT.B.4

Objectives:

1. By __/____, the student will add and subtract numbers within 1,000 using place value with **80% accuracy**.

2. By __/____, the student will fluently add numbers within 10,000 with **75% accuracy**.

3. By __/____, the student will fluently subtract numbers within 10,000 with **75% accuracy**.

Goal B (By //____):
Given multi-digit numbers, the student will multiply up to a 4-digit number by a 1-digit number using strategies and algorithms with **80% accuracy across 3 consecutive opportunities**, as measured by classroom assessments.
📘 **CCSS Alignment:** 4.NBT.B.5

Objectives:

1. By __/____, the student will multiply 2-digit numbers by 1-digit numbers using area models with **80% accuracy**.

2. By __/____, the student will multiply 3-digit numbers by 1-digit numbers with **75% accuracy**.

3. By __/____, the student will multiply 4-digit numbers by 1-digit numbers with **75% accuracy**.

3. Number & Operations – Fractions

Goal A (By //____):
Given fraction models and number lines, the student will compare two fractions with different denominators by creating common denominators with **80% accuracy across 3 consecutive trials**, as measured by teacher records.
📘 **CCSS Alignment:** 4.NF.A.2

Objectives:

1. By __/____, the student will compare fractions with like denominators with **80% accuracy**.

2. By __/____, the student will generate equivalent fractions using visual models with **75% accuracy**.

3. By __/____, the student will compare fractions with unlike denominators using common denominators with **75% accuracy**.

Goal B (By //____):
Given visuals and word problems, the student will add and subtract fractions with like denominators within 1 whole with **80% accuracy across 3 consecutive opportunities**, as measured by teacher-created assessments.
📘 **CCSS Alignment:** 4.NF.B.3

Objectives:

1. By __/____, the student will add unit fractions with like denominators with **80% accuracy**.

2. By __/____, the student will subtract unit fractions with like denominators with **75% accuracy**.

3. By __/____, the student will add and subtract non-unit fractions with like denominators with **80% accuracy**.

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4. Measurement & Data (Conversions & Word Problems)

Goal A (By //____):
Given visuals and real-world problems, the student will convert units of measurement (inches/feet, cm/m, minutes/hours) and solve word problems with **80% accuracy across 3 consecutive trials**, as measured by teacher-created math probes.
📘 **CCSS Alignment:** 4.MD.A.1

Objectives:

1. By __/____, the student will convert units of time (minutes to hours) with **80% accuracy**.

2. By __/____, the student will convert lengths within a system (inches to feet, cm to m) with **75% accuracy**.

3. By __/____, the student will solve word problems involving measurement conversions with **75% accuracy**.

Goal B (By //____):
Given data sets, the student will represent and interpret data on line plots, bar graphs, and pictographs with **80% accuracy across 3 consecutive trials**, as measured by classroom assessments.
📘 **CCSS Alignment:** 4.MD.B.4

Objectives:

1. By __/____, the student will construct simple bar graphs from a data set with **80% accuracy**.

2. By __/____, the student will construct line plots with unit fractions (½, ¼) with **75% accuracy**.

3. By __/____, the student will interpret and answer questions based on graphs with **80% accuracy**.

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5. Geometry

Goal A (By //____):
Given visuals and manipulatives, the student will classify 2D shapes based on properties (parallel/perpendicular lines, right angles, symmetry) with **80% accuracy across 3 consecutive trials**, as measured by classroom assessments.
📘 **CCSS Alignment:** 4.G.A.2

Objectives:

1. By __/____, the student will identify right angles and parallel/perpendicular lines in shapes with **80% accuracy**.

2. By __/____, the student will classify triangles based on sides and angles with **75% accuracy**.

3. By __/____, the student will sort quadrilaterals by properties (square, rectangle, rhombus, trapezoid) with **80% accuracy**.

Goal B (By //____):
Given rulers and grid paper, the student will draw and identify lines of symmetry in 2D figures with **80% accuracy across 3 consecutive opportunities**, as measured by teacher-created assessments.
📘 **CCSS Alignment:** 4.G.A.3

Objectives:

1. By __/____, the student will identify figures with a line of symmetry with **80% accuracy**.

2. By __/____, the student will draw a line of symmetry in basic shapes (square, rectangle, circle) with **75% accuracy**.

3. By __/____, the student will identify and draw lines of symmetry in complex figures with **75% accuracy**.