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

---

1. Operations & Algebraic Thinking (Addition & Subtraction within 100)

Goal A (By //____):
Given manipulatives and visuals, the student will fluently add and subtract within 50 using place value strategies with **80% accuracy across 3 consecutive trials**, as measured by teacher-created assessments.
📘 **CCSS Alignment:** 2.OA.B.2

Objectives:

1. By __/____, the student will add and subtract within 20 using manipulatives with **80% accuracy**.

2. By __/____, the student will add and subtract within 50 using visual supports with **75% accuracy**.

3. By __/____, the student will fluently add and subtract within 50 without supports with **80% accuracy**.

Goal B (By //____):
Given number sentences and real-world problems, the student will fluently add and subtract within 100 using strategies such as making ten, decomposing, and place value with **80% accuracy across 3 consecutive trials**, as measured by classroom math probes.
📘 **CCSS Alignment:** 2.OA.B.2

Objectives:

1. By __/____, the student will solve addition problems within 50 using strategies with **80% accuracy**.

2. By __/____, the student will solve subtraction problems within 50 using strategies with **75% accuracy**.

3. By __/____, the student will solve mixed addition/subtraction problems within 100 with **80% accuracy**.

---

2. Number & Operations in Base Ten (Place Value to 1,000)

Goal A (By //____):
Given manipulatives and visuals, the student will demonstrate understanding of place value by representing numbers up to 500 as hundreds, tens, and ones with **80% accuracy across 3 consecutive trials**, as measured by teacher-created probes.
📘 **CCSS Alignment:** 2.NBT.A.1, 2.NBT.A.3

Objectives:

1. By __/____, the student will represent numbers 0–100 as tens and ones with **80% accuracy**.

2. By __/____, the student will represent numbers up to 300 using base-ten blocks with **80% accuracy**.

3. By __/____, the student will represent numbers up to 500 with **80% accuracy**.

Goal B (By //____):
Given base-ten blocks and visuals, the student will represent, compare, and order numbers up to 1,000 with **80% accuracy across 3 consecutive opportunities**, as measured by classroom assessments.
📘 **CCSS Alignment:** 2.NBT.A.1, 2.NBT.A.4

Objectives:

1. By __/____, the student will compare numbers up to 200 using <, >, and = with **75% accuracy**.

2. By __/____, the student will order 3 numbers up to 500 from least to greatest with **80% accuracy**.

3. By __/____, the student will compare numbers up to 1,000 using place value with **80% accuracy**.

---

3. Number & Operations – Fractions (Halves, Thirds, Fourths)

Goal A (By //____):
Given visuals and real objects, the student will partition circles and rectangles into 2 and 4 equal shares and describe them as halves and fourths with **80% accuracy across 3 consecutive trials**, as measured by teacher-created assessments.
📘 **CCSS Alignment:** 2.G.A.3

Objectives:

1. By __/____, the student will partition circles into halves with **80% accuracy**.
2. By __/____, the student will partition rectangles into halves and fourths with **75% accuracy**.
3. By __/____, the student will describe equal shares as halves and fourths with **80% accuracy**.

Goal B (By //____):
Given models and manipulatives, the student will partition shapes into 2, 3, or 4 equal shares and describe the shares using fraction language (halves, thirds, fourths) with **80% accuracy across 3 consecutive opportunities**, as measured by classroom assessments.
📘 **CCSS Alignment:** 2.G.A.3

Objectives:

1. By __/____, the student will partition circles into thirds with **75% accuracy**.
2. By __/____, the student will identify halves, thirds, and fourths of a rectangle with **75% accuracy**.
3. By __/____, the student will correctly describe fractions of shapes with **80% accuracy**.

---

4. Measurement & Data (Length, Time, Money)

Goal A (By //____):
Given a ruler and real objects, the student will measure lengths to the nearest inch and centimeter with **80% accuracy across 3 consecutive opportunities**, as measured by teacher records.
📘 **CCSS Alignment:** 2.MD.A.1

Objectives:

1. By __/____, the student will measure objects to the nearest inch with **75% accuracy**.
2. By __/____, the student will measure objects to the nearest centimeter with **75% accuracy**.
3. By __/____, the student will compare lengths of objects measured with **80% accuracy**.

Goal B (By //____):
Given coin and bill models, the student will identify, count, and solve word problems involving money up to $1.00 with **80% accuracy across 3 consecutive trials**, as measured by teacher-created math probes.
📘 **CCSS Alignment:** 2.MD.C.8

Objectives:

1. By __/____, the student will identify and state values of pennies, nickels, dimes, and quarters with **80% accuracy**.
2. By __/____, the student will count coins up to 50¢ with **80% accuracy**.
3. By __/____, the student will solve money word problems up to $1.00 with **75% accuracy**.

---

5. Geometry (Shapes & Attributes)

Goal A (By //____):
Given models and visuals, the student will identify and describe attributes of 2D and 3D shapes (sides, vertices, faces, edges) with **80% accuracy across 3 consecutive opportunities**, as measured by classroom assessments.
📘 **CCSS Alignment:** 2.G.A.1

Objectives:

1. By __/____, the student will correctly identify 2D shapes (triangle, square, rectangle, hexagon) with **80% accuracy**.

2. By __/____, the student will identify 3D shapes (cube, cone, sphere, cylinder) with **80% accuracy**.

3. By __/____, the student will describe attributes (sides, corners, faces) with **75% accuracy**.

Goal B (By //____):
Given manipulatives, the student will partition rectangles into rows and columns of equal squares and describe the arrangement with **80% accuracy across 3 consecutive trials**, as measured by teacher-created math probes.
📘 **CCSS Alignment:** 2.G.A.2

Objectives:

1. By __/____, the student will partition rectangles into 2 rows and columns with **80% accuracy**.

2. By __/____, the student will partition rectangles into 3 rows and columns with **75% accuracy**.

3. By __/____, the student will describe partitions using rows and columns vocabulary with **80% accuracy**.