🌟 Grade 1 Math IEP Goal Bank (Detailed SMART Format, 2 per Section)

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1. Operations & Algebraic Thinking (Addition within 20)

Goal A (By //____):
Given manipulatives and visuals, the student will fluently add within 10 with **80% accuracy across 3 consecutive trials**, as measured by teacher-created math probes.
📘 **CCSS Alignment:** 1.OA.C.6

Objectives:

1. By __/____, given manipulatives, the student will solve addition problems within 5 with **80% accuracy across 3 consecutive trials**, as measured by teacher records.

2. By __/____, given visual supports (pictures, number lines), the student will solve addition problems within 10 with **80% accuracy across 3 consecutive trials**, as measured by classroom assessments.

3. By __/____, without supports, the student will solve written addition equations within 10 with **80% accuracy** on weekly math probes.

Goal B (By //____):
Given number sentences and strategies (counting on, doubles, making ten), the student will fluently add within 20 with **80% accuracy across 3 consecutive trials**, as measured by teacher-created assessments.
📘 **CCSS Alignment:** 1.OA.C.6

Objectives:

1. By __/____, given manipulatives, the student will solve addition problems within 10 using strategies with **80% accuracy**.

2. By __/____, given visuals, the student will solve addition problems within 20 with **75% accuracy**.

3. By __/____, without supports, the student will fluently solve addition problems within 20 with **80% accuracy**, as measured by weekly math probes.

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2. Operations & Algebraic Thinking (Subtraction within 20)

Goal A (By //____):
Given manipulatives and visuals, the student will fluently subtract within 10 with **80% accuracy across 3 consecutive trials**, as measured by teacher-created math probes.
📘 **CCSS Alignment:** 1.OA.C.6

Objectives:

1. By __/____, the student will solve subtraction problems within 5 using manipulatives with **80% accuracy**.

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

3. By __/____, the student will solve subtraction equations within 10 without supports with **80% accuracy**, as measured by classroom assessments.

Goal B (By //____):
Given word problems and strategies (counting back, making ten), the student will fluently subtract within 20 with **80% accuracy across 3 consecutive trials**, as measured by teacher records.
📘 **CCSS Alignment:** 1.OA.A.1, 1.OA.C.6

Objectives:

1. By __/____, the student will solve subtraction problems within 10 using strategies with **80% accuracy**.

2. By __/____, the student will solve subtraction problems within 20 using visual supports with **75% accuracy**.

3. By __/____, without supports, the student will fluently solve subtraction problems within 20 with **80% accuracy** across 3 trials.

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3. Number & Operations in Base Ten (Place Value)

Goal A (By //____):
Given base-ten blocks, the student will represent numbers up to 50 as tens and ones with **80% accuracy across 3 consecutive trials**, as measured by teacher records.
📘 **CCSS Alignment:** 1.NBT.B.2

Objectives:

1. By __/____, the student will represent numbers 11–19 as a ten and ones with **80% accuracy**.

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

3. By __/____, the student will represent numbers up to 50 using tens and ones with **80% accuracy** across 3 trials.

Goal B (By //____):
Given base-ten blocks and visuals, the student will represent and compare two-digit numbers up to 99 as tens and ones with **80% accuracy across 3 consecutive trials**, as measured by classroom assessments.
📘 **CCSS Alignment:** 1.NBT.B.2, 1.NBT.B.3

Objectives:

1. By __/____, the student will model numbers up to 60 using tens and ones with **80% accuracy**.

2. By __/____, the student will compare numbers up to 60 using <, >, and = with **75% accuracy**.

3. By __/____, the student will represent and compare numbers up to 99 with **80% accuracy** across 3 trials.

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4. Measurement & Data (Time & Length)

Goal A (By //____):
Given analog clocks, the student will tell and write time to the nearest hour with **80% accuracy across 3 consecutive trials**, as measured by teacher records.
📘 **CCSS Alignment:** 1.MD.B.3

Objectives:

1. By __/____, the student will read times to the hour on analog clocks with **80% accuracy**.
2. By __/____, the student will write times to the hour on digital clocks with **80% accuracy**.
3. By __/____, the student will match written times to clock visuals with **80% accuracy**.

Goal B (By //____):
Given rulers and objects, the student will measure lengths using nonstandard and standard units with **80% accuracy across 3 consecutive trials**, as measured by teacher-created math probes.
📘 **CCSS Alignment:** 1.MD.A.2

Objectives:

1. By __/____, the student will measure object lengths using nonstandard units (blocks, cubes) with **80% accuracy**.
2. By __/____, the student will measure object lengths in inches using a ruler with **75% accuracy**.
3. By __/____, the student will compare lengths of objects using measurement results with **80% accuracy**.

5. Geometry (2D & 3D Shapes)

Goal A (By //____):
Given visuals and models, the student will correctly identify and name 2D and 3D shapes with **80% accuracy across 3 consecutive opportunities**, as measured by teacher records.
📘 **CCSS Alignment:** 1.G.A.1

Objectives:

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

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

3. By __/____, the student will sort shapes into 2D and 3D categories with **80% accuracy**.

Goal B (By //____):
Given manipulatives, the student will compose and partition shapes to create new composite shapes with **80% accuracy across 3 consecutive opportunities**, as measured by classroom assessments.
📘 **CCSS Alignment:** 1.G.A.2

Objectives:

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

2. By __/____, the student will partition rectangles into 2 equal shares with **75% accuracy**.

3. By __/____, the student will partition circles into halves and fourths with **75% accuracy**.

6. Word Problems (Addition & Subtraction within 20)

Goal A (By //____):
Given manipulatives and visuals, the student will solve addition and subtraction word problems within 10 with **80% accuracy across 3 consecutive trials**, as measured by teacher-created math probes.
📘 **CCSS Alignment:** 1.OA.A.1

Objectives:

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

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

3. By __/____, the student will solve mixed problems within 10 with **80% accuracy**, as measured by teacher records.

Goal B (By //____):
Given manipulatives, drawings, or equations, the student will solve addition and subtraction word problems within 20 with **80% accuracy across 3 consecutive trials**, as measured by classroom assessments.
📘 **CCSS Alignment:** 1.OA.A.1, 1.OA.A.2

Objectives:

1. By __/____, the student will solve addition word problems within 10 using drawings with **80% accuracy**.

2. By __/____, the student will solve subtraction word problems within 10 using equations with **75% accuracy**.

3. By __/____, the student will solve mixed addition/subtraction problems within 20 using strategies with **80% accuracy**.