

K–12 IEP COMMON CORE STANDARDS CHECKLIST

NUMBERED / CODED • READING & MATHEMATICS • Printable SPED Planning Reference

Use: This is a condensed teacher/IEP reference. Standard descriptions are paraphrased. Always verify the exact standard wording and any state-specific adoption before placing a standard in a finalized IEP.

Grade	Area	CCSS Code	Condensed Standard / Skill	Student Performance / Baseline	Possible IEP Goal	Progress Monitoring
K	Reading	RF.K.1	Demonstrate understanding of print concepts.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
K	Reading	RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds/phonemes.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
K	Reading	RF.K.3	Know and apply grade-level phonics and word-analysis skills.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
K	Reading	RF.K.4	Read emergent-reader texts with purpose and understanding.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
K	Reading	RL.K.1	Ask and answer questions about key details in literary text.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
K	Reading	RL.K.2	Retell familiar stories and identify the central message/lesson.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
K	Reading	RI.K.1	Ask and answer questions about key details in informational text.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
K	Reading	RI.K.2	Identify the main topic and retell key details.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
K	Math	K.CC.A.1	Know number names and the count sequence.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
K	Math	K.CC.B.4	Understand the relationship between numbers and quantities.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
K	Math	K.OA.A.1	Represent addition and subtraction with objects, drawings, and equations.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
K	Math	K.NBT.A.1	Compose/decompose numbers 11–19 into ten ones and additional ones.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
K	Math	K.MD.A.1	Describe and compare measurable attributes.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
K	Math	K.G.A.1	Identify and describe 2-D and 3-D shapes.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
1	Reading	RF.1.3	Know and apply grade-level phonics and word-analysis skills.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
1	Reading	RF.1.4	Read grade-level text with sufficient accuracy and fluency.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
1	Reading	RL.1.1	Ask and answer questions about key details.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
1	Reading	RL.1.2	Retell stories and identify the central message/lesson.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
1	Reading	RI.1.1	Ask and answer questions about key details.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
1	Reading	RI.1.2	Identify the main topic and key details.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
1	Reading	RI.1.5	Know and use text features to locate key facts.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
1	Math	1.OA.A.1	Use addition/subtraction within 20 to solve problems.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
1	Math	1.OA.C.6	Add/subtract within 20 and develop fluency within 10.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
1	Math	1.NBT.B.2	Understand place value of tens and ones.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
1	Math	1.NBT.C.4	Add within 100 using place-value strategies.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.

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1	Math	1.MD.A.1	Order three objects by length.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
1	Math	1.G.A.1	Distinguish between defining attributes of shapes.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
2	Reading	RF.2.3	Know and apply grade-level phonics and word-analysis skills.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
2	Reading	RF.2.4	Read with sufficient accuracy and fluency.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
2	Reading	RL.2.1	Ask/answer questions demonstrating understanding of key details.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
2	Reading	RL.2.2	Recount stories and determine central message/lesson.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
2	Reading	RI.2.1	Ask/answer questions to demonstrate understanding.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
2	Reading	RI.2.2	Identify main topic and focus of paragraphs.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
2	Reading	RI.2.5	Use text features to locate key facts.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
2	Math	2.OA.A.1	Represent and solve addition/subtraction problems.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
2	Math	2.OA.B.2	Fluently add/subtract within 20.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
2	Math	2.NBT.A.1	Understand place value to 1,000.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
2	Math	2.NBT.B.5	Fluently add/subtract within 100.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
2	Math	2.MD.A.1	Measure length using standard units.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
2	Math	2.G.A.1	Recognize and draw shapes with specified attributes.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
3	Reading	RF.3.3	Know and apply grade-level phonics and word-analysis skills.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
3	Reading	RF.3.4	Read with sufficient accuracy and fluency.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
3	Reading	RL.3.1	Ask/answer questions and refer explicitly to text evidence.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
3	Reading	RL.3.2	Recount stories and determine central message/theme.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
3	Reading	RL.3.3	Describe characters and explain how actions contribute to events.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
3	Reading	RI.3.1	Ask/answer questions using text evidence.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
3	Reading	RI.3.2	Determine main idea and recount key details.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
3	Reading	RI.3.5	Use text features and search tools to locate information.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
3	Math	3.OA.A.1	Interpret products of whole numbers.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
3	Math	3.OA.A.2	Interpret whole-number quotients.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
3	Math	3.OA.C.7	Fluently multiply/divide within 100.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
3	Math	3.NF.A.1	Understand a fraction as 1 part of a whole.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
3	Math	3.MD.C.7	Relate area to multiplication/addition.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.

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3	Math	3.G.A.1	Understand categories and attributes of quadrilaterals.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
4	Reading	RF.4.4	Read grade-level text with accuracy, fluency, and expression.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
4	Reading	RL.4.1	Refer to details/examples when explaining text.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
4	Reading	RL.4.2	Determine theme and summarize.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
4	Reading	RL.4.3	Describe characters/settings/events using specific details.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
4	Reading	RI.4.1	Refer to details/examples when explaining text.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
4	Reading	RI.4.2	Determine main idea and summarize.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
4	Reading	RI.4.5	Describe overall text structure.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
4	Math	4.OA.A.1	Interpret multiplication equations as comparisons.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
4	Math	4.OA.A.3	Solve multi-step whole-number problems.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
4	Math	4.NBT.B.4	Fluently add/subtract multi-digit whole numbers.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
4	Math	4.NF.A.1	Explain fraction equivalence.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
4	Math	4.NF.B.3	Understand/add/subtract fractions with like denominators.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
4	Math	4.MD.A.1	Know relative sizes of measurement units.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
5	Reading	RL.5.1	Quote accurately from a text when explaining and inferring.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
5	Reading	RL.5.2	Determine theme and summarize.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
5	Reading	RL.5.3	Compare/contrast characters, settings, or events.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
5	Reading	RI.5.1	Quote accurately when explaining and inferring.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
5	Reading	RI.5.2	Determine two or more main ideas and summarize.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
5	Reading	RI.5.5	Compare/contrast overall structures of texts.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
5	Math	5.NBT.A.1	Recognize place value patterns in powers of ten.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
5	Math	5.NBT.B.5	Fluently multiply multi-digit whole numbers.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
5	Math	5.NF.A.1	Add/subtract fractions with unlike denominators.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
5	Math	5.NF.B.4	Apply multiplication to multiply fractions.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
5	Math	5.MD.C.5	Relate volume to multiplication/addition.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
5	Math	5.G.A.1	Graph points in the first quadrant.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
6	Reading	RL.6.1	Cite textual evidence supporting analysis.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
6	Reading	RL.6.2	Determine theme and provide objective summary.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.

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6	Reading	RL.6.4	Determine meaning of words/phrases and analyze impact.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
6	Reading	RI.6.1	Cite textual evidence supporting analysis.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
6	Reading	RI.6.2	Determine central idea and provide objective summary.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
6	Reading	RI.6.8	Trace and evaluate an argument and claims.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
6	Math	6.RP.A.1	Understand ratio concepts and use ratio language.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
6	Math	6.RP.A.3	Use ratios/rates to solve real-world problems.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
6	Math	6.NS.B.2	Fluently divide multi-digit numbers.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
6	Math	6.EE.B.5	Understand solving equations/inequalities.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
6	Math	6.EE.C.9	Use variables to represent two quantities.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
6	Math	6.SP.B.5	Summarize numerical data with measures/visuals.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
7	Reading	RL.7.1	Cite several pieces of textual evidence.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
7	Reading	RL.7.2	Determine theme/central idea and summarize.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
7	Reading	RL.7.6	Analyze how point of view shapes content.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
7	Reading	RI.7.1	Cite several pieces of textual evidence.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
7	Reading	RI.7.8	Trace and evaluate an argument and claims.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
7	Reading	RI.7.9	Analyze how two texts address similar topics.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
7	Math	7.RP.A.2	Recognize and represent proportional relationships.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
7	Math	7.NS.A.1	Apply operations to rational numbers.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
7	Math	7.EE.B.3	Solve multi-step real-life numerical problems.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
7	Math	7.EE.B.4	Solve equations and inequalities.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
7	Math	7.G.B.4	Use circle formulas and angle relationships.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
7	Math	7.SP.A.2	Use random samples to draw inferences about populations.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
8	Reading	RL.8.1	Cite textual evidence supporting analysis.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
8	Reading	RL.8.2	Determine theme/central idea and summarize.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
8	Reading	RL.8.6	Analyze differing points of view.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
8	Reading	RI.8.1	Cite textual evidence supporting analysis.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
8	Reading	RI.8.8	Delineate and evaluate an argument and claims.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
8	Reading	RI.8.9	Analyze conflicting information across sources.	Student currently demonstrates ___ at ___% / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___% accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.

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8	Math	8.NS.A.1	Understand irrational numbers and distinguish from rational numbers.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
8	Math	8.EE.A.1	Know and apply properties of integer exponents.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
8	Math	8.EE.B.5	Graph proportional relationships and interpret slope.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
8	Math	8.EE.C.8	Analyze and solve pairs of simultaneous linear equations.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
8	Math	8.F.A.1	Understand a function as a rule assigning one output to each input.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
8	Math	8.G.B.7	Apply the Pythagorean Theorem.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
9–10	Reading	RL.9-10.1	Cite strong and thorough textual evidence.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
9–10	Reading	RL.9-10.2	Determine themes/central ideas and analyze development.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
9–10	Reading	RL.9-10.4	Analyze word choice and meaning, including figurative language.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
9–10	Reading	RI.9-10.1	Cite strong and thorough textual evidence.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
9–10	Reading	RI.9-10.5	Analyze structure of ideas/events.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
9–10	Reading	RI.9-10.8	Delineate and evaluate argument and claims.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
9–10	Math	A-REI.1	Explain each step in solving equations as following from equality.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
9–10	Math	A-REI.3	Solve linear equations and inequalities.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
9–10	Math	A-CED.1	Create equations/inequalities representing relationships.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
9–10	Math	F-IF.4	Interpret key features of functions and graphs.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
9–10	Math	F-IF.7	Graph functions and show key features.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
9–10	Math	G-SRT.2	Use transformations to establish similarity.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
9–10	Math	S-ID.1	Represent data with plots on the real number line.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
11–12	Reading	RL.11-12.1	Cite strong and thorough evidence supporting analysis.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
11–12	Reading	RL.11-12.2	Determine two or more themes/central ideas and analyze development.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
11–12	Reading	RL.11-12.4	Determine meaning and analyze impact of word choice/tone.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
11–12	Reading	RI.11-12.1	Cite strong and thorough textual evidence.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
11–12	Reading	RI.11-12.5	Analyze and evaluate structure of complex texts.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
11–12	Reading	RI.11-12.8	Delineate and evaluate reasoning and rhetoric.	Student currently demonstrates ___ at ___ % / ___ correct with ___ level of support.	Given ___, student will demonstrate ___ with ___ % accuracy across ___ consecutive probes.	Comprehension probe; ORF/decoding; rubric; CBM.
11–12	Math	A-SSE.1	Interpret expressions representing quantities.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
11–12	Math	A-REI.4	Solve quadratic equations.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
11–12	Math	F-IF.7	Graph functions and show key features.	Student currently solves/represents ___ at ___ % accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___ % accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.

Grade	Area	CCSS Code	Condensed Standard / Skill	Student Performance / Baseline	Possible IEP Goal	Progress Monitoring
11–12	Math	F-BF.1	Write functions describing relationships between quantities.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
11–12	Math	G-SRT.5	Use congruence/similarity criteria to establish relationships.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.
11–12	Math	S-CP.1	Describe events in a sample space using probability concepts.	Student currently solves/represents ___ at ___% accuracy with ___ level of support.	Given ___, student will solve/represent ___ with ___% accuracy across ___ consecutive probes.	Computation/application probe; CBM; work sample.

IEP GOAL WRITING QUICK REFERENCE

Condition + Observable Skill + Criterion + Measurement/Timeframe

Reading example: Given a grade-level informational passage, the student will identify the main idea and two supporting details with at least 80% accuracy across 3 consecutive probes.

Reading evidence example: Given a grade-level literary passage, the student will cite two relevant pieces of textual evidence to support an inference with 80% accuracy across 3 consecutive probes.

Math example: Given 10 multi-step problems involving rational numbers, the student will select an appropriate strategy and solve at least 8 of 10 correctly across 3 consecutive probes.

Fluency example: Given a grade-level passage, the student will read at ____ correct words per minute with at least ____% accuracy across 3 consecutive probes.

CCSS DOMAIN ABBREVIATIONS

Reading: RF = Reading Foundational Skills; RL = Reading Literature; RI = Reading Informational Text; L = Language; W = Writing; SL = Speaking & Listening.

Math: CC = Counting & Cardinality; OA = Operations & Algebraic Thinking; NBT = Number & Operations in Base Ten; NF = Number & Operations—Fractions; MD = Measurement & Data; G = Geometry; RP = Ratios & Proportional Relationships; NS = Number System; EE = Expressions & Equations; F = Functions; A = Algebra; S = Statistics & Probability; G-SRT = Similarity/Right Triangles/Trigonometry.

IEP DATA CHECKLIST

- Exact standard/code verified for the student's grade and state.
- Present level includes a measurable baseline.
- Goal addresses the student's identified disability-related academic need.
- Goal uses an observable/measurable behavior.
- Criterion is clearly defined.
- Conditions/supports are specified when relevant.
- Progress-monitoring tool directly measures the goal.
- Data frequency is established (e.g., weekly, biweekly, monthly).
- Accommodations are distinguished from specially designed instruction.

Reference: Common Core State Standards Initiative. Codes and standard descriptions are presented in condensed/paraphrased form for planning use and should be checked against the official CCSS documents before final IEP use.