3rd Grade Math Goals and Objectives

**Goal Template:** (Student) will increase their ability to (identify skill needing improvement and expected outcome) from a current level of (% to % or x/y to x/y) as measured by (assessment method) by (annual IEP due date).

**Objective Template:** Given (task) (Student) will (identify skill that must be improved to meet annual outcome) from a current level of (% to % or x/y to x/y) as measured by (assessment method) by (annual date or shorter time frames within one year).

Number and Operations 3.1.1.1-3

Goal: Student will increase their ability to compare and demonstrate whole numbers up to 100,000 from a current level of correctly demonstrating knowledge of the thousands place value to demonstrating understanding of the 100,000 place value as measured by curriculum based assessments by date.

Objective: Given manipulatives Student will use demonstrate understanding of place values of numbers between 1,000 and 100,000 from a current level of demonstrating the thousands place value to demonstrating numbers including hundreds, thousands and ten-thousands as measured by curriculum based assessments by date.

Number and Operations 3.1.2.1-5

Goal: Student will increase their ability to add, subtract, multiply and divide in various ways from a current level of skip counting on his/her hands to a level of demonstrating understanding various other methods such as repeated addition, equal-sized groups, ect. as measured by curriculum based assessments by date.

Objective: Given an algorithm to solve, Student will use text talk to demonstrate understanding of how he/she got to his/her answer from a current level of 30% to 80% of the time as documented by school staff by date.

Objective: Given a real world problem to solve Student will choose at least two methods (repeated addition, equal-sized groups, number line, repeated subtraction, ect.) to solve the real world problem from the current level of counting only on his/her hands to a level of demonstrating understanding of other methods with 60% accuracy as measured by curriculum based assessments by date.

Algebra 3.2.2.1-2

Goal: Student will increase their ability to use number sentences to represent and solve real world math problems from a current level of not understanding the relationship between the two numbers to a level of using basic facts to represent a given problem to find the value of the missing number as measured by curriculum based assessments by date.
Objective: Given a problem or situation using a number sentence Student will demonstrate understanding of how to find the value of the unknown to make the number sentence true from the current level of only adding or subtracting to using multiplication and subtraction to solve the problem as measured by curriculum based assessments by date.

Geometry & Measurement 3.3.2.1-3

Goal: Student will increase his/her ability to show understanding of perimeter and solve real world math problems from a current level of not understanding the relationship between mathematical units and pictures to a level of using various tools to measure pictures and items as measured by curriculum based assessments by date.

Objective: Given an object or situation using measuring tools Student will demonstrate understanding of how to find the perimeter by adding the lengths of the sides to solve the problem from the current level of only adding two sides to solve the problem as measured by based curriculum assessments by date.

Data Analysis 3.4.1.1

Goal: Student will increase his/her ability to collect, organize and interpret data from a level of only collecting data to a level of labeling, creating and interpreting a group of data as measured by curriculum based assessment by date.

Objective: Given a set of data Student will display and interpret the data by means of different styles of graphs such as bar graphs, picture graphs and number lines from a level of only being able to depict data with pictures as measured by curriculum based assessments by date.

4th Grade Math Goals and Objectives

Number and Operations 4.1.1.1

Goal: Student will increase his/her ability to demonstrate basic multiplication and division facts from a level of understanding of only knowing count bys of 1 and 2s to a level of understanding of numbers 3-10 as measured by curriculum based assessments by date.

Objective: Given a set of 20 multiplication problems student will be able to answer 100% of the problems correct from the current level of 25% correct to a level of 50% correct as measured by curriculum based assessments by date.

Algebra 4.2.2.1-2
Goal: Student will increase his/her ability to use multiplication and division to represent real world problems from the current level of only demonstrating addition/subtraction real world problems to demonstrating multiplication and division by writing number sentences as measured by curriculum based assessments by date.

Objective: Given a number sentence using multiplication or division student will draw a pictorial representation of the number sentence from the current level of attaining 40% to attaining 75% accuracy as measured by curriculum based assessments by date.

Geometry and Measurement 4.3.2.1-4

Goal: Student will increase his/her ability to use mathematical tools to find the angle and area of real-world mathematical objects from a level of only measuring the sides to a level of proving understanding of angles and area of a shape as measured by curriculum based assessments by date.

Objective: Given a two-dimensional figure student will use a variety of math tools to find the area and angle of a given figure from a level of attaining 40% correct to 80% correct when given a curriculum based assessment by date.

Data Analysis 4.4.1.1

Goal: Student will increase their ability to collect data over a period of time and represent the data in fraction form from a current level of 30% to 75% as measured by curriculum based assessment by date.

Objective: Given a set of data student will use tables and graphs to display the data using fractions to show the data on the tables from a current level of only using whole numbers to using fractions as a whole or part of a number as measured by curriculum based assessments by date.