

Math IEP Goals — 3rd – 5th Grade

18 measurable goals written to IDEA standards. Replace [student] and [date]; adjust criteria to the student's baseline.

Multiplication, division, and fractions dominate this band, and fact fluency stops being optional — a student who has not automatized multiplication facts will stall on every multi-step problem that follows. Fluency benchmarks run roughly 40 digits correct per minute in 4th grade to 50 in 5th.

MULTIPLICATION & DIVISION

1.	By [date], [student] will solve multiplication facts 0-12 with 90% accuracy at a rate of 40+ digits correct per minute across 3 consecutive CBM probes.
2.	By [date], [student] will solve division facts related to known multiplication facts with 85% accuracy across 4 of 5 trials.
3.	By [date], [student] will multiply a 2-digit number by a 1-digit number with 80% accuracy across 4 of 5 trials.
4.	By [date], [student] will divide a 3-digit number by a 1-digit number with remainders with 75% accuracy in 4 of 5 trials.
5.	By [date], [student] will explain the relationship between multiplication and division for a given fact family with 80% accuracy.

FRACTIONS

6.	By [date], [student] will identify, compare, and order fractions with like denominators with 80% accuracy across 4 of 5 trials.
7.	By [date], [student] will identify equivalent fractions using a visual model with 80% accuracy across 4 of 5 trials.
8.	By [date], [student] will add and subtract fractions with like denominators with 80% accuracy in 4 of 5 trials.
9.	By [date], [student] will place fractions on a number line with 75% accuracy across 4 of 5 trials.
10.	By [date], [student] will convert between simple fractions and decimals (halves, quarters, tenths) with 75% accuracy in 4 of 5 trials.

MULTI-STEP PROBLEM SOLVING

11.	By [date], [student] will solve two-step word problems using any of the four operations with 75% accuracy across 4 of 5 trials.
12.	By [date], [student] will identify the operations needed in a multi-step problem before solving with 80% accuracy in 4 of 5 opportunities.
13.	By [date], [student] will show and explain their work for a multi-step problem, scoring 3/4 or higher on a rubric in 4 of 5 samples.
14.	By [date], [student] will check whether an answer is reasonable using estimation in 4 of 5 opportunities.

MEASUREMENT & DATA

15.	By [date], [student] will calculate area and perimeter of a rectangle with 80% accuracy across 4 of 5 trials.
16.	By [date], [student] will convert within a measurement system (feet to inches, minutes to seconds) with 80% accuracy in 4 of 5 trials.
17.	By [date], [student] will calculate elapsed time across the hour with 75% accuracy across 4 of 5 trials.
18.	By [date], [student] will interpret data from a bar graph or line plot to answer a multi-step question with 80% accuracy.

Using These Math Goals at 3rd – 5th Grade

Fact fluency is the hidden barrier

Most 4th and 5th grade math failures are not conceptual — the student understands long division but cannot recall 7×8 fast enough to finish. Check fact fluency before writing another conceptual goal.

Fractions break students who never got number sense

If a student cannot place $\frac{1}{2}$ on a number line, teaching fraction addition is teaching a procedure with no meaning behind it. Number line work first, operations second.

Show your work needs a rubric

A goal that says "will show work" is unmeasurable. Attach a simple rubric — labelled steps, correct operation, answer with units — so two teachers score it the same way.

Estimation catches errors nobody else will

A student who checks reasonableness catches their own place-value mistakes. It is one of the highest-value and most frequently skipped math goals at this band.

If a 5th grader is working on 2nd grade skills, use the K-2 pack content at a 5th grade pace and materials — do not put a 5th grader on a worksheet with cartoon bears.

Tired of rebuilding these forms every year?

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