

Math IEP Goals — Kindergarten – 2nd Grade

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

This band builds number sense and fact fluency. Math CBM is measured in digits correct per minute (DCPM) — roughly 20 DCPM by end of 1st grade and 30-40 by end of 2nd. Use your district's norms for the exact number rather than picking a round one.

NUMBER SENSE & PLACE VALUE

1.	By [date], [student] will count forward from any given number within 100 with 90% accuracy across 4 of 5 trials.
2.	By [date], [student] will identify the value of the digits in a 2-digit number (tens and ones) with 80% accuracy across 4 of 5 trials.
3.	By [date], [student] will compare two 2-digit numbers using $>$, $<$, or $=$ with 85% accuracy across 4 of 5 trials.
4.	By [date], [student] will skip count by 2s, 5s, and 10s to 100 with 85% accuracy across 4 of 5 trials.
5.	By [date], [student] will represent a number to 20 using objects, a number line, and a numeral with 80% accuracy in 4 of 5 trials.

ADDITION & SUBTRACTION FLUENCY

6.	By [date], [student] will solve addition facts within 10 with 90% accuracy at a rate of 20+ digits correct per minute across 3 consecutive CBM probes.
7.	By [date], [student] will solve subtraction facts within 10 with 90% accuracy across 3 consecutive 1-minute timed probes.
8.	By [date], [student] will solve addition and subtraction facts within 20 with 85% accuracy across 4 of 5 trials.
9.	By [date], [student] will use a counting-on strategy rather than counting all when adding, in 4 of 5 observed opportunities.
10.	By [date], [student] will add two 2-digit numbers with regrouping with 80% accuracy across 4 of 5 trials.

WORD PROBLEMS

11.	By [date], [student] will solve one-step addition or subtraction word problems within 20 with 80% accuracy across 4 of 5 trials.
12.	By [date], [student] will represent a word problem with a drawing or number sentence before solving in 4 of 5 opportunities.
13.	By [date], [student] will identify whether a word problem requires addition or subtraction with 80% accuracy across 4 of 5 trials.

MEASUREMENT, TIME & MONEY

14.	By [date], [student] will tell time to the hour and half hour on an analog clock with 85% accuracy across 4 of 5 trials.
15.	By [date], [student] will identify the value of a penny, nickel, dime, and quarter with 90% accuracy across 4 of 5 trials.
16.	By [date], [student] will measure an object to the nearest inch using a ruler with 80% accuracy in 4 of 5 trials.
17.	By [date], [student] will read and interpret a simple picture graph or bar graph to answer a question with 80% accuracy across 4 of 5 trials.

Using These Math Goals at Kindergarten – 2nd Grade

Track rate, not just accuracy

A student who gets every fact right but takes 15 seconds each has not mastered them functionally. Math CBM measures digits correct per minute for exactly this reason — a fact that is not automatic still consumes working memory during a bigger problem.

Counting on beats counting all

If a student still counts every finger from one to add $8+3$, the strategy is the barrier, not the fact. Write the strategy into the goal so instruction targets it directly.

Keep word problems separate from computation

A student can compute $8+5$ perfectly and still not know that a word problem requires it. If the data shows accurate computation but failed word problems, the goal belongs in problem-solving.

Money and time are functional and academic at once

These carry weight far beyond the math grade. For students with significant needs, they may be the highest-value math goals on the whole IEP.

Math CBM benchmarks vary between aimsweb, easyCBM, and district-built probes. Confirm which set your school uses before writing a digits-per-minute number into a goal.

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