

Math IEP Goals — Preschool & Pre-K

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

Early math is not worksheets. At this age the targets are one-to-one correspondence, sorting, patterns, and shape recognition — measured while the child plays, snacks, and lines up. If a goal can only be tested at a table with flashcards, it is the wrong goal for a 4-year-old.

COUNTING & NUMBER SENSE

1.	By [date], [student] will rote count from 1 to 10 with 90% accuracy across 4 of 5 trials, as measured by teacher observation.
2.	By [date], [student] will count a set of up to 5 objects using one-to-one correspondence with 80% accuracy across 4 of 5 trials.
3.	By [date], [student] will identify numerals 1-5 by name with 80% accuracy across 4 of 5 trials.
4.	By [date], [student] will answer "how many" after counting a set of up to 5 objects with 75% accuracy in 4 of 5 opportunities.
5.	By [date], [student] will match a numeral to a set of the same quantity (1-5) with 80% accuracy across 4 of 5 trials.

SORTING & CLASSIFYING

6.	By [date], [student] will sort objects by one attribute (colour, shape, or size) with 85% accuracy across 4 of 5 trials.
7.	By [date], [student] will identify which group has more when shown two clearly different sets with 80% accuracy in 4 of 5 trials.
8.	By [date], [student] will match identical objects from a field of three with 85% accuracy across 4 of 5 trials.

SHAPES & SPATIAL CONCEPTS

9.	By [date], [student] will identify circle, square, and triangle by name with 80% accuracy across 4 of 5 trials.
10.	By [date], [student] will follow a positional direction (in, on, under, next to) with 80% accuracy in 4 of 5 opportunities.
11.	By [date], [student] will complete a 4-piece inset shape puzzle independently in 4 of 5 trials.

PATTERNS & SEQUENCING

12.	By [date], [student] will extend a simple AB pattern using objects with 75% accuracy across 4 of 5 trials.
13.	By [date], [student] will sequence 3 pictures of a familiar routine in the correct order with 75% accuracy in 4 of 5 trials.
14.	By [date], [student] will use positional words (first, next, last) to describe a familiar routine in 3 of 4 opportunities.
15.	By [date], [student] will participate in a counting song or finger play, producing the numbers with the group, in 4 of 5 circle time sessions.

Using These Math Goals at Preschool & Pre-K

Rote counting is not the same as counting objects

A child who chants "1-2-3-4-5" may still not know that the last number tells how many. Keep the two as separate goals — one-to-one correspondence is the one that actually predicts later math.

Measure during snack, clean-up, and play

Sorting happens at clean-up. Counting happens at snack. Patterns happen with blocks. If your data sheet only fills in during a pull-out session, the skill probably is not generalising.

Accept any response mode

Pointing, handing you the object, or using an AAC device all count. A child who cannot say "three" can absolutely show you three.

Do not write computation goals yet

There are no addition or subtraction goals on this page on purpose. A preschool IEP with a math fact goal has been copied down from an older template.

Adjust the number range to what the child already has. Counting to 5 is a stretch for one child and mastered for another — the range is the part you personalise, not the wording.

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