

IEP Goal Language for Dyscalculia (Elementary K–5)

WYO Right to Read • For Students with Co-occurring Dyslexia and Dyscalculia

How to Use This Document

These are model IEP goal templates. Each goal must be individualized using the student's current baseline data from psychoeducational evaluation and classroom observation. Replace bracketed items with student-specific data. Goals should address the specific area(s) of mathematics deficit documented in the evaluation: mathematics calculation, mathematics problem solving, or both.

Area 1: Number Sense & Magnitude

What it measures:

Understanding of quantity, number relationships, and the mental number line — a foundational deficit in dyscalculia.

Model Goal 1A — Number Line & Magnitude (Grades K–2)

Given a number line from 0–20 and a set of number cards, [Student] will correctly identify which of two numbers is greater and place numbers in correct sequence with [X]% accuracy across 4 of 5 consecutive trials as measured by teacher observation and work samples.

Model Goal 1B — Subitizing & Quantity Recognition (Grades K–1)

When shown dot pattern cards (1–6 dots) for 3 seconds, [Student] will verbally identify the quantity without counting individual dots with [X]% accuracy across 4 of 5 consecutive probe sessions as measured by teacher-administered curriculum-based measurement.

Model Goal 1C — Place Value Understanding (Grades 2–4)

Using base-ten manipulatives (concrete) and place value charts (representational), [Student] will correctly represent and identify the value of digits in two- and three-digit numbers with [X]% accuracy across 4 of 5 consecutive sessions, transitioning to abstract notation by [date].

Area 2: Math Fact Fluency

What it measures:

Automatic retrieval of basic arithmetic facts. Students with dyscalculia often have persistent fact fluency deficits even with instruction; goals should allow compensatory tools.

Model Goal 2A — Addition/Subtraction Facts (Grades 1–3)

Using a self-selected strategy (counting on, doubles, decomposition), [Student] will accurately solve [X] addition and subtraction facts within 20 in [Y] minutes with [Z]% accuracy across 3 consecutive timed probes as measured by curriculum-based measurement.

Model Goal 2B — Multiplication Concepts (Grades 3–5)

Given an array model or repeated addition representation, [Student] will solve multiplication facts for factors 0–5 with [X]% accuracy across 4 of 5 probe sessions; when given a multiplication reference chart, [Student] will solve facts for all factors 0–12 with [X]% accuracy.

Area 3: Math Calculation Procedures

Model Goal 3A — Multi-Step Addition/Subtraction with Regrouping (Grades 2–4)

Following explicit CRA (Concrete-Representational-Abstract) instruction, [Student] will solve [X]-digit addition and subtraction problems with regrouping using graph paper for place value alignment with [Y]% accuracy across 4 of 5 consecutive classroom work samples.

Model Goal 3B — Fractions (Grades 3–5)

Using fraction manipulatives or visual fraction models, [Student] will identify, compare, and represent fractions with denominators of 2, 3, 4, 6, and 8 with [X]% accuracy across 4 of 5 consecutive probe sessions as measured by curriculum-based assessment.

Area 4: Math Problem Solving

What it measures:

Applying math concepts to real-world scenarios. For students with co-occurring dyslexia, isolate the math reasoning deficit from the reading deficit using read-aloud supports.

Model Goal 4A — One-Step Word Problems with Read-Aloud (Grades 1–3)

When word problems are read aloud by the teacher or via text-to-speech, [Student] will correctly identify the operation needed and solve one-step addition or subtraction word problems with [X]% accuracy across 4 of 5 consecutive probes as measured by teacher-scored work samples.

Model Goal 4B — Multi-Step Problem Solving with Schema (Grades 3–5)

Using a graphic organizer (schema-based problem solving template), [Student] will correctly categorize, set up, and solve two-step word problems (problems read aloud) with [X]% accuracy across 4 of 5 consecutive sessions.

Critical SDI & Accommodation Language

Specially Designed Instruction (SDI) Must Specify:

- Explicit, systematic, sequential instruction using CRA (Concrete-Representational-Abstract) framework
- Multisensory presentation of new math concepts (visual, tactile, auditory)
- Use of manipulatives as a learning tool (not merely an accommodation)
- Reduced linguistic load in word problems (intersects with dyslexia SDI)
- Immediate, corrective feedback with error analysis
- Named evidence-based program (e.g., TouchMath, Connecting Math Concepts, Number Worlds)

Required Accommodations for Students with Dyscalculia + Dyslexia:

- Multiplication chart and/or number line for all assessments
- Calculator for computation when assessing problem-solving reasoning
- Graph paper or lined paper turned sideways for alignment
- Text-to-speech for all math word problems
- Formula sheet provided
- Extended time for retrieval-based math tasks
- Reduced number of problems (quality over quantity)

Practice Note for IEP Teams

Under IDEA, the school must provide Specially Designed Instruction — not general education curriculum. If asked, parents may request documentation of: (1) which evidence-based program is being used, (2) the credential/training of the instructor delivering math SDI, and (3) progress monitoring data demonstrating the intervention is working. If progress is not being made, the IEP team has an obligation to reconvene and adjust.

