Mathematics Worksheet

# Purpose

The purpose of this worksheet is to document that a student has received appropriate instruction and intervention in mathematics. Educators should ensure that sufficient data exists to paint a meaningful picture of a student’s needs to set up the rest of the Evaluation Process for success, but lack of access to that data or completion of any intervention prior to referral is not a rationale for delaying a student evaluation.

Specific learning disabilities in the area of mathematics might be identified as impacting mathematical calculation and/or mathematical problem-solving. Math calculation encompasses one’s ability to process numerical symbols to derive results, including, but not limited to, spatial awareness of symbol placement and choice of sequence algorithms for operations required. Math problem solving encompasses one’s ability to understand logical relationships between mathematical concepts and operations, including, but not limited to, correct sequencing and spatial/symbolic representation.

This checklist is traditionally completed for all elementary, middle, and high school students who have been referred to special education due to a suspected learning disability in the basic skill area of mathematical calculation and mathematical problem-solving.

# Core General Education Mathematics Instruction (Tier 1)

The student has participated in daily general education mathematics instruction using evidence-based interventions available to the entire class by the general education teacher. Please visit the [Levels of Evidence and Research-Based Practices](https://education.vermont.gov/documents/levels-of-evidence-and-research-based-practices) guidance document when considering expectations related to research-based practices and special education eligibility.

Description of Instruction Provided: General education instruction should involve a comprehensive, districtwide math curriculum that addresses state standards and all foundational areas of math, (e.g., through the explicit teaching of strategies that promote conceptual understanding, problem-solving, calculation skills, and procedural accuracy and fluency):

# Differentiated Instruction by General Education Teacher (Tier I)

The student has participated in small group, differentiated math instruction by the classroom teacher as part of Tier I general education instruction. Materials at the student’s instructional level have been used for a minimum of four days per week.

Description – How Core Curriculum was Differentiated to Meet Individual Student Needs in Small Group Setting:

# Progress Monitoring Assessments (Tier I)

Continuous progress monitoring has been provided to establish a basis for instructional decisions and to document a student’s response to instruction.

In the table below, describe, provide source of Evidence of Progress Monitoring.

| Assessment (e.g., curriculum-based measurement, curriculum-based assessments, diagnostic assessments) | Skills/Competencies Targeted (e.g., math concepts, problem solving, calculation skills, procedural accuracy, and fluency) | Dates |
| --- | --- | --- |
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Results attached.

# Supplemental evidence-based interventions (Tier II – targeted interventions; Tier III – more targeted and intensive interventions)

Interventions have been implemented based on specific student needs in necessary areas of math such as math concepts, problem solving, calculation skills or procedural accuracy and fluency.

Appropriately qualified and trained staff have provided the interventions, which have been implemented with fidelity (i.e., delivered in the way they were designed and intended to be used). Documentation indicating frequency, duration, and type of intervention is either listed on this form or attached.

The teachers have systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

## a. If calculation skills have been identified as an area of weakness:

The student’s conceptual understanding of numbers has been evaluated and if warranted, targeted interventions have been provided (e.g., additional, more explicit instruction with use of visual representations such as pictures or manipulatives).

The student’s automatic recall of facts has been evaluated and if warranted, targeted interventions have been provided.

The student has been provided with explicit teaching of algorithms for calculation linking procedures to a conceptual understanding (e.g., written procedures for 2-digit subtraction with regrouping, long division).

The student has been provided with regular opportunities to practice learned calculation skills in appropriate contexts, including cumulative review of previously learned skills.

The teacher has systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

## b. If problem-solving skills have been identified as an area of weakness beyond what can be accounted for by identified calculation deficits and/or poor reading:

The student’s math-related vocabulary and other oral language skills have been evaluated and if warranted, targeted interventions have been provided, with application to math problem solving.

The student’s specific problem-solving skills (e.g., ability to determine which operation to use to solve a problem, identifying relevant vs. irrelevant information) have been evaluated and if warranted, targeted interventions have been provided.

The student has been provided with regular opportunities to practice learned problem-solving skills, including cumulative review of previously learned skills.

The Teacher has systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

# Lack of sufficient progress to meet age or State-approved grade-level standards (Tiers II/III)

The student has not made sufficient progress in the supplemental intervention(s) implemented above despite attempts to improve, individualize, and intensify the intervention.

Source of Evidence: Attach teacher support and/or intervention team information (including data in numeric and graphic formats) AND complete chart below:

| Evidence-based interventions used as supplemental and/or intensive interventions These interventions are in addition to what is provided for all students (i.e., Tier I) | Student’s response to interventions Baseline plus at least four additional progress monitoring measurements for each intervention (Curriculum-Based Measurement (CBM) or other appropriate measure) | Dates of intervention implementation |
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Teacher Date

Person(s) responsible for item #5 Date