

## MATH TEST RESULTS, STRENGTHS, NEEDS, MEASURABLE GOALS: EXAMPLES

NOTE...SEVERAL DIFFERENT EXAMPLES OF STRENGTHS AND WEAKNESSES IN EACH AREA ARE PROVIDED AS EXAMPLES ONLY. THE IEP TEAM DECIDES HOW MANY STRENGTHS AND NEEDS TO INCLUDE.

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| <b>Grade 4 (Instructional Level: Grade 3): Math Deficits in all areas</b>  |
| <b>Results of initial or most recent evaluation and results of state and district assessments:</b>   |
| CRCT Spring 2012 Passing Score is 800: Reading 812 ELA 800 Math 780  |
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| <b>Description of academic, developmental and/or functional strengths:</b>   |
| J. passed the CRCT in Reading and ELA. He typically scores 80-90 on grade level classroom tests and quizzes.   |
| J. can add, subtract, multiply and divide multi-digit numbers automatically and can solve one-step word problems as measured by progress monitoring data and end of chapter tests.   |
| Measurement: J. can measure time and length accurately   |
| <b>Description of academic, developmental and/or functional needs:</b>   |
| Numbers and Operations: Based on classroom tests, J. has difficulty selecting the appropriate operation to use [+ - x ÷] when solving two step word problems.  |
| Measurement: Based on class quizzes, J. has difficulty calculating the perimeter of geometric figures, he does not include all sides in his calculations.  |
| Geometry: Based on end of chapter tests, J. has difficulty comparing angles to note if they are the same or different and confuses the radius and diameter of a circle.  |
| Algebra: J. is not able to find the unknown in simple number sentences on classroom tests  |
| Data Analysis and Probability: J. has difficulty using simple tables and graphs to solve problems; he can identify the information in the table, but can't follow an appropriate sequence to solve a problem as noted on end of chapter tests. |

| AREA                          | CONDITIONS                                     | TARGET/OBSERVABLE BEHAVIOR  | CRITERIA FOR PERFORMANCE   |  |
|-------------------------------|--|---|--|--|
|                               |  |   | AT A...<br>SPECIFIC LEVEL OF PERFORMANCE                                 | FOR A...<br>SPECIFIC LENGTH OF TIME  |
| <b>Numbers and Operations</b> | Given two step math word problems at Grade 3 , | J. will identify: <ul style="list-style-type: none"> <li>the information needed</li> <li>the correct operation [+ - x ÷]</li> <li>set up the math problem</li> <li>solve the problem correctly</li> </ul> | 95% of the time<br>95% of the time                                       | Over 5 consecutive sessions<br>Over 5 consecutive sessions   |
| <b>Measurement</b>            | Given simple geometric shapes,                 | J. will accurately calculate the perimeter.   | 95% of the time<br>95% of the time                                       | Over 5 consecutive sessions<br>Over 5 consecutive sessions   |
| <b>Geometry</b>               | Given simple geometric shapes,                 | J. will accurately: <ul style="list-style-type: none"> <li>compare angles</li> <li>identify the radius and diameter</li> </ul>  | 95% of the time  | Over 5 consecutive sessions  |
| <b>Algebra</b>                | Given simple geometric shapes,                 | J. will accurately use a square or triangle to find the value of an unknown   | 50% of the time<br>75% of the time<br>85% of the time<br>95% of the time | Over 5 consecutive sessions<br>Over 5 consecutive sessions<br>Over 5 consecutive sessions<br>Over 5 consecutive sessions |

|                                      |  |  |  |  |
|--------------------------------------|--|--|--|--|
| <b>Data Analysis and Probability</b> | Given simple charts, tables, and graphs, | J. will: <ul style="list-style-type: none"><li>• Identify the steps needed to solve the problem</li><li>• solve problems accurately using:<ul style="list-style-type: none"><li>○ charts</li><li>○ tables</li><li>○ graphs</li></ul></li></ul> |  |  |
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| <b>Grade 7 Deficits: Math Fluency and Data Analysis</b>  |
| <b>Results of initial or most recent evaluation and results of state and district assessments:</b>   |
| CRCT Spring 2010 Passing Score is 800: ELA 810 Math 785  |
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| <b>Description of academic, developmental and/or functional strengths:</b>   |
| J. passed the CRCT in ELA. He typically scores 80-90 on grade level classroom tests and quizzes.   |
| R. is fluent with single digit addition and subtraction as measured by progress monitoring probes.   |
| R.s measurement and geometry skills are at grade level as measured by classroom tests and quizzes.   |
| <b>Description of academic, developmental and/or functional needs:</b>   |
| Numbers and Operations: Based on progress monitoring data, R. continues to struggle with math fluency involving multi-digit addition, subtraction, multiplication, and division. |
| R. has difficulty organizing data in order to draw conclusions based on classroom tests and quizzes.   |

| AREA                          | CONDITIONS   | TARGET/OBSERVABLE BEHAVIOR   | CRITERIA FOR PERFORMANCE                 |                                     |
|-------------------------------|--|--|--|-------------------------------------|
|                               |  |  | AT A...<br>SPECIFIC LEVEL OF PERFORMANCE | FOR A...<br>SPECIFIC LENGTH OF TIME |
| Numbers and Operations        | Given 3 and 4 digit addition, subtraction, multiplication and division problems, | R. will: <ul style="list-style-type: none"> <li>accurately complete the problems</li> <li>accurately complete the problems at a rate of ___ problems per _____ with no more than 2 errors</li> </ul>                         | 95% of the time                          | Over 5 consecutive sessions         |
|                               | Given a basic calculator,  | R. will use the calculator to accurately complete multi-digit calculations for all operations at a rate of ___ problems per _____ with a minimum of 2 errors.  | 95% of the time                          | Over 5 consecutive sessions         |
| Data Analysis and Probability | Given Grade 7 Data to analyze,   | R. will: <ul style="list-style-type: none"> <li>identify a series of steps to organize data in order to draw accurate conclusions</li> <li>Apply those steps in order to draw accurate conclusions about the data</li> </ul> | 95% of the time                          | Over 5 consecutive sessions         |

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| <b>Grade 10</b>   |
| <b>Results of initial or most recent evaluation and results of state and district assessments:</b>                                |
| CRCT Spring 2010 Passing Score is 800: Reading 810 Math 790   |
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| <b>Description of academic, developmental and/or functional strengths:</b>  |
| J. passed the CRCT in ELA. He typically scores 80-90 on grade level classroom tests and quizzes.                                  |
| Numbers and Operations: B.'s numbers and operations skills are at grade level based on progress monitoring data                   |
| Measurement: J. can measure time and length accurately based on classroom test and quiz scores of 80 and above                    |
| <b>Description of academic, developmental and/or functional needs:</b>  |
| Algebra: B. has difficulty organizing the information and steps necessary for problem solving based on unit tests                 |
| Data and Probability: B. has difficulty organizing and remembering the steps necessary for problem solving based on chapter tests |

| AREA                             | CONDITIONS                              | TARGET/OBSERVABLE BEHAVIOR   | CRITERIA FOR PERFORMANCE   |  |
|----------------------------------|---|--|--|--|
|                                  |   |  | AT A...<br>SPECIFIC LEVEL OF PERFORMANCE                                 | FOR A...<br>SPECIFIC LENGTH OF TIME  |
| Algebra and Data and Probability | Given the opportunity,                  | B. will describe each part of the STAR strategy: <ul style="list-style-type: none"> <li>• <u>S</u>earch the word problem</li> <li>• <u>T</u>ranslate the problem into an equation</li> <li>• <u>A</u>nsWER the word problem</li> <li>• <u>R</u>eview the solution</li> </ul> | 95% of the time  | Over 5 consecutive sessions  |
|                                  | Given algebra and probability problems, | B. will apply the STAR strategy to solve problems  | 95% of the time<br>85% of the time<br>75% of the time<br>65% of the time | Over 5 consecutive sessions<br>Over 5 consecutive sessions<br>Over 5 consecutive sessions<br>Over 5 consecutive sessions |