## School District Name

## Mathematics Worksheet

(To document that a student has received appropriate instruction and intervention in reading)

*Form intended for internal use only—data must be entered in CT-SEDS*

**School:** **Grade:**

**Student Name:** **Date of Report:**

**Date of Birth:**

The information on this Mathematics Worksheet must be completed for all elementary, middle, and high school students who have been referred to special education due to a suspected learning disability that affects Mathematics to capture all instructional strategies and interventions used, and student-centered data collected, including data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. This information should generally be gathered prior to a referral to special education as part of early intervention (i.e., alternative procedures required to be implemented in regular education under the Regulations of CT State Agencies §10-76d-7). (All boxes must be checked with appropriate documentation provided.)

### Section 1: Core General Education Curriculum (Tier I)

**1. Core General Education Mathematics Instruction (Tier I)**

☐ Student has participated in daily general education mathematics instruction using scientific research-based practices provided to the entire class by the general education teacher.

**Description of Instruction Provided:** General education instruction should involve a comprehensive, district-wide math curriculum, aligned to Connecticut Core Standards, which addresses all important areas of math, (e.g., through the explicit teaching of strategies that promote conceptual understanding, problem-solving, calculation skills, and procedural accuracy and fluency):

**2. Small Group/Differentiated Instruction by General Education Teacher (Tier I)**

☐ Student has participated in small group, differentiated mathematics instruction by the classroom teacher as part of ongoing Tier I general education instruction (i.e., for all students, differentiated to meet students' needs). Appropriate materials, at the student's instructional level, have been used with integrity and sufficiency (i.e., consistently, over a period of time).

**Description of how Core Curriculum was Differentiated to Meet Individual Student Needs in Small Group Setting:**

### 3. 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.

☐ Progress monitoring results, in the form of a graph and in the form of a chart/table, have been included. The chart/table below may be used in place of a separate chart/table.

**Description/Source of Evidence of Progress Monitoring:**

| **Skills/Competencies Targeted** (e.g., math concepts, problem solving, fact recall, procedural accuracy and fluency) | **Tier 1 Assessments** (e.g., curriculum based measurement, curriculum-based assessments, diagnostic assessments) | **Student's Baseline Data** | | **Student's Target/ Benchmark/ Grade-level Expectation** | **Student's Progress Monitoring Data** | | **Student's Current Performance** | |
|---|---|---|---|---|---|---|---|---|
| | | **Date** | **Results** | | **Date(s)** | **Results** | **Date** | **Results** |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Core General Education (Tier I) Teacher Name Date Completed

## Section 2: Supplemental, Scientific Research-Based Interventions (SRBI) (Tier II and Tier III) (Tier II – targeted interventions; Tier III – more targeted and intensive interventions)

### 1. Supplemental/Intensive, Scientific Research-Based Interventions (Tier II and Tier III)

☐ Interventions have been implemented based on specific student needs in one or more of the important areas of math such as math concepts, problem solving, fact recall, or procedural accuracy and fluency.

If a decision was made to refer a student prior to completion of Tier II or III interventions (e.g., because of factors such as a long prior history of intervention, risk factors for Specific Learning Disability (SLD) such as a significant family history of SLD, very low achievement, etc.), briefly explain below.

**Description of Supplemental/Intensive Interventions Provided in one or more of the important areas of Math:**
Description should indicate tier/intensity, frequency, duration, location, group size, and type of intervention.

### 2. Fidelity of Supplemental/Intensive, Scientific Research-Based Interventions (Tier II and Tier III)

☐ Appropriately qualified and trained staff has provided the interventions, which have been implemented with fidelity (i.e., delivered in the manner in which they were designed and intended to be used).

If interventions described above have not been implemented with fidelity, briefly explain below.

**Description of Impact on Fidelity of Interventions:**

**3. Progress Monitoring Assessments (Tier II and Tier III)**

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

☐ Progress monitoring results, in the form of a graph and in the form of a chart/table, have been included. The chart/table below may be used in place of a separate chart/table.

**Description/Source of Evidence of Progress Monitoring:**

| **Skills/Competencies Targeted** (e.g., math concepts, problem solving, fact recall, procedural accuracy and fluency) | **Tier 1 Assessments** (e.g., curriculum based measurement, curriculum-based assessments, diagnostic assessments) | **Student's Baseline Data** | | **Student's Target/ Benchmark/ Grade-level Expectation** | **Student's Progress Monitoring Data** | | **Student's Current Performance** | |
|---|---|---|---|---|---|---|---|---|
| | | **Date** | **Results** | | **Date(s)** | **Results** | **Date** | **Results** |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

## Section 3: Mathematics Skills

**1. If calculation skills have been identified as an area of weakness:**

☐ 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).

☐ Student's automatic recall of facts has been evaluated and if warranted, targeted interventions have been provided.

☐ Student has been provided with explicit teaching of algorithms for calculation (e.g., written procedures for 2-digit subtraction with regrouping, long division), including, if needed, explicitly linking procedures to concepts through visuals or manipulatives.

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

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

**2. If problem-solving skills have been identified as a <u>core</u> area of weakness, beyond what can be accounted for by identified calculation weaknesses and/or poor reading:**

☐ 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.

☐ 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.

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

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

## Section 4: Lack of Sufficient Progress to Meet Age or State-approved Grade-level Standards (Tier II and Tier III)

☐ The student has not made sufficient progress in the supplemental/intensive intervention(s) implemented above, that appropriately target their specific skill weaknesses. Despite attempts to improve, individualize, and intensify the intervention, the student is not on a trajectory to catch up.

Name of the Person(s) responsible for completing Section 4 Date Completed