



BCSI Mathematics Summary Worksheet

Student:		Grade:	
Class/Teacher Name:		Date:	

1. Documentation of Screenings

- Vision, Hearing, Speech and Motor Screenings - *results attached.*

2. Universal Mathematics Instruction (Tier I)

- Student has participated in daily general education mathematics instruction using evidence-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 that addresses state standards and 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):

3. Differentiated Instruction in General Education (Tier I)

- Student has participated in differentiated math instruction as part of Tier I general education instruction (i.e., for all students).

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

4. 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.

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

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 of intervention implementation

5. Supplemental scientific research-based interventions (Tier II – targeted interventions; Tier III - more targeted and intensive interventions)

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

Interventions have been implemented with fidelity by trained staff (i.e., delivered in the manner in which they were designed and intended to be used). Documentation is listed on this form or attached.

a. 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 linking procedures to a conceptual understanding (e.g., written procedures for 2-digit subtraction with regrouping, long division).
- 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.

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:

- 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.

6. Lack of sufficient progress to meet benchmark skill/grade level expectations (Tiers II/III)

- The student has had non-responsive progress in the instructional intervention(s) implemented above despite attempts to improve, individualize and intensify the intervention.

Source of Evidence: Attach teacher support and/or student focus team meeting minutes **AND** Student Proficiency Plan chart **AND** complete chart below

