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| Student Name: |  | Grade: |  | Date of Birth: |  |
| Tier I Teacher: |  | School: |  | Date of Review: |  |

Checklist should be completed by the educator responsible for Tier I mathematics instruction. Forward the completed form to the intervention teacher who is compiling records that support referral for SPED evaluation.

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | The Student: | | | ***Yes*** | ***No*** | ***Sometimes*** | ***Is not a***  ***Grade Level Expectation*** |
| ***1.*** | Counts by rote to 1-20 | | |  |  |  |  |
| ***2.*** | Counts by 10’s | * To what level? |  |  |  |  |  |
| ***3.*** | Understands one-to-one correspondence | | |  |  |  |  |
| ***4.*** | Reads numbers 1-20 | | |  |  |  |  |
| ***5.*** | Completes one digit addition correctly | | |  |  |  |  |
| ***6.*** | Completes two digit addition correctly | | |  |  |  |  |
| ***7.*** | Completes one digit subtraction correctly | | |  |  |  |  |
| ***8.*** | Completes two digit subtraction correctly | | |  |  |  |  |
| ***9.*** | Regroups (“borrowing”) competently when subtracting | | |  |  |  |  |
| ***10.*** | Completes one digit multiplication correctly | | |  |  |  |  |
| ***11.*** | Completes two digit multiplication correctly | | |  |  |  |  |
| ***12.*** | Divides correctly using one digit denominators | | |  |  |  |  |
| ***13.*** | Divides correctly using two digit denominators | | |  |  |  |  |
| ***14.*** | Confuses operational signs | | |  |  |  |  |
| ***15.*** | Uses fingers for computation | | |  |  |  |  |
| ***16.*** | Uses manipulatives for computation | | |  |  |  |  |
| ***17.*** | Reverses numbers | | |  |  |  |  |
| ***18.*** | Keeps columns straight | | |  |  |  |  |
| ***19.*** | Copies problems with adequate spacing | | |  |  |  |  |
| ***20.*** | Finds page numbers with accuracy | | |  |  |  |  |
| ***21.*** | Uses place values correctly | | |  |  |  |  |
| ***22.*** | Completes problems using more than one mathematical operation | | |  |  |  |  |
| ***23.*** | Completes problems very slowly | | |  |  |  |  |
| ***24.*** | Avoids using mathematics | | |  |  |  |  |
| ***25.*** | Changes behavior when required to do mathematics | | |  |  |  |  |
| ***26.*** | Complete mathematics problems “in his/her head” | | |  |  |  |  |
| ***27.*** | Shows more ability in reading than in math | | |  |  |  |  |
| ***28.*** | Shows more anxiety during mathematics than in other subjects | | |  |  |  |  |
| ***29.*** | Completes mathematics assignments at his/her level | | |  |  |  |  |
| ***30.*** | Corrects his/her own errors | | |  |  |  |  |

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| Received by Referring Teacher: |  | Date: |  |
|  | Signature |  |  |