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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 |  |  |