|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **The Student:** | ***Yes*** | ***No*** | ***Sometimes*** |
| ***1.*** | Applies mathematics operations to real life problems |  |  |  |
| ***2.*** | Completes word problems |  |  |  |
| ***3.*** | Understands basic mathematics concepts such as more than/less than |  |  |  |
| ***4.*** | Recognizes and names basic shapes (circle, square, diamond, etc.) |  |  |  |
| ***5.*** | Experiences some success with puzzles, codes, and card games |  |  |  |
| ***6.*** | Understands basic time concepts (yesterday, before, etc.) |  |  |  |
| ***7.*** | Names the days of the week correctly |  |  |  |
| ***8.*** | Names the months correctly |  |  |  |
| ***9.*** | Uses a calendar correctly |  |  |  |
| ***10.*** | Tells time to the nearest half-hour |  |  |  |
| ***11.*** | Tells time to the nearest minute |  |  |  |
| ***12.*** | Uses basic money terminology correctly (penny, dime, dollar, etc.) |  |  |  |
| ***13.*** | Makes change correctly |  |  |  |
| ***14.*** | Uses basic measurement correctly |  |  |  |
| ***15.*** | Uses tables and/or graphs correctly |  |  |  |
| ***16.*** | Chooses appropriate mathematical operations to complete problems |  |  |  |
| ***17.*** | Guesses at answers instead of trying to solve problems |  |  |  |
| ***18.*** | Solves problems that contain missing elements |  |  |  |
| ***19.*** | Differentiates between essential and nonessential information when solving problems |  |  |  |
| ***20.*** | Solves problems with a rote, inflexible approach |  |  |  |
| ***21.*** | Uses manipulatives creatively to solve problems |  |  |  |
| ***22.*** | Asks for assistance from the teacher instead of attempting to solve the problem |  |  |  |
| ***23.*** | Asks for assistance from other students instead of attempting to solve the problem |  |  |  |
| ***24.*** | Solves problems that involve a sequence of steps |  |  |  |
| ***25.*** |  |  |  |  |
| ***26.*** |  |  |  |  |
| ***27.*** |  |  |  |  |
| ***28.*** |  |  |  |  |
| ***29.*** |  |  |  |  |
| ***30.*** |  |  |  |  |

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

Signature