

Math: STUDENT DATA PROFILE
TEACHER REPORT IN PREPARATION FOR ARD MEETINGS

Elem

Student's Name: _____	Grade: _____
Teacher: _____	Subject: _____
ARD DATE: _____	TIME: _____
Please complete and return to: _____ By: _____	

Student currently has a GOAL(S) and OBJECTIVE(S) for your class: ☐ YES ☐ NO

Student needs a GOAL for your class: ☐ YES ☐ NO

Please complete the following:

- 1. Present Competencies:** Current Ave: _____ Missing Assignments? _____
 Benchmark Scores at End of Reporting Period: _____

Uses: ☐ Supplemental aids (describe): _____
☐ Oral Administration ☐ Extra Time ☐ Inclusion Support ☐ Other _____

Math Skills: Indicate "S" for Strength and "W" for Weakness

Vertically-aligned skills:

	Recognizes, describes & names attributes of shapes		Identifies & recognizes coins/bills for monetary transactions		Collects, sorts, and organizes data for interpreting information
	Uses problem solving process		Uses place value		Adds, subtracts, &/or multiplies, divides integers
	Applies math to problems in everyday life		Represents decimals		Adds, subtracts fractions with like denominators
	Uses measurement tools		Identifies number patterns		Converts between percent, fractions &/or decimals
	Uses language (verbal/nonverbal) symbols, diagrams, graphs to communicate math ideas		Classifies whole numbers, integers, &/or rational numbers		Simplifies numerical expressions using order of operations
S	Describe: _____			W	Describe: _____

3rd grade skills:

	Recognizes relationships in & between numbers		Solves one- step and two-step problems involving addition and subtraction		Rounds to the nearest 10 or 100 or uses compatible numbers to estimate solutions
	Uses geometric relationships to solve problems		Uses tables & graphs to analyze data		Determines perimeter

4th grade skills:

	Adds and subtracts whole numbers and decimals to the hundredths place		Rounds whole numbers to a given place value through the hundredths place		Identifies points, lines, line segments, rays, angles, and perpendicular and parallel lines
	Solves 1-2-step equations		Finds the square & square root of a number		Draws conclusions from graphs, tables, charts
	Solves problems about length, time, liquid volumes, mass, & money		Calculates profit in a given situation		Develops concepts of expressions and equations

5th grade skills:

	Selects appropriate units, strategies, and tools to solve problems involving measurement		Solves 1- and 2-step problems using data from a frequency table, dot plot, bar graph, stem and-leaf plot, or scatterplot		simplifies numerical expressions that do not involve exponents, including up to two levels of grouping
	Graphs ordered pairs of numbers		Identifies locations on a coordinate plane		Understands, recognizes, and quantifies volume
	Identifies prime and composite numbers		Knows meaning of parentheses & brackets		Develops concepts of expressions and equations

Comments / Additional Skills: _____

- 2. If the student is not making progress in your class, please list any academic concerns:**

- 3. Please check behavior as it affects placement, program, or discipline in your class:**

_____ Interacts appropriately with peers	_____ Cooperative	_____ Poor attendance
_____ Interacts appropriately with adults	_____ Completes tasks	_____ Participates in class discussions
_____ Adjusts easily to new situations	_____ Off task behavior noted	_____ Answers "wh" questions appropriately
_____ Respects authority	_____ Easily frustrated	_____ Sound production/stuttering problems

Math: STUDENT DATA PROFILE
TEACHER REPORT IN PREPARATION FOR ARD MEETINGS

Elem

- 4. If the student's behavior is not satisfactory in your class, please identify areas of concern and strategies attempted in regards to the behavior:**

Concerns: _____
Strategies: _____

- 5. Classroom Accommodations for this school year:** Please check the accommodations the student REQUIRES in order to be successful in your class. Indicate those that are NECESSARY to implement all of the time.

- | | |
|---|--|
| <input type="checkbox"/> Concrete reinforcers | <input type="checkbox"/> Graphic organizers |
| <input type="checkbox"/> Positive reinforcers | <input type="checkbox"/> Check for understanding |
| <input type="checkbox"/> Behavior intervention plan (BIP) | <input type="checkbox"/> Reduced written tasks |
| <input type="checkbox"/> Reminders to stay on task | <input type="checkbox"/> Note-taking assistance |
| <input type="checkbox"/> Frequent breaks | <input type="checkbox"/> Shortened assignments |
| <input type="checkbox"/> Cooling off period | <input type="checkbox"/> Repeated review |
| <input type="checkbox"/> Minimal distractors | <input type="checkbox"/> Extended time assigned (SPECIFY): _____ |
| <input type="checkbox"/> Oral administration of tests | <input type="checkbox"/> Read aloud to self |
| <input type="checkbox"/> Modified tests/texts | <input type="checkbox"/> Redo failing assignments/tests |
| <input type="checkbox"/> Short answer tests | <input type="checkbox"/> Calculator |
| <input type="checkbox"/> Small group for testing | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Change pace of instruction (DESCRIBE): _____ | |
| <input type="checkbox"/> Accessibility features (DESCRIBE): _____ | |
| <input type="checkbox"/> Manipulatives (DESCRIBE): _____ | |
| <input type="checkbox"/> Study aids (DESCRIBE): _____ | |

- 6. Classroom accommodations for next school year:** Are any changes needed in accommodations for next school year?

If so, please list: _____

- 7. Parent contact:** Have you contacted this parent: ☐ Yes ☐ No Reason: ☐ Academics ☐ Behavioral

- 8. Recommendations for placement:** What recommendations would you make for this school year?

- ☐ Gen Ed classroom ☐ Gen Ed classroom with Accommodations and Inclusion / In-class support

Do you recommend changes for next year placement? If so, please list: _____

- 9. State Assessment for your subject area:** _____

If applicable, how is the work/tests modified? _____

Recommendation for current school year:

- ☐ STAAR ☐ STAAR Online ☐ STAAR-Alt (must meet all criteria)

WHAT accommodations are needed for state assessment this school year and WHY? _____

- 10. Transition information:**

- | | |
|---|--|
| <input type="checkbox"/> Keeps work area neat | <input type="checkbox"/> Turns in assignments on time |
| <input type="checkbox"/> Has good social skills | <input type="checkbox"/> Completes assigned tasks |
| <input type="checkbox"/> Follows directions | <input type="checkbox"/> Completes work in a neat and orderly manner |
| <input type="checkbox"/> Is reliable | <input type="checkbox"/> Organizes time and materials |
| <input type="checkbox"/> Is responsible | <input type="checkbox"/> Adapts to new situations |
| <input type="checkbox"/> Cares for materials | <input type="checkbox"/> Works with others |
| <input type="checkbox"/> Is on time for class | <input type="checkbox"/> Prefers to work alone |
| <input type="checkbox"/> Attends class regularly | <input type="checkbox"/> Responds well to authority |
| <input type="checkbox"/> Displays interest & enthusiasm for tasks | <input type="checkbox"/> Is honest in dealing with others |

- 11. Comments:**

