

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

HS

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

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:**

	Uses problem solving process		Uses place value		Adds, subtracts, multiplies, divides integers
	Applies math to problems in everyday life		Represents decimals		Adds, subtracts fractions with like denominators
	Measures perimeter, area, & volume		Collects, sorts, & organizes data		Converts between percent, fractions, decimals
	Uses symbols, diagrams, graphs & language to communicate math ideas		Classifies whole numbers, integers, & rational numbers		Simplifies numerical expressions using order of operations
	Recognizes relationships in & between numbers		Locates points on coordinated plane		Finds probability of events occurring
	Uses geometric relationships to solve problems		Finds irrational square roots		Solves problems involving ratios & proportions
	Uses probability to solve problems involving proportional relationships		Solves problems involving ratios, rates, or percents		Solves problems using circumference, area, or volume of 2-3 dimensional geometric figures
	Uses tables & graphs to analyze data		Finds the square & square root of a number		Draws conclusions from graphs, tables, charts
	Composes & decomposes numbers using objects, pictorial models & numbers		Draws conclusions regarding mean, median, mode, range		Solves math and real-world problems involving similar shape & scale drawings
	Converts between scientific & standard notation		Solves 2-step algebraic equations		Finds/solves the scale factor & dilations
	Calculates volume & surface area		Solves problems involving transformations		Solves problems using Pythagorean Theorem
	Converts between verbal, graphical, equation & data tables problems		Draws conclusions regarding mean, median, mode, range		Represents/solves equations, inequalities & systems of equations
S	Describe:			W	Describe:

**Comments / Additional Skills:** \_\_\_\_\_

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

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- 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

- 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: \_\_\_\_\_

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- 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:**

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