NEW BRAUNFELS INDEPENDENT SCHOOL DISTRICT
SPECIAL EDUCATION SERVICES
INDIVIDUAL EDUCATION PROGRAM
School Year _____ - _____

NAME _____SCHOOL _____ GRADE _____

Reading Level _____ Math Level _____ Initiation Date of Services _____

CONTENT AREA: MATHEMATICS (K - 2 OBJECTIVES)

Present Level of Performance: _____

_____

Annual Goal: The Learner will master _____ of the _____ targeted objectives at the specified mastery level.

For duration of ☐school year, ☐until anniversary ARD, ☐ _____ weeks

Person(s) implementing:_____ special education teacher _____ special education aide
_____ general education teacher _____ speech-language pathologist or licensed assistant
_____ parent _____ other: _____

check one: A= progress toward general curriculum **B**= other educational needs related to disability

A	B	Objectives		Evaluation Criteria and Procedure Mastery Level	PROGRESS REVIEW							
					Date	Date	Date	Date	Date	Date	Regression:	Date
		grade level **(circle)**	**Number Operations and Quantitative Reasoning** **The learner will:** **Use whole numbers to name, describe and compare quantities**.	____ % correct on ___ grade level tests __ teacher made tests ___other:								
✓		K	a) describe relative sizes of sets of concrete objects, using one-to-one correspondence (more than, less than, same as)									
✓		K	b) use sets of concrete objects to represent quantities in verbal / written form through ☐ 9 ☐ other: _____									
✓		K	c) use numbers to describe how many objects are in a set through ☐ 20 ☐ other: _____									
✓		1 2	d) compare and order whole numbers using sets of concrete objects and pictorial models up to ☐ 99 ☐ other: _____									
✓		2	e) order numbers using >,<,=									
✓		1	f) create sets of tens and ones using concrete objects									
✓		1	g) use words and numbers to describe the value of coins									
✓		1	h) read / write numbers to ☐ 99 ☐ other: _____									
			i)									

Progress Review Codes: **S = satisfactory progress to achieve annual goal by year end U = unsatisfactory progress toward annual goal.**
M = mastered X = not yet addressed

NAME _____

			Describe order of events or objects.									
✓		K	a) describe relative position in a sequence (before, after)	____ % correct on ___ grade level tests __ teacher made tests ___other:								
✓		K	b) name ordinal positions in a sequence (1st, 2nd, etc.)									
			c)									
			Use pairs of whole numbers to describe fractional parts of whole objects or sets of objects.									
✓		K	a) recognize that there are quantities less than a whole									
✓		K 1 2	b) share a whole by separating it into equal parts									
✓		K 1 2	c) explain why a given part is half of the whole									
✓		K	d) use language to describe the parts of a whole									
✓		1 2	e) name fractional parts of a set of objects when									
✓		1 2	given concrete representation (e.g. one fifth)									
			f)									
			Recognize and solve problems using addition and subtraction.									
✓		K 1 2	a) model and create addition and subtraction problems with concrete objects									
✓		1 2	b) write number sentences corresponding to addition and subtraction problem situations									
✓		1 2	d) apply basic addition facts to ☐18 ☐other: _____									
✓		2	e) select addition or subtraction to solve problems									
✓		2	f) determine the value of a ☐penny ☐nickel ☐dime ☐quarter ☐half dollar									
✓		2	g) determine the value of a collection of coins less than one dollar									
			Model multiplication and division.									
✓		2	a) model, create and describe multiplication situations in which equivalent sets of concrete objects are joined. (4 sets of 3 bears is 12 bears)									
✓		2	b) model, create and describe division situations in which a set of concrete objects is separated into equivalent sets. (If a carton of 12 eggs is distributed among 4 people, each person will get 3 eggs.)									
			c)									
			Patterns, Relationships and Algebraic Thinking The learner will	____ % correct on ___ grade level tests __ teacher made tests ___other:								
			Use patterns to make predictions.									
✓		K	a) identify / extend / create patterns of sounds, physical movements and concrete objects									
✓		1	b) identify / describe / extend pictorial patterns									
✓		K	c) use patterns to predict what comes next									
✓		K	d) use patterns to count by ones to ☐100 ☐ other: __									
✓		1	e) use patterns to skip count by twos; fives; tens									
✓		2	f) generate a list of paired numbers based on real life situations (such as numbers of tricycles related to numbers of wheels)									
✓		2	g) identify / extend patterns in a list of related number pairs									
			h)									

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			Use patterns in numbers and operations.									
✓		1 2	a) find patterns in numbers such as in a 100's chart, odd and even, etc.	____ % correct on ___ grade level tests __ teacher made tests ___other:								
✓		1 2	b) use patterns in place value to compare and order whole numbers through ☐ 999 ☐ other: _____									
✓		1	c) use patterns to develop strategies to remember basic addition facts									
✓		1 2	d) solve addition and subtraction patterns related to fact families									
			e)									
			Geometry and Spatial Reasoning **The learner will**	____ % correct on ___ grade level tests __ teacher made tests ___other:								
			Use attributes to identify, compare and contrast shapes and solids.									
✓		K 1	a) identify: ☐ circle, ☐ square, ☐ triangle, ☐ rectangle									
✓		K	b) compare two objects according to their attributes									
✓		K	c) sort objects and describe how groups are formed									
✓		K	d) recognize shapes in real-life objects or models									
✓		1	e) describe the shape of balls, boxes, cans and cones									
✓		1 2	f) sort objects according to a given attribute									
✓		2	g) use attributes to describe how two shapes or solids are alike or different									
✓		2	h) cut geometric shapes apart and identify new shapes made									
			Recognize that numbers can be represented by points on a line.									
✓		2	a) use whole numbers to locate and name points on a line									
			b)									
			Measurement **The learner will**	____ % correct on ___ grade level tests __ teacher made tests ___other:								
			Use time and temperature to compare and order events, situations and/or objects.									
✓		K	a) order according to temperature (hotter, colder)									
✓		K	b) order according to duration (more time, less time)									
✓		K	c) sequence events									
✓		K	d) read a calendar using days, weeks, months									
			e)									
			Use nonstandard units to describe length, weight, and capacity.									
✓		1	a) estimate and measure ☐ length ☐ capacity ☐ weight of objects using nonstandard units (shoes, soda cans, etc.)									
			b)									
			Understand that time and temperature can be measured.									
✓		1	a) recognize temperatures such as hot and cold									
✓		1	b) name time on a clock using hour / half hour									
✓		1	c) order three or more units by how much time they take									
			d)									

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			Recognize and use models that approximate standard units of measure.	____ % correct on ___ grade level tests __ teacher made tests ___other:								
✓		2	a) identify concrete models that approximate standard units of ☐ length ☐ capacity ☐ weight									
✓		2	b) measure ☐ length ☐ capacity ☐ weight using concrete models									
✓		2	c) describe activities that take approximately one second; one minute; one hour									
			d)									
			Use standard tools to measure time / temperature.									
✓		2	a) read a thermometer									
✓		2	b) describe time on a clock using hours and minutes									
			c)									
			Probability and Statistics **The learner will**	____ % correct on ___ grade level tests __ teacher made tests ___other:								
			Display data in an organized form.									
✓		1 2	a) collect and sort data									
✓		K 1 2	b) use organized data to construct real object graphs; picture graphs; bar graphs									
			c)									
			Use information from organized data to interpret information.									
✓		K 1 2	a) draw conclusions / answer questions based on real object graphs; pictorial graphs, bar graphs									
✓		1 2	b) use data to describe events as more likely or less likely, certain or impossible									
			c)									
			Underlying Processes and Mathematical Tools **The learner will**	____ % correct on ___ grade level tests __ teacher made tests ___other:								
			Apply mathematics to solve problems connected to everyday experiences and activities in and outside of school.									
✓		K	a) identify mathematics in everyday situations									
		K 1 2	b) select an appropriate problem-solving strategy									
✓			_____ drawing a picture									
			_____ looking for a pattern									
			_____ systematic guessing and checking									
			_____ acting it out									
		K 1 2	c) use tools (real objects, manipulatives, technology) to solve problems									
✓												
		K 1 2	d) explain and record observations using objects, words, numbers, pictures and technology									
✓												
			e)									
			Other:									

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