

NAME _____ SCHOOL _____ GRADE _____

Reading Level _____ Math Level _____ Initiation Date of Services _____

CONTENT AREA: FUNCTIONAL MATH

Present Level of Performance: _____

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

Time in special education setting: _____ hours per week for duration of school year _____ weeks
 until anniversary ARD

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	PROGRESS REVIEW							
				Date	Date:	Date	Date:	Date	Date:	Regression:	Date:
		<p>Quantitative Reasoning and Number Concepts The learner will:</p> <p>✓ a) compare real-life objects using quantitative concepts: <input type="checkbox"/> more than/less than/same as <input type="checkbox"/> little/big <input type="checkbox"/> short/long <input type="checkbox"/> some/none <input type="checkbox"/> thick/thin <input type="checkbox"/> light/heavy <input type="checkbox"/> small/medium/large <input type="checkbox"/> other:</p> <p>✓ b) match functional/real-life objects in a one-to-one correspondence (Ex. match 2 socks to 2 shoes, 4 bowls to 4 lids, etc.) <input type="checkbox"/> 0-5 <input type="checkbox"/> 0-10 <input type="checkbox"/> 0-20 <input type="checkbox"/> other: _____</p> <p>✓ c) use sets of concrete objects to represent quantities in verbal/written form (Ex. 3 eggs matched to the number 3 while cooking) <input type="checkbox"/> 0-5 <input type="checkbox"/> 0-10 <input type="checkbox"/> 0-20 <input type="checkbox"/> other: _____</p> <p>✓ d) use numbers to describe how many objects are in a set (meaningful counting) through <input type="checkbox"/> 5 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> other: _____</p> <p>✓ e) compare (bigger than/smaller than/same as, less than/more than/as many as) whole numbers using sets of concrete objects and pictorial models up to <input type="checkbox"/> 5 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> other: _____</p>	<p>_____ % accuracy on ___ tests ___ classwork ___ teacher observation</p>								

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✓	f) order (sequence) whole numbers using sets of concrete objects and pictorial models up to <input type="checkbox"/> 5 <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> other: _____	_____% accuracy on ____ tests ____ classwork ____ teacher observation							
✓	g) name the ordinal positions in a sequence (ex. first, second, third, etc.)								
✓	h) recognize the concept of zero								
✓	i) read numbers up to <input type="checkbox"/> 5 <input type="checkbox"/> 10 <input type="checkbox"/> 25 <input type="checkbox"/> 50 <input type="checkbox"/> other: _____								
✓	j) write numbers to <input type="checkbox"/> 5 <input type="checkbox"/> 10 <input type="checkbox"/> 25 <input type="checkbox"/> 50 <input type="checkbox"/> other _____								
✓	k) demonstrate mastery of addition facts for sums up to <input type="checkbox"/> 6 <input type="checkbox"/> 8 <input type="checkbox"/> 10 <input type="checkbox"/> 12 <input type="checkbox"/> 14 <input type="checkbox"/> 16 <input type="checkbox"/> 18 <input type="checkbox"/> 20 <input type="checkbox"/> _____								
✓	l) demonstrate mastery of subtraction facts for minuends up to <input type="checkbox"/> 6 <input type="checkbox"/> 8 <input type="checkbox"/> 10 <input type="checkbox"/> 12 <input type="checkbox"/> 14 <input type="checkbox"/> 16 <input type="checkbox"/> 18 <input type="checkbox"/> 20 <input type="checkbox"/> _____								
✓	m) correctly compute the products for the multipliers up to <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> _____								
✓	n) correctly compute the quotients, when given division facts, for the divisors up to (Ex. 18:2, 10:2) <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9								
✓	o) add whole numbers with ____ digit(s) <input type="checkbox"/> with manipulatives <input type="checkbox"/> without manipulatives <input type="checkbox"/> with regrouping <input type="checkbox"/> without regrouping								
✓	p) subtract whole numbers with ____ digit(s) <input type="checkbox"/> with manipulatives <input type="checkbox"/> without manipulatives <input type="checkbox"/> with regrouping <input type="checkbox"/> without regrouping								
✓	q) multiply whole numbers ____ digits x ____ digits <input type="checkbox"/> with manipulatives <input type="checkbox"/> without manipulatives <input type="checkbox"/> with regrouping <input type="checkbox"/> without regrouping <input type="checkbox"/> with zero in multiplier <input type="checkbox"/> without zero in multiplier								
✓	r) divide whole numbers ____ digits by ____ digits								
✓	s) add in practical situations (menus, recipes, grocery items, etc.)								
✓	t) subtract in practical situations (menus, recipes, grocery items, etc.)								
✓	u) multiply in practical situations (menus, recipes, grocery items, etc.)								
✓	v) divide in practical situations (menus, recipes, grocery items, etc.)								
✓	w) use a calculator to perform basic arithmetic operations and to solve problems								
✓	x) other:								
Fractions The learner will:		_____% accuracy on ____ tests ____ classwork ____ teacher observation							
✓	a) identify wholes and halves with concrete items (Ex. cutting an apple, separating a deck of cards, etc.)								
✓	b) identify the fractional part of a figure or object <input type="checkbox"/> fourths <input type="checkbox"/> eighths <input type="checkbox"/> thirds <input type="checkbox"/> fifths <input type="checkbox"/> sixths <input type="checkbox"/> tenths <input type="checkbox"/> other: _____								
✓	c) recognize fractions in written form <input type="checkbox"/> halves <input type="checkbox"/> fourths <input type="checkbox"/> eighths <input type="checkbox"/> thirds <input type="checkbox"/> fifths <input type="checkbox"/> sixths <input type="checkbox"/> tenths <input type="checkbox"/> other: _____								
✓	d) participate in activities that provide opportunity to use fractions in practical situations (Ex. cooking, time, sewing) e) other:								

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<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Patterns and Relationships The learner will:</p> <p>a) group real-life objects by sorting and matching them according to their attributes (Ex. sorting socks at laundromat, matching and sorting utensils while helping in cafeteria)</p> <p>b) combine and separate groups of objects to form new groups (sort by shape, sort by color, sort by size, etc.)</p> <p>c) repeat a simple pattern using real-life objects</p> <p>d) use patterns to skip count by <input type="checkbox"/> twos <input type="checkbox"/> fives <input type="checkbox"/> tens <input type="checkbox"/> other:</p> <p>e) find patterns in numbers such as in a 100's chart, odd and even, etc.</p> <p>f) use patterns to develop strategies to remember basic addition facts (fact families)</p> <p>g) other:</p>	<p>_____% accuracy on ____ tests ____ classwork ____ teacher observation</p>							
<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Money The learner will:</p> <p>a) name / write the value of <input type="checkbox"/> penny <input type="checkbox"/> nickel <input type="checkbox"/> dime <input type="checkbox"/> quarter <input type="checkbox"/> half dollar <input type="checkbox"/> dollar</p> <p>b) state equivalent values of coins and the dollar bill when in practical settings (Ex. Buying a soda costs 50 cents; 2 quarters makes 50 cents, 5 dimes makes 50 cents, 10 nickels makes 50 cents, etc.)</p> <p>c) count money <input type="checkbox"/> bills <input type="checkbox"/> quarters <input type="checkbox"/> dimes <input type="checkbox"/> nickels <input type="checkbox"/> pennies <input type="checkbox"/> bills and quarters <input type="checkbox"/> bills, quarters, and dimes <input type="checkbox"/> bills, quarters, dimes and nickels <input type="checkbox"/> bills, quarters, dimes, nickels and pennies <input type="checkbox"/> other:</p> <p>d) demonstrate appropriate amount of money to give to a cashier for a given total</p> <p>e) calculate total for several items purchased</p> <p>f) calculate correct change for purchases</p> <p>g) compare costs to make good consumer decisions</p> <p>h) calculate savings from discounts, sales, coupons and rebates</p> <p>i) identify the use of checks, credit cards, banking items (deposit slips, check register, etc.)</p> <p>j) estimate sales tax</p> <p>k) other:</p>	<p>_____% accuracy on ____ tests ____ classwork ____ teacher observation</p>							

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✓		<p>Time The learner will:</p> <p>a) tell time to the <input type="checkbox"/> hour <input type="checkbox"/> half hour <input type="checkbox"/> quarter hour <input type="checkbox"/> five minutes <input type="checkbox"/> minute</p> <p>b) demonstrate knowledge of the equivalent terms and units of time (Ex. We will eat lunch in one hour, which is the same as 60 minutes)</p> <p>c) name / write the days of the week in context</p> <p>d) name / write the months of the year in context</p> <p>e) read a calendar, using days, weeks and months</p> <p>f) demonstrate knowledge of the following equivalent calendar units <input type="checkbox"/> 1 week = 7 days <input type="checkbox"/> 1 month = approximately 30 days <input type="checkbox"/> 1 year = 12 months</p> <p>g) sequence events</p> <p>h) describe activities that take approximately one second, one minute, one hour</p> <p>i) estimate how long a given activity will take</p> <p>j) other:</p>	<p>_____% accuracy on ____ tests ____ classwork ____ teacher observation</p>			
✓		<p>Measurement The learner will:</p> <p>a) demonstrate understanding of temperatures such as hot, warm and cold (Ex. when washing clothes, when discussing weather)</p> <p>b) use time and temperature to compare and order events, situations and/or objects (Ex. Summer is <i>hotter</i> than spring; winter is <i>colder</i> than fall; It takes <i>more time</i> to bake from scratch. It takes <i>less time</i> to use a boxed mix)</p> <p>c) demonstrate understanding of units of measures in real-life situations <input type="checkbox"/> measuring volume using cooking utensils <input type="checkbox"/> measuring length with rulers / yardsticks <input type="checkbox"/> measuring temperature using thermometer <input type="checkbox"/> measuring weight using scales <input type="checkbox"/> _____ <input type="checkbox"/> _____</p> <p>d) use appropriate units of measure for a given task</p> <p>e) other:</p>	<p>_____% accuracy on ____ tests ____ classwork ____ teacher observation</p>			
✓		<p>Basic Geometry The learner will:</p> <p>a) identify <input type="checkbox"/> circle <input type="checkbox"/> square <input type="checkbox"/> triangle <input type="checkbox"/> rectangle <input type="checkbox"/> other:</p> <p>b) recognize shapes in real-life objects or models</p> <p>c) sort objects according to a given attribute (Ex. Put all the square dice in this bag and the round spinners in this one)</p> <p>d) compare two objects according to their attributes</p> <p>e) other:</p>	<p>_____% accuracy on ____ tests ____ classwork ____ teacher observation</p>			

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<p>✓ ✓ ✓ ✓ ✓</p>	<p>Problem Solving The learner will:</p> <p>a) model and create addition problems using real-life objects (Ex. 3 toothbrushes plus 4 toothbrushes equals 7 toothbrushes)</p> <p>b) write number sentences corresponding to addition problems</p> <p>c) model and create subtraction problems using concrete objects (Ex. I had 10 M&M's, but I ate 3, so I have 7 M&M's left.)</p> <p>d) write number sentences corresponding to subtraction problems</p> <p>e) select the appropriate operation to solve practical problems</p> <p>f) other:</p>	<p>_____% accuracy on ____ tests ____ classwork ____ teacher observation</p>				
<p>✓</p>	<p>Transfer of Skills The learner will:</p> <p>a) generalize skills from classroom through community based instruction</p> <p>b)</p>	<p>With <input type="checkbox"/> no <input type="checkbox"/> verbal <input type="checkbox"/> physical prompts as determined by teacher data sheets</p>				
	<p>Other:</p>					

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