

NAME _____ SCHOOL _____ GRADE _____

Reading Level _____ Math Level _____ Initiation Date of Services _____

CONTENT AREA: MATHEMATICS (3 - 5 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 _____ 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									
				Mastery Level			Date	Date:	Date	Date:	Date	Date:	Date
		Number Operations and Quantitative Reasoning The learner will: Use place value to represent whole numbers and decimals in verbal and written form, including money. a) use place value to read / write / compare and order whole numbers through 3 _____ 999,999 4 _____ millions 5 _____ billions _____ other: _____ b) use place value to read / write / compare and order decimals involving 4 _____ tenths and hundredths place 5 _____ thousandths place c) determine the value of a collection of coins and bills d)	_____ % correct on _____ grade level tests _____ teacher made tests _____ other:										
✓		grade level (circle) 3 4 5											
✓		4 5 3											
✓		3 4 5 3 4											
✓		5											

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✓	3	d) use fraction names and symbols to describe fractional parts of whole objects or sets of objects with denominators of <input type="checkbox"/> 12 or less <input type="checkbox"/> other _____	____ % correct on ____ grade level tests ____ teacher made tests ____ other:						
✓	3 4	e) construct concrete models of fractions							
✓	4 5	f) relate decimals to fractions that name <input type="checkbox"/> tenths							
	4 5	<input type="checkbox"/> hundredths							
	5	<input type="checkbox"/> thousandths							
		g) Add and subtract to solve meaningful problems involving whole numbers and decimals.							
✓	3 4 5	a) use addition and subtraction to solve problems using pictures, words, numbers							
✓	3	b) select addition or subtraction to solve problems involving whole numbers up to <input type="checkbox"/> 999 <input type="checkbox"/> other ____							
✓	4	c) use concrete and pictorial models to add and subtract decimals to the <input type="checkbox"/> hundredths <input type="checkbox"/> other ____							
		d)							
		Add, subtract, multiply and divide to solve meaningful problems.							
✓		a) use concrete models to learn and apply multiplication facts through							
	3	<input type="checkbox"/> 10							
	4	<input type="checkbox"/> 12							
		<input type="checkbox"/> other: _____							
✓	3	b) solve and record one-digit multiplication problems							
✓	3	c) use models to solve division problems and record the solutions using number sentences							
✓	4 5	d) represent multiplication and division situations in picture, word and number form							
✓		e) use multiplication to solve problems involving							
	4	<input type="checkbox"/> two digit numbers							
	5	<input type="checkbox"/> three digits by two digits							
		<input type="checkbox"/> other _____							
✓		f) use division to solve problems involving							
	4	<input type="checkbox"/> one digit divisors							
	5	<input type="checkbox"/> two digits divisors and three digit dividends							
		<input type="checkbox"/> other _____							
✓	5	g) identify prime factors of a whole number							
✓	5	h) identify common factors of a set of whole numbers							
✓	5	i) model and record addition and subtraction of fractions with like denominators							
		j)							
		Estimate to determine reasonable results.							
✓	3 4	a) round to the nearest ten, hundred or thousand							
✓	5	b) round whole numbers and decimals through tenths							
✓		c) estimate							
	3	<input type="checkbox"/> sums and differences							
	4	<input type="checkbox"/> product or quotient							
	5	<input type="checkbox"/> where exact answers are not required							
		d)							

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		<p>Patterns, Relationships and Algebraic Thinking The learner will:</p> <p>Use patterns to solve problems.</p> <p>a) identify / extend whole number patterns and geometric patterns to make predictions (e.g. 2,4,6,__, __)</p> <p>b) identify patterns in multiplication facts using concrete objects, pictorial models, or technology</p> <p>c) identify patterns in related multiplication and division sentences (fact families)</p> <p>d) use patterns to multiply by 10 and 100</p> <p>e)</p> <p>Use lists, tables and charts to express patterns and relationships.</p> <p>a) generate a table of paired numbers based on real-life situations (e.g. 1 pizza, eight slices; 2 pizzas, 16 slices, etc.)</p> <p>b) identify patterns in a table of related number pairs</p> <p>c) extend a pattern in a table of related number pairs</p> <p>d) use concrete objects or pictures to make generalizations about determining all possible combinations</p> <p>e) use lists, tables, charts, diagrams to find patterns and make generalizations (such as a procedure for determining equivalent fractions)</p> <p>f) identify prime and composite numbers using concrete models and patterns in factor pairs</p> <p>g) select from and use diagrams and number sentences to represent real life situations</p> <p>h)</p>	<p>____ % correct on ____ grade level tests __ teacher made tests ____ other:</p>						
✓	3	a) identify / extend whole number patterns and geometric patterns to make predictions (e.g. 2,4,6,__, __)							
✓	3 4	b) identify patterns in multiplication facts using concrete objects, pictorial models, or technology							
✓	3 4	c) identify patterns in related multiplication and division sentences (fact families)							
✓	4	d) use patterns to multiply by 10 and 100							
✓	3 4	a) generate a table of paired numbers based on real-life situations (e.g. 1 pizza, eight slices; 2 pizzas, 16 slices, etc.)							
✓	3 4	b) identify patterns in a table of related number pairs							
✓	3 4	c) extend a pattern in a table of related number pairs							
✓	5	d) use concrete objects or pictures to make generalizations about determining all possible combinations							
✓	5	e) use lists, tables, charts, diagrams to find patterns and make generalizations (such as a procedure for determining equivalent fractions)							
✓	5	f) identify prime and composite numbers using concrete models and patterns in factor pairs							
✓	5	g) select from and use diagrams and number sentences to represent real life situations							
		<p>Geometry and Spatial Reasoning The learner will</p> <p>Use formal geometric vocabulary to compare lines, shapes and solids.</p> <p>a) identify congruent shapes</p> <p>b) create shapes with lines of symmetry using concrete models and technology</p> <p>c) identify lines of symmetry in shapes</p> <p>d) identify right, obtuse and acute angles</p> <p>e) identify models of parallel and perpendicular lines</p> <p>f) describe shapes and solids in terms of vertices, edges and faces</p> <p>g) identify and define critical attributes of geometric shapes and solids (including parallel, perpendicular and congruent parts)</p> <p>h)</p>	<p>____ % correct on ____ grade level tests __ teacher made tests ____ other:</p>						
✓	3	a) identify congruent shapes							
✓	3	b) create shapes with lines of symmetry using concrete models and technology							
✓	3	c) identify lines of symmetry in shapes							
✓	4	d) identify right, obtuse and acute angles							
✓	4	e) identify models of parallel and perpendicular lines							
✓	4	f) describe shapes and solids in terms of vertices, edges and faces							
✓	5	g) identify and define critical attributes of geometric shapes and solids (including parallel, perpendicular and congruent parts)							
		h)							

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✓	4	Connect and model transformations. a) demonstrate translations, reflections, and rotations using concrete models	____ % correct on ____ grade level tests __ teacher made tests ____ other:						
✓	4	b) use translations, reflections and rotations to verify that two shapes are congruent							
✓	4	c) use reflections to verify that a shape has symmetry							
✓	5	d) sketch the results of translations, rotations and reflections							
		e)							
		Recognize the connection between numbers, ordered pairs of numbers and location of points on a number line.							
✓	3	a) locate and name points on a number line using <input type="checkbox"/> whole numbers,							
	3 4	<input type="checkbox"/> fractions (halves and fourths)							
	4	<input type="checkbox"/> decimals (tenths)							
✓	5	b) locate and name points on a coordinate grid using ordered pairs of whole numbers							
		c)							
		Measurement The learner will	____ % correct on ____ grade level tests __ teacher made tests ____ other:						
		Select and use appropriate units and procedures to measure length and area.							
✓	3	a) estimate and measure length using standard units such as inch, foot, yard, centimeter, decimeter, meter							
✓	3	b) use linear measure to find the perimeter of a shape							
✓	3	c) use concrete models of square units to determine the area of shapes (how many square units fit in the shape?)							
		d)							
		Measure time and temperature.							
✓	3	a) tell and write time shown on <input type="checkbox"/> traditional clocks <input type="checkbox"/> digital clocks							
✓	3	b) use a thermometer to measure temperature							
		c)							
		Select and use appropriate units and procedures to measure weight, capacity and volume.							
✓	4	a) estimate and measure weight using standard units including ounces, pounds, grams and kilograms							
✓	4	b) estimate and measure capacity using standard units including milliliters, liters, cups, pints, quarts, gallons							
✓	5	c) measure volume using concrete models of cubic units							
✓	5	d) estimate volume in cubic units							
		e)							

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✓	3 4 5 3 4 5 3 4 5 3 4 5 4 5 5 5 5	<p>Apply measurement concepts to solve problems.</p> <p>a) solve problems involving</p> <ul style="list-style-type: none"> <input type="checkbox"/> length <input type="checkbox"/> area <input type="checkbox"/> temperature <input type="checkbox"/> time <input type="checkbox"/> perimeter <input type="checkbox"/> weight <input type="checkbox"/> capacity <p>b) describe numerical relationships between units of measure within the same measurement system (such as an inch in _ of a foot)</p> <p>c)</p>	<p>____ % correct on ____ grade level tests ____ teacher made tests ____ other:</p>						
✓	3	<p>Probability and Statistics</p> <p>The learner will:</p> <p>Solve problems by collecting, organizing, displaying and interpreting sets of data.</p> <p>a) collect / organize / record / display data in pictographs and bar graphs where each picture or cell may represent more than one piece of data</p>	<p>____ % correct on ____ grade level tests ____ teacher made tests ____ other:</p>						
✓	3 4	<p>b) interpret information from pictographs and bar graphs</p>							
✓	3	<p>c) use data to describe events as more likely, less likely, or equally likely</p>							
✓	4	<p>d) list all possible outcomes of a probability experiment</p>							
✓	4	<p>e) use a pair of numbers to compare favorable outcomes to all possible outcomes</p>							
✓	5	<p>f) use tables of related number pairs to make line graphs</p>							
✓	5	<p>g) describe characteristics of data presented in table and graphs including the shape and spread of the data and the middle number</p>							
✓	5	<p>h) graph a given set of data using an appropriate graphical representation such as picture or line</p> <p>i)</p>							
✓	5	<p>Describe and predict the results of a probability experiment.</p> <p>a) use fractions to describe the results of an experiment</p>							
✓	5	<p>b) use experimental results to make predictions</p> <p>c)</p>							

