

# K – 8 Math Reflective Summary



**New Mexico Public Education Department**  
***Student Success Division***

**2011-2012**

## **Grades K-8 Mathematics Reflective Summary**

K-8 schools are challenged to create classroom environments that support student interest and motivation to engage in school-based mathematics tasks. The ultimate goal of mathematics is making sense of and representing the quantitative aspects of the natural world; thus, mathematics programs in our K-8 schools must support students in reaching this goal.

The intent of the Grades K-8 Mathematics Reflective Summary is to provide a LEA and school teams, through a collaborative conversation to review their school wide numeracy system, looking at the effectiveness of the instruction and alignment with the curriculum, making discoveries about numeracy and mathematical competence.

### **Step-By-Step Process**

#### **Using a Team Approach**

The questions asked in Grades K-8 Mathematics Reflective Summary are designed to help a group develop a “team” perspective. Teams work best when members agree at the outset on the rules for working together. However, what the team members agree to is not as important as the process they go through together to reach the agreements.

Team agreements might include:

- One voice at a time
- No side conversations
- All opinions are respected
- Start and stop on time
- Use consensus rather than majority rule to make final decisions

For the purpose of this tool it is recommended that the district and school leadership complete this collaboratively.

### **Tasks**

1. Complete the table on page five identifying LEA and school leadership team members who participated in the Grades K-8 Mathematics Reflective Summary
2. Workings as a team read each question and through consensus, assign a rating scale.

## Rating Scale Examples

Each of the questions asks participants to self identify on a rating scale where they feel they are currently based on evidence.

In this example, 1.1, teams are asked to reflect on the shifts in mathematics instruction in the area of focus. Thinking about math teachers, do they provide students sufficient time to think, practice and integrate new ideas into their growing knowledge structure.

- If there is consensus that teachers provide sufficient time to think, practice and integrate new ideas into their growing knowledge structure you would choose yes.
- If there is consensus that teachers do not provide sufficient time to think, practice and integrate new ideas into their growing knowledge structure you would choose no.

Shifts in Mathematics Instruction		Yes/No	Next Steps for LEA/School to Increase Level of Implementation
The following shifts represent key areas of emphasis as teachers and administrators work to implement the Common Core State Standards for Mathematics. Establishing a statewide focus in these areas can help schools and districts develop a common understanding of what is needed in mathematics instruction as they move forward with implementation.			
1.1	<b>Focus</b> Teachers provide students sufficient time to think, practice and integrate new ideas into their growing knowledge structure.	<div>Choose an item.</div> <div>Choose an item.</div> <div>Yes</div> <div>No</div>	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			

## Comments and Next Steps for LEA/School to Increase Level of Implementation

Each question asks for two additional steps.

1. The first is to identify what the LEA and the School will do next to increase their level of implementation.
2. At the bottom of each question is a comments box, here teams can decide to add any additional supporting information to clarify, explain, etc.

Instructional Practice		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
1.1	Universal screening occurs during the first month of school to identify which students are at a high risk academically and/or behaviorally.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			

In example 4.1, teams are asked to reflect on the information they are gathering from their classroom walkthroughs. The question in 4.1 asks for teams to drill down as to what good instruction in conceptual understanding would look like in a classroom. There are 3 sub bullets to rank using a percentage.

- If 91 % of your teachers have been observed in walkthrough's to develop understanding of why mathematical concepts are important and the kinds of contexts in which they are useful, you would choose number 4.
- If 70 % of your teachers have been observed in walkthrough's to develop understanding of why mathematical concepts are important and the kinds of contexts in which they are useful, you would choose number 3.
- If 35 % of your teachers have been observed in walkthrough's to develop understanding of why mathematical concepts are important and the kinds of contexts in which they are useful, you would choose number 2.

Reflecting on Classroom Observation/Walkthrough Data to Support Instructional Practice		
<p>A classroom observation tool (walkthrough) is used to monitor the fidelity of implementation of the core program/curricula and to ensure differentiated instruction is used to meet students' needs.</p> <p>Identify the classroom walkthrough/observation tool used in your school: <a href="#">Click here to enter text</a></p> <p>Identify the frequency of classroom walkthroughs for math: <a href="#">Click here to enter text</a>.</p>		
Conceptual Understanding	4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
<p><b>4.1 Good Instruction in Conceptual Understanding:</b></p> <ul style="list-style-type: none"> <li>- Develop understanding of why mathematical concepts are important and the kinds of contexts in which they are useful.</li> <li>- Helps students connect new mathematical ideas to those they already know.</li> <li>- Provides multiple opportunities to represent mathematical situations in different ways and know how different representations can be useful for different</li> </ul>	<p>Choose an item.</p> <p>Choose an item.</p> <p>4 = 91 - 100%</p> <p>3 = 51 - 90%</p> <p>2 = 11 - 50%</p> <p>1 = 0 - 10%</p>	<p>LEA: <a href="#">Click here to enter text</a>.</p> <p>School: <a href="#">Click here to enter text</a>.</p>

### Saving Your Grades K-8 Math Reflective Summary

- Once you have completed the Grades K-8 Math Reflective Summary as a team, save a copy of the Grades K-8 Math Reflective Summary review in PDF form and upload it to your Web EPSS filing cabinet under your reading goal using the following corresponding name:
  - (Insert name of school) Grades K-8 Math Reflective Summary (insert date)
  - e.g., ABC High School Grades K-8 Math Reflective Summary 01.10.2012

Date of Initial Visit	Meeting Location	Onsite Visit Completed by:	
Click here to enter a date.	Click here to enter text.	Choose an item.	Choose an item.

LEA Leadership Team Members			
Name	Position	Email	Contact Phone Number
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
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School Leadership Team			
Name	Position	Email	Contact Phone Number
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
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## K-8 Mathematics Reflective Summary

<b>LEA/State Charter Name:</b> Choose an item.	<b>School Name:</b> Click here to enter text.	<b>NMPED Support Personnel:</b> Choose an item. <span style="float: right;">Click here to enter text.</span>	
<b>Shifts in Mathematics Instruction</b> The following shifts represent key areas of emphasis as teachers and administrators work to implement the Common Core State Standards for Mathematics. Establishing a statewide focus in these areas can help schools and districts develop a common understanding of what is needed in mathematics instruction as they move forward with implementation.		<b>Yes/No</b>	<b>Next Steps for LEA/School to Increase Level of Implementation</b>
1.1	<b>Focus</b> Teachers provide students sufficient time to think, practice and integrate new ideas into their growing knowledge structure.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
1.2	<b>Coherence</b> Classroom instruction is informed by a sense of the overall progression students are following across the grades.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
1.3	<b>Fluency</b> Teachers are aware of and able to provide the conceptual building blocks that develop understanding in tandem with skills along the way to fluency.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
1.4	<b>Deep Understanding</b> Teachers teach more than “how to get the answer” and instead support students’ ability to access concepts from a number of perspectives.  Students demonstrate deep conceptual understanding of core math concepts by applying them to new situations, as well as writing and speaking about their understanding.	Choose an item.          Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.

<b>Comments:</b> <a href="#">Click here to enter text.</a>			
1.5	<b>Applications</b> Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in “real world” situations. Teachers in content areas outside of math, particularly science, ensure that students are using math – at all grade levels – to make meaning of and access content.	Choose an item.  Choose an item.  Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
1.6	<b>Dual Intensity</b> Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity. Teachers create opportunities for students to participate in application “drills” and make use of those skills through extended application of math concepts. The amount of time and energy spent practicing and understanding learning environments is driven by the specific mathematical concept and therefore, varies throughout the given school year.	Choose an item. Choose an item.  Choose an item.  Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			

Instructional Practice		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
1.1	Universal screening occurs during the first month of school to identify which students are at a high risk academically and/or behaviorally.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
1.2	The classroom teacher delivers the core mathematics program/curricula in a systematic manner adhering to the fidelity of the program/curricula. <ul style="list-style-type: none"> <li>– The core math program aligned to standards, both content &amp; process</li> <li>– The leadership team members identified and articulated what “fidelity to math program” looks like</li> </ul>	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
		Choose an item.	
		Choose an item.	
<b>Comments:</b> Click here to enter text.			
1.3	The core mathematics program meets the needs of 80-85% of students to attain grade-level or above math proficiency rates.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
1.4	Core classroom teachers provide ample opportunities for students to respond and demonstrate the mathematics they are learning.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
1.5	Teachers use flexible grouping to deliver differentiated instruction to students as needed.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
1.6	The core mathematics program at each grade level includes: <ul style="list-style-type: none"> <li>– Whole group instruction.</li> <li>– Small group instruction.</li> <li>– Collaborative learning: students working in small groups to solve a rich math problem and share their findings with</li> </ul>	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
		Choose an item.	
		Choose an item.	



	the class.		
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
1.7	<p>A mathematics classroom observation tool (walkthrough) is used to monitor the fidelity of implementation of the core program/curricula and support teachers in areas that need improvement.</p> <p><i>Identify the classroom walkthrough/observation tool used in your school:</i> <a href="#">Click here to enter text.</a></p>	Choose an item.	<p><b>LEA:</b> <a href="#">Click here to enter text.</a></p> <p><b>School:</b> <a href="#">Click here to enter text.</a></p>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
1.8	<p>Core mathematics program includes benchmark assessments for all students three times a year - fall (two weeks after school begins), winter and spring.</p> <p><i>Identify the name of the benchmark assessment used in your school:</i> <a href="#">Click here to enter text.</a></p> <p><i>Identify the frequency of the benchmark assessment:</i> <a href="#">Click here to enter text.</a></p>	Choose an item.	<p><b>LEA:</b> <a href="#">Click here to enter text.</a></p> <p><b>School:</b> <a href="#">Click here to enter text.</a></p>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
1.9	<p>Periodic assessment data, which include benchmark assessments and common grade-level assessments, is used to determine intervention strategies for students needing additional support.</p>	Choose an item.	<p><b>LEA:</b> <a href="#">Click here to enter text.</a></p> <p><b>School:</b> <a href="#">Click here to enter text.</a></p>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
<b>Strategic/Supplemental</b> Strategic/Supplemental intervention addresses the needs of students who are not progressing adequately in the core mathematics program. Specialized, scientifically based research is utilized when working with students in homogenous small-group instruction for a minimum of 30 minutes per day, in addition to the minimum of 75 minutes of core		4-3-2-1	<b>Next Steps for LEA/School to Increase Level of Implementation</b>

mathematics instruction.			
2.1	Benchmark and diagnostic assessments identify students who exhibit low early numeracy skills and are at-risk for difficulty in mathematics.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
2.2	Benchmark and diagnostic assessments are completed within one to two weeks after the start of the school year to provide baseline data for every student.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
2.3	Specialized, scientifically based research is utilized when working with students in <b>homogenous small-group instruction for a minimum of 30 minutes per day, in addition</b> to the minimum of 75 minutes of core mathematics instruction.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
2.4	Regular progress monitoring on targeted concepts and skill(s) to ensure adequate progress is being made by each student is implemented by teachers or interventionist.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
2.5	The supplemental interventionist is a classroom teacher, a specialized mathematics teacher or an external interventionist, specifically trained to implement supplemental interventions.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
2.6	The mathematics interventionist delivers the specific intervention program/curriculum in an explicit and systematic manner adhering to the fidelity of the program.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
2.7	Supplemental mathematics interventions begin as soon as possible, and no later than the third or fourth week of school.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b>			

Click here to enter text.			
2.8	Progress-monitoring information is used to adjust daily classroom instruction, and as a measurement for exiting students when appropriate to ensure fluidity.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
2.9	Teachers keep a documented record of the intervention and progress-monitoring data being used for each student.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
<b>Intensive</b> Intensive intervention is generally for students who have received a minimum of 6 – 8 weeks of consistent supplemental instruction and have not made adequate progress. The interventionist delivers the selected intervention program in a direct, explicit and systematic manner adhering to the fidelity of the program/curriculum.		4-3-2-1	<b>Next Steps for LEA/School to Increase Level of Implementation</b>
3.1	A data driven decision must be made about the student’s instructional needs before the Intensive intervention is begun to ensure the intervention will meet the needs of the student.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
3.2	One round of intensive instruction occurs five days a week for a minimum of ten to twelve weeks.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
3.3	Intensive intervention is provided daily (five days a week) through a <b>minimum of thirty minutes</b> of intensive, focused instruction aligned to the mathematics conceptual and skill level of the student.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
3.4	Based on data, Intensive intervention groups are organized according to the specific mathematics concepts and skills being targeted for each student within the group.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.

<b>Comments:</b> <a href="#">Click here to enter text.</a>			
3.5	Intensive intervention groups must be flexible as instructional priorities for individual students may change based on progress monitoring data.	Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
3.6	Teachers document a record of the intervention and progress-monitoring data for each student in the Intensive intervention group(s).	Choose an item.	
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
3.7	Intensive intervention groups do not exceed three to five students.	Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
3.8	Intensive intervention is systematic and explicit (instruction with modeling, multiple examples, and frequent and specific feedback to individual students) as well as being aligned with state content standards.	Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
<b>Reflecting on Classroom Observation/Walkthrough: Data to Support Instructional Practice</b>			
<p>A classroom observation tool (walkthrough) is used to monitor the fidelity of implementation of the core program/curricula and to ensure differentiated instruction is used to meet students' needs.</p> <p><i>Identify the classroom walkthrough/observation tool used in your school:</i> <a href="#">Click here to enter text.</a></p> <p><i>Identify the frequency of classroom walkthroughs for math:</i> <a href="#">Click here to enter text.</a></p>			
<b>Conceptual Understanding</b>		<b>4-3-2-1</b>	<b>Next Steps for LEA/School to Increase Level of Implementation</b>
4.1	Good Instruction in Conceptual Understanding:		<b>LEA:</b> <a href="#">Click here to enter text.</a>

	<ul style="list-style-type: none"> <li>– Develop understanding of why mathematical concepts are important and the kinds of contexts in which they are useful.</li> <li>– Helps students connect new mathematical ideas to those they already know.</li> <li>– Provides multiple opportunities to represent mathematical situations in different ways and know how different representations can be useful for different purposes.</li> </ul>	Choose an item.  Choose an item.  Choose an item.	<b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
<b>Procedural Fluency</b>		<b>Yes/No</b>	<b>Next Steps for LEA/School to Increase Level of Implementation</b>
4.2	<b>Good Instruction in Procedural Fluency:</b> <ul style="list-style-type: none"> <li>– Develops knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately and efficiently.</li> <li>– Provides opportunities for students to analyze the similarities and differences between methods of calculating (e.g., written, mental, manipulatives, calculators, spreadsheets, etc.).</li> <li>– Develops knowledge of estimation, including how to efficiently and accurately estimate the results of calculations, as well as how to determine when estimation is appropriate.</li> </ul>	Choose an item.  Choose an item.  Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
<b>Strategic Competence/Problem Solving</b>		<b>Yes/No</b>	<b>Next Steps for LEA/School to Increase Level of Implementation</b>
4.3	<b>Good Instruction in Problem Solving:</b> <ul style="list-style-type: none"> <li>– Provides opportunities for students to figure out, formulate and solve their own mathematical problems from real-world situations.</li> </ul>	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.

	<ul style="list-style-type: none"> <li>– Requires students to develop a “toolkit” of solution strategies and the reasoning ability to know which strategies are best suited to solve particular problems.</li> <li>– Requires students to generate mental models of problems; represent those models either numerical, symbolically, verbally or graphically; and then solve those problems.</li> </ul>	Choose an item.  Choose an item.	
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
<b>Adaptive Reasoning</b>		<b>Yes/No</b>	<b>Next Steps for LEA/School to Increase Level of Implementation</b>
4.4	<b>Good Instruction in Adaptive Reasoning:</b> <ul style="list-style-type: none"> <li>– Requires students to communicate, explain and justify their mathematical reasoning in multiple ways (e.g., verbally, written, with manipulatives, graphs, tables, symbols, etc.)</li> <li>– Provides opportunities for students to connect new learning to concepts and procedures they already know well.</li> <li>– Provides opportunities for students to reflect on and refine their reasoning and problem solving strategies.</li> </ul>	Choose an item.  Choose an item.  Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
<b>Productive Disposition</b>		<b>Yes/No</b>	<b>Next Steps for LEA/School to Increase Level of Implementation</b>
4.5	<b>Good Instruction in Productive Disposition:</b> <ul style="list-style-type: none"> <li>– Provides myriad opportunities for students to make sense of mathematics and experience the satisfaction of knowing that mathematics is comprehensible and accessible to them and not just arbitrary facts and procedures to memorize.</li> <li>– Develops a disposition that perseverance in mathematical problem solving results in sense making and connecting ideas, which develops mathematical competence.</li> </ul>	Choose an item.  Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>

	– Helps students to develop a positive attitude about themselves as mathematical learners.	Choose an item.	
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
<b>Communication with Parents Regarding Transition Benchmarks</b>		<b>Yes/No</b>	<b>Next Steps for LEA/School to Increase Level of Implementation</b>
4.6	Parents are notified when their child is identified either as At Risk or Some Risk on the benchmark assessments administered at the beginning of the school year, middle of the school year, or at the end of the school year.	Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
4.7	Parents are informed when their child (phone call, conference, and letter) is unsuccessful in the core curriculum and moves on to supplemental instruction.	Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
4.8	Parents are informed as to what type of performance data will be collected, and how frequently; what general education services are to be provided; and what strategies the school will use to increase the child's rate of learning in order to bring the child to grade level.	Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
4.9	Parents are notified in writing no later than one week after the administration of the winter benchmark assessment that their child is at risk for not being proficient in mathematics on the state assessment.	Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
4.10	A conference is held for each student whose parent(s) are notified in writing that their child is not academically proficient to discuss strategies, supports, and services available to assist the student in becoming academically proficient.	Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
<b>Comments:</b>			

Click here to enter text.			
4.11	An academic improvement plan is developed that contains timelines, academic expectations and measurements to be used to support the student in overcoming academic deficiencies.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			



## References

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