

MATHEMATICS PERFORMANCE EXPECTATIONS FOR ALL STUDENTS GRADES TK-5

Identification of At-Risk Students:

Students are considered in need of additional support in mathematics if they are not meeting grade-level expectations in mathematics. Beginning at Grade 1, an Intervention Plan must be developed and implemented for each student who is Below and Far Below Expectations (Standard Not Met) to define:

1. Intervention recommendations
2. Which interventions the student will receive
3. When progress monitoring will take place
4. The roles and responsibilities of each stakeholder in the learning process

A student is considered below basic/standard not met and at-risk when he/she rarely meets grade-level expectations as demonstrated by a variety of work, and progress monitoring which shows minimal evidence of growth and understanding and use of grade-level concepts.

Indicators:

- End-of-Topic or End-of-Unit Assessments
- Site-based Common Assessments
- Exit Slips/Checkpoints; Quick Writes; Math Journals
- Progress monitoring measures linked to Intervention Plans and specific goals
- Teacher observation of student performance
- Alternative Assessments; Performance Assessments

Retention Considerations

Grade 1 and Grade 3 students who are Below Expectations **at the end of the school year** may be retained. Except in specific circumstances, retention for English learners in first grade is not recommended. **Refer to “Additional Considerations for English Learners” in Attachment 2-Literacy Performance Expectations.