



Title I Math Progress Report

Student: _____

School Year: _____ Grade: _____

Teacher: _____

Message to Parent/Guardian

As you know, your child is involved in the Title I Mathematics Program. This checklist will tell you about your child's progress in the program. This information is based both on performance in the math room, and in the regular classroom.

Measuring Standards

Please note: By the 4th grade, all students should be reaching a three on the scoring rubric.

1 2 3 4 Student uses a variety of strategies to solve problems; e.g., guess and check, work backwards, draw pictures, use objects. (Standard 4.1.11)

EVIDENCED BY: _____

1 2 3 4 Student is able to analyze and describe the attributes of two and three-dimensional shapes (i.e., circle, squares, trapezoid, rhombus). (Standard 4.2.1)

EVIDENCED BY: _____

1 2 3 4 Student recognizes the changes in position and orientation of two-dimensional figures after transformations; i.e., flips (reflections), turns (rotations), and slides (translations). (Standard 4.2.3)

EVIDENCED BY: _____

1 2 3 4 Student can read, interpret, and generate questions from data displayed in graphs; i.e., line graphs and circle graphs. (Standard 4.3.4)

EVIDENCED BY: _____

1 2 3 4 Student can make change up to \$20.00. (Standard 4.4.4)

EVIDENCED BY: _____

1 2 3 4 Student can solve problems with variables. (Standard 4.5.3)

EVIDENCED BY: _____



Computer Curriculum Corporation (CCC Report)

Math	End of IPM Average	Curriculum Average	Gain Since IPM
Math			

Math Test Results

Math Grade Equivalent _____

Level _____ Date _____ Grade Equivalent _____

Level _____ Date _____ Grade Equivalent _____

Fall to Spring Gain _____

Report Card Grade _____

Your Child:

- Needs the continued support of the mathematical program next year.
- Will be retested in the fall to determine need of continued support.
- Is dismissed from the mathematics program.

