

# MATH INVENTORY

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Name of person filling out this form: \_\_\_\_\_

## CAASPP Score for Math (if available)

☐ Standard Not Met ☐ Standard Nearly Met ☐ Standard Met ☐ Standard Exceeded

### Concepts & Procedures:

☐ Below Standard ☐ Near Standard ☐ Above Standard

### Problem Solving and Modeling & Data Analysis:

☐ Below Standard ☐ Near Standard ☐ Above Standard

### Communicating Reasoning:

☐ Below Standard ☐ Near Standard ☐ Above Standard

## Other Assessment Data:

## Existing accommodations or AT supporting the area of math on an IEP:

## MARK ALL THAT APPLY:

<input type="checkbox"/> Student understands the concepts, but <b>legibility</b> is affecting output (ability to solve the problem on paper)	<input type="checkbox"/> Student has difficulty troubleshooting or problem solving when it comes to math
<input type="checkbox"/> Student has difficulty remembering/understanding multiple steps to solve problems correctly	<input type="checkbox"/> Student has difficulty with analyzing data
<input type="checkbox"/> Student appears to have physical difficulties (such as fatigue) during math time	<input type="checkbox"/> <b>Reading challenges</b> affect accessing the problems in the textbook or worksheet or understanding written directions
<input type="checkbox"/> Student has visual processing issues that affect number identification and reading of number problems	<input type="checkbox"/> Student has difficulty completing work independently
<input type="checkbox"/> Student does better when provided manipulatives to demonstrate understanding	<input type="checkbox"/> Student has not yet mastered <b>basic facts</b> (circle) addition, subtraction, multiplication, division

## TEACHER INPUT:

Are there any strategies or tools currently being used to support the **student's specific challenges**?

Tool/Strategy	Purpose	Working	Sometimes working	Not Working
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples of strategies/tools: adapted/graph paper, calculator, digital equation editor, text-to-speech

## REVIEW: TYPICAL MATH SAMPLES OF STUDENT CLASSWORK

Observations of work samples:

## LOOKING THROUGH A UDL LENS...

What are the general UDL strategies & tools available in the classroom to support math?

Student's reflection on math and/or ideas on strategies or tools they may have heard about.

What has worked/not worked?

Student's concerns or ideas:

Parent's concerns or ideas: