

## MATHEMATICS PERFORMANCE EXPECTATIONS FOR ALL STUDENTS GRADES 6-10

### Identification of At-Risk Students:

Students are considered in need of additional support in mathematics if they are not meeting grade-level or course-level expectations in mathematics. An intervention plan must be developed and implemented for each student who is performing at a “Standards Not Met” level on the math portion of the SBAC. The intervention plan will specify:

1. which interventions the student will receive.
2. when progress monitoring will take place.
3. the roles and responsibilities of each stakeholder in the learning process.

Teachers should consider the following indicators when identifying students as at-risk:

- 2018 SBAC Mathematics performance level
- Data from the previous course or level
- Math Diagnostic Testing Project (MDTP) readiness test score
- Measures of Academic Progress (MAP) (expectations shown below)
- Math Inventory (MI) (expectations shown below)
- Classroom test and quiz data, Math Journals/Notebooks, exit slips, quick writes, projects, performance tasks
- Interim Assessment data
- Current grade in class
- Teacher observation of student performance

### Math Inventory

Grade Level	Time of Year	Grade Level Expectation	Below Expectations	Far Below Expectations
6	Beginning of Year	870-1125	705-865	EM400-700
7	Beginning of Year	950-1175	775-945	EM400-700
8	Beginning of Year	1050-1275	855-1045	EM400-850
9	Beginning of Year	1140-1325	945-1135	EM400-940
10	Beginning of Year	1220-1375	1025-1215	EM400-1020

### Measures of Academic Progress (MAP)

Grade Level	Time of Year	Grade Level Expectation (RIT)	Close to, At or Above Grade Level Expectations	Below Expectations	Far Below Expectations
6	Beginning of Year	218.3	211.7+	203.0-211.6	Less than 203.0
7	Beginning of Year	224.1	218.3 +	211.7-218.2	Less than 211.7
8	Beginning of Year	229.3	224.1 +	218.3-224.0	Less than 218.3
9	Beginning of Year	231.6	229.3 +	224.1-229.2	Less than 224.1
10	Beginning of Year	235.2	231.6 +	229.3-231.5	Less than 229.3