

Progress Monitoring Results

Mathematics - Operations, Level 01
12/12/2021 - 03/05/2022



Report Name: Skill Based Student Results created on 03/16/2023 03:29 PM
Date: 03/16/23

Student Name: Barrett, Chester
District User ID: 663696
Student Grade: 5

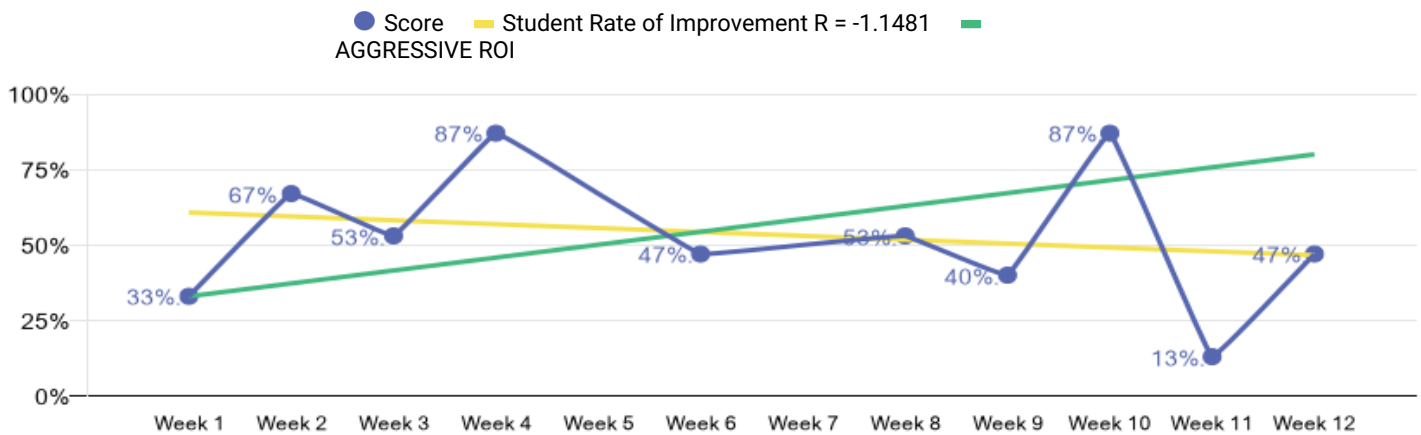
Progress Monitoring Results

STUDENT RATE OF IMPROVEMENT

Below Target
-1.1481

TARGET RATE OF IMPROVEMENT

AGGRESSIVE
4.2727%



WEEK	DATE	TIME	SCORE	NOTES
1	12/16/2021	00:00:34	33%	Below Target
2	12/22/2021	00:00:31	67%	Below Target
3	12/27/2021	00:00:41	53%	Below Target
4	01/06/2022	00:00:24	87%	Below Target
5	Skipped			
6	01/20/2022	00:00:49	47%	Below Target
7	Skipped			
8	01/31/2022	00:00:40	53%	Below Target
9	02/11/2022	00:01:57	40%	Below Target
10	02/18/2022	00:01:49	87%	Below Target
11	02/25/2022	00:00:31	13%	Below Target
12	03/04/2022	00:00:47	47%	Below Target

Cumulative Question Response

	WEEK												%
	1	2	3	4	5	6	7	8	9	10	11	12	
Demonstrate an understanding of subtraction using number stories	●	●	●	●	●	●	●	●	●	●	●	●	70%
Demonstrate knowledge of basic subtraction facts	●	●	●	●	●	●	●	●	●	●	●	●	80%
Develop and apply properties of subtraction using models and manipulatives	●	●	●	●	●	●	●	●	●	●	●	●	50%
Identify a number ten more or ten less than a given number	●	●	●	●	●	●	●	●	●	●	●	●	50%
Select and perform computational procedures to solve problems with whole numbers	●	●	●	●	●	●	●	●	●	●	●	●	60%
Show evidence that whole number computational results are correct and that estimates are reasonable	●	●	●	●	●	●	●	●	●	●	●	●	50%
Solve addition problems using counting strategies	●	●	●	●	●	●	●	●	●	●	●	●	70%
Solve addition problems with whole numbers	●	●	●	●	●	●	●	●	●	●	●	●	50%
Solve subtraction problems using counting strategies	●	●	●	●	●	●	●	●	●	●	●	●	60%
Solve subtraction problems with whole numbers	●	●	●	●	●	●	●	●	●	●	●	●	60%
Use number lines and objects to model addition problems	●	●	●	●	●	●	●	●	●	●	●	●	40%
Use number lines to solve subtraction problems	●	●	●	●	●	●	●	●	●	●	●	●	50%
Use the associative property of addition	●	●	●	●	●	●	●	●	●	●	●	●	30%
Use the commutative property of addition	●	●	●	●	●	●	●	●	●	●	●	●	20%
Use the inverse relationship of subtraction and addition	●	●	●	●	●	●	●	●	●	●	●	●	50%

Intervention Skill Progress

SKILL UNIT	LEVEL	SCORE	TOTAL COMPLETE DATE
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