

Universal (Tier 1) Intervention Documentation Math – Problem Solving

Use the rubric below to record student comprehension/understanding of concepts and skills taught.

4	3	2	1
<ul style="list-style-type: none"> - Identified information and units needed. - Used an appropriate strategy. - Calculated the correct answer. Work shown is logical. - Arrived at a correct answer. - Justifies & explains the strategy, conclusion, and/or answer to the problem. - Uses mathematical language, graphs, diagrams, and/or charts appropriately. - Solution is presented in a clear and orderly manner. 	<ul style="list-style-type: none"> - Identified information and units needed. - Used an appropriate strategy. - Calculated a correct answer but was unable to explain the strategy. - Work shown has gaps. - Calculations are mostly correct, may contain minor errors. Arrived at correct answer that comes from computation errors. - Justifies and explains the strategy, conclusion, and/or answer, but leaves out details. - Uses mathematical language, graphs, diagrams, and/or charts appropriately, but may contain transcription or computation errors. - Solution is presented in most clear manner. 	<ul style="list-style-type: none"> - Identified information and units needed. - Used an appropriate strategy. - Work is partially shown. - Calculations contain major errors. - Arrived at a correct answer that comes from conceptual errors. - Attempts to justify the strategy, conclusion, and/or answer, but the justification is not relevant to the problem. - Could not explain the strategy used. Explanations are somewhat clear. - Uses mathematical language, graphs, diagrams, and/or charts appropriately, but contains conceptual errors. - Solution is presented in an unclear manner 	<ul style="list-style-type: none"> - No math information/ numbers identified. - No strategy is applied that could lead to an answer. - A limited amount of work shown. - Calculations are completely incorrect leading to an incorrect answer. - No justification for the strategy, conclusion, and/or answer. - Attempted an explanation, but incorrect or unclear. - Uses little or no mathematical language, graphs, diagrams, and/or charts but contains conceptual errors. - Presents the problem in an unclear manner.

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Math – Problem Solving

Student: _____ Grade _____

Intervention: _____

Dates of baseline assessment (1 week period): _____ Date of Intervention (4 week period): _____

Baseline Assessment

Monday	Tuesday	Wednesday	Thursday	Friday	Total Score	Percentage
					/20	

Goal Percentage: _____

4 Week Intervention Documentation

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday	Total Score	Percentage
					/20	

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday	Total Score	Percentage
					/20	

Week 3

Monday	Tuesday	Wednesday	Thursday	Friday	Total Score	Percentage
					/20	

Week 4

Monday	Tuesday	Wednesday	Thursday	Friday	Total Score	Percentage
					/20	

Graphing Intervention Data

Step 1: Graph baseline percentage

Step 2: Place a star on Week 4 for the goal percentage.

Step 3: Connect the baseline score to the goal percentage. This is the student's rate of improvement line.

Step 4: Graph each week's percentage. Connect this percentage to the previous week to make a line graph.

