

Recommendation Criteria for Accelerated 6

Student Name:

	4 th grade M-step Score	5 th grade iReady Score	Student self- inventory score	Parent/Caregiver Inventory Score
Your Student's Score				
Expected Score for Accelerated Student	Advanced	90th percentile or above	45 or higher	28 or higher

Student Self-Inventory

	1 Almost Never	2 Sometimes	3 Usually	4 Almost Always
I enjoy trying to solve puzzles and games that I don't know the answer to immediately.				
I can find more than one method to solve a problem.				
I enjoy doing math practice.				
If I don't know how to solve a problem right away, I stick with it.				
After I solve a problem I check if my answer is reasonable.				
When I am assigned math practice to complete at home, I can complete it without help from others.				
I can read a math story and create a number sentence to represent the situation.				
I listen to other student's strategies for solving problems and can relate it to my own strategy.				
I describe to others how I solved a problem using words, numbers, and pictures.				
When I'm learning about new math concepts, I remember what I learned before and it helps me to understand.				
I use correct mathematical vocabulary when sharing my thinking. (ex. factor, denominator, area)				
If I don't understand a math concept, I ask specific questions until I understand.				
When I get a math problem incorrect I work to understand my mistake without being directed to do so.				

Parent/Caregiver Inventory

	1 Almost Never	2 Sometimes	3 Usually	4 Almost Always
My child enjoys trying to solve puzzles and games that they don't know the answer to immediately.				
My child talks about what they are learning in math with me.				
My child willingly does math homework without needing to be persuaded.				
My child can complete math homework without help from others.				
My child can communicate their mathematical thinking using words, numbers, and pictures.				
In everyday life, my child notices math situations and finds answers when applicable.				
My child can communicate mathematical ideas and use appropriate vocabulary. (ex. factor, denominator, area)				
When my child gets a math problem incorrect, they work to understand their mistake without being directed to do so.				