Student Name: _____ **Score:**

Write the Addition Sentence

_____ and _____ is _____ in all.

_____ and _____ is _____ in all.

_____ and _____ is _____ in all.

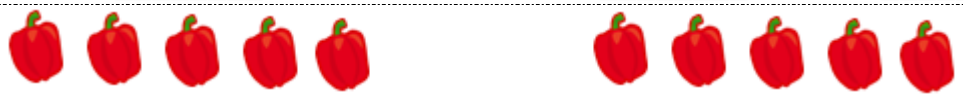
_____ and _____ is _____ in all.

_____ and _____ is _____ in all.

_____ and _____ is _____ in all.

_____ and _____ is _____ in all.

_____ and _____ is _____ in all.



_____ and _____ is _____ in all.

_____ and _____ is _____ in all.

Student Name: _____ **Score:**

Answers

6 and 2 is 8 in all.

1 and 5 is 6 in all.

4 and 3 is 7 in all.

2 and 7 is 9 in all.

5 and 3 is 8 in all.

3 and 7 is 10 in all.

1 and 4 is 5 in all.

6 and 3 is 9 in all.

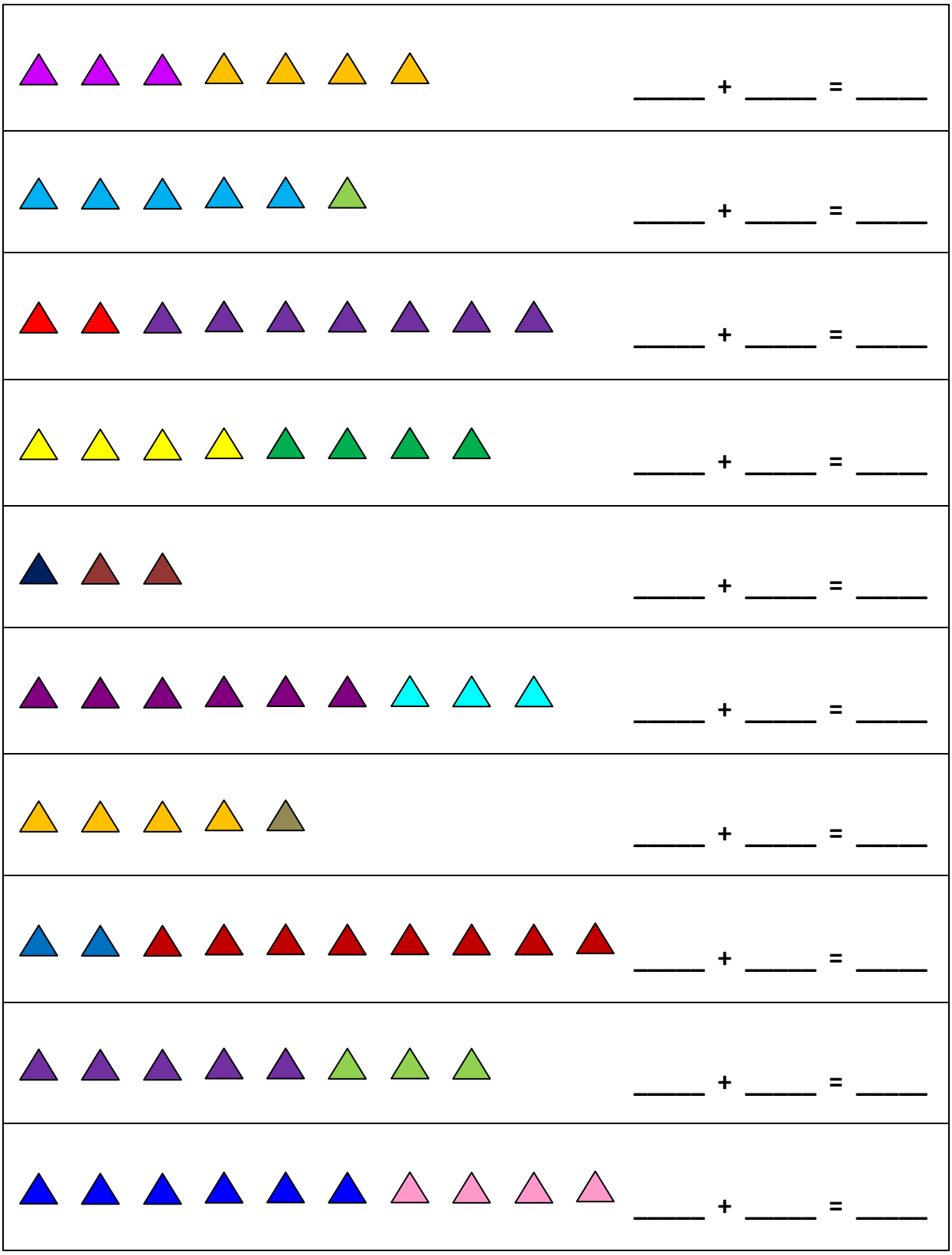
5 and 5 is 10 in all.

2 and 4 is 6 in all.

Student Name: _____ **Score:**

Write the Addition Sentence

Count the triangles in the same color, frame the addition sentence and find the total.



Student Name: _____ Score:

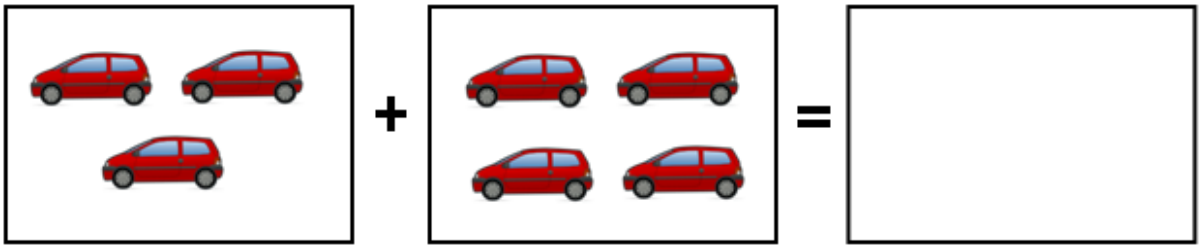
Answers

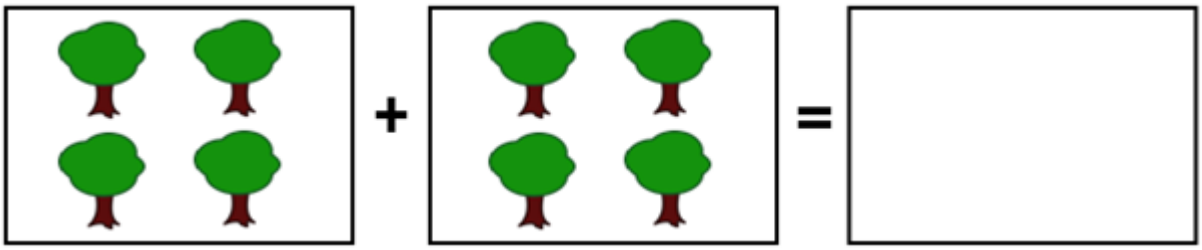
	3 + 4 = 7
	5 + 1 = 6
	2 + 7 = 9
	4 + 4 = 8
	1 + 2 = 3
	6 + 3 = 9
	4 + 1 = 5
	2 + 8 = 10
	5 + 3 = 8
	6 + 4 = 10

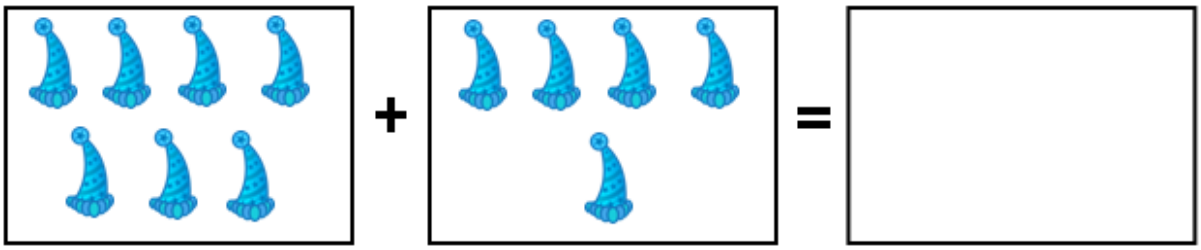
Student Name: _____ **Score:**

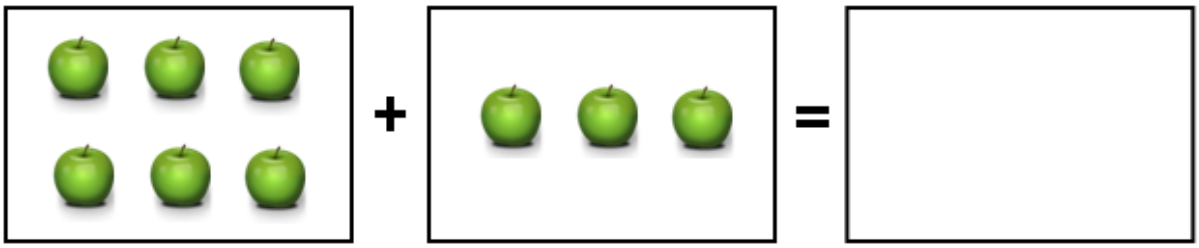
Count and Add

Count the pictures and write the total in the box:



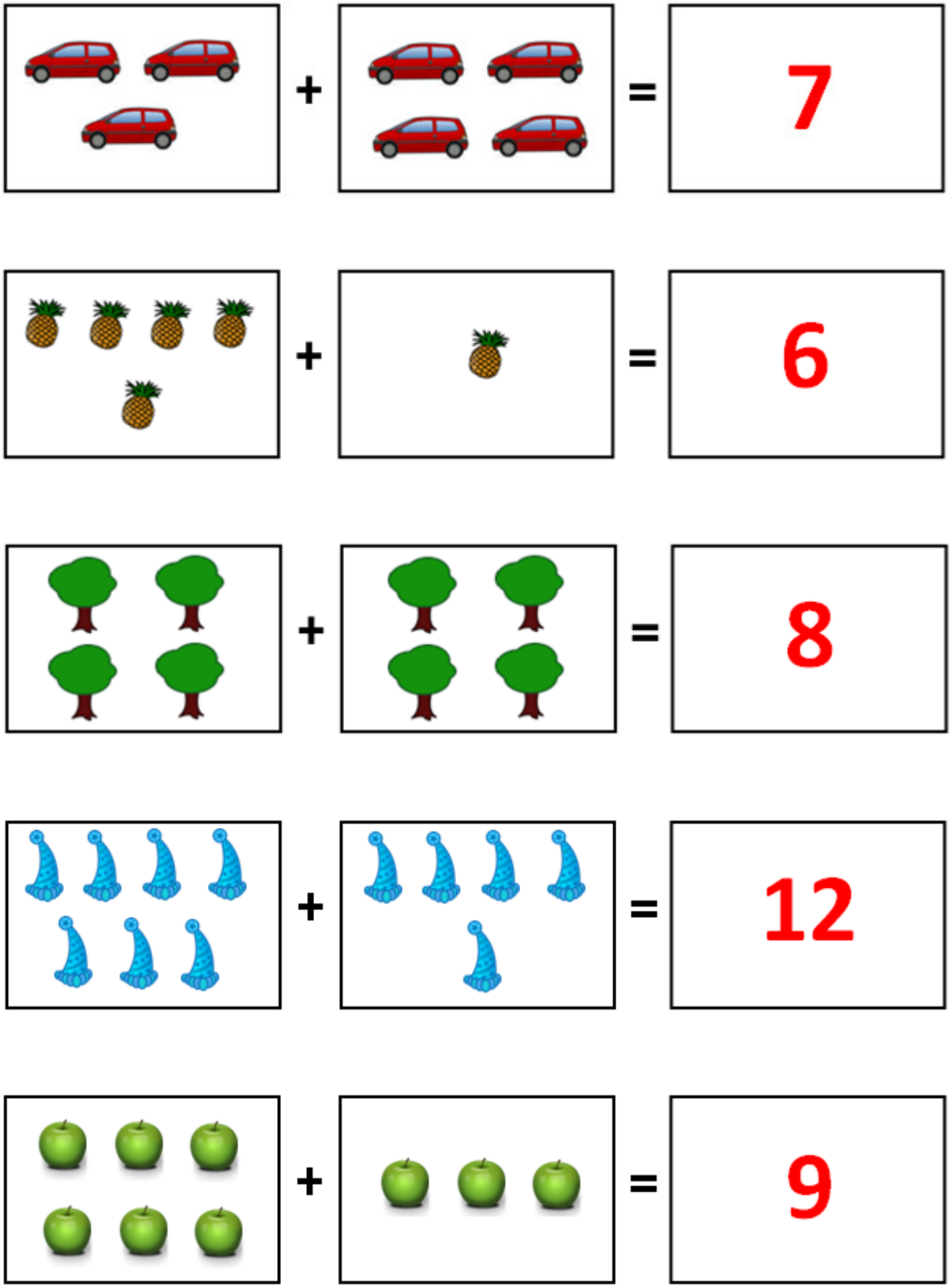






Student Name: _____ **Score:**

Answers



A	A	A	A	N	N	N	N
B	B	B	B	O	O	O	O
C	C	C	C	P	P	P	P
D	D	D	D	Q	Q	Q	Q
E	E	E	E	R	R	R	R
F	F	F	F	S	S	S	S
G	G	G	G	T	T	T	T
H	H	H	H	U	U	U	U
I	I	I	I	V	V	V	V
J (JAR)	J	J	J	W	W	W	W
K	K	K	K	X	X	X	X
L	L	L	L	Y	Y	Y	Y
M	M	M	M	Z	Z	Z	Z

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Special Education Consultation & Monitoring Services Log

School Year _____

Student _____ Service Provider _____

Grade _____ Program _____

School

Date	Duration	Consultee	Topic
		PRINT NAME SIGNATURE	
		PRINT NAME SIGNATURE	
		PRINT NAME SIGNATURE	
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		PRINT NAME SIGNATURE	
		PRINT NAME SIGNATURE	

Data tracking Sheet 1

Student: ______________________

Objective: ____

Target Words	**Baseline Date & Data**	**Date Introduced**	**Date Mastered**	**Comment**

Data Tracking Sheet 2

Student Name: _____ Date: _____

Objective:

_____

_____

Program	Reading	Program	Reading	Program	Reading	Program	Reading
SD	"Give or Point to_____"	SD	"Give or Point to_____"	SD	"Give or Point to_____"	SD	"Give or Point to_____"
10		10		10		10	
9		9		9		9	
8		8		8		8	
7		7		7		7	
6		6		6		6	
5		5		5		5	
4		4		4		4	
3		3		3		3	
2		2		2		2	
1		1		1		1	
% Correct		% Correct		% Correct		% Correct	
Target Word		Target Word		Target Word		Target Word	
Current Prompt		Current Prompt		Current Prompt		Current Prompt	

Graphing Sheet

Student: _____

% Correct

100
90
80
70
60
50
40
30
20
10
0

% Correct

100
90
80
70
60
50
40
30
20
10
0

Number of Trials: e.g. 4/5 trials _____

Date:

Behavior Tracking Sheet

Student Name: _____

Objective: _____

Communicates Wants and Needs (Tally)			Behaviors (tally)

Communicates Wants and Needs (Tally)			Behaviors (tally)

Communicates Wants and Needs (Tally)			Behaviors (tally)

Communicates Wants and Needs (Tally)			Behaviors (tally)

Communicates Wants and Needs (Tally)			Behaviors (tally)

Communicates Wants and Needs (Tally)			Behaviors (tally)

Communicates Wants and Needs (Tally)			Behaviors (tally)

Name: _____ Teacher:

Date Submitted: _____ Title of Work: _____

	Criteria				Points
	4	**3**	**2**	**1**	
Assignment Completeness	All items attempted	9/10 of items attempted.	At least 1/2 of the items attempted.	Less than 1/2 of all items attempted.	____
Accuracy	All items are correct.	9/10 of items are correct.	Between 1/2 and 9/10 of items are correct.	Less than 1/2 of all items are correct.	____
Demonstrated Knowledge	Shows complete understanding of the questions, mathematical ideas, and processes.	Shows substantial understanding of the problem, ideas, and processes.	Response shows some understanding of the problem.	Response shows a complete lack of understanding for the problem.	____
Requirements	Goes beyond the requirements of the problem.	Meets the requirements of the problem.	Does not meet the requirements of the problem.		____
Legibility	Legible handwriting, typing, or printing ..	Marginally legible handwriting, typing, or printing.	Writing is not legible in places.	Writing is not legible.	____
				Total---->	____

Teacher Comments:

DOE Student #
SPED #
_____

Guam Department of Education
Division of Special Education

Date: ____
☐ **Initial IEP**
☐ **Annual IEP Review**
☐ **IEP (Amendment)**

22A The Individualized Education Program (IEP)

Student:	**DOB:**	**Grade:**	**School:**

The IEP must contain a statement of measurable annual goals and objectives, including academic and functional goals designed to:

- Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum [34 CFR §§300.320(a)(2)(i)(A)].
- Meet each of the child's other educational needs that result from the child's disability [34 CFR §§300.320(a)(2)(i)(B)].

Unique Need #1: Improve reading skills			
Annual Goal: The student will read a story at the 2nd grade reading level with 0-2 mistakes within 1-2 minutes.			
Responsible Person/Agency	**Criteria**	**How Progress will be measured**	**When progress will be reported**
RRT, RCT	0-2 mistakes 1-2 minutes	Aimsweb,	Quarterly

Unique Need #2: Improve reading comprehension skills			
Annual Goal: The student will answer questions about a reading passage orally or written with 80% accuracy.			
Responsible Person/Agency	**Criteria**	**How Progress will be measured**	**When progress will be reported**
RRT, RCT	80-100% Accuracy	Oral assessments, Aimsweb, tests	Quarterly

Unique Need #3: Improve language arts skills			
Annual Goal: The student will write simple sentences with capitalization and punctuation with 80% accuracy.			
Responsible Person/Agency	**Criteria**	**How Progress will be measured**	**When progress will be reported**
RRT, RCT	80-100% accuracy	Student work, rubrics, tests	Quarterly

Unique Need #4: Improve spelling skills			
Annual Goal: The student will spell words from various word lists up to 20 words each quarter with 80-100% accuracy.			
Responsible Person/Agency	**Criteria**	**How Progress will be measured**	**When progress will be reported**
RRT, RCT	80-100% Accuracy	Student work, tests	Quarterly

Unique Need #5: Improve math computation skills			
Annual Goal: The student will solve 1-3 digit math problems using addition, subtraction, multiplication and division with or without Using a calculator with 80-100% accuracy.			
Responsible Person/Agency	Criteria	How Progress will be measured	When progress will be reported
RRT, RCT	80-100% accuracy	Student work, tests, Aimsweb	Quarterly

Unique Need #6: Improve math application skills			
Annual Goal: The student will solve story problems with graphs, money, time, charts, using manipulative, visuals, and/or a calculator With 80-100% accuracy.			
Responsible Person/Agency	**Criteria**	**How Progress will be measured**	**When progress will be reported**
RRT, RCT	80-100% accuracy	Student work, tests, Aimsweb	Quarterly

Unique Need #7: Improve on task behavior			
Annual Goal: the student will finish an assignment independently with minimal prompts in the time allotted.			
Responsible Person/Agency	**Criteria**	**How Progress will be measured**	**When progress will be reported**
RRT, RCT	15-30 minutes	Data collection	Quarterly

Name: _____ Teacher:

Date Submitted: _____ Title of Work: _____

	Criteria				Points
	4	**3**	**2**	**1**	
Body Language	Movements seemed fluid and helped the audience visualize.	Made movements or gestures that enhanced articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.	____
Eye Contact	Holds attention of entire audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience.	____
Introduction and Closure	Student delivers open and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory or closing remarks.	Student clearly uses either an introductory or closing remark, but not both.	Student does not display clear introductory or closing remarks.	____
Pacing	Good use of drama and student meets apportioned time interval.	Delivery is patterned, but does not meet apportioned time interval.	Delivery is in bursts and does not meet apportioned time interval.	Delivery is either too quick or too slow to meet apportioned time interval.	____
Poise	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.	____
Voice	Use of fluid speech and inflection maintains the interest of the audience.	Satisfactory use of inflection, but does not consistently use fluid speech.	Displays some level of inflection throughout delivery.	Consistently uses a monotone voice.	____
				Total---->	____

Teacher Comments:

Name: _____

Plural Nouns

Directions: Make each noun plural. Sort the nouns into the proper plural categories.

party octopus torso zoo antenna
veto knife penny studio pencil
wolf glass shelf zero bunny plus
wife avocado moose atrocity icon
company thesis life church
man mouth potato paragraph

add s	add es	change f to v add es
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____		
_____		
_____		
_____		
_____		

change y to i add es	irregular
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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Name: _____

Plural Nouns

Answer Key

add s	add es	change f to v add es
torsos icons mouths paragraphs pencils studios zoos avocados zeros	glasses churches vetoes potatoes pluses	shelves lives wives knives wolves
	change y to i add es	**irregular**
	companies pennies parties atrocities bunnies	octopi antennae moose these men

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Name: _____

What Happened?

Directions: Match the cause to its effect. Write the correct letter on the line.

Effect

____ 1. Paula won the chess game because...

____ 2. The plant did not grow because...

____ 3. Mrs. Ferrara's class won the contest because...

____ 4. Brendan watched the Spiderman show because...

____ 5. The basketball team won the game because...

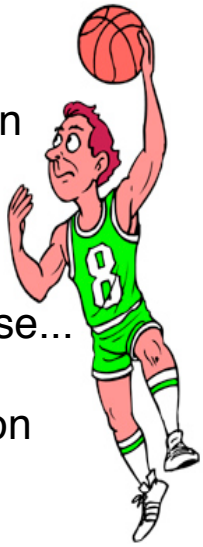
____ 6. My mom's pearl necklace broke because...

____ 7. I could not finish painting the wall because...

____ 8. Paul's brother couldn't come to the party because...

____ 9. The cake we made tasted awful because...

____ 10. Mandy really missed her brother Steve because...



Cause

a. Maria forgot to water it.

b. my baby sister pulled it off her neck.

c. he was away at summer camp in Baltimore.

d. she practiced playing with her dad every night.

e. he really liked Spiderman.

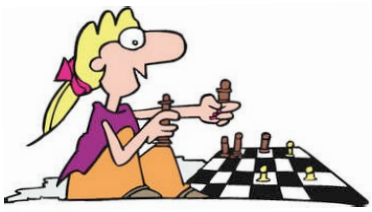
f. I ran out of paint.

g. they collected the most pennies.

h. he left last week for boot camp.

i. we used salt instead of sugar.

j. the other team missed the foul shot.



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Name: _____

What Happened?

Directions: Match the cause to its effect. Write the correct letter on the line.

Answer Key

Effect

_d_ 1. Paula won the chess game because...

_a_ 2. The plant did not grow because...

_g_ 3. Mrs. Ferrara's class won the contest because...

_e_ 4. Brendan watched the Spiderman show because...

_j_ 5. The basketball team won the game because...

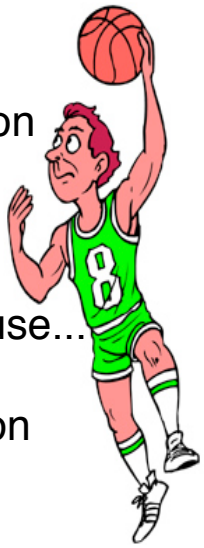
_b_ 6. My mom's pearl necklace broke because...

_f_ 7. I could not finish painting the wall because...

_c_ 8. Paul's brother couldn't come to the party because...

_i_ 9. The cake we made tasted awful because...

_h_ 10. Mandy really missed her brother Steve because...



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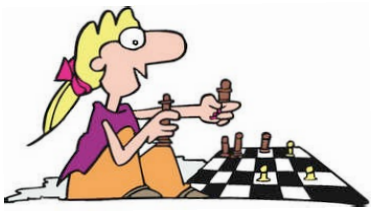

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