INDIVIDUAL GOAL TRACKING SHEET AND MATRIX ASSIGNMENT SHEET

The Tracking Sheet is a way to provide individualized instruction for students. The student will take their most recent score from the HSPE and record their Content Score and Ability Score. Each of these is ranked by priority 1 being highest. The Content and Ability scores are placed in the grid from highest priority to lowest priority.
Permutations of all possible scores are used to create a "priority topics" list. See example below.

Category	Conceptual Understanding (A1)	Procedural Knowledge (A2)	Problem Solving (A3)
Priority (1-3)	2	3	1

Based on the above scores, place a priority number under each **content** topic:

Category	Numbers and Operations (C1)	Algebra and Functions (C2)	Measurement & Geometry (C3)	Statistics and Probability (C4)
Priority (1-4)	4	2	1	3

Use the codes given under each topic to list your content and ability topics in order by priority (highest to lowest:

	My Ability Strengths (A1 to A3)	My Content Strengths (C1 to C4)	Follow Mr. Teacher's instructions about how to write your 12 combos here:
Highest	A3	C3	A3;C3
			A3;C2
			A3;C4
	A1	C2	A3;C1
			A1;C3
			A1;C2
	A2	C4	A1;C4
			A1;C1
lowest			A2;C3
		C1	A2;C2
			A2;C4
			A2;C1

The students will now be ready to work in the text book. They will start with the first four items that deal with A3. The student above should begin with A3;C3.

A3	C3	Use Pythagorean Theorem to determine length of a side.	p. 264: 1-9; p. 265: 1-9/**p.262;263**
A3	C3	Interpret a line graph.	p. 200: 1-10(white) / **(green) p.228**
A3	C3	Use computation and measurements to solve a problem.	See Teacher
A3	C3	Solve a problem using a proportion.	p. 40: 1-7, 12-16/**p.35 1-6;11-15**
A3	C3	Solve a problem using simple interest.	p. 80: 1-7; find total repaid - not just interest/**p.75**
A3	C3	Compare volumes.	Read p. 276; Do p. 277: 1-10/**p.292 293**
A3	C3	Solve problems involving measurements	See Teacher
A3	C3	Use a geometric diagram to determine perimeter.	p. 253: 1-9/**p.272 1-12**

The items in bold correspond to the green version (newer edition) of the text. Items not in bold correspond to the older white version of the text. Students should check answers after completion of each set and show the teacher so the teacher can initial it on their list.
After completing all A3 items, the above student should move on to complete all C3 items. Remind students that all items need attention and shouldn't be overlooked. This just creates a priority list for them to follow to meet their specific goals.

RESULTS MATRIX AND MATRIX ASSIGNMENT SHEET

The Results Matrix is a way to provide individualized instruction for students. The students will take their most recent score from the HSPE and record their Content Score and Ability Score. Each of these is ranked by priority 1 being highest. The Content and Ability scores are placed in the grid from highest priority to lowest priority.
Permutations of all possible scores are used to create a "priority topics" list. See example below.

Category	Conceptual Understanding (A1)	Procedural Knowledge (A2)	Problem Solving (A3)
Priority (1-3)	2	3	1

Based on the above scores, place a priority number under each **content** topic:

Category	Numbers and Operations (C1)	Algebra and Functions (C2)	Measurement & Geometry (C3)	Statistics and Probability (C4)
Priority (1-4)	4	2	1	3

Use the codes given under each topic to list your content and ability topics in order by priority (highest to lowest:

	My Ability Strengths (A1 to A3)	My Content Strengths (C1 to C4)	Follow Mr. Teacher's instructions about how to write your 12 combos here:
Highest	A3	C3	A3;C3
			A3;C2
			A3;C4
	A1	C2	A3;C1
			A1;C3
			A1;C2
	A2	C4	A1;C4
			A1;C1
lowest			A2;C3
		C1	A2;C2
			A2;C4
			A2;C1

The students will now be ready to work in the text book. They will start with the first four items that deal with A3. The student above should begin with A3;C3.

A3	C3	Use Pythagorean Theorem to determine length of a side.	p. 264: 1-9; p. 265: 1-9/**p.262;263**
A3	C3	Interpret a line graph.	p. 200: 1-10(white) / **(green) p.228**
A3	C3	Use computation and measurements to solve a problem.	See Teacher
A3	C3	Solve a problem using a proportion.	p. 40: 1-7, 12-16/**p.35 1-6;11-15**
A3	C3	Solve a problem using simple interest.	p. 80: 1-7; find total repaid - not just interest/**p.75**
A3	C3	Compare volumes.	Read p. 276; Do p. 277: 1-10/**p.292 293**
A3	C3	Solve problems involving measurements	See Teacher
A3	C3	Use a geometric diagram to determine perimeter.	p. 253: 1-9/**p.272 1-12**

The items in bold correspond to the green version (newer edition) of the text. Items not in bold correspond to the older white version of the text. Students should check answers after completion of each set and show the teacher so the teacher can initial it on their list.
After completing all A3 items, the above student should move on to complete all C3 items. Remind students that all items need attention and shouldn't be overlooked. This just creates a priority list for them to follow to meet their specific goals.

TO DO	ABILITY	CONTENT	DESCRIPTION	ASSIGNMENT white/**green**
	A1	C1	Compute using percents.	p. 82: 23-41(white) / **(green) p. 77**
	A1	C1	Interpret a procedure for multiplying rational numbers.	p. 25: 47-54(white) / **(green) p. 23**
	A1	C1	Translate scientific notation to base a ten representation.	p. 103: 43-54
	A1	C1	Locate an irrational point on a number line.	p. 159: 1-21
	A1	C1	Use fraction/decimal equivalents to compare numbers.	See Teacher
	A1	C2	Translate a table into a linear equation.	See Teacher
	A1	C2	Identify the graph of a given linear equation.	p. 180: 1-9; p. 181: 1-9; p. 183: 20, 21, 23
	A1	C2	Identify equivalent algebraic models and equations.	p. 111: 1-24(white) / **(green) p. 105 1-24**
	A1	C2	Read and graph inequalities on a number line.	p. 121: 1-20(white) / **(green) p. 212 1-20**
	A1	C2	Identify the graphic representation of a situation.	See Teacher
	A1	C3	Identify unit of measure needed for specific task.	p. 58: 1-10; p. 62: 1-12(white) / **(green) p.53 &p.57**
	A1	C3	Use geometric diagram to identify an angle relationship.	p. 249: 1-15; p. 251: 18-31
	A1	C3	Use an equation to identify the slope of a line.	p. 178: 1-20 (just find slope)(white) / **(green) p 208**
	A1	C3	Use concept of tolerance to determine a measurement.	Read p. 67-69; p. 70: 1-18(white) / **(green)p62-64,65**
	A1	C3	Apply properties of prism to name perpendicular lines.	See Teacher
	A1	C3	Select the formula needed to solve a problem.	p. 257: 1-9(white) / **(green) p. 275**
	A1	C3	Read a ruler to specified degree of accuracy.	Read p. 65-66; p. 66: 1-10; (white) / **(green) p. 60,61**
	A1	C3	Use the properties of supplemental angles.	p. 248: 1-20(white) / **(green) p. 270**
	A1	C4	Recall a concept in probability.	Read p. 234; Do p. 235: 1-12(white) / **(green) p 246**
	A1	C4	Interpret a box-and-whisker graph.	Read p. 193-194; Do p. 193: 1-8; p. 194: 1-2 /**p.224**
	A1	C4	Recall a concept of probability.	Read p. 236; Do 1-9(white) / **(green) p. 248**
	A1	C4	Identify measures of central tendency.	p. 195: 1-9 (white) / (green) p. 225 3-9
	A1	C4	Use a diagram explain the probability of an event.	p. 237: 1-6
	A2	C1	Translate between a power and it's standard value.	p. 94: 19-27(white) / (green) p. 89
	A2	C1	Determine the amount repaid on simple interest loan.	p. 80: 1-7; find total ***repaid*** - not just interest **p.75**
	A2	C1	Determine a percent of decrease.	See Teacher
	A2	C2	Solve an inequality for x.	p. 136: 1-24(white) / (green) p. 133-134
	A2	C2	Solve a problem involving a repeating number pattern.	p. 205: 1-10(white) / (green) p. 233
	A2	C2	Determine the value of x in an equation.	p. 138: 1-7, 11-13, 22-25/p**138 1-6;10-12;19-24**

TO DO	ABILITY	CONTENT	DESCRIPTION	ASSIGNMENT
	A2	C3	Apply angle relationships for similar triangles.	See Teacher/ read p. 258 do 259 1-8
	A2	C3	Use a graph to determine the slope of a line.	See Teacher/ read p. 203
	A2	C3	Estimate equivalent measures between two systems.	See Teacher/ p. 57 1-12
	A2	C3	Represent an angle measure algebraically.	See Teacher
	A2	C4	Use a circle graph and compute a percentage.	p. 202: 1-10/(white) / **(green) p. 230**
	A2	C4	Interpret a picture graph (pictogram).	See Teacher
	A2	C4	Determine the probability of an event.	p. 239: 1-10(white) / **(green) p. 255**
	A2	C4	Use a table and estimation to interpolate a measurement.	See Teacher
	A2	C4	Determine theoretical probability	p. 240: 11-15, 17, 18(white) / **(green) p.256 11-19**
	A3	C1	Compute a total over time.	See Teacher
	A3	C1	Solve multi-step computation problem.	p. 17: 1-10(white) / **(green) p. 17**
	A3	C1	Compute total income earned from hourly work.	p. 45: 1-12(white) / **(green) p. 40**
	A3	C1	Write and solve a proportion.	p. 36: 1-9(white) / **(green) p. 34**
	A3	C2	Solve a quadratic equation for x.	See Teacher/p. 196 bottom half 1-21
	A3	C2	Solve a proportion.	p. 35: 1-21(white) / **(green) p.33**
	A3	C2	Use an area equation to find dimensions of a rectangle.	See Teacher
	A3	C2	Solve an age problem.	p. 141: 1-6
	A3	C3	Use Pythagorean Theorem to determine length of a side.	p. 264: 1-9; p. 265: 1-9/**p.262;263**
	A3	C3	Interpret a line graph.	p. 200: 1-10(white) / **(green) p.228**
	A3	C3	Use computation and measurements to solve a problem.	See Teacher
	A3	C3	Solve a problem using a proportion.	p. 40: 1-7, 12-16/**p.35 1-6;11-15**
	A3	C3	Solve a problem using simple interest.	p. 80: 1-7; find total repaid - not just interest/**p.75**
	A3	C3	Compare volumes.	Read p. 276; Do p. 277: 1-10/**p.292 293**
	A3	C3	Solve problems involving measurements	See Teacher
	A3	C3	Use a geometric diagram to determine perimeter.	p. 253: 1-9/**p.272 1-12**
	A3	C4	Use table data to help solve a computation problem.	p. 198: 1-6(white) / **(green) p.226**
	A3	C4	Determine the theoretical probability of an event.	See Teacher(white) / (green) p.247 1-12
	A3	C4	Interpret a broken-line graph.	See Teacher
	A3	C4	Use data to solve a problem.	p. 203: 1-6(white) / **(green) p.231**
	A3	C4	Use a frequency table to solve a problem.	Read p. 189 do #1 only