



Let's Talk Math: Using Information Provided by Your Child's School

As parents, we often receive information from our child's school about their performance in different subjects. One of the most intimidating types of information provided to parents can be about the subject of math. Understanding that math is a necessary skill that will be useful to our children's future is a step in the right direction, toward finding and providing any needed resources and supports to our children. It's a common belief among parents that most people are not "good" at math. That myth, along with others, can get in the way of our support. [Twelve Math Myths](#)

Assessments and Evaluations

In addition to typical assignments and tests at school, all schools in our state use various assessments and tools for evaluating how our students are achieving in different subject areas. Results are typically shared with families so that they can learn their children's level of proficiency. Here are some tests that are typically performed for students depending on grade level:

[Kindergarten Entry and Exit Profile \(KEEP\)](#)

Designed to inform parents and teachers on the academic and social-emotional development of entering and exiting kindergarten students. The math portion includes reading and writing numbers, counting objects, etc.

[Readiness Improvement Success Empowerment \(RISE\):](#)

Designed for grades 3-9. Math is evaluated in each grade.

[Utah Aspire Plus](#)

Designed for grades 9-10. This evaluates knowledge and skills that students should have by the end of grades 9 and 10 in math, among other subjects.

[American College Testing \(ACT\)](#)

Designed for students in 11th grade and beyond. The ACT is a standardized test with multiple sections, including math, used in preparation for college admissions. It can be retaken as students continue to learn and practice to achieve higher scores.

More math resources are available at the [Utah Parent Center](#).

Ideas for Using Test Information

- Ask questions of your child's teacher about what strategies they have observed working for your child in different math concepts.
- For students on either a Section 504 plan or receiving special education services, discuss as a team your child's needed accommodations, to make sure that those applicable to math (such as manipulatives, charts or calculations devices, etc....) are reflected on the plan.
- For students receiving special education services, consider as a team incorporating specific goals on your child's Individualized Education Program (IEP).
- Follow up with your teacher during the Parent-Teacher conference about your child's progress in identified areas of need.
- Target specific areas of need described on the assessment to review concepts with your child.

For tools for helping students that are struggling, see the following:

- [Math Resources](#)
- [Helping the Struggling Student with Math](#)