

# Math Achievement and Proficiency Act



## Implementation Guide

Universal Screening for  
Mathematics Difficulties



OKLAHOMA  
Education

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## PURPOSE OF THE IMPLEMENTATION GUIDE

This guide is designed to support Oklahoma school districts with the implementation of the Oklahoma Math Achievement and Proficiency Act ([70 O.S. § 1210.901](#)). Beginning in the 2026–2027 school year, all students in grades 2 through 5 will participate in universal mathematics screening. These screenings are intended to provide schools with valuable data that can be used to inform instruction and support in mathematics. By identifying students who may need advanced learning opportunities and those who have deficiencies in mathematics, including students who may be at risk for characteristics of dyscalculia (dis-kal-KYOO-lee-uh), schools will be better equipped to meet students' needs. This guide provides school districts with essential information about the Oklahoma Math Achievement and Proficiency Act and outlines practical steps to help improve student outcomes in mathematics. The Oklahoma Math Achievement and Proficiency Act may be commonly referred to as the “Math Proficiency Act.”

## IMPORTANT NOTE ABOUT THIS GUIDE

Throughout this guide, the language “screening for dyscalculia” and “dyscalculia” will not refer to or confirm a diagnosis of dyscalculia. The statute, [70 O.S. § 1210.901](#), establishes the need to identify students who are at risk of deficiencies in mathematics, including those with characteristics of dyscalculia. Screening provided by schools is intended to provide data to school staff and families to inform early interventions.

## MULTI-TIERED SYSTEM OF SUPPORTS FOR MATHEMATICS

To address the needs of students who are at risk of difficulties in mathematics, it is important to identify and address potential problems as early as possible. A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement.

The critical components of MTSS in mathematics include:

- **Screening:** Generally conducted three times a year to identify students ready to access advanced learning opportunities and those who may be at risk of deficiencies in mathematics.
- **Tiered Instruction:** A continuum of academic instructional and intervention supports that are evidence-based.
- **Progress Monitoring:** Use of valid and reliable tools and processes to assess performance, quantify improvement or responsiveness to intervention and instruction, and evaluate the effectiveness of instruction, interventions, and supports.
- **Data-Based Decision Making:** Data analysis and problem solving through teaming to make decisions about instruction, intervention and implementation.

Tiered instruction is provided to meet the needs of all students. Those students who receive additional services according to the Individuals with Disabilities Education Act (IDEA) through special education or according to Title III for students with limited English proficiency are included in all levels within the tiered supports. The tiers describe the level of intensity regarding resources and tools needed to support students' specific instructional needs.

- **Tier 1**, or core instruction, is research-based mathematics instruction for all students based on the science of how students learn mathematics and is aligned with the [Oklahoma Academic Standards](#).
- **Tier 2** is targeted instruction that is based on the cognitive science of how students learn mathematics. It is designed to supplement core instruction and address students' individual math skill deficits.
- **Tier 3** is intensive intervention designed to address students' individual mathematics skill deficits by targeting the area(s) of greatest need.

To learn more about the Oklahoma Multi-Tiered System of Supports, explore the [Oklahoma Multi-Tiered System of Supports: Introductory Guide](#).

## UNDERSTANDING MATHEMATICS DIFFICULTIES

Not all students with math difficulties have a specific learning disability, but timely, focused instruction can make a significant difference. Identifying where students struggle, whether it is understanding concepts, remembering steps, or applying strategies, helps schools tailor support and ensure students build a strong math foundation.

**Grades K-2:** When addressing math difficulties in early learners, it is recommended to focus on number sense, a critical foundation that includes skills like subitizing, counting, comparing quantities, recognizing patterns, and understanding numerical relationships. Students who struggle with early math skills often have gaps in these core areas, which can lead to broader challenges in arithmetic and problem solving as they move through school.

Research shows that strong number sense in the early grades is a powerful predictor of later math success, while persistent difficulties can signal the need for targeted intervention. Students benefit from explicit, systematic instruction that builds conceptual understanding alongside procedural fluency (Gersten, Jordan, & Flojo, 2005). Tools such as number lines, manipulatives, and strategy-focused lessons are especially effective in supporting struggling learners.

**Grades 3-5:** As students progress into Grades 3-5, their mathematical learning begins to shift from basic arithmetic to more abstract thinking, including patterns, relationships, and generalized problem-solving. These skills are core components of algebraic reasoning and rely on a strong foundation in number sense for mastery. For students with math difficulties, this stage becomes a critical tipping point; delays at this level can significantly hinder future success in algebra and beyond.

Research consistently shows that algebraic reasoning is a key predictor of success in secondary mathematics and STEM pathways (National Mathematics Advisory Panel, 2008; Lange, Booth, & Newton, 2014). Difficulties that are not addressed in Grades 3-5 frequently lead to long-term learning gaps.

## UNIVERSAL SCREENING FOR MATHEMATICS

**Universal Screener:** Indicates valid and reliable data for identifying students who may be at risk for poor learning outcomes.

Universal screening is a key component of the Multi-Tiered System of Supports (MTSS) framework. When a screener is administered to all students in a class or grade level, such as what is required under the Math Proficiency Act, it is called a **universal screener**.

Universal screening is generally conducted three times a year to identify students ready to access advanced learning opportunities and those who may be at risk of deficiencies in mathematics. Some students may perform below desired levels. In this case, teachers need to analyze the universal screening data to best address the students' mathematical deficits and provide appropriate instructional support. Educators can use a diagnostic assessment to identify more specific skill areas for targeted support. Recommendations for diagnostics can be explored in [Diagnostic Recommendations](#).

**Data from universal screeners can do two things: (1) quickly assess students in key skills that strongly correlate to later mathematics success and (2) provide a snapshot of the effectiveness of the core instructional program.** A universal screener does not always measure mastery of skills at grade level. Students who have lower than expected screening results may benefit from additional instruction and support in specific areas of math.

Because of their high reliability and validity, universal screeners can identify students experiencing difficulties. By identifying students who need early intervention, districts and schools can match the most intensive instructional supports to those students with the most intensive needs.

It is important to remember that a lower score on a **universal screener does not identify or diagnose a mathematics disability** and does not mean the student is eligible for an Individualized Educational Program (IEP) under IDEA. There are many reasons a student may perform below the desired targets, such as lack of instruction, chronic absenteeism, limited English proficiency, etc. Ensuring students are receiving high-quality, evidence-based instruction to target any learning gaps at the appropriate level of intensity is the most effective way to help students. Exemptions to universal screening for mathematics may be available for qualifying students and are further detailed in [Exemptions to the Provisions of the Math Achievement and Proficiency Act](#).

## PURPOSE OF UNIVERSAL SCREENING

**The purpose of universal screeners in early mathematics is to quickly assess students in key skills that strongly correlate to later success in mathematics.** A universal screener does not always measure mastery of skills at grade level. Students who have lower than expected screening results may benefit from additional instruction and support in specific mathematics areas.

There are two types of assessments: **curriculum-based measures (CBM)** and **adaptive assessments**. CBMs consist of brief tasks in which student scores are often compared to a benchmark goal based on grade-level expectations. They are often timed to measure both accuracy and automaticity. Automaticity, the ability to do something reflexively or without conscious thought, is important for students to develop foundational skills to allow more working memory for skills that require strategic thinking. Without automaticity of foundational skills, students use up too much working memory on low-level skills (e.g., counting on, basic arithmetic) and cannot perform higher-level skills that lead to further success in mathematics.

Adaptive assessments use a different method to measure risk. In a computer-adaptive measure, individual students are given different assessment questions based on their performance on previous assessment items. The student's overall performance in mathematics can then be compared to a typical student's performance in the same grade. **Both types of assessments provide valuable and actionable data and can be effective at determining students at risk of deficiencies in mathematics.**

## REQUIREMENTS FOR UNIVERSAL SCREENING

Under the Math Proficiency Act, **all students in 2<sup>nd</sup> through 5<sup>th</sup> grade are screened three times a year using one of the universal screeners approved by the Oklahoma State Board of Education.** These universal screeners are highly reliable, valid, and measure the key components of mathematics aligned to the Oklahoma Academic Standards for Mathematics.

**Universal screeners are designed to be administered and interpreted by general educators.** Other than training on administration protocols and how data is organized, specialized training or credentials are not needed or required. It is recommended that, if possible, universal screeners be administered by the certified classroom teacher of record. Teachers should be trained to administer the screening instrument being used and understand the data.

It is the site administrator's responsibility to ensure that all teachers who will administer the universal screener participate in professional learning for the district's selected screener and are trained in the administration of screening tools according to publisher recommendations. This includes general education teachers in grades 2-5. This training may be provided by the vendor or the school district. The district, along with building administrators, should develop a professional learning plan for the onboarding of new educators and staff.

Universal screening data will be used to identify students ready for advanced learning opportunities and those who may need additional academic support in mathematics. Educators providing services through special education may provide support as appropriate. **It should not be assumed that all students who demonstrate risk for deficiencies in mathematics should receive special education services.** It is critical that all educators working with the student communicate openly and frequently to ensure a systemic education for the student.

## APPROVED UNIVERSAL SCREENERS

In November 2025, the Oklahoma State Board of Education approved universal screeners that meet the requirements of the Math Proficiency Act. The universal screeners are intended to identify students with deficiencies in math, including those with characteristics of dyscalculia. A Request for Information (RFI) established legislative criteria and used prior precedent to identify valid and reliable universal screeners for the Math Proficiency Act. The approved universal screeners are listed below in the table. Districts may use any of the screeners on this list to meet the requirements of the Math Proficiency Act.

List of Universal Screeners Approved by the Oklahoma State Board of Education.

Publisher	Universal Screener
Amira	Istation
Curriculum Associates	i-Ready
Edmentum	Exact Path
HMH dba NWEA	MAP Growth
Pearson	AimswestPlus
Renaissance	Star Math
Touchmath	Classworks

## UNIVERSAL SCREENING PERCENTILE RANK INDICATOR

All approved universal screeners report student achievement using an overall norm-referenced national percentile rank. The National Assessment of Educational Progress (NAEP) data was utilized as an external measure to consider the group of students that are in need of high-quality interventions.

In mathematics, approximately 25% of students in grades 2–5 perform within the NAEP **Below Basic** achievement band. Based on this data, the 30th percentile has been adopted as the indicator for intervention in mathematics. This measure will ensure that an appropriate margin of error is considered. All students performing below the 30th percentile in mathematics will receive an **Individualized Math Intervention Plan (IMIP)**, as further described in [Grades 2–5: Creating a Math Intervention Plan](#).

## DYSCALCULIA DEFINED

IDEA defines a specific learning disability as a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest as difficulties in listening, thinking, speaking, reading, writing, spelling, or performing mathematical calculations (*Individuals with Disabilities Education Improvement Act of 2004, 2004*).

“Dyscalculia is a neurodevelopmental learning difference which can co-occur with a range of other specific learning needs. Dyscalculia can be described as a specific difficulty in understanding number and number processes which persists despite the provision of appropriate learning opportunities” ([Scottish Working Definition of Dyscalculia 2022](#)).

## CHARACTERISTICS OF DYSCALCULIA

Characteristics of dyscalculia may include difficulties with:

- counting
- comparing quantities
- recognizing patterns
- understanding numerical relationships
- processing and memorizing information

Dyscalculia is further defined, and the characteristics of this specific learning disorder are detailed in the [Oklahoma Dyslexia and Dysgraphia Handbook](#).

## IDENTIFYING STUDENTS AT-RISK FOR DYSCALCULIA

In 2025, the Oklahoma State Department of Education released two solicitations to gather information on valid and reliable dyscalculia screeners that can be administered by general education teachers. Neither solicitation was successful, and no information was found regarding a standalone dyscalculia screener that met essential criteria.

What is known is that students who struggle in mathematics, particularly with foundational skills such as counting, comparing quantities, recognizing patterns, and understanding numerical relationships, may be considered at-risk for difficulties in mathematics, including characteristics of dyscalculia. Students who demonstrate difficulty with these foundational skills are likely achieving below the 30<sup>th</sup> percentile. All students achieving below the 30<sup>th</sup> percentile should receive high-quality, evidence-based instruction and interventions tailored to their individual needs.

Families of students performing below the 30<sup>th</sup> percentile will receive information and resources to support learning in math and will be informed that their child's progress will be monitored throughout the implementation of the Individualized Math Intervention Plan (IMIP). Monitoring progress ensures that instructional strategies and interventions are adjusted as needed to support the student's development of essential math skills.

**The universal screener does not provide a diagnosis of dyscalculia or any other mathematics disability.**

**It should not be assumed that all students who demonstrate risk for difficulties in mathematics, including characteristics of dyscalculia, are eligible for special education services.**

## DIAGNOSTIC RECOMMENDATIONS

A **diagnostic assessment** is an assessment to specifically identify skill deficits with a specific area of need.

Early mathematics skills affected most frequently by students struggling in math, including those at risk for characteristics of dyscalculia, are found in the **Numbers & Operations** and **Algebraic Reasoning and Algebra** strands of the Oklahoma Academic Standards for Mathematics (OAS-M). These include, but are not limited to, counting, number recognition, understanding quantity and magnitude, comparing values, performing basic arithmetic, and grasping place value and number patterns. The Oklahoma State Department of Education recommends the use of diagnostics that emphasize a focus on these topics to clearly indicate the skill deficits a student might have and implement interventions that target the appropriate skill(s).

## GRADES 2 – 5: CREATING A MATH INTERVENTION PLAN

If a student does not meet the target on the universal screener at the beginning of the year, an Individualized Math Intervention Plan (IMIP) will be designed to enable the student to acquire the appropriate grade-level mathematics skills. The IMIP should directly address the needs of the student at the appropriate intensity. A recommendation for intervention

intensity levels and student services aligned with the Oklahoma Multi-Tiered System of Supports (OKMTSS) framework is detailed in [Teacher Actions: Math Proficiency Act](#).

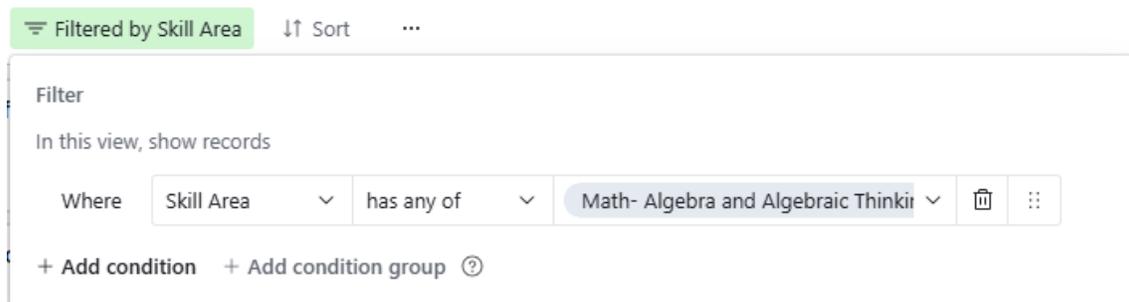
The target is equivalent to the 30<sup>th</sup> percentile at that grade level and in that testing window. Students who score at or above the 30<sup>th</sup> percentile are likely to be able to interact with core curriculum successfully without additional instructional supports.

The IMIP will need to be written to address specific math deficits that a student has. Interventions provided for students who demonstrate risk for math difficulties should be evidence-based and address difficulties with early mathematics skills. For a more detailed explanation of the types of interventions these students may need, see the [Oklahoma Dyslexia and Dysgraphia Handbook](#).

## INTERVENTIONS

An intervention is a systematic, evidence-based instructional approach designed to address identified skill deficits with students who are at risk of academic difficulties. It is delivered more frequently and with greater intensity than traditional Tier 1 core instruction and is implemented on a scheduled basis over weeks or months.

Explore the Oklahoma Multi-Tiered System of Supports [Academic Intervention Library](#). This resource provides solutions for addressing specific skill deficits that a student may have in both literacy and mathematics. To narrow the list of solutions to those addressing mathematics skill areas, use the **Filter** tool at the top of the table. Set the condition to **“Skill Area has any of”** and select the applicable mathematics skill areas.



Each solution is supported by a document that provides educators with the rationale, required materials, implementation steps, and additional considerations for data collection and adjustments to intervention intensity.

School districts seeking evidence-based mathematics programs are encouraged to explore those addressed by [Evidence for ESSA](#), which evaluates programs through research studies to determine effectiveness. Programs are scored as Strong, Moderate, and Promising. The resource also identifies programs with features that support cooperative learning, English learners, family engagement, metacognitive strategies, professional development, response to intervention/special education, technology, textbooks and curriculum, tutoring, and whole-school reform. While Evidence for ESSA provides a strong research-based starting point, districts retain flexibility to explore and implement additional options beyond those identified.

School districts may also wish to explore the recommendations found in the What Works Clearinghouse (WWC) practice guides, developed by the U.S. Department of Education to summarize high-quality research and provide evidence-based recommendations to

improve teaching and learning for all students. The following practice guides highlight recommendations across mathematical instructional areas:

- [Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades \(March 2021\)](#)
- [Improving Mathematical Problem Solving in Grades 4 Through 8 \(May 2012\)](#)
- [Teaching Math to Young Children \(November 2013\)](#)
- [Assisting Students Struggling with Mathematics: Response to Intervention \(RtI\) for Elementary and Middle Schools \(April 2009\)](#)

## PROGRESS MONITORING

Progress monitoring, another critical component of MTSS, provides data for school personnel to evaluate the effectiveness of instruction and intervention supports. Progress Monitoring requires the use of valid and reliable tools and processes to assess performance, quantify improvement or responsiveness to intervention and instruction, and evaluate the effectiveness of instruction, interventions, and supports.

Progress monitoring should reflect growth with intervention at a rate that is adequate to meet the student's learning goal. If appropriate growth is not observed, intervention and/or intensity need to be modified for the student to make adequate progress.

Students receiving more intensive instructional supports should be assessed more frequently. The following timeframes are **recommended** for Tier 2 and Tier 3:

- **Tier 2:** monitor 1-2 times monthly
- **Tier 3:** monitor 2-4 times monthly

## FAMILY COMMUNICATION

Within 30 days of screening, school personnel should notify the student's parent or guardian of the universal screener results by completing the Individualized Math Intervention Plan (IMIP). The parent/guardian must also be provided with resource materials, including more information about:

- The screening process,
- Appropriate general education classroom interventions and accommodations for students who are at risk for difficulties in mathematics, and
- Dyscalculia.

The [Supporting Math Learning: Information and Resources for Families](#) document addresses the definition and characteristics of dyscalculia as required by **70 O.S. § 1210.907**. **It is essential to reinforce that the screening process does not indicate a diagnosis of a specific learning disability, including dyscalculia.** The purpose of this resource is to explain the screening process and detail how educators and families can support students' academic growth.

The [Individualized Math Intervention Plan \(IMIP\)](#) with the required information can be found in the supporting documents of this guidance document.

## EXEMPTIONS TO THE PROVISIONS OF THE MATH ACHIEVEMENT AND PROFICIENCY ACT

In the Math Proficiency Act, exemptions are provided for students who meet at least one of the following qualifications.

- The student participates in the **Oklahoma Alternate Assessment Program (OAAP)**, which is indicated on the IEP, and is taught using alternate methods.
- The student's primary expressive or receptive communication is **sign language**.
- The student's primary form of written or read text is **Braille**.
- The student's primary expressive or receptive language is not English, the student is identified as an **English learner (EL)** using a state-approved identification assessment, **AND** the student has had less than one (1) school year of instruction in an English-learner program.

Exempted students are not required to take a state-approved universal screener or be placed on an Individualized Math Intervention Plan (IMIP). These students must demonstrate progress toward mathematics goals as defined on an IEP or English Language Academic Plan (ELAP). Decisions to exempt a student should be made with the IEP team or the EL teacher working with the student. Exemptions must be documented on the [Exemption Form for Math Proficiency Act](#).

## ACCOMMODATIONS FOR SPECIAL SITUATIONS

Special situations require special considerations. Please see below.

- **Students who have limited English proficiency:** Students who are in the process of learning English are not exempt from screening requirements except as defined under the exemptions to the provisions. These students must be able to meet the target in Mathematics to demonstrate they do not need supplemental instruction or intervention. The assessment administrator should use the stop or discontinue rules provided by the publisher as needed.

It is important to consider language data (e.g., WIDA scores) when determining the type and intensity of intervention. Valuable instructional information can be gained if the school is able to assess the student in their home language. Additional considerations for students with limited English proficiency can be found in the [Oklahoma Dyslexia and Dysgraphia Handbook](#).

- **Students who receive services through an existing IEP:** Students who receive services as defined in an IEP are not exempt from screening requirements except as defined above. Districts should use the stop or discontinue rules provided by the publisher as needed. Intervention plans should align with the IEP. If appropriate, the same intervention can meet the needs of both the IEP and the IMIP.
- **Students who receive accommodations through an existing Section 504 Plan:** Student who receive accommodations as defined in a Section 504 Plan are not exempt from screening requirements except as defined above. Intervention plans should be created to include the accommodations outlined in the 504 plan.

## CONSIDERATIONS FOR CHILD FIND AND SPECIAL EDUCATION

If a student demonstrates significant risk or is not making appropriate progress with interventions, a school review team should meet to review individual student records and progress to the extent possible. When the team suspects a disability, they must begin with the Review of Existing Data (RED) to determine the evaluation components needed to rule out a mathematics disability according to Child Find policies of the Individuals with Disabilities Education Act (IDEA) or to determine that a comprehensive evaluation is not needed.

The district should consult guidance from the Office of Special Education Services to help determine the eligibility provision of special education services to students with disabilities. The district is responsible for ensuring that all children with disabilities residing in district boundaries, including children with disabilities who are homeless children or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated (34 C.F.R. § 300.111, 2023).

## ENGAGING STUDENTS IN ADVANCED LEARNING OPPORTUNITIES

If a student performs above the target on the universal screener at the beginning of the year, the family will be notified of advanced learning opportunities available to support and extend the student's mathematical thinking. These opportunities are designed to ensure continued growth by providing access to content and learning opportunities that may expand beyond the core curriculum. 'Above target' is defined as scoring above the 75<sup>th</sup> percentile on the administered universal screener.

Advanced learning opportunities in grades 2–5 may include, but are not limited to, participation in advanced mathematics programming, enrollment in STEM or STEAM courses, eligibility and engagement in Gifted and Talented classes, pull-out enrichment sessions, or invitations to summer academy enrichment programs. A school district may identify other solutions to engage this group of students in advanced learning opportunities.

A sample of a form of notification to the parent regarding the student's [access to advanced learning opportunities](#) in mathematics is available in the supporting documents.

## DOCUMENTATION AND REPORTING

The Individualized Math Intervention Plan (IMIP) provides documentation of supplemental instruction or intervention and should be kept as part of a student's permanent educational record.

The IMIP shall be based on research that addresses the cognitive science of how students learn mathematics and aligns with the subject matter standards adopted by the State Board of Education. The IMIP shall (**70 O.S. § 1210.901.D.3**):

- Apply interventions provided in addition to core math instruction that is provided to all students;
- Include a description of the research-based math intervention services the student will receive to remedy the deficiency in math;

- Address explicit and systematic instruction in real-world problem-solving skills, procedural fluency, conceptual understanding, and productive dispositions, as applicable;
- Monitor the math progress of each student's math proficiency throughout the school year and adjust instruction according to the student's needs; and
- Continue until the student is determined to be meeting grade-level targets in math based on screening instruments administered.

The math intervention plan for each student identified with a deficiency in math shall be developed by a student math proficiency team and shall include supplemental instructional services and supports. Each team shall be comprised of **(70 O.S. § 1210.901.D.4)**:

- The parent or legal guardian of the student;
- The teacher assigned to the student who had responsibility for math instruction in that academic year;
- A teacher who is responsible for math instruction and is assigned to teach in the next grade level of the student; and
- A teacher who specializes in math interventions, if one is available.

A school district shall notify the parent or legal guardian of any student in second, third, fourth, and fifth grade who exhibits a deficiency in math at any time based on the screening instrument. The notification shall occur no later than thirty (30) days after the identification of the deficiency in math **(70 O.S. § 1210.901.D.5)**.

If a teacher determines that a student in second, third, fourth, and fifth grade is **performing above grade level** in mathematics by the start of the second quarter of the school year, the parent or legal guardian of the student shall be notified of **(70 O.S. § 1210.901.A)**:

- The math proficiency level of the student;
- The program of advanced math instruction available for the student; and
- The potential for the student to participate in a summer academy or other program designed to assist the student in excelling in mathematics.

If a teacher determines that a student in second, third, fourth, and fifth grade is **not performing at grade level** in mathematics by the start of the second quarter of the school year, the parent or legal guardian of the student shall be notified of **(70 O.S. § 1210.903.B)**:

- The math proficiency level of the student;
- The program of math instruction for the student; and
- The potential need for the student to participate in a summer academy or other program designed to assist the student in attaining grade-level math proficiency.

For students whose universal screening assessment data was used to determine characteristics of dyscalculia, the family should be informed of the following **(70 O.S. § 1210.907.B.3)**:

- The name of the screening assessment used;
- When the assessment was administered; and
- The results of the screening assessment.

Schools will report the information specified below to the Oklahoma State Department of Education each year (**70 O.S. § 1210.508**). This information will be incorporated into the existing reports for the Math Achievement and Proficiency Act.

- The number and demographics of students who were eligible for advanced mathematics courses;
- The number and demographics of students who were placed in advanced mathematics courses;
- The number and demographics of students placed in mathematics intervention courses; and
- The number and demographics of students not placed in advanced mathematics courses or mathematics intervention courses.

The report shall include information on the type and format of advanced mathematics courses and the type and format of mathematics intervention courses.

## FREQUENTLY ASKED QUESTIONS

### **What if a student enters the school after the beginning-of-year testing window?**

If a student enters the school after the testing window, the school personnel should first check to see if this data is available from the student's previous school district. If the data is available and the student is on an Individualized Math Intervention Plan (IMIP), the school should continue providing appropriate instruction and intervention to the student. Changes may be made to the IMIP to match available resources.

If data is not available, it is recommended the school administer the universal screener within the first two weeks of a student attending the new school. If the student demonstrates risk for difficulties in mathematics, including characteristics of dyscalculia, the family should be notified within 30 days, and an IMIP should begin at that time.

### **May students receive the same or similar interventions under the Math Proficiency Act?**

Yes, it is possible for the same high-quality intervention to meet the needs of multiple students who are struggling in mathematics. The goal of intervention is to meet the needs of all students. Students in grades 2–5 who are at risk for math difficulties often struggle with early mathematics skills. Educators should explore the recommendations outlined in [Teacher Actions: Math Proficiency Act](#).

## STRATEGIES FOR FAMILY SUPPORT

To help you support families, the Oklahoma State Department of Education (OSDE) developed Oklahoma Family Guides. These guides include helpful information aligned to the Oklahoma Academic Standards (what students know and should be able to do) and details on how to support student learning at home at each grade level.

If a student is struggling in mathematics, families may be provided with a family guide aligned to a lower grade level, in addition to the student's assigned grade level, to ensure access to appropriate knowledge and resources. Similarly, students achieving above grade level may benefit from family guides that address content beyond their assigned grade

level. Providing families with materials aligned to a range of grade levels supports student growth.

- [Pre-K](#)
- [Kindergarten](#)
- [First Grade](#)
- [Second Grade](#)
- [Third Grade](#)
- [Fourth Grade](#)
- [Fifth Grade](#)
- [Sixth Grade](#)

## REFERENCES

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Oklahoma State Department of Education. (2025). *Oklahoma Multi-Tiered System of Supports: Introductory Guide*. <https://drive.google.com/file/d/1-vrs3kiqZXKGvOlxQr9t5MQDo28OaBj0/view>

## SUPPORTING DOCUMENTS

Resources mentioned in the implementation guidance are provided for easy reference. These resources can also be found as a printable PDF at the [Math Achievement and Proficiency Act](#) webpage:

- [\*Teacher Actions: Math Proficiency Act\*](#)
- [\*Timeline for Screening\*](#)
- [\*Exemption To the Provisions of the Math Proficiency Act\*](#)
- [\*Individualized Math Intervention Plan \(IMIP\)\*](#)
- [\*Support Math Learning: Information and Resources for Families\*](#)
- [\*Student Access to Advanced Learning Opportunities \(Sample\)\*](#)

## TEACHER ACTIONS: MATH PROFICIENCY ACT

**Purpose:** The purpose of the Oklahoma Math Achievement and Proficiency Act is to improve student outcomes in mathematics by identifying students’ needs early with a universal screener. The Math Proficiency Act ensures that students receive appropriate instructional supports, interventions, or access to advanced learning opportunities aligned to their individual needs.

**Requirements:** All students in grades 2–5 must be universally screened in mathematics to identify students needing intervention or access to advanced learning opportunities. Students scoring below the 30th percentile will receive an Individualized Math Intervention Plan (IMIP) within 30 calendar days of completing the universal screener.

The table below is a recommendation on how to best serve all students based on the Oklahoma Multi-Tiered System of Supports Framework.

Student Universal Screener Percentile Indicator				
1 <sup>st</sup> – 29 <sup>th</sup> Percentile			30 <sup>th</sup> – 74 <sup>th</sup> Percentile	75 <sup>th</sup> – 99 <sup>th</sup> Percentile
High-Quality Tier 1 Instruction is delivered to all students.				
Individualized Math Intervention Plan (IMIP) Provide Family Notification within 30 Calendar Days				Access to Advanced Learning Opportunities
1 <sup>st</sup> – 10 <sup>th</sup> Percentile	11 <sup>th</sup> – 20 <sup>th</sup> Percentile	21 <sup>st</sup> – 29 <sup>th</sup> Percentile		
Tier 2 <b>and</b> Tier 3 Intervention	Tier 2 Intervention	High Quality Tier 1 Instruction with Differentiation		

**Tier 1 Instructional Resource:** The [Oklahoma Math Framework](#) breaks down each Oklahoma Academic Standard and Objective. Explore the framework to access guidance on student actions, teacher actions, key understandings, common misconceptions, and the vertical learning progression.

**Intervention Resources and MTSS Practices:** Explore the [Academic Intervention Library](#) and [OKMTSS Introductory Guide](#).

Access the Exemption to the Math Proficiency Act form as needed.

## TIMELINE FOR SCREENING

TIMELINE	ACTION	RESOURCES
August - September	Administer the beginning-of-year universal screener to all students in grades 2-5. Specific screening window is set by the local school district.	<a href="#">Approved Screeners</a>
October 1	The Math Proficiency Act Beginning of Year report is due.	Tutorial Video Coming Soon
No later than November 1	Establish an Individualized Math Intervention Plan (IMIP) within 30 days of identifying a student in grades 2-5 as at-risk for mathematics difficulties. <b>Universal Screener Indicator:</b> Student is below the 30 <sup>th</sup> Percentile. Begin intervention plan.	Individualized Math Intervention Plan (IMIP)  Supporting Math Learning: Information and Resources for Families
December - January	Administer the middle-of-year universal screener to all students in grades 2-5. Specific screening window is set by the local school district.  Adjust students' IMIPs as needed. If a student exceeds the MOY target after being placed on an IMIP at BOY, intervention is no longer needed, and growth should continue through high-quality Tier 1 instruction.  Establish an IMIP for students who have dropped below the target (30 <sup>th</sup> Percentile).	<a href="#">Approved Screeners</a>
April - May	Administer the end-of-year universal screener to all students in grades 2-5. Specific screening window set by the LEA.	<a href="#">Approved Screeners</a>
May 31	Math Proficiency Act End of Year report due.	Tutorial Video Coming Soon
May-July	Offer research-based mathematics program / summer school.	
August 15	Summer School report due.	Tutorial Video Coming Soon
Throughout the year	Administer interventions as described on the IMIP.  Monitor student progress (recommended monthly or more often for more intensive interventions) and make appropriate adjustments to intervention.	<a href="#">Oklahoma Dyslexia and Dysgraphia Handbook</a>

## EXEMPTION TO THE PROVISIONS OF THE MATH PROFICIENCY ACT

<b>Student:</b>		<b>District:</b>	
<b>Grade Level:</b>	2   3   4   5	<b>School:</b>	
<b>Date:</b>		<b>Teacher:</b>	

The purpose of this form is to document exemption for students who qualify under the provisions allowed by the Math Proficiency Act.

### Exemptions

Exemptions to the provisions of the Math Proficiency Act may be provided to students who have documented evidence that they meet at least one of the following criteria:

- The student participates in the Oklahoma Alternate Assessment Program (OAAP), which is indicated on the Individual Education Program (IEP), and is taught using alternate methods. (Exemption will be valid through 5th grade.)
- The student's primary expressive or receptive communication is sign language. (Exemption will be valid through 5th grade.)
- The student's primary form of written or read text is Braille. (Exemption will be valid through 5th grade.)
- The student's primary expressive or receptive language is not English, the student is identified as an English learner using a state-approved identification assessment, and the student has had less than one (1) school year of instruction in an English-learner program.

### Assurances

- Signature below serves as assurance that the school will provide ongoing evidence of student progression toward Mathematics goals with the same frequency as the screener assessments. 70 O.S. § 1210.901C

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Administrator: \_\_\_\_\_

## INDIVIDUALIZED MATH INTERVENTION PLAN (IMIP)

<b>Student:</b>		<b>District:</b>	
<b>Grade Level:</b>	2   3   4   5	<b>School:</b>	
<b>Date:</b>		<b>Teacher:</b>	
<b>Parent/Guardian:</b>		<b>Principal:</b>	

The purpose of an Individualized Math Intervention Plan (IMIP) is to outline the instructional supports that will enable the student to acquire the appropriate grade-level mathematics skills and communicate this information and the student's progress to the student's family.

**Universal Screener for Mathematics and Characteristics of Dyscalculia  
 Approved by the Oklahoma State Board of Education**

The student took all required components of the following universal screener:

- |                                      |                                     |                                     |                                  |
|--------------------------------------|-------------------------------------|-------------------------------------|----------------------------------|
| <input type="checkbox"/> AimswebPlus | <input type="checkbox"/> Classworks | <input type="checkbox"/> Exact Path | <input type="checkbox"/> i-Ready |
| <input type="checkbox"/> Istation    | <input type="checkbox"/> MAP Growth | <input type="checkbox"/> Star Math  |                                  |

**A math deficiency has been identified based on results from a screener.**

Student screening scores for this year are below:

Timeframe	Date	Percentile Target Percentile Rank	Student Score	Student Percentile
Beginning of Year		30th		
Middle of Year		30th		
End of Year		30th		

Data indicates the student is struggling in mathematics and may be at-risk for characteristics of dyscalculia. This is **not** a diagnosis of dyscalculia. This data indicates the student needs access to high-quality instruction and intervention. This does not mean the student is automatically eligible for or needs an Individualized Education Program (IEP) or Section 504 plan under the Individuals with Disabilities Education Act (IDEA).

**Additional assessment(s) used for informal diagnostic purposes:**

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**An Individualized Math Intervention Plan (IMIP) has been created for this student with the goal of improving mathematics skills in the area(s) of:**

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**Based on the data, the student will receive supports at the following level of intensity:**

- Tier 1 + Differentiation: Targeted instruction is based on the needs of the student.
- Tier 2: Supplemental instruction is provided in addition to core instruction that fits the need of the student. The student will receive intensified instruction focusing on specific skills for which they need extra support.
- Tier 3: Intensive intervention is required time in addition to core instruction that fits the need of the student. Interventions focus on individual learning needs and usually involve frequent one-on-one or small group instruction.

**The student will receive collaborative services through:** (if applicable, check those that apply)

- Special Education (IDEA)     
  Title I     
  English Learner/Title III

**Description of Supplemental or Remedial Mathematics Services and Supports**

The IMIP shall align with the Oklahoma Academic Standards for Mathematics. In addition to high-quality Tier 1 mathematics instruction using research-based curriculum resources, the student will receive the following instructional supports:

<b>Instructional Support</b>	<b>Frequency</b>	<b>Duration</b>
<input type="checkbox"/> Additional in-school instructional time	_____ x/week	_____ x/week
<input type="checkbox"/> After school tutoring	_____ x/week	_____ x/week
<input type="checkbox"/> Before school tutoring	_____ x/week	_____ x/week
<input type="checkbox"/> Saturday school	_____ x/week	_____ x/week
<input type="checkbox"/> Summer school	_____ x/week	_____ x/week

**High-quality instructional materials and evidence-based program(s) that will be used to remediate the identified area of mathematics deficiency:**

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**Plan for monitoring student progress:**

Assessment name: \_\_\_\_\_
 
 Weekly       Monthly  
 Every other week       Other

How will the progress monitoring results be communicated to the family?

**Family Support Strategies:**

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**As the Parent/Guardian, I have been notified of the following:**

- The student has been identified as having a deficiency in mathematics.
- The performance scores of the student.
- A description of the research-based mathematics interventions that the student will receive.
- A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area(s) of deficiency.
- Strategies and online resources to support the student's mathematics skills at home.
- Resources and information regarding dyscalculia (if applicable).

**Signatures below indicate that this intervention plan has been reviewed and agreed upon.**

Conference Date: \_\_\_\_\_

Parent/Guardian Print Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Teacher Print Name: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

**If applicable: A parent/guardian was unable to attend a parent-teacher conference. A written mathematics progress update was mailed to the parent/guardian, and attempts to schedule a conference have been documented.**

Attempt 1: (date) \_\_\_\_\_ Attempt 2: (date) \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## SUPPORTING MATH LEARNING: INFORMATION AND RESOURCES FOR FAMILIES

Math is an important skill that all students need to be successful. The goal of the Oklahoma Math Achievement and Proficiency Act is to strengthen mathematics, ensure appropriate instructional support, and provide clear communication with families. This letter provides families with information and resources about difficulties students may have in mathematics.

A variety of factors, inside and outside of school, can influence a child's educational path and progress. It is important for families to share in the educational journey through constant communication and involvement. We encourage you to continue to highlight and celebrate your child's strengths and share difficulties if they occur.

### What is the screening process?

Universal screening is a brief assessment and informs teachers of students who are on track and students who may need more targeted instruction. **Universal screening does not diagnose math disabilities, including dyscalculia.** Identifying risk for difficulties in mathematics as early as possible is critical to developing an appropriate instructional plan to best help your child be successful. Students performing below grade level may be at-risk for difficulties in mathematics; therefore, the students' progress in mathematics should be monitored to ensure the instruction and targeted interventions are meeting their needs.

### What will the school do to help my child?

Students who demonstrate risk for difficulties in mathematics, including characteristics of dyscalculia, have an intervention plan called the Individualized Math Intervention Plan (IMIP). The IMIP identifies the mathematics area(s) in which your student is struggling, the instructional supports and intervention program that will be used, as well as suggestions for support at home. The school will monitor your child's progress and adjust instruction and interventions based on your child's current needs.

The school may also provide accommodations to support your child. Accommodations can be used for instruction and assessment and change the way students access information and demonstrate their knowledge, skills, and abilities, but they do not change academic standards or expectations. The following are examples of accommodations that may support the needs of a student that struggle with mathematics:

- Use of text-to-speech technology for appropriate activities
- Use of manipulatives
- Use of graphic organizers
- Oral testing or prompting
- Extended time on assignments or tests
- Provide copies of teacher's or peer's notes
- Pre-teach new, essential vocabulary when introducing content

### How can our family collaborate with the school to support our child?

The Individualized Math Intervention Plan (IMIP) includes specific suggestions for how families can support their child. Ongoing conversations with the school about your child's progress should include the following information:

- A description of how your child is performing in math as compared to expectations.
- A clear outline of the intervention plan, including the program(s) being used, the teacher providing the intervention, how often your child receives the intervention, how long the intervention occurs, and how many other students are in the intervention group.
- Data that shows the progress your child is making as compared to the expected rate of progress.

- Any changes that have been made to the intervention plan and how they have affected your child's progress.

Family guides include helpful information aligned to the Oklahoma Academic Standards (what students know and should be able to do) and details on how to support student learning at home at each grade level. Explore the family guide associated with your child's grade level.

- [Pre-K](#)
- [Kindergarten](#)
- [First Grade](#)
- [Second Grade](#)
- [Third Grade](#)
- [Fourth Grade](#)
- [Fifth Grade](#)
- [Sixth Grade](#)

### What are the next steps?

When students receive instructional supports, the school will also monitor their progress on a regular basis. This allows the school to see how your student is responding to instruction and to make any needed adjustments to their intervention plan. If a student is not responding to interventions by making expected progress after a reasonable amount of time, the school may recommend gathering additional data to determine if more support is needed. This could include an evaluation for special education services. However, it is important to remember that there are many reasons why a student may be struggling with beginning mathematics skills. **Not all students who are struggling with mathematics require special education services.**

### What is dyscalculia?

**Dyscalculia** (dis-kal-KYOO-lee-uh) is a specific learning disability in mathematics. It affects a student's ability to understand numbers and develop math skills, such as counting, recognizing numbers, performing calculations (like addition and subtraction), and understanding concepts like place value and number patterns. These challenges are not due to lack of effort, poor instruction, or overall intelligence, but are related to how the student's brain processes mathematical information.

**Not all students who have difficulty with these skills have dyscalculia.** However, it is important that all students who are struggling with these essential mathematics skills receive targeted, explicit instruction in these areas as early as possible.

### What resources can be used to learn more about dyscalculia?

Resources are available to learn more about difficulties in mathematics. The Oklahoma State Department of Education has provided the following resource:

- [Oklahoma Dyslexia Handbook](#)

Additional resources can be found from national groups.

- "What is Dyscalculia?" from the [Learning Disabilities Association of America](#)
- "Learning Disabilities" from the [National Institute of Child Health and Human Development](#)
- "Specific Learning Disabilities" from the [National Center for Learning Disabilities](#)

## STUDENT ACCESS TO ADVANCED LEARNING OPPORTUNITIES

Student:		District:	
Grade Level:	2   3   4   5	School:	
Date:		Teacher:	
Parent/Guardian:		Principal:	

### Universal Screener for Mathematics Approved by the Oklahoma State Board of Education

The student took all required components of the following universal screener:

- |                                      |                                     |                                     |                                  |
|--------------------------------------|-------------------------------------|-------------------------------------|----------------------------------|
| <input type="checkbox"/> AimswebPlus | <input type="checkbox"/> Classworks | <input type="checkbox"/> Exact Path | <input type="checkbox"/> i-Ready |
| <input type="checkbox"/> Istation    | <input type="checkbox"/> MAP Growth | <input type="checkbox"/> Star Math  |                                  |

**The student achieved above grade level based on results from the universal screener.**  
 Student screening scores for this year are below:

Timeframe	Date	Percentile Target	Student Score
Beginning of Year		75th	
Middle of Year		75th	
End of Year		75th	

### Based on the data, the student will have access to advanced learning opportunities:

- Frequent access to engage in advanced learning in mathematics program.  
 Program Name: \_\_\_\_\_
- Grade-level appropriate advanced mathematics course. (e.g., STEM or STEAM course)
- Gifted and Talented
- Pull-out enrichments
- Summer academy enrichment program
- Other: \_\_\_\_\_

### As the Parent/Guardian, I have been notified of the following:

- The performance scores of the student.
- A description of the advanced learning opportunities that will be accessible to the student that are designed to address student needs for continued academic success in mathematics.

### Signatures below indicate the parent has been notified of the student's access to advanced learning opportunities in mathematics.

Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_