**FAQs TEMI**

**(Texas Early Math Inventory)**

**1. Why are we giving the TEMI?**

In early mathematics, recent research has identified that number and operations skills are the best predictors of future mathematics difficulties. The Texas Essential Knowledge and Skills (TEKS) provides several number, operations, and quantitative reasoning skills that young children should attain. Thus, it stands to reason that early math assessments used to identify struggling Texas students should focus on number and operations. The TEMI-PM targets these key skills. The group-testing format of the TEMI-PM was selected with the classroom teacher in mind. In order to minimize the time lost to instruction, the TEMI-PM uses a group-testing format. Thus, within a 45-minute time span, teachers can test for student struggles. The TEMI-PM technical manual provides evidence that the TEMI-PM is composed of reliable subscales that yield valid results. If the TEMI-PM were to be administered individually, it would take about 15 hours to test all of them. Each TEMI-PM subscale asks students to solve as many problems as they can for 2 minutes. The 2-minute timing provides an effective and efficient method for measuring student achievement. The format is effective because the subscales are reliable and yield valid results. The format is efficient because it allows testing to proceed rapidly.

**2. Who takes the TEMI?** Every Kindergarten, First grade, and Second grade child. It may be helpful to give the screener to struggling 3rd grade students as well.

**3. How often is the TEMI administered?** The TEMI is administered to every child in Kindergarten, First, and Second grade child three times a year.

**4. If students score below the 25% do they automatically qualify for RTI?** They automatically qualify for intervention, however they may not qualify as an RTI student. Every child that scores below the 25% MUST have intervention 2-3 times a week and progress monitoring (TEMI progress monitoring called AIM checks) until they no longer test below the 25% in ALL areas.

**5. How do we progress monitor?** All students that qualify for intervention must have progress monitoring these are called AIM checks and can be found in Eduphoria. The TEMI provides an excel spreadsheet that monitors progress. This spreadsheet can be found in Eduphoria. Students scoring below the 25% should have intervention 2-3 times a week. Progress monitoring (AIM checks) should occur after 10 lessons and be documented on the TEMI spreadsheet to monitor growth. Graphs are provided to determine rate of progress.

**6. If students are below the 25% in one area how do we determine intervention?** If a student scores below the 25% in any area they MUST receive intervention. All intervention lessons scaffold skills and encompass all subtests. Students begin intervention with Unit 1 Lesson 1. All Intervention Lessons are found in Eduphoria.

**7. Do I use the spreadsheet that correlates to the TEMI and the district Intervention Log?** The decision to use both the spreadsheet and the district log for Tier 2 Students will be a campus decision however, the TEMI log must be used for documentation for ALL students scoring below the 25% on the screener. Teachers will document all Tier 3 students with the TEMI spreadsheet and the district log. The district log allows teachers to take anecdotal records write smart goals, and record other relevant information. If it appears this is not necessary we will re-think this procedure.

**8. What does a SMART goal look like for a child scoring below the 25% according to the TEMI?** (Student Name) will increase their score from \_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_ within 2 weeks of intervention lessons provided in Euphoria. This will be documented with an AIM check.

**9. Do I need to use the probes in grades K-2?** For Grades K-2 students scoring below the 25% on TEMI will have goals written in accordance to TEMI. (See example above)

**10. What about students that score well on TEMI but fail or struggle with District quick checks and District Assessments?** It is important to remember that intervention in not re-teaching. Intervention is rebuilding core foundations. If students are struggling with current grade level material they require re-teaching not intervention.

**11. Do I provide Intervention in English or Spanish?** Regardless of the language of the day Intervention should always be provided to ELLs in their native language in kindergarten and first grade. In Second grade, the decision is based upon the child’s language proficiency.

**For more information on intervention vs. re-teaching visit:**

**http://www.meadowscenter.org/institutes/mathematics-institute**