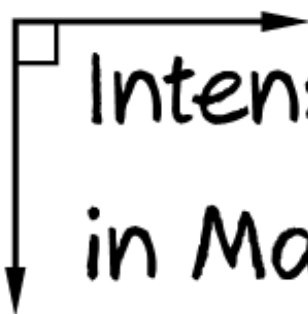




1 2 3



Intensive Interventions

in Mathematics



Module 2

Activity Workbook

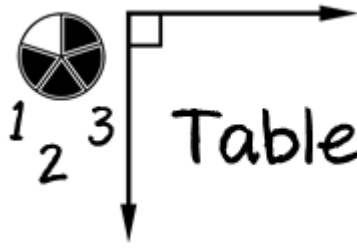
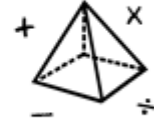
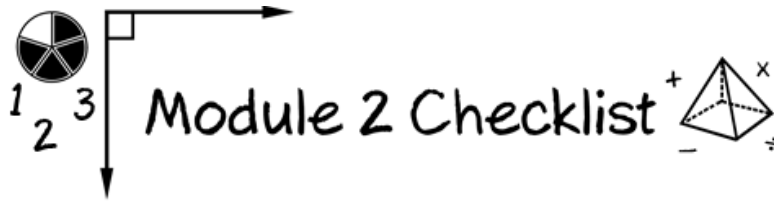


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*Select to complete Activity #4, #5, or #6, depending upon level of students.

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Module 2 Checklist


The purpose of this Activity Workbook is to help organize content for this Module. You will do some Activities on your own to help you engage with and think about the content. You will not be required to submit your responses for those activities. There are other activities, however, that you will submit online and apply in your classroom. The activities that you must submit before completing this Module are listed in the “Online” column below.

Section	Assignment	To Be Completed In Activity Workbook	To Be Completed Online	To Be Completed With Coach
Intro	Video		<input type="checkbox"/> Watch Module 2 Introduction Video Presentation	
Part 1	Video		<input type="checkbox"/> Watch Module 2 Part 1 Video Presentation	
	Activity 1	<input type="checkbox"/> General Outcome and Single-Skill Measures		
	Activity 2	<input type="checkbox"/> Using a Diagnostic Assessment		
	Activity 3	<input type="checkbox"/> Assessment Survey		
Part 2	Video		<input type="checkbox"/> Watch Module 2 Part 2 Video Presentation	
	Activity 4*	<input type="checkbox"/> Score Measures and Graph Scores		
	Activity 5*	<input type="checkbox"/> Computation Measure		
	Activity 6*	<input type="checkbox"/> Concepts and Applications Measure		
	Activity 7	<input type="checkbox"/> NCII Tools Chart		
	Journal		<input type="checkbox"/> Journal Entry: <i>Progress Monitoring Practices</i>	
Part 3	Video		<input type="checkbox"/> Watch Module 2 Part 3 Video Presentation	
	Activity 8	<input type="checkbox"/> Early Numeracy Measure		
	Activity 9	<input type="checkbox"/> Decision Making Based on Data		
	Activity 10	<input type="checkbox"/> Setting Goals and Making Decisions Based on Data		
	Discussion		<input type="checkbox"/> Discussion Board: <i>Current Structure for Decisions</i> <input type="checkbox"/> Write Your Response <input type="checkbox"/> Respond to 2 Others	
Next Steps	Video		<input type="checkbox"/> Watch Module 2 Closing Video Presentation	
	Classroom Application			<input type="checkbox"/> Collect and Use Data for DBI

*Do one of these activities.



Intensive Interventions in Mathematics



- Module 2
- Part 1
- Activity #1



Look at the examples of formative assessments.

Is each an example of a general outcome measure or single-skill measure?

1. _____

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

2. _____

$\begin{array}{r} 26 \\ \times 14 \\ \hline \end{array}$	$\begin{array}{r} 47.3 \\ + 21.8 \\ \hline \end{array}$	$\frac{2}{3} + \frac{4}{5} =$	$\begin{array}{r} 403 \\ - 27 \\ \hline \end{array}$
$\frac{1}{2} + \frac{1}{2} =$	$\begin{array}{r} 83.5 \\ - 23.6 \\ \hline \end{array}$	$\begin{array}{r} 37.3 \\ + 7.23 \\ \hline \end{array}$	$\frac{3}{4} \times \frac{1}{3} =$

- Module 2
- Part 1
- Activity #1 (cont.)

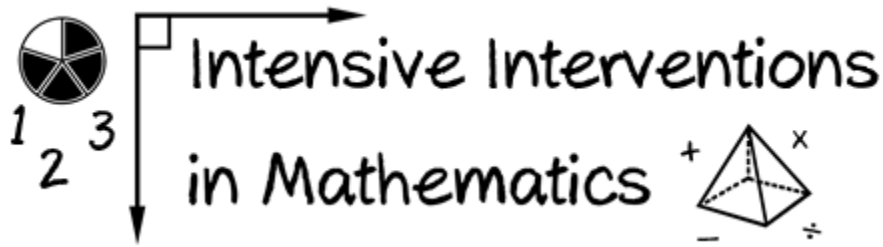


3. _____


$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 83 \\ + 12 \\ \hline \end{array}$	$\begin{array}{r} 62 \\ - 21 \\ \hline \end{array}$
$9 + 5 =$ <hr/>	$\begin{array}{r} 14 \\ + 28 \\ \hline \end{array}$	$\begin{array}{r} 37 \\ - 15 \\ \hline \end{array}$	$11 - 3 =$ <hr/>

4. _____

$39 \overline{)6247}$	$24 \overline{)4289}$	$43 \overline{)8192}$	$52 \overline{)4623}$
$61 \overline{)1729}$	$81 \overline{)9261}$	$57 \overline{)4389}$	$27 \overline{)1239}$



Intensive Interventions in Mathematics

- Module 2
 - Part 1
 - Activity #2
- 

Look at the sample diagnostic assessment score report.

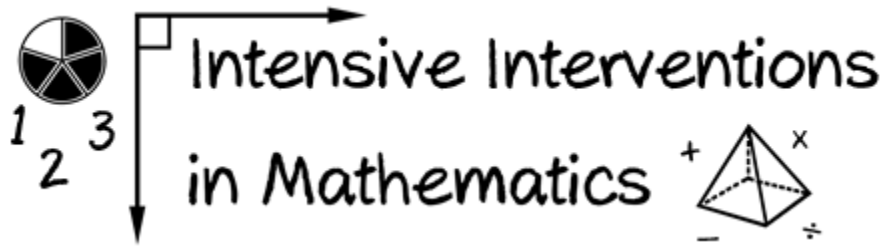
- What are the student's strengths?
- What are the student's weaknesses?

Diagnostic Score Report for 4th grader Tyler Johns (MOY):


Subtest	Raw Score	Standard Score	Grade Equivalency
Whole Number Operations	35	80	3.3
<i>Addition and Subtraction</i>	17	82	3.5
<i>Multiplication and Division</i>	13	78	2.9
<i>Comparisons</i>	5	85	3.5
Algebraic Thinking	12	69	1.9
Rational Numbers	37	73	2.5
<i>Addition and Subtraction</i>	13	73	2.5
<i>Multiplication and Division</i>	15	75	2.7
<i>Comparisons</i>	9	71	2.1
Geometry	18	84	3.8
Data and Measurement	18	85	3.6
Problem Solving	22	72	2.6
<i>Concepts</i>	12	73	2.5
<i>Applications</i>	10	71	2.2

Strengths:

Weaknesses:



Intensive Interventions in Mathematics

- Module 2
 - Part 1
 - Activity #3
- 

You will conduct a survey of the assessments available at your school.

Fill in the table about your current formative, diagnostic, and summative assessments.

Then, fill in your assessment needs for DBI.

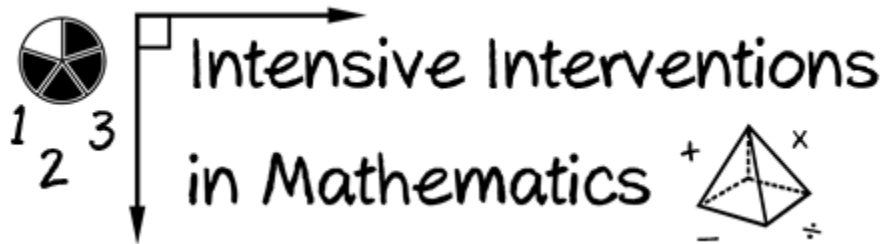
Assessments We Have

Assessment Name	Formative	Diagnostic	Summative	Helpful for DBI?

Assessments We Need

Assessment Name	Formative	Diagnostic	Summative	Helpful for DBI?

Notes/Comments:



Intensive Interventions in Mathematics

- Module 2
- Part 2
- Activity #4



Watch the videos and score each early numeracy measure.

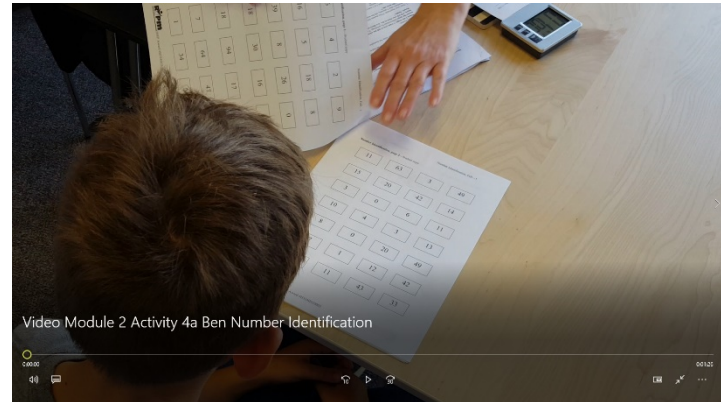
Early Numeracy Indicators: Number Identification

Number Identification—1, Fall

Date: _____ Number Correct _____

Direction: Write the number that the student says in the blank.

- | | | | |
|---------------|---------------|----------------|---------------|
| 1. ____ (6) | 2. ____ (4) | 3. ____ (2) | 4. ____ (9) |
| 5. ____ (16) | 6. ____ (5) | 7. ____ (18) | 8. ____ (8) |
| 9. ____ (39) | 10. ____ (8) | 11. ____ (26) | 12. ____ (0) |
| 13. ____ (18) | 14. ____ (30) | 15. ____ (16) | 16. ____ (2) |
| 17. ____ (18) | 18. ____ (94) | 19. ____ (17) | 20. ____ (22) |
| 21. ____ (7) | 22. ____ (64) | 23. ____ (47) | 24. ____ (9) |
| 25. ____ (1) | 26. ____ (34) | 27. ____ (24) | 28. ____ (97) |
| 29. ____ (11) | 30. ____ (63) | 31. ____ (3) | 32. ____ (49) |
| 33. ____ (15) | 34. ____ (20) | 35. ____ (42) | 36. ____ (14) |
| 37. ____ (3) | 38. ____ (0) | 39. ____ (6) | 40. ____ (11) |
| 41. ____ (10) | 42. ____ (4) | 43. ____ (3) | 44. ____ (13) |
| 45. ____ (8) | 46. ____ (0) | 47. ____ (20) | 48. ____ (49) |
| 49. ____ (57) | 50. ____ (1) | 51. ____ (12) | 52. ____ (42) |
| 53. ____ (38) | 54. ____ (11) | 55. ____ (43) | 56. ____ (33) |
| 57. ____ (3) | 58. ____ (82) | 59. ____ (0) | 60. ____ (20) |
| 61. ____ (25) | 62. ____ (14) | 63. ____ (100) | 64. ____ (33) |
| 65. ____ (6) | 66. ____ (2) | 67. ____ (9) | 68. ____ (14) |
| 69. ____ (20) | 70. ____ (78) | 71. ____ (4) | 72. ____ (1) |
| 73. ____ (32) | 74. ____ (7) | 75. ____ (12) | 76. ____ (8) |
| 77. ____ (17) | 78. ____ (4) | 79. ____ (8) | 80. ____ (14) |
| 81. ____ (16) | 82. ____ (0) | 83. ____ (19) | 84. ____ (8) |



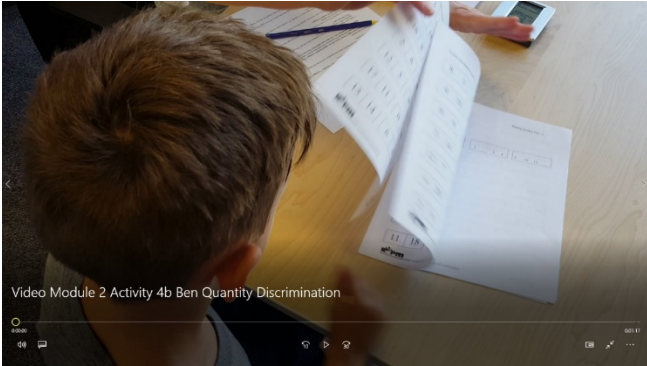
Use this video and score along with the teacher.

<https://youtu.be/2YidrJ3zabQ>

- Module 2
- Part 2
- Activity #4 (cont.)



Early Numeracy Indicators: Quantity Discrimination



Use this video and score along with the teacher.

<https://youtu.be/tof8mNnzvZw>

Quantity Discrimination—1, Fall
Date: _____ Number Correct _____

Direction: Write the number that the student says in the blank.

- | | | |
|----------------|----------------|----------------|
| 1. _____ (5) | 2. _____ (7) | 3. _____ (8) |
| 4. _____ (18) | 5. _____ (10) | 6. _____ (8) |
| 7. _____ (16) | 8. _____ (9) | 9. _____ (10) |
| 10. _____ (6) | 11. _____ (14) | 12. _____ (9) |
| 13. _____ (12) | 14. _____ (15) | 15. _____ (10) |
| 16. _____ (17) | 17. _____ (6) | 18. _____ (10) |
| 19. _____ (15) | 20. _____ (6) | 21. _____ (5) |
| 22. _____ (8) | 23. _____ (9) | 24. _____ (16) |
| 25. _____ (9) | 26. _____ (8) | 27. _____ (19) |
| 28. _____ (1) | 29. _____ (5) | 30. _____ (10) |
| 31. _____ (16) | 32. _____ (14) | 33. _____ (2) |
| 34. _____ (10) | 35. _____ (7) | 36. _____ (8) |
| 37. _____ (9) | 38. _____ (12) | 39. _____ (9) |
| 40. _____ (18) | 41. _____ (13) | 42. _____ (17) |
| 43. _____ (8) | 44. _____ (15) | 45. _____ (18) |
| 46. _____ (18) | 47. _____ (9) | 48. _____ (7) |
| 49. _____ (8) | 50. _____ (15) | 51. _____ (8) |
| 52. _____ (14) | 53. _____ (10) | 54. _____ (8) |
| 55. _____ (12) | 56. _____ (8) | 57. _____ (5) |
| 58. _____ (20) | 59. _____ (6) | 60. _____ (17) |
| 61. _____ (9) | 62. _____ (6) | 63. _____ (5) |



OSEP Award #H324H030003

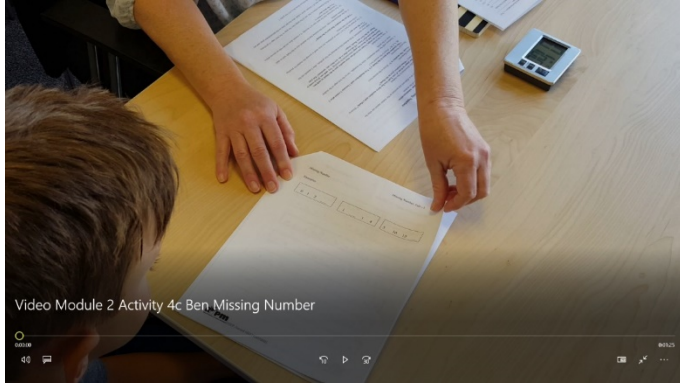
11

<https://www.progressmonitoring.org/>

- Module 2
- Part 2
- Activity #4 (cont.)



Early Numeracy Indicators: Missing Number



Use this video and score along with the teacher.

<https://youtu.be/CxeZ35d6h18>

Missing Number—1, Fall

Date: _____ Number Correct _____

Direction: Write the number that the student says in the blank.


- | | | |
|----------------|----------------|----------------|
| 1. _____ (9) | 2. _____ (6) | 3. _____ (5) |
| 4. _____ (60) | 5. _____ (4) | 6. _____ (6) |
| 7. _____ (2) | 8. _____ (20) | 9. _____ (9) |
| 10. _____ (3) | 11. _____ (9) | 12. _____ (7) |
| 13. _____ (25) | 14. _____ (8) | 15. _____ (1) |
| 16. _____ (6) | 17. _____ (5) | 18. _____ (8) |
| 19. _____ (2) | 20. _____ (0) | 21. _____ (60) |
| 22. _____ (7) | 23. _____ (50) | 24. _____ (7) |
| 25. _____ (6) | 26. _____ (4) | 27. _____ (1) |
| 28. _____ (10) | 29. _____ (40) | 30. _____ (60) |
| 31. _____ (2) | 32. _____ (4) | 33. _____ (3) |
| 34. _____ (9) | 35. _____ (8) | 36. _____ (1) |
| 37. _____ (5) | 38. _____ (35) | 39. _____ (6) |
| 40. _____ (9) | 41. _____ (2) | 42. _____ (6) |
| 43. _____ (6) | 44. _____ (3) | 45. _____ (4) |
| 46. _____ (3) | 47. _____ (7) | 48. _____ (5) |
| 49. _____ (0) | 50. _____ (1) | 51. _____ (5) |
| 52. _____ (2) | 53. _____ (90) | 54. _____ (3) |
| 55. _____ (20) | 56. _____ (7) | 57. _____ (25) |
| 58. _____ (9) | 59. _____ (1) | 60. _____ (3) |
| 61. _____ (4) | 62. _____ (40) | 63. _____ (6) |




OSEP Award #H324H030003

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<https://www.progressmonitoring.org/>



Intensive Interventions in Mathematics



- Module 2
- Part 2
- Activity #5



Look at this Computation measure.

1. Score the measure by **problems correct**.
2. Score the measure by **digits correct**.
3. Graph the **digits correct** score on the student's graph.

$\begin{array}{r} 2 \\ 26 \\ \times 14 \\ \hline 44 \end{array}$	$\begin{array}{r} 47.3 \\ +21.8 \\ \hline 68.11 \end{array}$	$\frac{2}{3} + \frac{4}{5} = \frac{6}{8}$	$\begin{array}{r} 403 \\ - 27 \\ \hline 424 \end{array}$
$\frac{1}{2} + \frac{1}{2} = 1$	$\begin{array}{r} 83.51 \\ - 23.6 \\ \hline 60.11 \end{array}$	$\begin{array}{r} 37.3 \\ + 7.23 \\ \hline 44.53 \end{array}$	$\frac{3}{4} \times \frac{1}{3} = \frac{3}{12}$
$\begin{array}{r} 574 \\ + 739 \\ \hline 1,311 \end{array}$	$\frac{3}{4} + \frac{2}{3} = \frac{5}{7}$	$\begin{array}{r} 8,111 \\ 921.4 \\ - 262.03 \\ \hline 1,311.43 \end{array}$	$\begin{array}{r} 118 \text{ r } 3 \\ 5 \overline{)593} \\ \underline{-5} \\ 43 \\ \underline{-40} \\ 3 \end{array}$
$\begin{array}{r} \times \frac{2}{1} \\ \frac{2}{3} \div \frac{1}{2} = \frac{4}{3} \end{array}$	$52 \overline{)4623}$	$\begin{array}{r} 4 \\ 87 \\ \times 56 \\ \hline 442 \end{array}$	$\frac{5}{7} \times \frac{3}{5} =$
$12 \overline{)6523}$	$\begin{array}{r} 262.7 \\ +38.5 \\ \hline \end{array}$	$\begin{array}{r} 7062 \\ - 947 \\ \hline 7,925 \end{array}$	$\frac{7}{9} - \frac{5}{6} =$

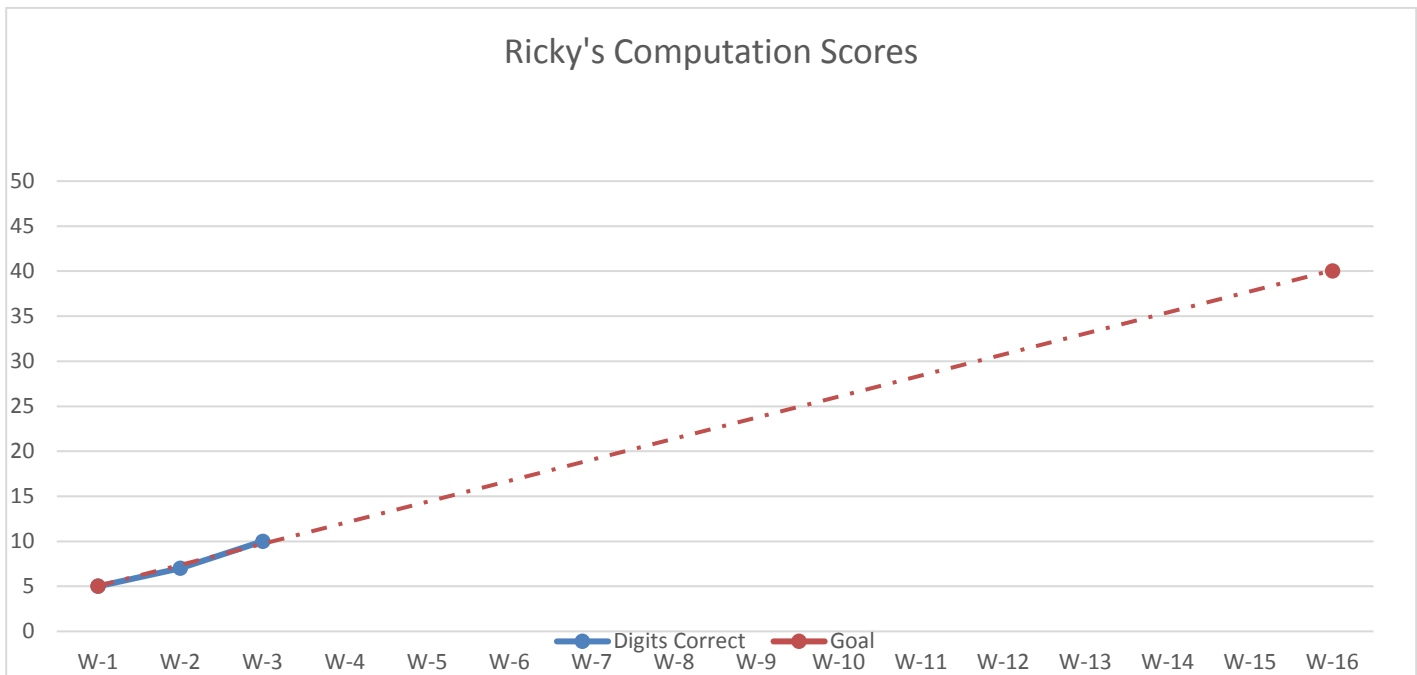
Total Number of
Problems Correct:


Total Number of
Digits Correct:

- Module 2
- Part 2
- Activity #5 (cont.)




$\begin{array}{r} 26 \\ \times 14 \\ \hline 364 \end{array}$	$\begin{array}{r} 47.3 \\ +21.8 \\ \hline 69.1 \end{array}$	$\frac{2}{3} + \frac{4}{5} = 1 \frac{7}{15}$	$\begin{array}{r} 403 \\ - 27 \\ \hline 376 \end{array}$
$\frac{1}{2} + \frac{1}{2} = 1$	$\begin{array}{r} 83.51 \\ -23.6 \\ \hline 59.91 \end{array}$	$\begin{array}{r} 37.3 \\ + 7.23 \\ \hline 44.46 \end{array}$	$\frac{3}{4} \times \frac{1}{3} = \frac{3}{12}$
$\begin{array}{r} 574 \\ +739 \\ \hline 1,313 \end{array}$	$\frac{3}{4} + \frac{2}{3} = 1 \frac{5}{12}$	$\begin{array}{r} 921.4 \\ -262.03 \\ \hline 659.37 \end{array}$	$\begin{array}{r} 118 \text{ R. } 3 \\ 5 \overline{)593} \end{array}$
$\frac{2}{3} + \frac{1}{2} = 1 \frac{1}{3}$	$52 \overline{)4623} \begin{array}{l} 88 \text{ R. } 47 \end{array}$	$\begin{array}{r} 87 \\ \times 56 \\ \hline 4,872 \end{array}$	$\frac{5}{7} \times \frac{3}{5} = \frac{3}{7}$
$12 \overline{)543} \begin{array}{l} 543 \text{ R. } 7 \end{array}$	$\begin{array}{r} 262.7 \\ +38.5 \\ \hline 301.2 \end{array}$	$\begin{array}{r} 7062 \\ - 947 \\ \hline 6,115 \end{array}$	$\frac{7}{9} - \frac{5}{6} = 1 \frac{11}{18}$





Intensive Interventions in Mathematics





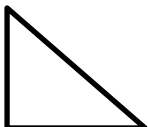
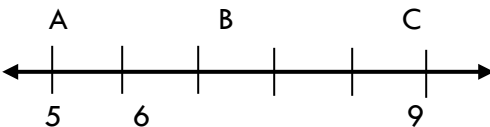
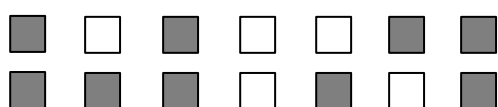
- Module 2
- Part 2
- Activity #6



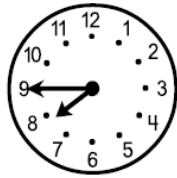
Look at this Concepts and Applications measure.

1. Score the measure by blanks correct.

2. Graph the blanks correct score on the student's graph.

<p>1. Which shape below is a triangle?</p> <p>A </p> <p>B </p> <p>C  <u> C </u></p>	<p>3. What number does B stand for?</p>  <p>_____</p>
<p>2. Write the answer in each blank.</p> <p>Of these numbers</p> <p>629 615 657 642</p> <p>642 is greater than <u>629</u> and <u>657</u></p>	<p>4. What fraction of the squares is shaded?</p>  <p><u> 5 </u> <u> 14 </u></p>
<p>3. Write + or – in the blank.</p> <p>48 <u>+or</u> 6 = 54</p>	<p>5. Fill in the blanks.</p> <p>174 = <u>1</u> hundreds <u>7</u> tens <u>4</u> ones</p>
<p>4. Write the answer in the blank.</p> <p>What number is 210 more than 150?</p> <p><u> 300 </u></p>	<p>6. Write “less” or “greater” in the blank.</p> <p><i>less or greater</i></p> <p>465 is _____ than 456</p>

3. Write the time.



8 : 30

14. Savannah has 3 pencils, Bella has 5 pencils. How many pencils do Savannah and Bella have in all?

8

4. Starting with the number 0 and counting left to right,

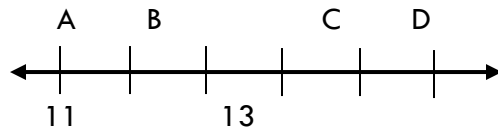
0 2 4 6 8 10 12
14 16 18 20 22 24 26
28 30 32 34 36 38 40

Write the second number 2

Write the eighth number 12

Write the fifth number 8

15. What number does C stand for?

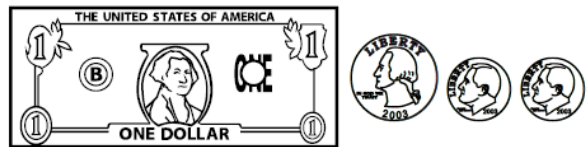


13

5. There are 12 jelly beans in a dish. Molly eats 3 of them. How many jelly beans are left?

9

16. How much money is pictured below?



\$ 1.35

6. Fill in the blanks.

234 = 2 hundreds 34 tens 4 ones

17. Counting by 3's, fill in the blanks.

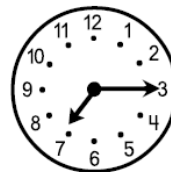
51, 54, 57, 60, 63

7. How much money is pictured below?



\$ 1.75

18. Write the time.

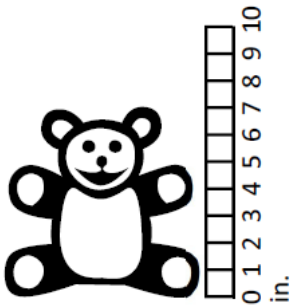


7 : 03

- Module 2
- Part 2
- Activity #6 (cont.)

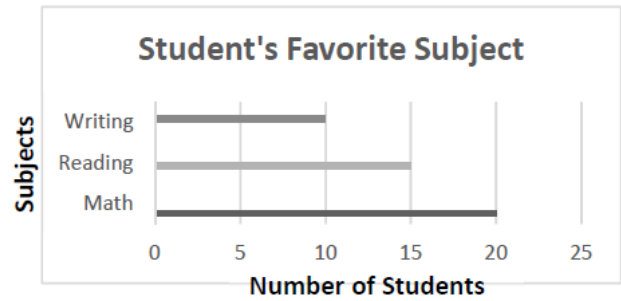


19. What is the height of the bear?



_____ in.

21. Use the graph to answer the question.



How many students like Math? _____

20. Write the answer in each blank.

Of these numbers

489 682 391 931

_____ is the smallest

_____ is the largest

22. What fraction of the beans is shaded?

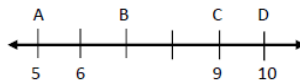


1. Which shape below is a triangle?



_____ **C**

1. What number does B stand for?



7

2. Write the answer in each blank.

Of these numbers

629 615 657 642

642 is greater than 629 and 615

2. What fraction of the squares is shaded?



$\frac{9}{14}$

3. Write + or - in the blank.

48 + 6 = 54

3. Fill in the blanks.

174 = 1 hundreds 7 tens 4 ones

4. Write the answer in the blank.

What number is 210 more than 150?


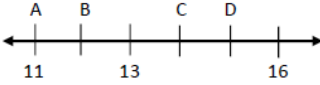
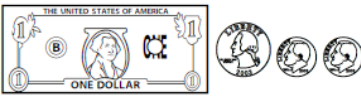


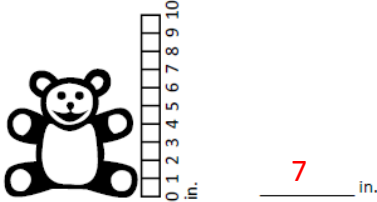
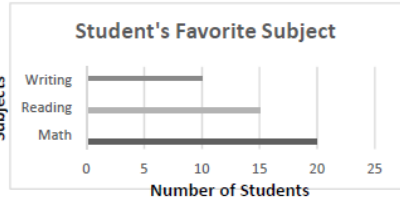

360

4. Write "less" or "greater" in the blank.

465 is greater than 456

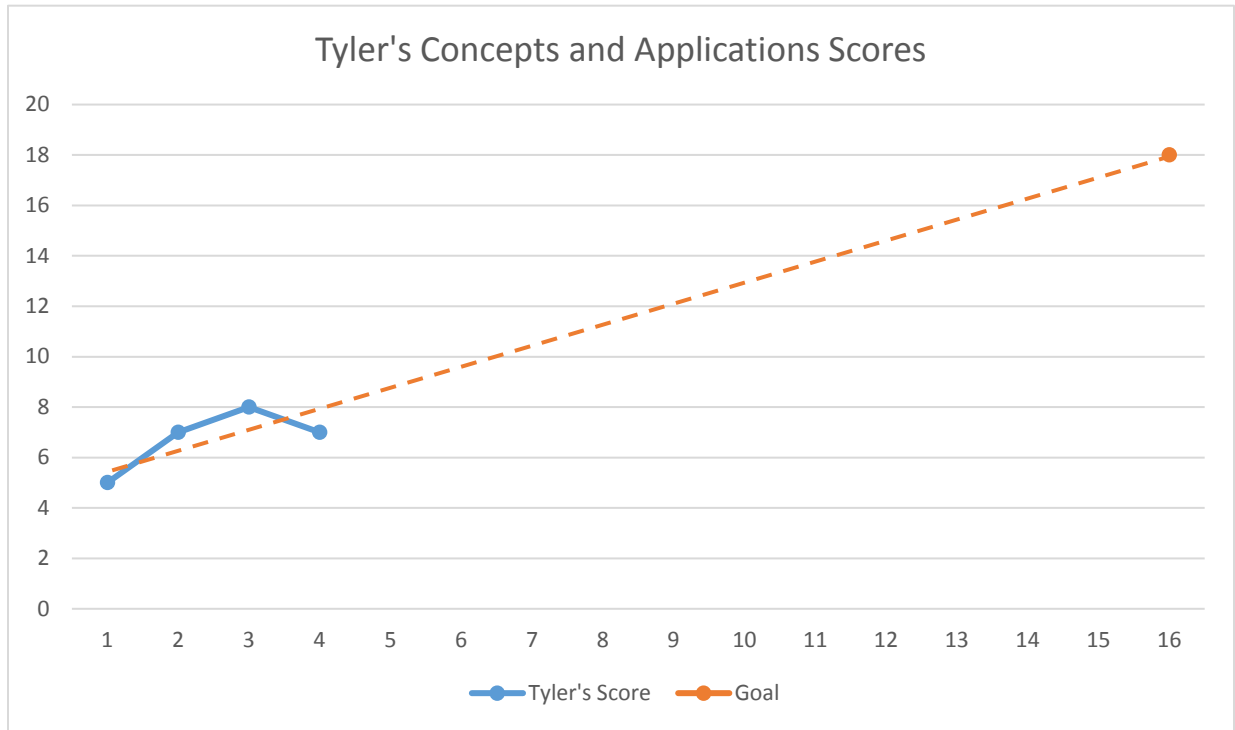
- Module 2
- Part 2
- Activity #6 (cont.)

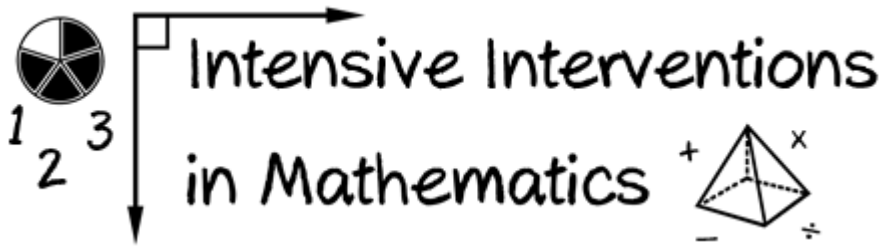


<p>1. Write the time.</p>  <p><u>7</u> : <u>45</u></p>	<p>14. Savannah has 3 pencils, Bella has 5 pencils. How many pencils do Savannah and Bella have in all?</p> <p><u>8</u></p>
<p>2. Starting with the number 0 and counting left to right,</p> <p>0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40</p> <p>Write the second number <u>2</u> Write the eighth number <u>14</u> Write the fifth number <u>8</u></p>	<p>15. What number does C stand for?</p>  <p><u>14</u></p>
<p>3. There are 12 jelly beans in a dish. Molly eats 3 of them. How many jelly beans are left?</p> <p><u>9</u></p>	<p>16. How much money is pictured below?</p>  <p>\$ <u>1.45</u></p>
<p>4. Fill in the blanks.</p> <p>234 = <u>2</u> hundreds <u>3</u> tens <u>4</u> ones</p>	<p>17. Counting by 3's, fill in the blanks.</p> <p>51, 54, 57, <u>60</u>, <u>63</u></p>
<p>5. How much money is pictured below?</p>  <p>\$ <u>0.67</u></p>	<p>18. Write the time.</p>  <p><u>7</u> : <u>15</u></p>
<p>19. What is the height of the bear?</p>  <p><u>7</u> in.</p>	<p>21. Use the graph to answer the question.</p>  <p>How many students like Math? <u>20</u></p>
<p>20. Write the answer in each blank.</p> <p>Of these numbers</p> <p>489 682 391 931</p> <p><u>391</u> is the smallest <u>931</u> is the largest</p>	<p>22. What fraction of the beans is shaded?</p>  <p><u>3</u>/ <u>11</u></p>


Total Number of **Blanks** Correct:

- Module 2
- Part 2
- Activity #6 (cont.)





Intensive Interventions in Mathematics

- Module 2
 - Part 2
 - Activity #7
- 


Visit the [Academic Progress Monitoring Tools Chart](#).

Note: In the video/presentation, Dr. Powell refers to an older version of the tools chart than is currently available on the NCI website. We've updated this activity so that the content discussed in the video/presentation aligns with the language on new tools chart.


1. Fill in the table for the mathematics measures available for the grade levels you teach.
2. Consider the **Psychometrics** of the measures.
3. Consider the use for **Progress Monitoring**.
4. Consider the use for **Data-based Individualization**.


Measure	Psychometrics		Progress Monitoring		Data-based Individualization		
	Reliable	Valid	Alternate Forms	Sensitive to Improvement	Change Instruction	Increase Goals	Teacher Planning
Category referred to in the video/presentation	"Performance Level Standards" Tab		"Growth Standards" Tab		"Usability" Tab		
Where to locate the information on the new tools chart	"Performance Level Standards" Tab		*note that sensitivity is now included for both reliability and validity of the slope				

Notes/Comments:



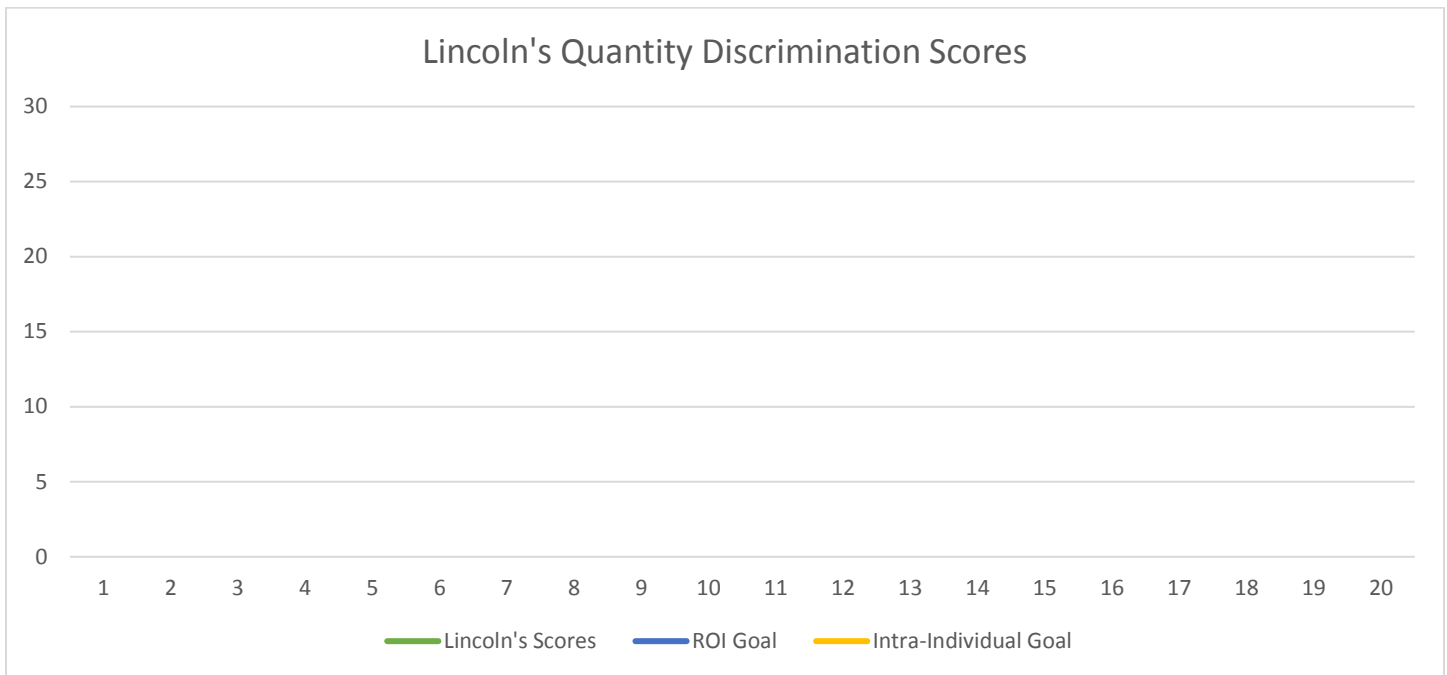
Intensive Interventions in Mathematics




- Module 2
 - Part 3
 - Activity #8
- 

a. Create a graph with the provided Quantity Discrimination scores for Lincoln. Assume there are 20 weeks of intervention for Lincoln.

Lincoln's first 9 scores: 14, 16, 13, 10, 17, 15, 18, 14, 19



a. Using Lincoln's graph, mark the benchmark with a "B" using the provided information.
Benchmark for Quantity Discrimination: 25

- Module 2
 - Part 3
 - Activity #8 (cont.)
- 

b. Using Lincoln’s graph, mark the goal using slope (ROI) with an “S” using the provided information.

Rate of Improvement for Quantity Discrimination: 0.50

1. Locate slope (i.e., rate of improvement – ROI)
2. Multiply ROI by number of weeks left in intervention
3. Add to baseline of progress monitoring scores
4. Mark goal on student graph with an “S”
5. Draw goal-line from baseline progress monitoring scores to S

c. Using Lincoln’s graph, mark the goal for the intra-individual framework with an “I.”

1. Identify student’s (slope) using the formula:
$$\frac{3^{\text{rd}} \text{ median} - 1^{\text{st}} \text{ median}}{\# \text{ data points} - 1}$$
2. Multiply slope by 1.5
3. Multiply by number of weeks until end of intervention
4. Add to student’s baseline score
5. Mark goal on student graph with an “I”
6. Draw goal-line from baseline progress monitoring scores to I



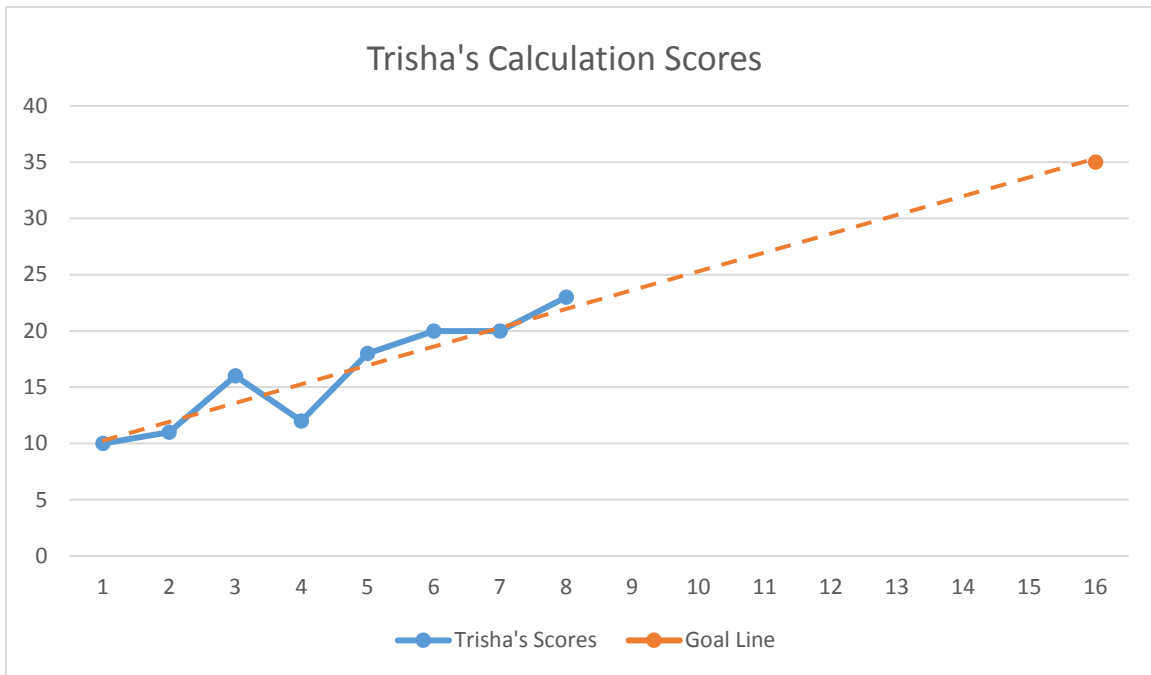
Intensive Interventions in Mathematics



- Module 2
- Part 3
- Activity #9

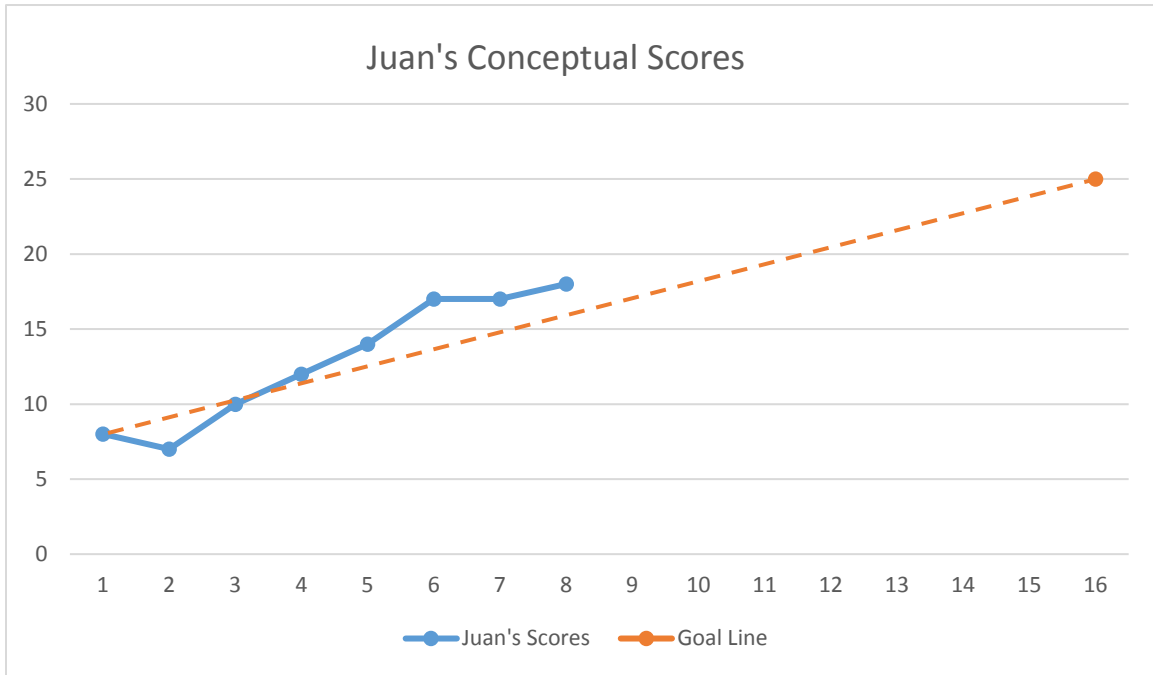


Look at the graphs for these students. What decisions would you make about the progress of each student?

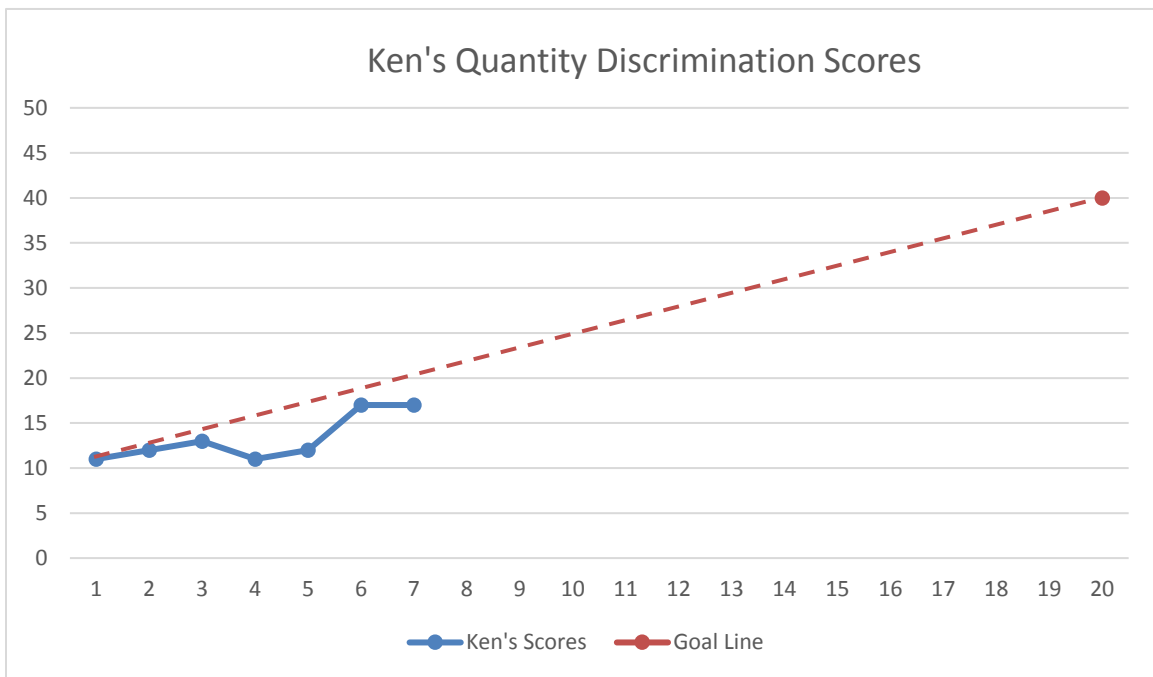


Decision: _____

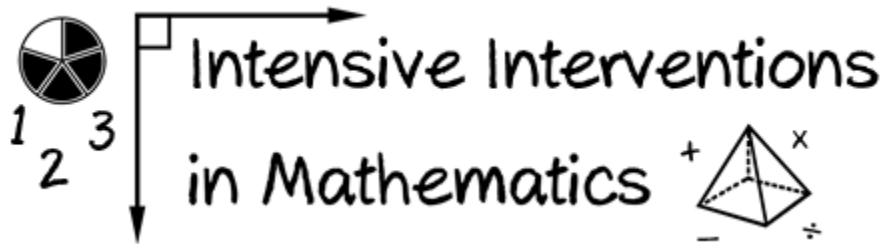
- Module 2
- Part 3
- Activity #9 (cont.)




Decision: _____



Decision: _____

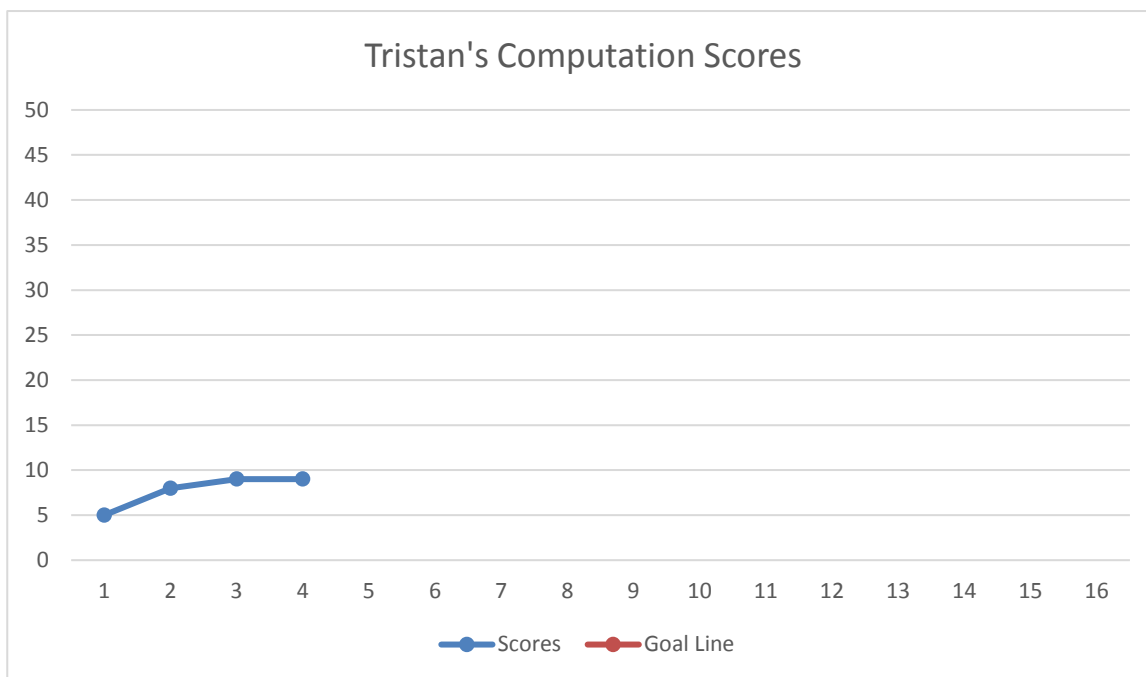


Intensive Interventions in Mathematics

- Module 2
 - Part 3
 - Activity #10
- 

Look at the graphs for these students.

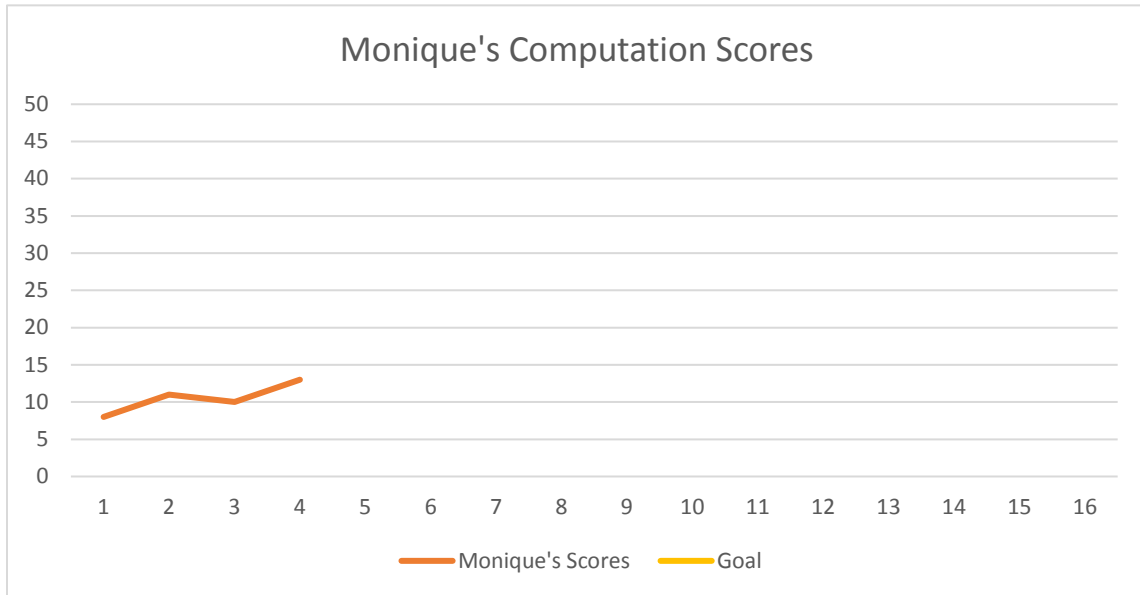
What decisions would you make about the progress of each student?



1. Using the Benchmark, ROI, or Intra-individual framework, determine a goal for Tristan and draw your goal line.
2. Then add the following scores: Week 5 = 11, Week 6 = 13, Week 7 = 12, and Week 8 = 15.
3. Determine whether to increase the goal, continue to monitor progress, or to make an adaptation.

Decision: _____

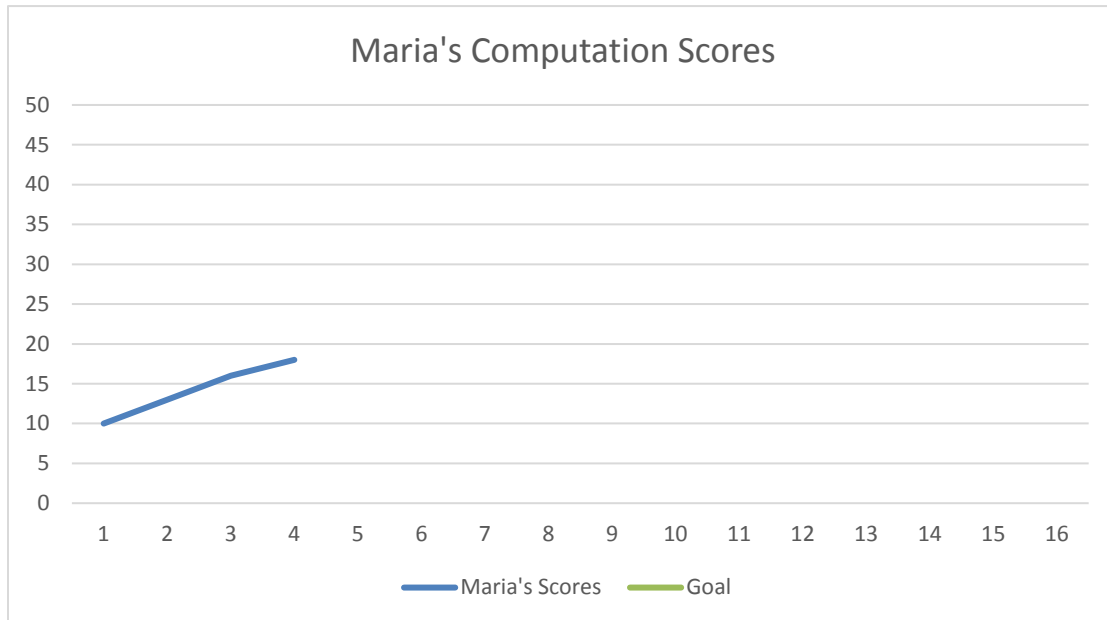
- Module 2
- Part 3
- Activity #10 (cont.)



1. Using the Benchmark, ROI, or Intra-individual framework, determine a goal for Monique and draw your goal line.
2. Then add the following scores: Week 5 = 16, Week 6 = 17, Week 7 = 19, and Week 8 = 22.
3. Determine whether to increase the goal, continue to monitor progress, or to make an adaptation.

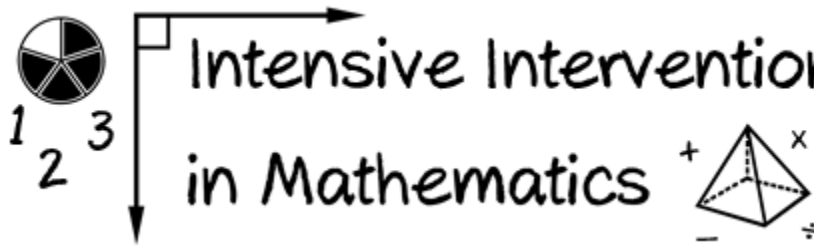
Decision: _____

- Module 2
- Part 3
- Activity #10 (cont.)




1. Using the Benchmark, ROI, or Intra-individual framework, determine a goal for Maria and draw your goal line.
2. Then add the following scores: Week 5 = 17, Week 6 = 18, Week 7 = 16, and Week 8 = 18.
3. Determine whether to increase the goal, continue to monitor progress, or to make an adaptation.

Decision: _____



Intensive Interventions in Mathematics

- Module 2
- Part 3
- Discussion

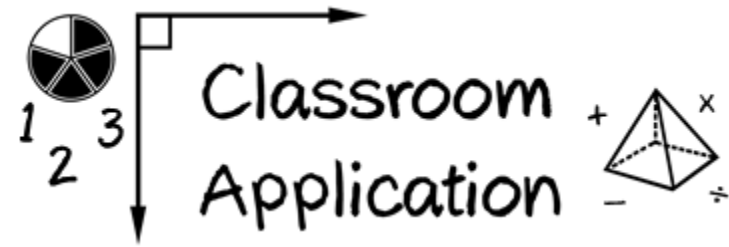


Share your current structure for making DBI decisions.

- Who administers progress monitoring measures?
- Who makes the decisions about response?
- When and how are decisions made?

Write an original post on the Discussion Board and respond to two peers.

(This space is for organizing your ideas.)



(1) Start (or continue) implementing progress monitoring measures on a weekly basis.

Goals:

Evidence of progress:

(2) Start (or continue) graphing data.

Goals:

Evidence of progress:

(3) Start (or continue) making decisions about progress.

Goals:

Evidence of progress:
