





Math Placement Flowchart K-6



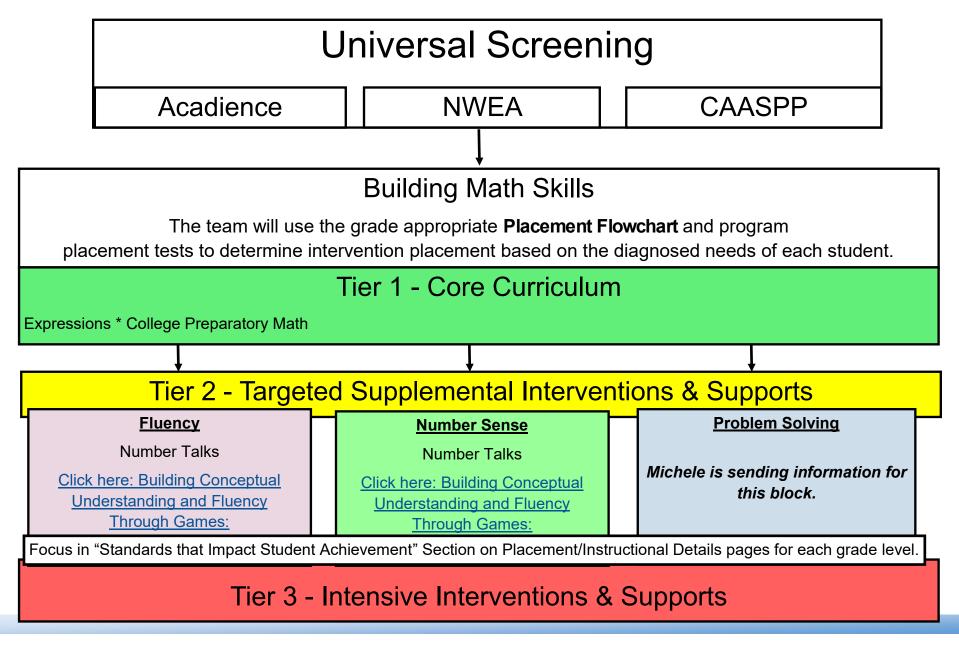




The Orcutt School District has been collaborating with Dr. Michele Douglass, Consultant, to strengthen math instruction and student learning since 2019.

Though some of the proceeding guidelines have been customized to reflect the specific needs of our students and math instruction, they are based on Acadience guidelines, our Expressions Curriculum, and the guidance of Dr. Michele Douglass.

OUSD K-8 Math Placement Flowchart Overview





Determining Beginning of Year Grouping - Kindergarten

Results from Acadience Fall Benchmarking

Group 1: Likely to Need Core Support						
Magnitude Computation & SubitizationAt or Above Benchmark (5 or more on BQD1)						
Strategic Counting	At or Above Benchmark (5 or more on NNF ²)					

Group 2: Additional Support on Strategic Counting (Number Sense)					
Magnitude Computation & SubitizationAt or Above Benchmark (5 or more on BQD1)					
Strategic Counting	Below or Well Below Benchmark (5 or more on NNF ²)				

Group 3: Additional Support on Magnitude Comparison and Possibly on Subitization (Number Sense)				
Magnitude Computation & Subitization	At or Above Benchmark (Less than 5 on BQD ¹)			
Strategic Counting	At or Above Benchmark (5 or more on NNF ²)			

Group 4: Additional Support on Strategic			
Counting, Magnitude Comparison and Possibly			
Subitization (Number Sense)*			
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	Below or Well Benchmark (Less than 5 on BQD ¹)				
Strategic Counting	Below or Well Below Benchmark (Less than 5 on NNF ²)				

*For Group 4, consider using the <u>BVSD Universal Screeners for Elementary Math</u> for more in depth identification of areas of need in Number Sense, Fluency, and Problem Solving. This would also be a good tool for Progress Monitoring.

1. BQD - Beginning Quantity Discrimination 2. NNF - Next Number Fluency

Beginning of the Year Placement/Instructional Details - Kindergarten

GROUP 4 Focus: Additional Support on Strategic Counting, Magnitude Comparison and Possibly Subitization ¹ Classroom Support: Expressions ² - Differentiated Instruction Universal Access - Intervention	Magni Possit Class Expres	GROUI Comparised Stude Comparised Stude Compa	upport on on and on ¹ ntiated	Focus: Ac Strategic C Classroom Expression	Support: s ² - Differentiate Universal Acces	d	GROU Focus: Likely to n Support ¹ Classroom Suppor Expressions ² - Diffe Instruction Universa Level/Challenge	eed Core t: rentiated
Math Tools Linked to Content Co backward), Ten Frame with Colored Dot Image Cards (Number Talks) More Small Group Instruction with Understanding	Counters of h Tools Li	(Numbers to 10), Rekenreck (Nunnerstein Nunnerstein (Nunnerstein Nunnerstein Nu	umbers to 10), Co	ounting Tools (i.e	-		
Co	unting and	d Cardinality		Operation	is and Algebrai	c Thinking	y Numbers and Base Ten	
forward from betw any number num tity; o cour	ionship een oer quan- onnect	K.CC5: Count to an- swer "how many" in vari- ous arrange- ments	K.CC6: Comparing groups of items to identify great- er than, less than, or equal to	K.OA2: Solve +/- word problems and add and subtract within 10	K.OA3: Compose numbers up to 10 into pairs in more than one way	K.OA5: Fluently + within 5	KNBT.1	

1. Acadience 2. Expressions - Houghton Mifflin Harcourt

Determining Middle of Year Grouping - Kindergarten

Results from Acadience Winter Benchmarking

Group 1: Likely to Need Core Support				
Number Identification	At or Above Benchmark (14 or more on NIF ¹)			
Strategic Counting	At or Above Benchmark (11 or more on NNF ²)			

Group 2: Additional Support on Strategic Counting (Number Sense)					
Number IdentificationAt or Above Benchmark (14 or more on NIF1)					
Strategic Counting	Below or Well Below Benchmark (5 or more on NNF ²)				

Group 3: Additional Support on Number Identification (Number Sense)					
Number IdentificationBelow or Well Below Benchmark (Less than 14 on NIF ¹)					
Strategic Counting	At or Above Benchmark (11 or more on 11 or more on NNF ²)				

Group 4: Additional Support on Number Identifi- cation and on Strategic Counting (Check BQD ³)			
(Number Sense)*			
-	· · · · · · · · · · · · · · · · · · ·		

	Below or Well Benchmark (Less than 14 on NIF ¹)				
Strategic Counting	Below or Well Below Benchmark (Less than 11 on NNF ²)				

*For Group 4, consider using the <u>BVSD Universal Screeners for Elementary Math</u> for more in depth identification of areas of need in Number Sense, Fluency, and Problem Solving. This would also be a good tool for Progress Monitoring.

1. BQD - Beginning Quantity Discrimination 2. NNF - Next Number Fluency 3. BDQ - Beginning Quantity Descrimination From *Acadience Learning, Inc. June, 2019*

Middle of the Year Placement/Instructional Details - Kindergarten

Math Tools Linked to Content Collection: Number Bonds (Numbers to 10), Pattern Blocks (Attributes), Linking Cubes (Counting forward & Counting Backwards), Ten Frame with Colored Counters (Numbers to 10), Rekenrek (Numbers to 10), Various Counting Tools (beans, bears, paperclips, etc.), Dot Image Cards (Number Talks) More Small Group Instruction with Tools Linked to Content Collection as Needed to Demonstrate Understanding Standards that Impact Student Achievement * Kindergarten Numbers and Base Ten K.CC2: K.CC4: K.CC4: K.CC5: K.CC6: Counting forward from any number K.CC4: K.CC5: K.CC6: Count to an- swer "how many" in various arrange- ments tity; connect counting and cardinality K.CC6: K.OA2: K.OA3: K.OA5: K.DA5: K.DA5:	GROUP 4 Focus: Additional Support on Number Identification and on Stra- tegic Counting ¹ (Check BQD ²) Classroom Support: Expressions ³ - Differentiated Instruction Universal Access - Intervention	Num Class Expre Instru	GROUF is: Additional S ber Identification ¹ sroom Support: essions ³ - Differe uction Universal A vention	upport on ntiated	Focus: Ac Strategic C Classroom Expression	Support: s ³ - Differentiated Universal Acces	d	GROU Focus: Likely to Support ¹ Classroom Supp Expressions ³ - Diff Instruction Univers Level/Challenge	need Core ort: rerentiated
K.CC2: Counting forward from any numberK.CC4: Relationship between number quan- tity; connect counting and cardinalityK.CC5: CO: Count to an- swer "how many" in vari- ous arrange- mentsK.CC6: Comparing groups of items to identify great- er than, less than, or equalK.OA2: Solve +/- word problems and add and subtract within one wayK.OA5: Fluently +/- within 5K.NBT.1 Compose and decompose number up to 10 into opairs in more than one wayK.OA5: Fluently +/- within 5K.NBT.1 Compose and decompose numbers 11 to 19 into tens and some one way	Backwards), Ten Frame with Color Cards (Number Talks) More Small Group Instruction wi	ed Counte	rs (Numbers to 1	0), Rekenrek (N nt Collection as	Needed to Dem	arious Counting	-	· ·	-
Counting forward from any numberRelationship between number quan- tity; connect counting and cardinalityCount to an- swer "how many" in vari- 	Co	ounting ar	nd Cardinality		Operation	is and Algebrai	c Thinking		
	Counting Rela forward from betw any number num tity; cour	tionship een ber quan- connect ting and	Count to an- swer "how many" in vari- ous arrange-	Comparing groups of items to identify great- er than, less than, or equal	Solve +/- word problems and add and subtract within	Compose number up to 10 into opairs in more than	Fluently +/-	KNBT.1 Compose and decompose numbers 11 to 19 into tens and some	

1. Acadience 2. BQD - Beginning Quantity Discrimination 3. Expressions - Houghton Mifflin Harcourt MD School Solutions Inc.

Based on the work of Michelle Douglass -

Determining End of Year Grouping - Kindergarten

Results from Acadience Spring Benchmarking

Group 1: Likely to Need Core Support		
Number IdentificationAt or Above Benchmark (25 or more on NIF1)		
Strategic Counting	At or Above Benchmark (14 or more on NNF ²)	

Group 2: Additional Support on Strategic Counting (Number Sense)		
Number IdentificationAt or Above Benchmark (25 or more on NIF1)		
Strategic Counting	Below or Well Below Benchmark (14 or more on NNF ²)	

Group 3: Additional Support on Number Identification (Number Sense)		
Number IdentificationBelow or Well Below Benchmark (Less than 25 on NIF ¹)		
Strategic Counting	At or Above Benchmark (14 or more on 11 or more on NNF ²)	

Group 4: Additional Support on Number Identifi- cation and on Strategic Counting (Check BQD ³) (Number Sense)*		
Number Identification	Below or Well Benchmark (Less than 25 on NIF ¹)	

Below or Well Below Benchmark (Less than 14 on NNF ²)

*For Group 4, consider using the <u>BVSD Universal Screeners for Elementary Math</u> for more in depth identification of areas of need in Number Sense, Fluency, and Problem Solving. This would also be a good tool for Progress Monitoring.

1. BQD - Beginning Quantity Discrimination 2. NNF - Next Number Fluency 3. BDQ - Beginning Quantity Descrimination From *Acadience Learning, Inc. June, 2019*

End of the Year Placement/Instructional Details - Kindergarten

Focus: Addi Number Ident tegic Counting Classroom S Expressions ³	ROUP 4 itional Support tification and on g ¹ (Check BQD ² Support: - Differentiated niversal Access	Stra- 2)	GROU Focus: Additional Number Identificatio Classroom Suppor Expressions ³ - Differ Instruction Universa Intervention	Support on n ¹ t: rentiated	Focus: Ac Strategic C Classroon Expression	n Support: Is ³ - Differentiated Universal Acces	d	GROU Focus: Likely to Support ¹ Classroom Suppor Expressions ³ - Diff Instruction Universible Level/Challenge	need Core ort: erentiated
backward), To Dot Image Ca More Small	Math Tools Linked to Content Collection: Number Bonds (Numbers to 10), Pattern Blocks (Attributes), Linking Cubes (Counting forward and backward), Ten Frame with Colored Counters (Numbers to 10), Rekenreck (Numbers to 10), Counting Tools (i.e., beans, bears, paperclips, etc. for counting), Dot Image Cards (Number Talks) More Small Group Instruction with Tools Linked to Content Collection as Needed to Demonstrate Understanding								
	Standards that Impact Stude Counting and Cardinality				ns and Algebrai		Numbers and Base Ten		
	K.CC2: Counting forward from any number	K.CC4: Relation between number tity; conr counting cardinali	yuan- swer "how quan- many" in vari- nect ous arrange- and ments	K.CC6: Comparing groups of items to identify great- er than, less than, or equal to	K.OA2: Solve +/- word problems and add and subtract within 10	K.OA3: Compose numbers up to 10 into pairs in more than one way	K.OA5: Fluently +/- within 5	KNBT.1 Compose and decompose numbers 11 to 19 into tens and some ones	

1. Acadience 2. BQD - Beginning Quantity Discrimination 3. Expressions - Houghton Mifflin Harcourt MD School Solutions Inc.

Based on the work of Michelle Douglass -

Progress Monitoring and Exiting Students - Kindergarten

GROUP 4 Focus: Strategic Counting, Magnitude Comparison, Subitiza- tion, Number Identification ¹	GROUP 3 Focus: Magnitude Comparison, Subitization, Number Identifica- tion ¹	GROUP 2 Focus: Strategic Counting ¹	GROUP 1 Focus: Core Support ¹	
Benchmark with Acadience (All Students) Fall: Beginning Quantity Discrimination, Number Identification Fluency, Next Number Fluency ¹ Winter: Beginning Quantity Discrimination, Number Identification Fluency, Next Number Fluency ¹ Spring: Beginning Quantity Discrimination, Number Identification Fluency, Next Number Fluency ¹ (Dates set by the District)				
Progress Monitoring: Every 2 - 3 weeks in least proficient area	Progress Monitoring: Every 2 - 3 weeks in least proficient area	Progress Monitoring: Every 2 - 3 weeks in least proficient area	Expressions ² Assessments: Check for Understanding and Unit Tests	
Prog Fall: Begir Winter: N Spring: N				
Expressions ² Assessments: Check for Understanding and Unit Tests Acadience Classroom Progress Monitoring Example Link	Expressions ² Assessments: Check for Understanding and Unit Tests Acadience Classroom Progress Monitoring Example Link	Expressions ² Assessments: Check for Understanding and Unit Tests Acadience Classroom Progress Monitoring Example Link		

1. Acadience 2. Expressions - Houghton Mifflin Harcourt



Determining Beginning of Year Grouping - Grade 1

Results from Acadience Fall Benchmarking

Group 1: Likely to Need Core Support		
Strategic Counting	At or Above Benchmark (12 or more on NNF ¹)	
Magnitude ComparisonAt or Above Benchmark (10 or more on AQD2)		
NWEA Score of 3 or 4 (At or Above Grade Level)		

Group 2: Additional Support on Magnitude Comparison (Number Sense)		
Strategic Counting At or Above Benchmark (12 or more on NNF ¹)		
Magnitude Comparison	Below or Well Below Benchmark (Less than 10 on AQD ²)	

Group 3: Additional Support on Strategic Counting (Number Sense)			
Strategic Counting	Below or Well Below Benchmark (Less than 12 on NNF ¹)		
Magnitude Comparison	At or Above Benchmark (10 or more on AQD ²)		

Group 4: Additional Support on Strategic Counting and on Magnitude Comparison (Number Sense)*		
trategic Counting Below or Well Benchmark (Less than 12 on NNF ¹)		

Magnitude Comparison	Below or Well Below Benchmark (Less than 10 on AQD ²)
Magnitude Comparison	(Less than 10 on AQD ²)

*For Group 4, consider using the <u>BVSD Universal Screeners for Elementary Math</u> for more in depth identification of areas of need in Number Sense, Fluency, and Problem Solving. This would also be a good tool for Progress Monitoring.

S

1. NNF - Next Number Fluency 2. AQD - Advanced Quantity Discriminiation

Beginning of the Year Placement/Instructional Details - Grade 1

GROUP 4 Focus: Additional Supp Strategic Counting and M Comparison ¹ Classroom Support: Expressions ² - Differentia Instruction Universal Account	lagnitude ated	Focus: Addit Strategic Cour Classroom Su Expressions ² -	-	n	GROUP 2 Focus: Additional Support on Magnitude Comparison ¹ Classroom Support: Expressions ² - Differentiated Instruction Universal Access - Intervention		Focus: Lik Support ¹ Classroom Expressions Instruction I Level/Chall		ns ² - Differentiated Universal Access -	On
tract), Ten Frame with Co (Add & Subtract, Problem										
	Standards that Impact Stu Operations and Algebraic Think					Numbers ar	nd Ba	se Ten		
U 20	.OA.1 se +/- within 0 to solve roblems	1.OA3 Properties to add and subtract	1.OA.4 Understand subtraction as a missing addend prob- lem	Use strate making ter	20, fluently to 10. gies of counting on, n decomposing to a rties, equivalent but blem	1.NBT.2 Understand that a 2-digit number repre- sents 10s and 1s.	100, and and and of 10 mod	3T.4 within 2 digit 1 digit, 2 digit multiple) using els and egies		

1. Acadience 2. Expressions - Houghton Mifflin Harcourt

Determining Middle of Year Grouping - Grade 1

Results from Acadience Winter Benchmarking

Group 1: Likely to Need Core Support			Group 2: Additional Support on Computation (Fluency)		
Magnitude Comparison	At or Above Benchmark (19 or more on AQD ¹)		Strategic Counting	At or Above Benchmark (19 or more on AQD ¹)	
ComputationAt or Above Benchmark (11 or more on Computation)			Magnitude Comparison	Below or Well Below Benchmark (Less than 11 on Computation)	
NWEA Score of 3 or 4 (At or Above Grade Level)					
Group 3: Additional Support on Magnitude Comparison (Number Sense)			Comparison and	Support on Magnitude d on Computation umber Sense)*	
Magnitude Comparison	gnitude ComparisonBelow or Well Below Benchmark (Less than 12 on AQD1)		Magnitude Comparison	Below or Well Benchmark (Less than 19 on AQD ¹)	

*For Group 4, consider using the <u>BVSD Universal Screeners for Elementary Math</u> for more in depth identification of areas of need in Number Sense, Fluency, and Problem Solving. This would also be a good tool for Progress Monitoring.

At or Above Benchmark (11 or

more Computation)

1. AQD - Advanced Quantity Discriminiation

Computation

From Acadience Learning, Inc. June, 2019

Computation

Below or Well Below Benchmark

(Less than 11 on Computation)

Middle of the Year Placement/Instructional Details - Grade 1

GROUP Focus: Additional Su Strategic Counting and Comparison ¹ Classroom Support: Expressions ² - Differer Instruction Universal A Intervention	upport on d Magnitude ntiated	Focus: Addit Magnitude Co Classroom S Expressions ²	•	n	GROU Focus: Additional Computation ¹ Classroom Suppor Expressions ² - Diffe Instruction Universa Intervention	Support on r t: rentiated		Focus: Li Support ¹ Classroom Expressior	GROUP 1 kely to need Core n Support: ns ² - Differentiated Universal Access - O llenge
Ten Frame with Colore lem Solving), Dot Imag	Math Tools Linked to Content Collection: Number Bonds (Numbers 0 - 20), Pattern Blocks (Attributes), Number L Ten Frame with Colored Counters (Numbers to 20), Rekenreck (Numbers to 10), Place Value Blocks, (Add & Subtract) Iem Solving), Dot Image Cards (Number Talks), Secret Code Cards (Place Value) More Small Group Instruction with Tools Linked to Content Collection as Needed to Demonstrate Understanding				Add & Subtract) ⊺	•	•••	· · · · · · · · · · · · · · · · · · ·	
		Star	ndards that Imp	act Studen	L t Achievement * Gra	ide 1			
		Operation	ns and Algebrai	c Thinking		Numbers ar	nd Ba	ase Ten	
	1.OA.1 Use +/- within 20 to solve problems	1.OA3 Properties to add and subtract	1.OA.4 Understand subtraction as a missing addend prob- lem	Use strate making ter	20, fluently to 10. gies of counting on, n decomposing to a rties, equivalent but blem	1.NBT.2 Understand that a 2-digit number repre- sents 10s and 1s.	Add 100 and and and of 1 mod	BT.4 within , 2 digit 1 digit, 2 digit multiple 0 using dels and tegies	

1. Acadience 2. Expressions - Houghton Mifflin Harcourt

Determining End of Year Grouping - Grade 1

Results from Acadience Spring Benchmarking

Group 1: Likely to Need Core Support					
Strategic Counting	At or Above Benchmark (10 or more on MNF ¹)				
Computation At or Above Benchmark (17 or more on					
NWEA Score of 3 or 4 (At or Above Grade Level)					

Group 2: Additional Support on Computation (Fluency)				
Strategic Counting At or Above Benchmark (10 or more on MNF ¹)				
Computation	Below or Well Below Benchmark (Less than 17 on Computation)			

Group 3: Additional Support on Magnitude Comparison (Number Sense)						
Strategic CountingBelow or Well Below Benchmark (Less than 10 on MNF ¹)						
Computation	At or Above Benchmark (17 or more on Computation)					

Group 4: Additional Support on Magnitude	
Comparison and on Computation	
(Fluency & Number Sense)*	

	Below or Well Benchmark (Less than 10 on MNF ¹)
Computation	Below or Well Below Benchmark (Less than 17 on Computation)

*For Group 4, consider using the <u>BVSD Universal Screeners for Elementary Math</u> for more in depth identification of areas of need in Number Sense, Fluency, and Problem Solving. This would also be a good tool for Progress Monitoring.

1. MNF - Missing Number Fluency

End of the Year Placement/Instructional Details - Grade 1

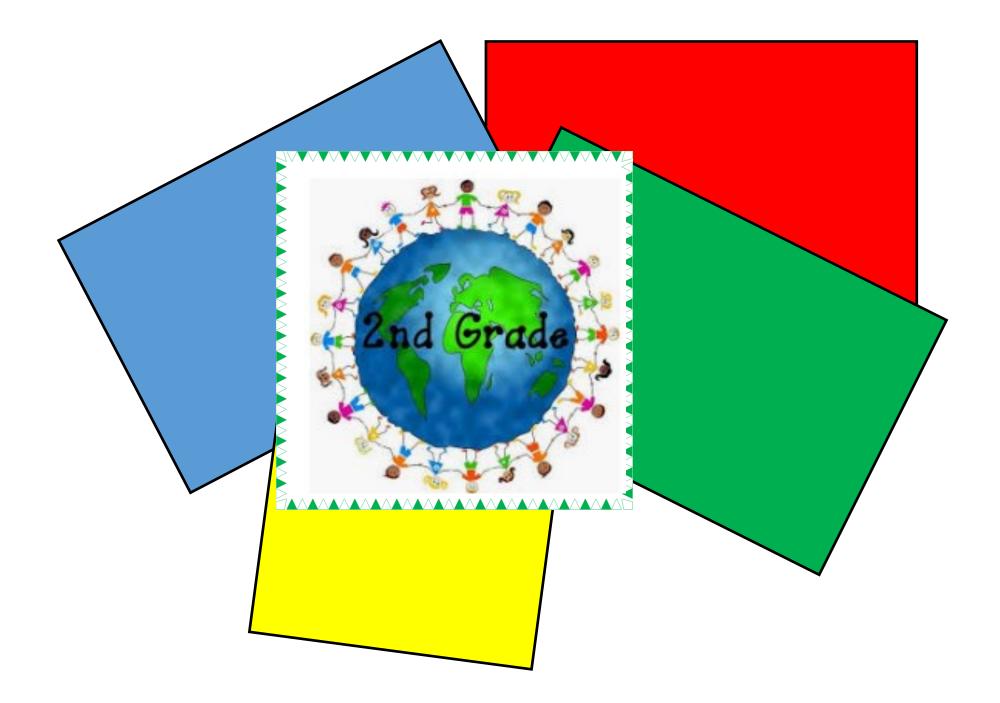
GROUP 4 Focus: Additional Sup Strategic Counting and tion ¹ Classroom Support: Expressions ² - Different Instruction Universal Act Intervention	pport on Computa- tiated	Focus: Addit Strategic Cour Classroom St Expressions ² -	upport:	n	GROU Focus: Additional Computation ¹ Classroom Suppo Expressions ² - Diffe Instruction Universa Intervention	Support on r t: rentiated		Focus: Li Support ¹ Classroor Expressior	GROUP 1 kely to need Core n Support: ns ² - Differentiated Universal Access - On llenge
Ten Frame with Colored lem Solving), Dot Image	Math Tools Linked to Content Collection: Number Bonds (Numbers 0 - 20), Pattern Blocks (Attributes), Number L Ten Frame with Colored Counters (Numbers to 20), Rekenreck (Numbers to 10), Place Value Blocks, (Add & Subtract) lem Solving), Dot Image Cards (Number Talks), Secret Code Cards (Place Value) More Small Group Instruction with Tools Linked to Content Collection as Needed to Demonstrate				Add & Subtract) 1	•			
Г	I	I Star	dards that Imp	act Studen	I t Achievement * Gra	Inde 1			
		••••							
		Operation	s and Algebrai	c Thinkina		Numbers ar	nd Ba	ase Ten	
		•	U	Ū					
	1.OA.1 Use +/- within 20 to solve problems	1.OA3 Properties to add and subtract	1.OA.4 Understand subtraction as a missing addend prob- lem	Use strate making ter	20, fluently to 10. gies of counting on, n decomposing to a rties, equivalent but blem	1.NBT.2 Understand that a 2-digit number repre- sents 10s and 1s.	Add 100 and and and of 1 mod	BT.4 within , 2 digit 1 digit, 2 digit multiple 0 using dels and tegies	

1. Acadience 2. Expressions - Houghton Mifflin Harcourt

Progress Monitoring and Exiting Students - Grade 1

GROUP 4 Focus: Strategic Counting, Magnitude Comparison & Computation ¹	, , , , , , , , , , , , , , , , , , ,	GROUP 2 Focus: Magnitude Compari- con& Computation ¹	GROUP 1 Focus: Core Support ¹					
v	Benchmark with Acadience (All Students) Fall: Number Identification Fluency, Next Number Fluency, Advanced Quantity Discrimination, Missing Number Fluency, Computation Winter: Advanced Quantity Discrimination, Missing Number Fluency, Computation ¹ Spring: Advanced Quantity Discrimination, Missing Number Fluency, Computation ¹ (Dates set by the District)							
Progress Monitoring: Every 2 - 3 weeks in least proficient area Progress Monitoring: Every 2 - 3 weeks in least proficient area Progress Monitoring: Every 2 - 3 weeks in least proficient area Expressions ² As Check for Under Tests Progress Monitoring with Acadience (Group 2, 3, 4 Students) Fall: Next Number Fluency, Advanced Quantity Discrimination ¹ Winter: Advanced Quantity Discrimination, Computation ¹ Expressions ² As Check for Under Tests								
	ing: Missing Number Fluency, Computation ¹ (Dates set by District)							
Expressions ² Assessments: Check for Understanding and Unit Tests Acadience Classroom Progress Monitoring Example Link	Check for Understanding and Unit C Tests T Acadience Classroom Progress A	Expressions ² Assessments: Check for Understanding and Unit Tests Acadience Classroom Progress Monitoring Example Link						

1. Acadience 2. Expressions - Houghton Mifflin Harcourt



Determining Beginning of Year Grouping - Grade 2

Results from Acadience Fall Benchmarking

Group 1: Likely to Need Core Support					
Computation	At or Above Benchmark (6 or more on Computation)				
Math Concepts, Vocabulary, and Problem SolvingAt or Above Benchmark (14 or more on C & A1)					
NWEA Score of 3 or 4 (At or Above Grade Level)					

Group 2: Additional Support on Computation (Fluency)					
ComputationAt or Above Benchmark (6 or more on Computation)					
Math Concepts, Vocabulary, and Problem Solving	Below or Well Below Benchmark (Less than 14 on C & A ¹)				

Group 3: Additional Support on Magnitude Comparison (Number Sense)		
Computation	Below or Well Below Benchmark (Less than 6 on Computation)	
Math Concepts, Vocabulary, and Problem Solving	At or Above Benchmark (14 or more on C & A ¹)	

Group 4: Additional Support on Magnitude
Comparison and on Computation
(Fluency and Number Sense)*

Computation	Below or Well Benchmark (Less than 6 on Computation)
Math Concepts, Vocabulary, and Problem Solving	Below or Well Below Benchmark (Less than 14 on C & A ¹)

*For Group 4, consider using the <u>BVSD Universal Screeners for Elementary Math</u> for more in depth identification of areas of need in Number Sense, Fluency, and Problem Solving. This would also be a good tool for Progress Monitoring.

1. C & A - Concepts and Applications

Beginning/Middle/End of the Year Placement/Instructional Details - Grade 2

GROUP Focus: Additional Su Computation, Math Con Vocabulary, and Proble Classroom Support: Expressions ² - Differen Instruction Universal Addition	upport on ncepts, em Solving ¹ itiated	Focus: Addit Strategic Com Classroom St Expressions ² -		N F C E	GROUP 2 Focus: Additional Support on Math Concepts, Vocabulary, and Problem Solving ¹ Classroom Support: Expressions ² - Differentiated Instruction Universal Access - Intervention	Focus: Li Support ¹ Classroor Expressior	GROUP 1 kely to need Core n Support: ns ² - Differentiated Universal Access - On lenge
tract), Mini Ten Frames Subtract, Problem Solv measuring tape)	More Small Group Instruction with Tools Linked to Content Collection as Needed to Demonstrate					ape Diagrams (Add &	
	Standards that Impact Student Achievement * Grade 2						
	Operations a Thin	-		Numbers	and Base Ten	Measurement	
		2.OA2 Fluently +/- within 20	2. NBT.1 Understand that a 3 digit number repre- sents 100s, 10s and 1s	2.NBT.5 Fluently +/- within 100 using strate- gies	2.NBT.7 +/- within 1000 using concrete models or drawings, properties and relate to written record.	3.MD.7 Concepts of area as it re- lates to multi- plication and division	

1. Acadience 2. Expressions - Houghton Mifflin Harcourt

Determining Middle of Year Grouping - Grade 2

Results from Acadience Winter Benchmarking

Group 1: Likely to Need Core Support		
ComputationAt or Above Benchmark (11 or more on Computation)		
Math Concepts, Vocabulary, and Problem SolvingAt or Above Benchmark (24 or more on C & A1)		
NWEA Score of 3 or 4 (At or Above Grade Level)		

Group 2: Additional Support on Computation (Fluency)	
ComputationAt or Above Benchmark (11 or more on Computation)	
Math Concepts, Vocabulary, and Problem Solving	Below or Well Below Benchmark (Less than 24 on C & A ¹)

Group 3: Additional Support on Magnitude Comparison (Number Sense)		
Computation	Below or Well Below Benchmark (Less than 11 on Computation)	
Math Concepts, Vocabulary, and Problem Solving	At or Above Benchmark (24 or more on C & A ¹)	

Group 4: Additional Support on Magnitude		
Comparison and on Computation		
(Fluency & Number Sense)*		

Computation	Below or Well Benchmark (Less than 11 on Computation)
Math Concepts, Vocabulary, and Problem Solving	Below or Well Below Benchmark (Less than 24 on C & A ¹)

*For Group 4, consider using the <u>BVSD Universal Screeners for Elementary Math</u> for more in depth identification of areas of need in Number Sense, Fluency, and Problem Solving. This would also be a good tool for Progress Monitoring.

1. C & A - Concepts and Applications

Determining End of Year Grouping - Grade 2

Results from Acadience Spring Benchmarking

Group 1: Likely to Need Core Support		
ComputationAt or Above Benchmark (15 or more on Computation)		
Math Concepts, Vocabulary, and Problem SolvingAt or Above Benchmark (35 or more on C & A1)		
NWEA Score of 3 or 4 (At or Above Grade Level)		

Group 2: Additional Support on Computation (Fluency)	
ComputationAt or Above Benchmark (15 or more on Computation)	
Math Concepts, Vocabulary, and Problem Solving	Below or Well Below Benchmark (Less than 35 on C & A ¹)

Group 3: Additional Support on Magnitude Comparison (Number Sense)		
Computation	Below or Well Below Benchmark (Less than 15 on Computation)	
Math Concepts, Vocabulary, and Problem Solving	At or Above Benchmark (35 or more on C & A ¹)	

Group 4: Additional Support on Magnitude			
Comparison and on Computation			
(Fluency & Number Sense)*			

	Below or Well Benchmark (Less than 15 on Computation)
Math Concepts, Vocabulary, and Problem Solving	Below or Well Below Benchmark (Less than 35 on C & A ¹)

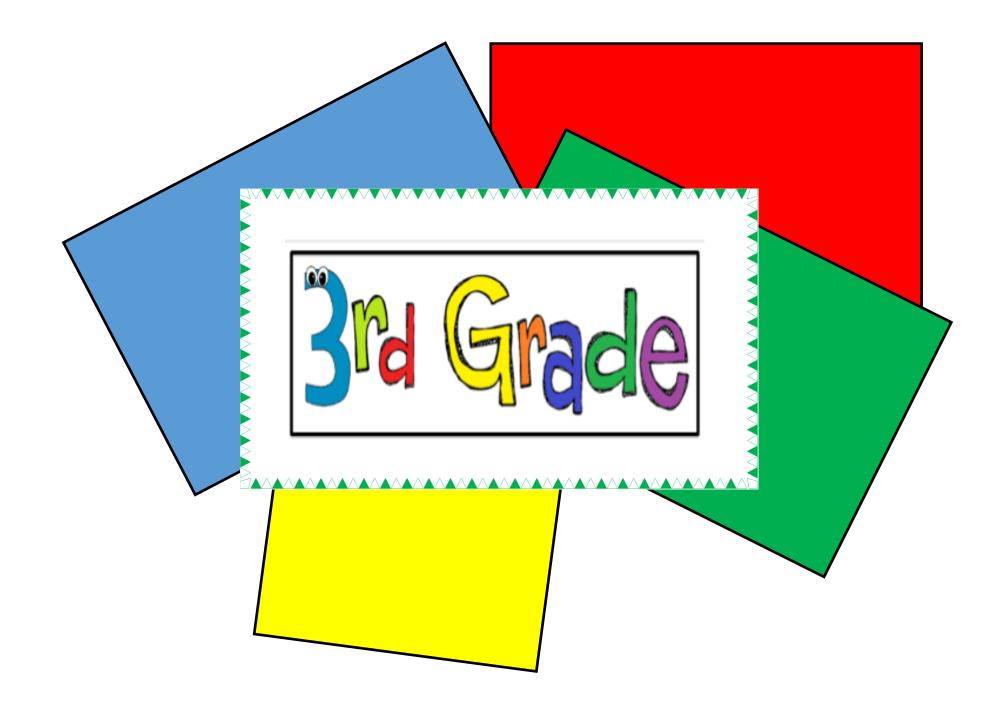
*For Group 4, consider using the <u>BVSD Universal Screeners for Elementary Math</u> for more in depth identification of areas of need in Number Sense, Fluency, and Problem Solving. This would also be a good tool for Progress Monitoring.

1. C & A - Concepts and Applications

Progress Monitoring and Exiting Students - Grade 2

GROUP 4 Focus: Computation, Math Concepts, Vocabulary, Problem Solving ¹	GROUP 3 Focus: Computation ¹	GROUP 2 Focus: Math Concepts, Vocabulary, Problem Solving ¹	GROUP 1 Focus: Core Support ¹		
Benchmark with Acadience (All Students) Fall: Computation, Concepts and Applications ¹ Winter: Computation, Concepts and Applications ¹ Spring: Computation, Concepts and Applications ¹ (Dates set by the District)					
Progress Monitoring: Every 2 - 3 weeks in least proficient area	Progress Monitoring: Every 2 - 3 weeks in least proficient area	Expressions ² Assessments: Check for Understanding and Unit Tests			
Prog Fall: Wir Spr					
Expressions ² Assessments: Check for Understanding and Unit Tests Acadience Classroom Progress Monitoring Example Link	Expressions ² Assessments: Check for Understanding and Unit Tests Acadience Classroom Progress Monitoring Example Link	Expressions ² Assessments: Check for Understanding and Unit Tests Acadience Classroom Progress Monitoring Example Link			

1. Acadience 2. Expressions - Houghton Mifflin Harcourt



Determining Beginning of Year Grouping - Grade 3

Results from Acadience Fall Benchmarking

Group 1: Likely to Need Core Support*			
ComputationAt or Above Benchmark (13 or more on Computation)			
Math Concepts, Vocabulary, and Problem SolvingAt or Above Benchmark (23 or more on C & A1)			
NWEA Score of 3 or 4 (At or Above Grade Level)			

Group 2: Additional Support on Computation (Fluency)*			
ComputationAt or Above Benchmark (13 or more on Computation)			
Math Concepts, Vocabulary, and Problem Solving	Below or Well Below Benchmark (Less than 23 on C & A ¹)		

Group 3: Additional Support on Magnitude Comparison (Number Sense)*				
Computation	Below or Well Below Benchmark (Less than 13 on Computation)			
Math Concepts, Vocabulary, and Problem Solving	At or Above Benchmark (23 or more on C & A ¹)			

Group 4: Additional Support on Magnitude			
Comparison and on Computation			
(Fluency & Number Sense)* **			

Computation	Below or Well Benchmark (Less than 13 on Computation)
Math Concepts, Vocabulary, and Problem Solving	Below or Well Below Benchmark (Less than 23 on C & A ¹)

*CAASPP IABs in focused areas will be useful for grouping and Progress Monitoring.

**For Group 4, consider using the <u>BVSD Universal Screeners for Elementary Math</u> for more in depth identification of areas of need in Number Sense, Fluency, and Problem Solving. This would also be a good tool for Progress Monitoring.

1. C & A - Concepts and Applications

Beginning/Middle/End of the Year Placement/Instructional Details - Grade 3

GROUP 4 Focus: Additional Support on Computation, Math Concepts, Vocabulary, and Problem Solving ¹ Classroom Support: Expressions ² - Differentiated Instruction Universal Access - Intervention	Com Clas Expr Instr	GROUF us: Additional S apputation ¹ ssroom Support: ressions ² - Differe ruction Universal A vention	upport on	Focus: Ad Math Conc Problem S Classroon Expression	n Support: ns ² - Differentiate Universal Acces	y, and ed	GROUP 1 Focus: Likely to need Core Support ¹ Classroom Support: Expressions ² - Differentiated Instruction Universal Access - On Level/Challenge
Math Tools Linked to Content Co Multiply and Divide, Fractions), Fra and Subtract, Multiply and Divide), Secret Code Cards (Place Value) More Small Group Instruction w Understanding	ction Strip Tape Diag , Square	os or Cuisenaire R g rams (Multiply ar Tiles [pattern blo	Rods (Fractions ad Divide, Prob ocks] (Area), N), Mini Ten Frame blem Solving), Are /ath Mountains (es (Add and Subt a Model and Arr a Fractions), Star	tract), Place Va ays [base 10 g	llue Chart with Bingo Chips (Add raph paper] (Multiply and Divide,
		Standards t	that Impact St	udent Achievem	ent * Grade 3		
0		and Algebraic inking	Numbers	and Fractions	Measu	urement	
Inte proo inte	A. OA.2 rpret ducts and rpret tients	3.OA.7 Multiply and divide within 100	3.NF.1 Defining a fraction	3.NF.3 Equivalent fractions and comparing fractions	3.MD.2 Solve problems of mass and volume using all operations	3.MD.7 Concepts of area as it relates to mu tiplication an division	

1. Acadience 2. Expressions - Houghton Mifflin Harcourt

Determining Middle of Year Grouping - Grade 3

Results from Acadience Winter Benchmarking

Group 1: Likely to Need Core Support*			
Computation At or Above Benchmark (22 or more on Computation)			
Math Concepts, Vocabulary, and Problem SolvingAt or Above Benchmark (40 or more on C & A1)			
NWEA Score of 3 or 4 (At or Above Grade Level)			

Group 2: Additional Support on Computation (Fluency)*			
ComputationAt or Above Benchmark (22 or more on Computation)			
Math Concepts, Vocabulary, and Problem Solving	Below or Well Below Benchmark (Less than 40 on C & A ¹)		

Group 3: Additional Support on Magnitude Comparison (Number Sense)*				
Computation	Below or Well Below Benchmark (Less than 22 on Computation)			
Math Concepts, Vocabulary, and Problem Solving	At or Above Benchmark (40 or more on C & A ¹)			

Group 4: Additional Support on Magnitude	
Comparison and on Computation	
(Fluency & Number Sense)* **	

	Below or Well Benchmark (Less than 22 on Computation)
Math Concepts, Vocabulary, and Problem Solving	Below or Well Below Benchmark (Less than 40 on C & A ¹)

*CAASPP IABs in focused areas will be useful for grouping and Progress Monitoring.

**For Group 4, consider using the <u>BVSD Universal Screeners for Elementary Math</u> for more in depth identification of areas of need in Number Sense, Fluency, and Problem Solving. This would also be a good tool for Progress Monitoring.

1. C & A - Concepts and Applications

Determining End of Year Grouping - Grade 3

Results from Acadience Spring Benchmarking

Group 1: Likely to Need Core Support*	
Computation	At or Above Benchmark (29 or more on Computation)
Math Concepts, Vocabulary, and Problem Solving	At or Above Benchmark (47 or more on C & A ¹)
NWEA Score of 3 or 4 (At or Above Grade Level)	

Group 2: Additional Support on Computation (Fluency)*	
ComputationAt or Above Benchmark (29 or more on Computation)	
Math Concepts, Vocabulary, and Problem Solving	Below or Well Below Benchmark (Less than 47 on C & A ¹)

Group 3: Additional Support on Magnitude Comparison (Number Sense)*	
Computation	Below or Well Below Benchmark (Less than 29 on Computation)
Math Concepts, Vocabulary, and Problem Solving	At or Above Benchmark (47 or more on C & A^1)

Group 4: Additional Support on Magnitude		
Comparison and on Computation		
(Fluency & Number Sense)* **		
Computation	Below or Well Benchmark (Less than 29 on Computation)	

Below or Well Below Benchmark (Less than 47 on C & A ¹)

*CAASPP IABs in focused areas will be useful for grouping and Progress Monitoring.

**For Group 4, consider using the <u>BVSD Universal Screeners for Elementary Math</u> for more in depth identification of areas of need in Number Sense, Fluency, and Problem Solving. This would also be a good tool for Progress Monitoring.

1. C & A - Concepts and Applications

Progress Monitoring and Exiting Students - Grade 3

GROUP 4 Focus: Computation, Math Concepts, Vocabulary, Problem Solving ¹	GROUP 3 Focus: Computation ¹	GROUP 2 Focus: Math Concepts, Vocabulary, Problem Solving ¹	GROUP 1 Focus: Core Support ¹
	Fall: Computation, C Winter: Computation, Spring: Computation,	Acadience (All Students) Concepts and Applications ¹ Concepts and Applications ¹ Concepts and Applications ¹ es set by the District)	
Progress Monitoring: Every 2 - 3 weeks in least proficient area	Progress Monitoring: Every 2 - 3 weeks in least proficient area	Progress Monitoring: Every 2 - 3 weeks in least proficient area	Expressions ² Assessments: Check for Understanding and Unit Tests
Progress Monitoring with Acadience (Group 2, 3, 4 Students) Fall: Computation, Concepts and Applications ¹ Winter: Computation, Concepts and Applications ¹ Spring: Computation, Concepts and Applications ¹ (Dates set by District)			
Expressions ² Assessments: Check for Understanding and Unit Tests Acadience Classroom Progress Monitoring Example Link	Expressions ² Assessments: Check for Understanding and Unit Tests Acadience Classroom Progress Monitoring Example Link	Expressions ² Assessments: Check for Understanding and Unit Tests Acadience Classroom Progress Monitoring Example Link	

1. Acadience 2. Expressions - Houghton Mifflin Harcourt



Determining Beginning of Year Grouping - Grade 4

Results from Acadience Fall Benchmarking

Group 1: Likely to Need Core Support*	
Computation	At or Above Benchmark (17 or more on Computation)
Math Concepts, Vocabulary, and Problem Solving	At or Above Benchmark (34 or more on C & A ¹)
NWEA Score of 3 or 4 (At or Above Grade Level)	

Group 2: Additional Support on Computation (Fluency)*	
ComputationAt or Above Benchmark (17 or more on Computation)	
Math Concepts, Vocabulary, and Problem Solving	Below or Well Below Benchmark (Less than 34 on C & A ¹)

Group 3: Additional Support on Magnitude Comparison (Number Sense)*	
Computation	Below or Well Below Benchmark (Less than 17 on Computation)
Math Concepts, Vocabulary, and Problem Solving	At or Above Benchmark (34 or more on C & A ¹)

Group 4: Additional Support on Magnitude
Comparison and on Computation
(Fluency & Number Sense)* **

	Below or Well Benchmark (Less than 17 on Computation)
Math Concepts, Vocabulary, and Problem Solving	Below or Well Below Benchmark (Less than 34 on C & A ¹)

*CAASPP IABs in focused areas will be useful for grouping and Progress Monitoring.

**For Group 4, consider using the <u>BVSD Universal Screeners for Elementary Math</u> for more in depth identification of areas of need in Number Sense, Fluency, and Problem Solving. This would also be a good tool for Progress Monitoring.

1. C & A - Concepts and Applications

Beginning/Middle/End of the Year Placement/Instructional Details - Grade 4

Math Tools Linked to Content Collection: Number Bonds (Fractions), Pattern Blocks (Area [Squares] Fractions), Number Lines (Multiply and Divide Fractions), Fraction Strips or Cuisenaire Rods (Fractions), Place Value Chart with Bingo Chips (Multiply and Divide), Place Value Blocks (Decimals) Tape Dia- grams (Multiply and Divide, Problem Solving), Area Model and Arrays [Base 10 graph paper] (Multiply and Divide), Secret Code Cards (Place Value), Protractor (Angles), Math Mountains (Fractions), More Small Group Instruction with Tools Linked to Content Collection as Needed to Demonstrate Understanding Standards that Impact Student Achievement * Grade 4 Numbers and Base Ten Numbers and Fractions including understanding A.NBT.4 Add and subtract to 100,000 4.NBT.5 digit by 2 digit including understanding 4.NF.1 Equivalent fractions including word problems 4.NF.4 Multiplication of fractions	GROUP 4 Focus: Additional Support on Computation, Math Concepts, Vocabulary, and Problem Solving ¹ Classroom Support: Expressions ² - Differentiated Instruction Universal Access - Intervention	GROUF Focus: Additional St Computation ¹ Classroom Support: Expressions ² - Differer Instruction Universal A Intervention	upport on ntiated	Focus: Ad Math Conc Problem So Classroom Expression	n Support: Is ² - Differentiate Universal Access	r, and d	GROUP 1 Focus: Likely to need Core Support ¹ Classroom Support: Expressions ² - Differentiated Instruction Universal Access - On Level/Challenge
Numbers and Base TenNumbers and Fractions4.NBT.4 Add and subtract to 100,0004.NBT.5 Multiply 4 digit x 1 digit and 2 digit by 2 digit4.NBT.6 Division including understanding remainders4.NF.1 Equivalent fractions4.NF.3 Addi- tion and subtraction of fractions4.NF.4 Multiplication of fractions	Fractions), Fraction Strips or Cuisenai grams (Multiply and Divide, Problem Protractor (Angles), Math Mountain More Small Group Instruction with	ire Rods (Fractions), Plac n Solving), Area Model s (Fractions),	e Value Chart wir and Arrays [Bas	th Bingo Chips se 10 graph pa	(Multiply and Div per] (Multiply ar	ride), Place V a	alue Blocks (Decimals) Tape Dia-
Numbers and Base TenNumbers and Fractions4.NBT.4 Add and subtract to 100,0004.NBT.5 Multiply 4 digit x 1 digit and 2 digit by 2 digit4.NBT.6 Division including understanding remainders4.NF.1 Equivalent fractions4.NF.3 Addi- tion and subtraction of fractions including word4.NF.4		Standards t	hat Impact Stude	ent Achieveme	ent * Grade 4		
Add and subtract to 100,000Multiply 4 digit x 1 digit and 2 digit by 2 digitDivisionEquivalent fractionstion and subtractionsMultiplication of fractions100,000Multiply 4 digit including understanding remaindersIncluding including tremaindersIncluding 			-			ions	
	Add an subtrac	nd Multiply 4 digit of to x 1 digit and 2	Division including understanding	Equivalent	tion and subtraction of fractions including word	Multiplication	

1. Acadience 2. Expressions - Houghton Mifflin Harcourt

Determining Middle of Year Grouping - Grade 4

Results from Acadience Winter Benchmarking

Group 1: Likely to Need Core Support*		
ComputationAt or Above Benchmark (31 or more on Computation)		
Math Concepts, Vocabulary, and Problem SolvingAt or Above Benchmark (49 or more on C & A1)		
NWEA Score of 3 or 4 (At or Above Grade Level)		

Group 2: Additional Support on Computation (Fluency)*		
ComputationAt or Above Benchmark (31 or more on Computation)		
Math Concepts, Vocabulary, and Problem Solving	Below or Well Below Benchmark (Less than 49 on C & A ¹)	

Group 3: Additional Support on Magnitude Comparison (Number Sense)*		
ComputationBelow or Well Below Benchmark (Less than 31 on Computation)		
Math Concepts, Vocabulary, and Problem Solving	At or Above Benchmark (49 or more on C & A^1)	

Group 4: Additional Support on Magnitude		
Comparison and on Computation		
(Fluency & Number Sense)* **		
	Below or Well Benchmark (Less	

Computation	than 31 on Computation)
	Below or Well Below Benchmark (Less than 49 on C & A ¹)

*CAASPP IABs in focused areas will be useful for grouping and Progress Monitoring.

**For Group 4, consider using the <u>BVSD Universal Screeners for Elementary Math</u> for more in depth identification of areas of need in Number Sense, Fluency, and Problem Solving. This would also be a good tool for Progress Monitoring.

1. C & A - Concepts and Applications MNF - Missing Number Fluency

Determining End of Year Grouping - Grade 4

Results from Acadience Spring Benchmarking

Group 1: Likely to Need Core Support*		
ComputationAt or Above Benchmark (46 or more on Computation)		
Math Concepts, Vocabulary, and Problem SolvingAt or Above Benchmark (71 or more on C & A1)		
NWEA Score of 3 or 4 (At or Above Grade Level)		

Group 2: Additional Support on Computation (Fluency)*		
ComputationAt or Above Benchmark (46 or more on Computation)		
Math Concepts, Vocabulary, and Problem Solving	Below or Well Below Benchmark (Less than 71 on C & A ¹)	

Group 3: Additional Support on Magnitude Comparison (Number Sense)*		
ComputationBelow or Well Below Benchmark (Less than 48 on Computation)		
Math Concepts, Vocabulary, and Problem Solving	At or Above Benchmark (71 or more on C & A^1)	

Group 4: Additional S	Support on Magnitude
Comparison and	on Computation
(Fluency & Number Sense)* **	
	Below or Well Benchmark (Less

than 46 on Computation)
Below or Well Below Benchmark (Less than 71 on C & A ¹)

*CAASPP IABs in focused areas will be useful for grouping and Progress Monitoring.

**For Group 4, consider using the <u>BVSD Universal Screeners for Elementary Math</u> for more in depth identification of areas of need in Number Sense, Fluency, and Problem Solving. This would also be a good tool for Progress Monitoring.

1. C & A - Concepts and Applications

Progress Monitoring and Exiting Students - Grade 4

GROUP 4 Focus: Computation, Math Concepts, Vocabulary, Problem Solving ¹	GROUP 3 Focus: Computation ¹	GROUP 2 Focus: Math Concepts, Vocabulary, Problem Solving ¹	GROUP 1 Focus: Core Support ¹
Progress Monitoring: Every 2 - 3 weeks in least proficient area	Progress Monitoring: Every 2 - 3 weeks in least proficient area	Progress Monitoring: Every 2 - 3 weeks in least proficient area	Expressions ² Assessments: Check for Understanding and Unit Tests
Progress Monitoring with Acadience (Group 2, 3, 4 Students) Fall: Computation, Concepts and Applications ¹ Winter: Computation, Concepts and Applications ¹ Spring: Computation, Concepts and Applications ¹ (Dates set by District)			
Expressions ² Assessments: Check for Understanding and Unit Tests Acadience Classroom Progress Monitoring Example Link	Expressions ² Assessments: Check for Understanding and Unit Tests Acadience Classroom Progress Monitoring Example Link	Expressions ² Assessments: Check for Understanding and Unit Tests Acadience Classroom Progress Monitoring Example Link	

1. Acadience 2. Expressions - Houghton Mifflin Harcourt



Determining Beginning of Year Grouping - Grade 5

Results from Acadience Fall Benchmarking

Group 1: Likely to Need Core Support*		
Computation	At or Above Benchmark (27 or more on Computation)	
Math Concepts, Vocabulary, and Problem SolvingAt or Above Benchmark (25 or more on C & A1)		
NWEA Score of 3 or 4 (At or Above Grade Level)		

Group 2: Additional Support on Computation (Fluency)*	
ComputationAt or Above Benchmark (27 or more on Computation)	
Math Concepts, Vocabulary, and Problem Solving	Below or Well Below Benchmark (Less than 25 on C & A ¹)

Group 3: Additional Support on Magnitude Comparison (Number Sense)*		
ComputationBelow or Well Below Benchmark (Less than 27 on Computation)		
Math Concepts, Vocabulary, and Problem Solving	At or Above Benchmark (25 or more on C & A ¹)	

Group 4: Additional Support on Magnitude		
Comparison and on Computation		
(Fluency & Number Sense)* **		

Computation	Below or Well Benchmark (Less than 27 on Computation)	
Math Concepts, Vocabulary, and Problem Solving	Below or Well Below Benchmark (Less than 25 on C & A ¹)	

*CAASPP IABs in focused areas will be useful for grouping and Progress Monitoring.

**For Group 4, consider using the <u>BVSD Universal Screeners for Elementary Math</u> for more in depth identification of areas of need in Number Sense, Fluency, and Problem Solving. This would also be a good tool for Progress Monitoring.

1. C & A - Concepts and Applications

Beginning/Middle/End of the Year Placement/Instructional Details - Grade 5

GROUP 4 Focus: Additional Support on Computation, Math Concepts, Vocabulary, and Problem Solving ¹ Classroom Support: Expressions ² - Differentiated Instruction Universal Access - Intervention	Focus: Ad Computatio Classroom Expression:	s ² - Differentiated Universal Access	- E	GROUP Focus: Additional S Math Concepts, Voca Problem Solving ¹ Classroom Support: Expressions ² - Differe Instruction Universal A Intervention	upport on bulary, and ntiated	GROUP 1 Focus: Likely to need Core Support ¹ Classroom Support: Expressions ² - Differentiated Instruction Universal Access - On Level/Challenge
tion Strips or Cuisenaire Rods (F	ractions and Pe ide, Problem So , Centimeter Cu	ercent), Place Va Iving), Graph Pa bes (Volume), M	lue Chart with aper, Area Mode ath Mountains	Bingo Chips (Multip el and Arrays [Base (Fractions), Standa	ly and Divide), 10 graph pape l	r] (Multiply and Divide, Fractions),
	St	andards that Im	nact Student A	chiovomont * Grado	5	
		Standards that Impact Student Numbers and Base Ten Number		and Fractions	Measurement	
	5.NBT.1 Powers of 10 and our place value system	5.NBT.6 Divi- sion up to 4 digit by 2 digit (equations, arrays, area model)	5.NF.2 Word prob- lems involving addition and subtraction of fractions	5.NF.3 Interpret a fraction as a division problem and solve problems leading to a fractional quotient	5.MD.5 Concept of volume	

1. Acadience 2. Expressions - Houghton Mifflin Harcourt

Based on the work of Michelle Douglass - MD School Solutions Inc.

Determining Middle of Year Grouping - Grade 5

Results from Acadience Winter Benchmarking

Group 1: Likely to Need Core Support*		
ComputationAt or Above Benchmark (52 more on Computation)		
Math Concepts, Vocabulary, and Problem SolvingAt or Above Benchmark (42 o more on C & A1)		
NWEA Score of 3 or 4 (At or Above Grade Level)		

Group 2: Additional Support on Computation (Fluency)*		
ComputationAt or Above Benchmark (52 or more on Computation)		
Math Concepts, Vocabulary, and Problem Solving	Below or Well Below Benchmark (Less than 42 on C & A ¹)	

Group 3: Additional Support on Magnitude Comparison (Number Sense)*		
ComputationBelow or Well Below Benchmark (Less than 52 on Computation)		
Math Concepts, Vocabulary, and Problem Solving	At or Above Benchmark (42 or more on C & A ¹)	

Group 4: Additional Support on Magnitude		
Comparison and on Computation		
(Fluency & Number Sense)* **		

	Below or Well Benchmark (Less than 52 on Computation)	
Math Concepts, Vocabulary, and Problem Solving	Below or Well Below Benchmark (Less than 42 on C & A ¹)	

*CAASPP IABs in focused areas will be useful for grouping and Progress Monitoring.

**For Group 4, consider using the <u>BVSD Universal Screeners for Elementary Math</u> for more in depth identification of areas of need in Number Sense, Fluency, and Problem Solving. This would also be a good tool for Progress Monitoring.

1. C & A - Concepts and Applications

Determining End of Year Grouping - Grade 5

Results from Acadience Spring Benchmarking

Group 1: Likely to Need Core Support*			
ComputationAt or Above Benchmark (56 or more on Computation)			
Math Concepts, Vocabulary, and Problem SolvingAt or Above Benchmark (62 or more on C & A1)			
NWEA Score of 3 or 4 (At or Above Grade Level)			

Group 2: Additional Support on Computation (Fluency)*			
ComputationAt or Above Benchmark (56 or more on Computation)			
Math Concepts, Vocabulary, and Problem SolvingBelow or Well Below Benchma (Less than 62 on C & A1)			

Group 3: Additional Support on Magnitude Comparison (Number Sense)*				
ComputationBelow or Well Below Benchmark (Less than 56 on Computation)				
Math Concepts, Vocabulary, and Problem SolvingAt or Above Benchmark (62 or more on C & A ¹)				

Group 4: Additional Support on Magnitude		
Comparison and on Computation (Fluency & Number Sense)* **		
Below or Well Benchmark (Les		

Computation	than 56 on Computation)
	Below or Well Below Benchmark (Less than 62 on C & A ¹)

*CAASPP IABs in focused areas will be useful for grouping and Progress Monitoring.

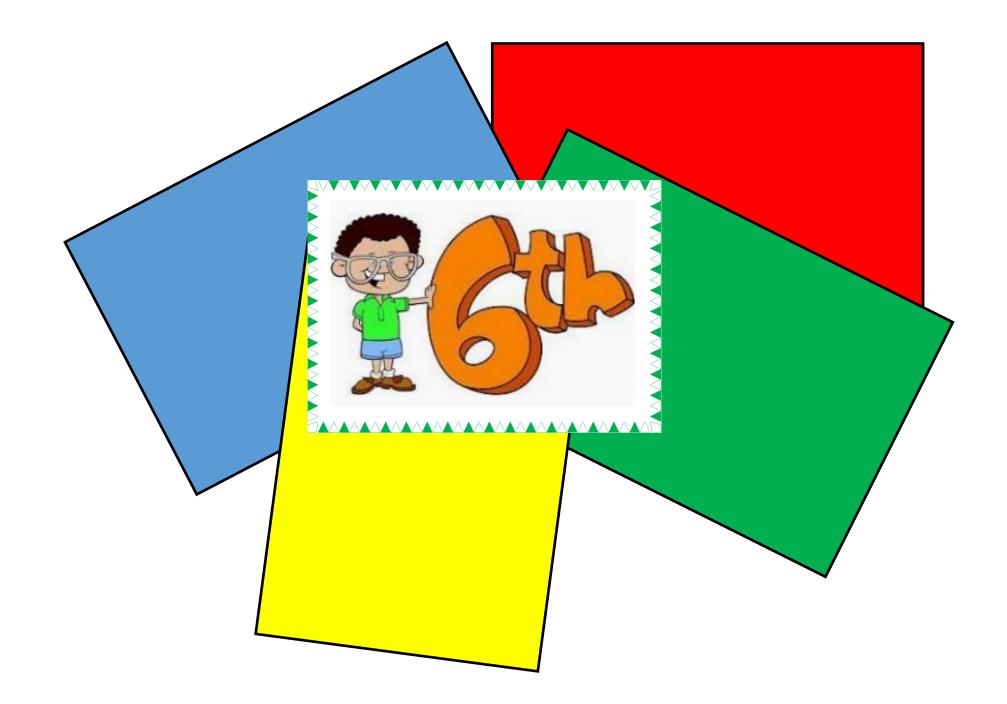
**For Group 4, consider using the <u>BVSD Universal Screeners for Elementary Math</u> for more in depth identification of areas of need in Number Sense, Fluency, and Problem Solving. This would also be a good tool for Progress Monitoring.

1. C & A - Concepts and Applications

Progress Monitoring and Exiting Students - Grade 5

GROUP 4 Focus: Computation, Math Concepts, Vocabulary, Problem Solving ¹	GROUP 3 Focus: Computation ¹	GROUP 2 Focus: Math Concepts, Vocabulary, Problem Solving ¹	GROUP 1 Focus: Core Support ¹			
	Benchmark with Acadience (All Students) Fall: Computation, Concepts and Applications ¹ Winter: Computation, Concepts and Applications ¹ Spring: Computation, Concepts and Applications ¹ (Dates set by the District)					
Progress Monitoring: Every 2 - 3 weeks in least proficient area	Progress Monitoring: Every 2 - 3 weeks in least proficient area	Expressions ² Assessments: Check for Understanding and Uni Tests				
Prog Fall: Wir Spr						
Expressions ² Assessments: Check or Understanding and Unit Tests acadience Classroom Progress Monitoring Example Link Expressions ² Assessments: Check for Understanding and Unit Tests Acadience Classroom Progress Monitoring Example Link		Expressions ² Assessments: Check for Understanding and Unit Tests Acadience Classroom Progress Monitoring Example Link				

1. Acadience 2. Expressions - Houghton Mifflin Harcourt



Determining Beginning of Year Grouping - Grade 6

Results from Acadience Fall Benchmarking

Group 1: Likely to Need Core Support				
ComputationAt or Above Benchmark (39 or more on Computation)				
Math Concepts, Vocabulary, and Problem SolvingAt or Above Benchmark (30 or more on C & A1)				
NWEA Score of 3 or 4 (At or Above Grade Level)				

Group 2: Additional Support on Computation			
ComputationAt or Above Benchmark (39 or more on Computation)			
Math Concepts, Vocabulary, and Problem SolvingBelow or Well Below Benchm (Less than 30 on C & A ¹)			

Group 3: Additional Support on Magnitude Comparison			
ComputationBelow or Well Below Benchmark (Less than 39 on Computation)			
Math Concepts, Vocabulary, and Problem Solving	At or Above Benchmark (30 or more on C & A ¹)		

Group 4: Additional Support on Magnitude Comparison and on Computation			
ComputationBelow or Well Benchmark (Less than 39 on Computation)			
Math Concepts, Vocabulary, and Problem SolvingBelow or Well Below Benchma (Less than 30 on C & A ¹)			

1. C & A - Concepts and Applications

Beginning/Middle/End of the Year Placement/Instructional Details - Grade 6

GROUP Focus: Additional Computation, Math C Vocabulary, and Pro Classroom Suppor Expressions ² - Differ Instruction Universal Intervention	Support on Concepts, blem Solving ¹ t: rentiated	Focus: Addit Computation ¹ Classroom S Expressions ²	ROUP 3 tional Support o upport: - Differentiated iversal Access -	Math (Proble Class Expres	GROUP 2 : Additional Support on Concepts, Vocabulary, and m Solving ¹ room Support: ssions ² - Differentiated stion Universal Access - ention	Focus: Likely t Support ¹ Classroom Sup Expressions ² - E	p ort: Differentiated ersal Access - On
tions, Fraction Strips Problem Solving), G	Math Tools Linked to Content Collection: Math Mountains (Fractions, Integers), Pattern Blocks (Ratios), Num tions, Fraction Strips or Cuisenaire Rods (Ratios and Proportions, Percent), Algebra Tiles (Integers, Solving Equations Problem Solving), Graph Paper (Coordinate System), Area Model and Arrays [base 10 graph paper], (fractions), Cent More Small Group Instruction with Tools Linked to Content Collection as Needed to Demonstrate Understanding		(Integers, Solving Equations, Tap ph paper], (fractions), Centimete	e Diagrams (Ratios			
	Standards that Impact Student Achievement * Grade 6						
	Ratios and Proportions	Number Sense	Equations and Expressions Statistics and Probability				
	6.RP.3 Use ratio and rate reasoning to solve real- world and mathematical problems	6.NS.5 Understand that positive and negative values are opposites and use to repre- sent real- world context	6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers	6.EE.3 and 4 Use properties of find equivalent expressions/ Identify when two expressions are equivalent	6.EE.7/6.EE.8 Solve real-world problems by writing and solving equations: Write inequalities to represent a constraint or problem. Repre- sent solutions on a number line	6.SP.3 Understand what a measure of center vs. a measure of vari- ability is	

1. Acadience 2. Expressions - Houghton Mifflin Harcourt

Based on the work of Michelle Douglass - MD School Solutions Inc.

Determining Middle of Year Grouping - Grade 6

Results from Acadience Winter Benchmarking

Group 1: Likely to Need Core Support*			
ComputationAt or Above Benchmark (54 or more on Computation)			
Math Concepts, Vocabulary, and Problem SolvingAt or Above Benchmark (46 or more on C & A1)			
NWEA Score of 3 or 4 (At or Above Grade Level)			

Group 2: Additional Support on Computation (Fluency)*		
ComputationAt or Above Benchmark (54 or more on Computation)		
Math Concepts, Vocabulary, and Problem Solving	Below or Well Below Benchmark (Less than 46 on C & A ¹)	

Group 3: Additional Support on Magnitude Comparison (Number Sense)*		
ComputationBelow or Well Below Benchm (Less than 54 on Computation		
Math Concepts, Vocabulary, and Problem Solving	At or Above Benchmark (46 or more on C & A ¹)	

Group 4: Additional Support on Magnitude		
Comparison and on Computation		
(Fluency & Number Sense)* **		
omputation	Below or Well Benchmark (Less	

Computation	than 54 on Computation)	
	Below or Well Below Benchmark (Less than 46 on C & A ¹)	

*CAASPP IABs in focused areas will be useful for grouping and Progress Monitoring.

**For Group 4, consider using the <u>BVSD Universal Screeners for Elementary Math</u> for more in depth identification of areas of need in Number Sense, Fluency, and Problem Solving. This would also be a good tool for Progress Monitoring.

1. C & A - Concepts and Applications

Determining End of Year Grouping - Grade 6

Results from Acadience Spring Benchmarking

Group 1: Likely to Need Core Support*			
ComputationAt or Above Benchmark (66 or more on Computation)			
Math Concepts, Vocabulary, and Problem Solving	ulary, At or Above Benchmark (67 or more on C & A^1)		
NWEA Score of 3 or 4 (At or Above Grade Level)			

Group 2: Additional Support on Computation (Fluency)*		
ComputationAt or Above Benchmark (66 or more on Computation)		
Math Concepts, Vocabulary, and Problem Solving	Below or Well Below Benchmark (Less than 67 on C & A ¹)	

Group 3: Additional Support on Magnitude Comparison (Number Sense)*		
ComputationBelow or Well Below Benchma (Less than 66 on Computation)		
Math Concepts, Vocabulary, and Problem Solving	At or Above Benchmark (67 or more on C & A ¹)	

Group 4: Additional Support on Magnitude		
Comparison and on Computation		
(Fluency * Number Sense)* **		
computation	Below or Well Benchmark (Less	

Computation	than 66 on Computation)	
	Below or Well Below Benchmark (Less than 67 on C & A ¹)	

*CAASPP IABs in focused areas will be useful for grouping and Progress Monitoring.

**For Group 4, consider using the <u>BVSD Universal Screeners for Elementary Math</u> for more in depth identification of areas of need in Number Sense, Fluency, and Problem Solving. This would also be a good tool for Progress Monitoring.

1. C & A - Concepts and Applications

Progress Monitoring and Exiting Students - Grade 6

GROUP 4 Focus: Computation, Math Concepts, Vocabulary, Problem Solving ¹	GROUP 3 Focus: Computation ¹	GROUP 2 Focus: Math Concepts, Vocabulary, Problem Solving ¹	GROUP 1 Focus: Core Support ¹
Benchmark with Acadience (All Students) Fall: Computation, Concepts and Applications ¹ Winter: Computation, Concepts and Applications ¹ Spring: Computation, Concepts and Applications ¹ (Dates set by the District)			
Progress Monitoring: Every 2 - 3 weeks in least proficient area	Progress Monitoring: Every 2 - 3 weeks in least proficient area	Progress Monitoring: Every 2 - 3 weeks in least proficient area	Expressions ² Assessments: Check for Understanding and Unit Tests
Progress Monitoring with Acadience (Group 2, 3, 4 Students) Fall: Computation, Concepts and Applications ¹ Winter: Computation, Concepts and Applications ¹ Spring: Computation, Concepts and Applications ¹ (Dates set by District)			
CPM ² Assessments: Check for Understanding and Unit Tests Acadience Classroom Progress Monitoring Example Link	CPM ² Assessments: Check for Understanding and Unit Tests Acadience Classroom Progress Monitoring Example Link	CPM ² Assessments: Check for Understanding and Unit Tests Acadience Classroom Progress Monitoring Example Link	

1. Acadience 2. CPM - College Preparatory Math