Fall to Winter

Winter to Spring

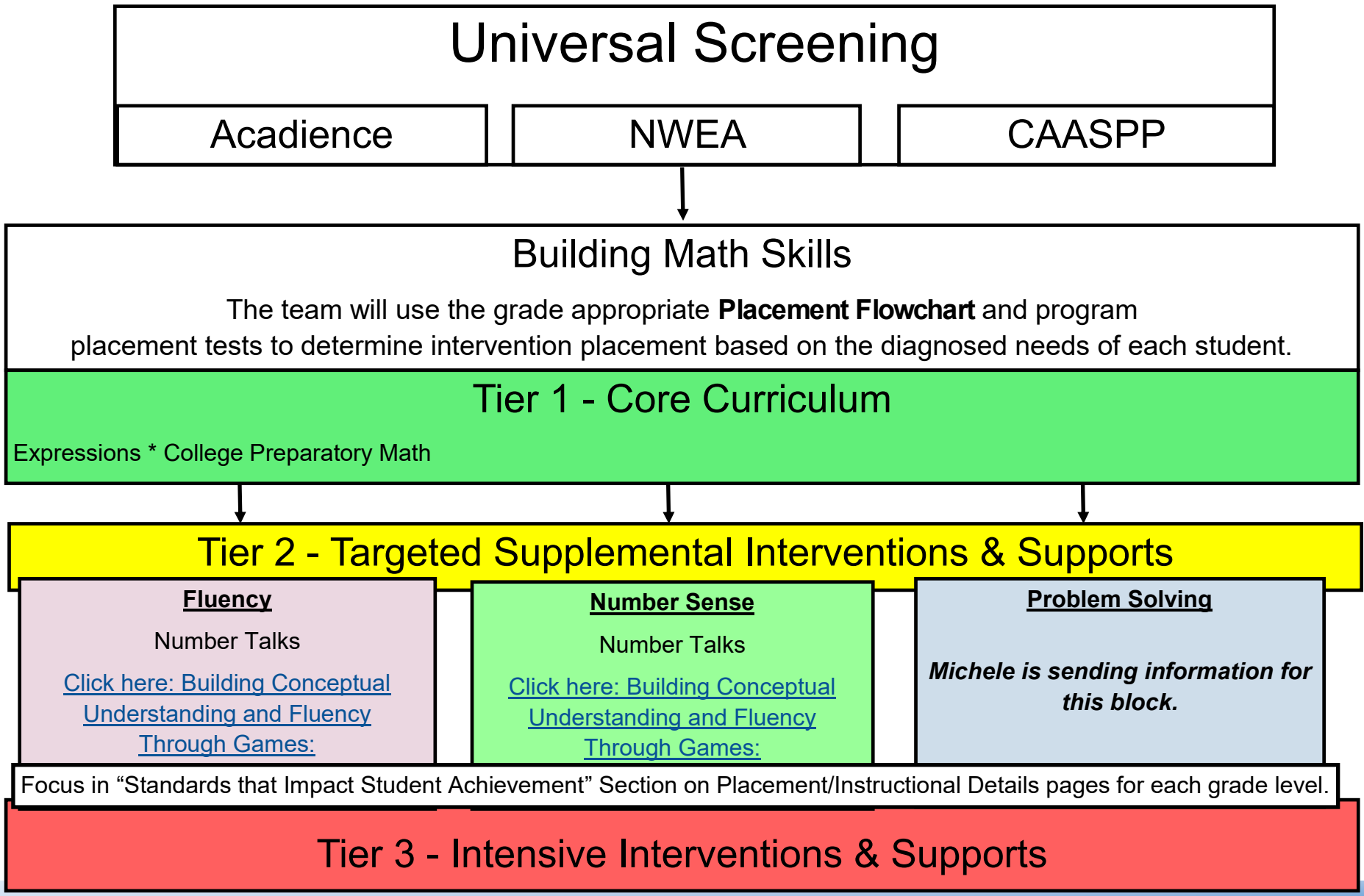
Math Placement Flowchart K-6

Background

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




Kindergarten

Determining Beginning of Year Grouping - Kindergarten

Results from Acadience Fall Benchmarking

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

Group 2: Additional Support on Strategic Counting (Number Sense)	
Magnitude Computation & Subitization	At or Above Benchmark (5 or more on BQD[1])
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)*	
Magnitude Computation & Subitization	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 BVSD Universal Screeners for Elementary Math 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

From *Acadience Learning, Inc. June, 2019*

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

GROUP 3

Focus: Additional Support on Magnitude Comparison and Possibly on Subitization[1]

Classroom Support: Expressions[2] - Differentiated Instruction Universal Access - Intervention

GROUP 2

Focus: Additional Support on Strategic Counting[1]

Classroom Support: Expressions[2] - Differentiated Instruction Universal Access - Intervention

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 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 Student Achievement * Kindergarten							
Counting and Cardinality				**Operations and Algebraic Thinking**			**Numbers and Base Ten**
K.CC2: Counting forward from any number	K.CC4: Relationship between number quantity; connect counting and cardinality	K.CC5: Count to answer "how many" in various arrangements	K.CC6: Comparing groups of items to identify greater 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. Expressions - Houghton Mifflin Harcourt

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

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 Identification	At or Above Benchmark (14 or more on NIF[1])
Strategic Counting	Below or Well Below Benchmark (5 or more on NNF[2])

Group 3: Additional Support on Number Identification (Number Sense)	
Number Identification	Below 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 Identification and on Strategic Counting (Check BQD[3]) (Number Sense)*	
Number Identification	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 BVSD Universal Screeners for Elementary Math 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

GROUP 4

Focus: Additional Support on Number Identification and on Strategic Counting[1] (Check BQD[2])

Classroom Support:
Expressions[3] - Differentiated Instruction Universal Access - Intervention

GROUP 3

Focus: Additional Support on Number Identification[1]

Classroom Support:
Expressions[3] - Differentiated Instruction Universal Access - Intervention

GROUP 2

Focus: Additional Support on Strategic Counting[1]

Classroom Support:
Expressions[3]- Differentiated Instruction Universal Access - Intervention

GROUP 1

Focus: Likely to need Core Support[1]

Classroom Support:
Expressions[3] - Differentiated Instruction Universal Access - On Level/Challenge

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

Counting and Cardinality				Operations and Algebraic Thinking			Numbers and Base Ten
K.CC2: Counting forward from any number	K.CC4: Relationship between number quantity; connect counting and cardinality	K.CC5: Count to answer "how many" in various arrangements	K.CC6: Comparing groups of items to identify greater than, less than, or equal to	K.OA2: Solve +/- word problems and add and subtract within 10	K.OA3: Compose number up to 10 into opairs 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

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

Determining End of Year Grouping - Kindergarten

Results from Acadience Spring Benchmarking

Group 1: Likely to Need Core Support	
Number Identification	At or Above Benchmark (25 or more on NIF[1])
Strategic Counting	At or Above Benchmark (14 or more on NNF[2])

Group 2: Additional Support on Strategic Counting (Number Sense)	
Number Identification	At or Above Benchmark (25 or more on NIF[1])
Strategic Counting	Below or Well Below Benchmark (14 or more on NNF[2])

Group 3: Additional Support on Number Identification (Number Sense)	
Number Identification	Below 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 Identification and on Strategic Counting (Check BQD[3]) (Number Sense)*	
Number Identification	Below or Well Benchmark (Less than 25 on NIF[1])
Strategic Counting	Below or Well Below Benchmark (Less than 14 on NNF[2])

*For Group 4, consider using the BVSD Universal Screeners for Elementary Math 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

GROUP 4	GROUP 3	GROUP 2	GROUP 1
Focus: Additional Support on Number Identification and on Strategic Counting[1] (Check BQD[2]) **Classroom Support:** Expressions[3] - Differentiated Instruction Universal Access - Intervention	**Focus:** Additional Support on Number Identification[1] **Classroom Support:** Expressions[3] - Differentiated Instruction Universal Access - Intervention	**Focus:** Additional Support on Strategic Counting[1] **Classroom Support:** Expressions[3]- Differentiated Instruction Universal Access - Intervention	**Focus:** Likely to need Core Support[1] **Classroom Support:** Expressions[3] - Differentiated Instruction Universal Access - On Level/Challenge

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 Student Achievement * Kindergarten							
Counting and Cardinality				**Operations and Algebraic Thinking**			**Numbers and Base Ten**
K.CC2: Counting forward from any number	K.CC4: Relationship between number quantity; connect counting and cardinality	K.CC5: Count to answer "how many" in various arrangements	K.CC6: Comparing groups of items to identify greater 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

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

Progress Monitoring and Exiting Students - Kindergarten

GROUP 4	GROUP 3	GROUP 2	GROUP 1
Focus: Strategic Counting, Magnitude Comparison, Subitization, Number Identification[1]	**Focus:** Magnitude Comparison, Subitization, Number Identification[1]	**Focus:** Strategic Counting[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
Progress Monitoring with Acadience (Group 2, 3, 4 Students) **Fall:** Beginning Quantity Discrimination, Next Number Fluency[1] **Winter:** Number Identification Fluency, Next Number Fluency[1] **Spring:** Number Identification Fluency, Next Number Fluency[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


1st Grade

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 Comparison	At or Above Benchmark (10 or more on AQD[2])
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)*	
Strategic Counting	Below or Well Benchmark (Less than 12 on NNF[1])
Magnitude Comparison	Below or Well Below Benchmark (Less than 10 on AQD[2])

*For Group 4, consider using the BVSD Universal Screeners for Elementary Math 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. NNF - Next Number Fluency 2. AQD - Advanced Quantity Discriminiation

From *Acadience Learning, Inc. June, 2019*

Beginning of the Year Placement/Instructional Details - Grade 1

GROUP 4

Focus: Additional Support on Strategic Counting and Magnitude Comparison[1]

Classroom Support:
Expressions[2] - Differentiated Instruction Universal Access - Intervention

GROUP 3

Focus: Additional Support on Strategic Counting[1]

Classroom Support:
Expressions[2] - Differentiated Instruction Universal Access - Intervention

GROUP 2

Focus: Additional Support on Magnitude Comparison[1]

Classroom Support:
Expressions[2] - Differentiated Instruction Universal Access - Intervention

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 Collection: **Number Bonds** (Numbers to 20), **Pattern Blocks** (Attributes), **Number Lines** (Counting by 10, Add & Subtract), **Ten Frame with Colored Counters** (Numbers to 20, Add & Subtract), **Rekenrek** (Numbers to 10), **Place Value Blocks** (Add & Subtract), **Tape Diagrams** (Add & Subtract, Problem 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

Standards that Impact Student Achievement * Grade 1					
Operations and Algebraic Thinking				**Numbers and Base 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 problem	1.OA.6 +/- within 20, fluently to 10. Use strategies of counting on, making ten decomposing to a ten, properties, equivalent but easier problem	1.NBT.2 Understand that a 2-digit number represents 10s and 1s.	1.NBT.4 Add within 100, 2 digit and 1 digit, and 2 digit and multiple of 10 using models and strategies

1. Acadience 2. Expressions - Houghton Mifflin Harcourt

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

Determining Middle of Year Grouping - Grade 1

Results from Acadience Winter Benchmarking

Group 1: Likely to Need Core Support	
Magnitude Comparison	At or Above Benchmark (19 or more on AQD[1])
Computation	At or Above Benchmark (11 or more on Computation)
NWEA Score of 3 or 4 (At or Above Grade Level)	

Group 2: Additional Support on Computation (Fluency)	
Strategic Counting	At or Above Benchmark (19 or more on AQD[1])
Magnitude Comparison	Below or Well Below Benchmark (Less than 11 on Computation)

Group 3: Additional Support on Magnitude Comparison (Number Sense)	
Magnitude Comparison	Below or Well Below Benchmark (Less than 12 on AQD[1])
Computation	At or Above Benchmark (11 or more Computation)

Group 4: Additional Support on Magnitude Comparison and on Computation (Fluency & Number Sense)*	
Magnitude Comparison	Below or Well Benchmark (Less than 19 on AQD[1])
Computation	Below or Well Below Benchmark (Less than 11 on Computation)

*For Group 4, consider using the BVSD Universal Screeners for Elementary Math 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. AQD - Advanced Quantity Discriminiation

From *Acadience Learning, Inc. June, 2019*

Middle of the Year Placement/Instructional Details - Grade 1

GROUP 4	GROUP 3	GROUP 2	GROUP 1
Focus: Additional Support on Strategic Counting and Magnitude Comparison[1] **Classroom Support:** Expressions[2] - Differentiated Instruction Universal Access - Intervention	**Focus:** Additional Support on Magnitude Comparison[1] **Classroom Support:** Expressions[2] - Differentiated Instruction Universal Access - Intervention	**Focus:** Additional Support on Computation[1] **Classroom Support:** Expressions[2] - Differentiated Instruction Universal Access - Intervention	**Focus:** Likely to need Core Support[1] **Classroom Support:** Expressions[2] - Differentiated Instruction Universal Access - On Level/Challenge

Math Tools Linked to Content Collection: Number Bonds (Numbers 0 - 20), Pattern Blocks (Attributes), Number Lines (Counting by 10's, Add & Subtract), Ten Frame with Colored Counters (Numbers to 20), Rekenreck (Numbers to 10), Place Value Blocks, (Add & Subtract) Tape Diagrams (Add & Subtract, Problem 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

Standards that Impact Student Achievement * Grade 1					
Operations and Algebraic Thinking				**Numbers and Base 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 problem	1.OA.6 +/- within 20, fluently to 10. Use strategies of counting on, making ten decomposing to a ten, properties, equivalent but easier problem	1.NBT.2 Understand that a 2-digit number represents 10s and 1s.	1.NBT.4 Add within 100, 2 digit and 1 digit, and 2 digit and multiple of 10 using models and strategies

1. Acadience 2. Expressions - Houghton Mifflin Harcourt

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

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 Counting	Below 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)*	
Strategic Counting	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 BVSD Universal Screeners for Elementary Math 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

From *Acadience Learning, Inc. June, 2019*

End of the Year Placement/Instructional Details - Grade 1

GROUP 4	GROUP 3	GROUP 2	GROUP 1
Focus: Additional Support on Strategic Counting and Computation[1] **Classroom Support:** Expressions[2] - Differentiated Instruction Universal Access - Intervention	**Focus:** Additional Support on Strategic Counting[1] **Classroom Support:** Expressions[2] - Differentiated Instruction Universal Access - Intervention	**Focus:** Additional Support on Computation[1] **Classroom Support:** Expressions[2] - Differentiated Instruction Universal Access - Intervention	**Focus:** Likely to need Core Support[1] **Classroom Support:** Expressions[2] - Differentiated Instruction Universal Access - On Level/Challenge

Math Tools Linked to Content Collection: Number Bonds (Numbers 0 - 20), Pattern Blocks (Attributes), Number Lines (Counting by 10's, Add & Subtract), Ten Frame with Colored Counters (Numbers to 20), Rekenreck (Numbers to 10), Place Value Blocks, (Add & Subtract) Tape Diagrams (Add & Subtract, Problem 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

Standards that Impact Student Achievement * Grade 1					
Operations and Algebraic Thinking				**Numbers and Base 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 problem	1.OA.6 +/- within 20, fluently to 10. Use strategies of counting on, making ten decomposing to a ten, properties, equivalent but easier problem	1.NBT.2 Understand that a 2-digit number represents 10s and 1s.	1.NBT.4 Add within 100, 2 digit and 1 digit, and 2 digit and multiple of 10 using models and strategies

1. Acadience 2. Expressions - Houghton Mifflin Harcourt

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

Progress Monitoring and Exiting Students - Grade 1

GROUP 4	GROUP 3	GROUP 2	GROUP 1
Focus: Strategic Counting, Magnitude Comparison & Computation[1]	**Focus:** Strategic Counting & Magnitude Comparison[1]	**Focus:** Magnitude Comparison& Computation[1]	**Focus:** Core Support[1]

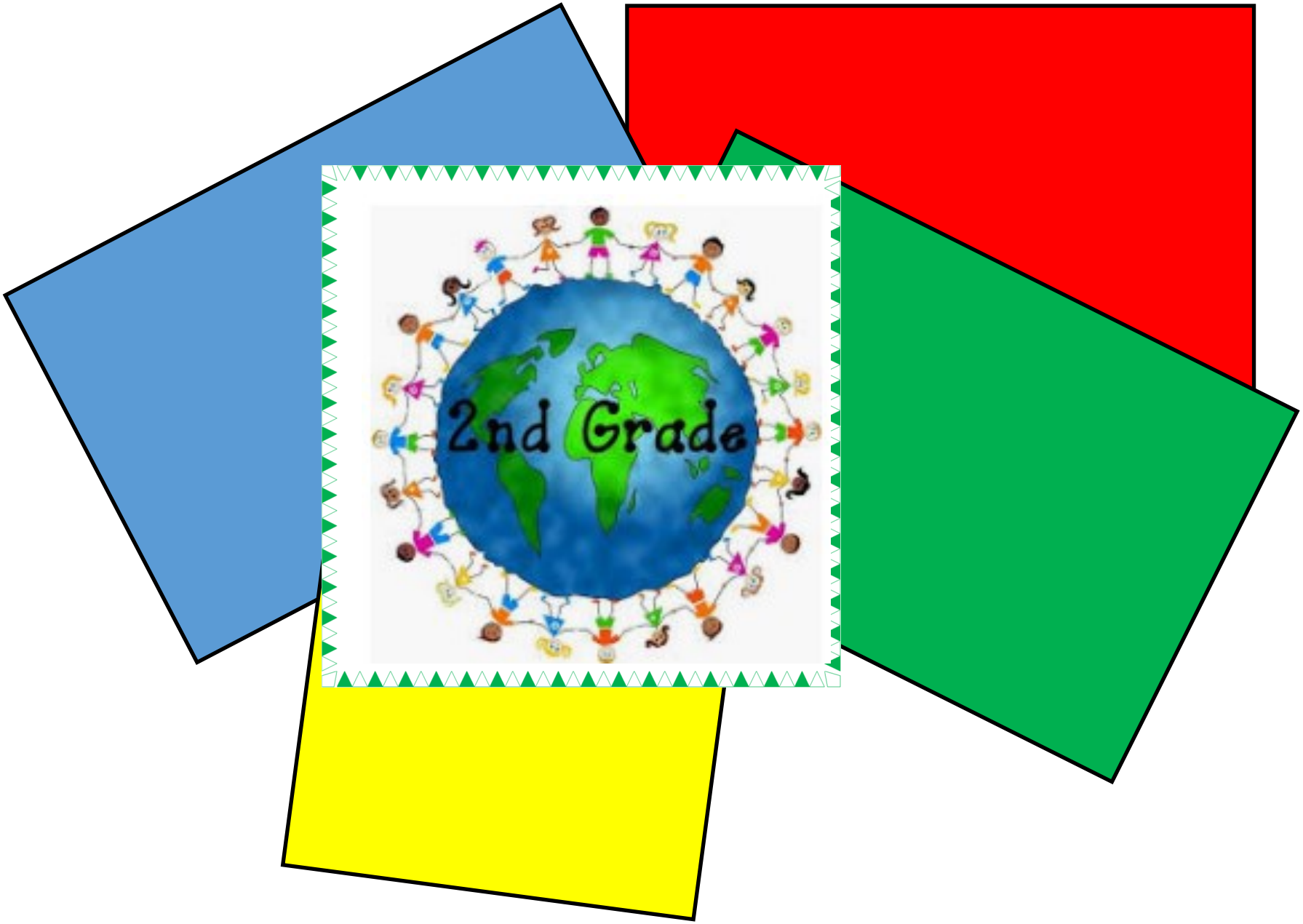
Benchmark with Acadience (All Students)
Fall: Number Identification Fluency, Next Number Fluency, Advanced Quantity Discrimination, Missing Number Fluency, Computation[1]
Winter: Advanced Quantity Discrimination, Missing Number Fluency, Computation[1]
Spring: Advanced Quantity Discrimination, Missing 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] Assessments: Check for Understanding and Unit Tests

Progress Monitoring with Acadience (Group 2, 3, 4 Students)
Fall: Next Number Fluency, Advanced Quantity Discrimination[1]
Winter: Advanced Quantity Discrimination, Computation[1]
Spring: Missing Number Fluency, Computation[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


2nd Grade

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 Solving	At or Above Benchmark (14 or more on C & A[1])
NWEA Score of 3 or 4 (At or Above Grade Level)	

Group 2: Additional Support on Computation (Fluency)	
Computation	At 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 BVSD Universal Screeners for Elementary Math 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

From *Acadience Learning, Inc. June, 2019*

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

GROUP 4	GROUP 3	GROUP 2	GROUP 1
Focus: Additional Support on Computation, Math Concepts, Vocabulary, and Problem Solving[1] **Classroom Support:** Expressions[2] - Differentiated Instruction Universal Access - Intervention	**Focus:** Additional Support on Strategic Computation[1] **Classroom Support:** Expressions[2] - Differentiated Instruction Universal Access - Intervention	**Focus:** Additional Support on Math Concepts, Vocabulary, and Problem Solving[1] **Classroom Support:** Expressions[2] - Differentiated Instruction Universal Access - Intervention	**Focus:** Likely to need Core Support[1] **Classroom Support:** Expressions[2] - Differentiated Instruction Universal Access - On Level/Challenge

Math Tools Linked to Content Collection: Number Bonds (Numbers 0 - 100), **Pattern Blocks** (Attributes), **Number Lines** (Counting by 100s, Add & Subtract), **Mini Ten Frames** (Add & Subtract), **Place Value Chart with Bingo Chips** (Add & Subtract), **Place Value Blocks** (Add & Subtract), **Tape Diagrams** (Add & Subtract, Problem Solving), **Dot Image Cards** (Number Talks), **Secret Code Cards** (Place Value), **Standard Measuring Tools** (rulers, yardsticks, meter sticks, measuring tape)

More Small Group Instruction with Tools Linked to Content Collection as Needed to Demonstrate Understanding

Standards that Impact Student Achievement * Grade 2

Operations and Algebraic Thinking		Numbers and Base Ten			Measurement
2.OA.1 Use +/- within 100 to solve 1 and 2 step problems	2.OA2 Fluently +/- within 20	2. NBT.1 Understand that a 3 digit number represents 100s, 10s and 1s	2.NBT.5 Fluently +/- within 100 using strategies	2.NBT.7 +/- within 1000 using concrete models or drawings, properties and relate to written record.	3.MD.7 Concepts of area as it relates to multiplication and division

1. Acadience 2. Expressions - Houghton Mifflin Harcourt

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

Determining Middle of Year Grouping - Grade 2

Results from Acadience Winter Benchmarking

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

Group 2: Additional Support on Computation (Fluency)	
Computation	At 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 BVSD Universal Screeners for Elementary Math 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

From *Acadience Learning, Inc. June, 2019*

Determining End of Year Grouping - Grade 2

Results from Acadience Spring Benchmarking

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

Group 2: Additional Support on Computation (Fluency)	
Computation	At 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)*	
Computation	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 BVSD Universal Screeners for Elementary Math 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

From *Acadience Learning, Inc. June, 2019*

Progress Monitoring and Exiting Students - Grade 2

GROUP 4	GROUP 3	GROUP 2	GROUP 1
Focus: Computation, Math Concepts, Vocabulary, Problem Solving[1]	**Focus:** Computation[1]	**Focus:** Math Concepts, Vocabulary, Problem Solving[1]	**Focus:** Core Support[1]

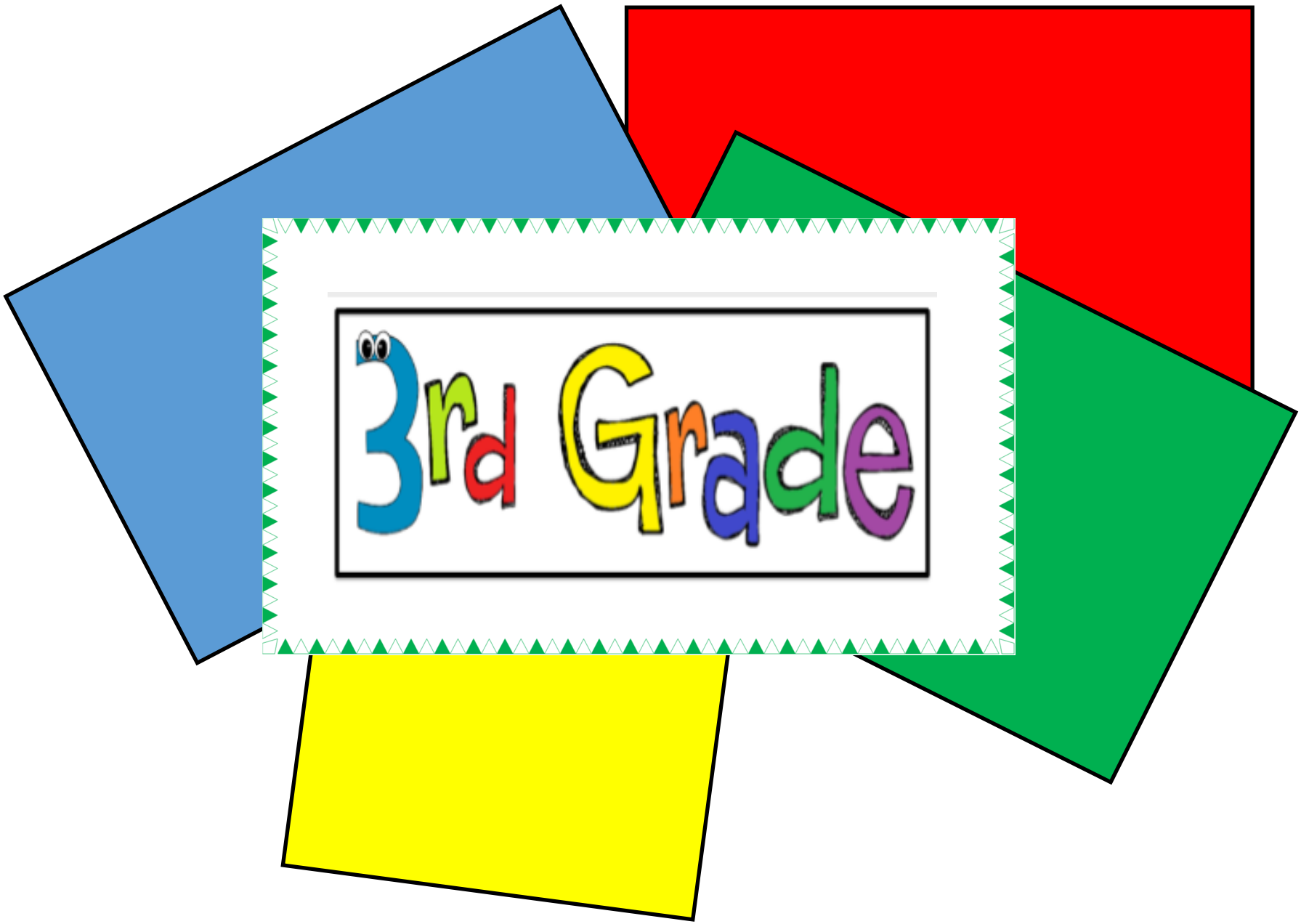
Benchmark with Acadience (All Students)
Fall: Computation, Concepts and Applications[1]
Winter: Computation, Concepts and Applications[1]
Spring: Computation, Concepts and Applications[1]
(Dates set by the District)

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)

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


3rd Grade

Determining Beginning of Year Grouping - Grade 3

Results from Acadience Fall Benchmarking

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

Group 2: Additional Support on Computation (Fluency)*	
Computation	At 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 BVSD Universal Screeners for Elementary Math 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

From *Acadience Learning, Inc. June, 2019*

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

GROUP 4	GROUP 3	GROUP 2	GROUP 1
Focus: Additional Support on Computation, Math Concepts, Vocabulary, and Problem Solving[1] **Classroom Support:** Expressions[2] - Differentiated Instruction Universal Access - Intervention	**Focus:** Additional Support on Computation[1] **Classroom Support:** Expressions[2] - Differentiated Instruction Universal Access - Intervention	**Focus:** Additional Support on Math Concepts, Vocabulary, and Problem Solving[1] **Classroom Support:** Expressions[2] - Differentiated Instruction Universal Access - Intervention	**Focus:** Likely to need Core Support[1] **Classroom Support:** Expressions[2] - Differentiated Instruction Universal Access - On Level/Challenge

Math Tools Linked to Content Collection: **Number Bonds** (Fractions), **Pattern Blocks** (Area [Squares] and fractions), **Number Lines** (Skip Counting, Multiply and Divide, Fractions), **Fraction Strips or Cuisenaire Rods** (Fractions), **Mini Ten Frames** (Add and Subtract), **Place Value Chart with Bingo Chips** (Add and Subtract, Multiply and Divide), **Tape Diagrams** (Multiply and Divide, Problem Solving), **Area Model and Arrays [base 10 graph paper]** (Multiply and Divide, **Secret Code Cards** (Place Value), **Square Tiles** [pattern blocks] (Area), **Math Mountains** (Fractions), **Standard Measuring Tools**

More Small Group Instruction with Tools Linked to Content Collection as Needed to Demonstrate Understanding

Standards that Impact Student Achievement * Grade 3					
Operations and Algebraic Thinking		**Numbers and Fractions**		**Measurement**	
3.OA. 1/3.OA.2 Interpret products and interpret quotients	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 mul-tiplication and division

1. Acadience 2. Expressions - Houghton Mifflin Harcourt

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

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 Solving	At or Above Benchmark (40 or more on C & A[1])
NWEA Score of 3 or 4 (At or Above Grade Level)	

Group 2: Additional Support on Computation (Fluency)*	
Computation	At 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)* **	
Computation	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 BVSD Universal Screeners for Elementary Math 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

From *Acadience Learning, Inc. June, 2019*

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)*	
Computation	At 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)
Math Concepts, Vocabulary, and Problem Solving	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 BVSD Universal Screeners for Elementary Math 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

From *Acadience Learning, Inc. June, 2019*

Progress Monitoring and Exiting Students - Grade 3

GROUP 4	GROUP 3	GROUP 2	GROUP 1
Focus: Computation, Math Concepts, Vocabulary, Problem Solving[1]	**Focus:** Computation[1]	**Focus:** Math Concepts, Vocabulary, Problem Solving[1]	**Focus:** Core Support[1]

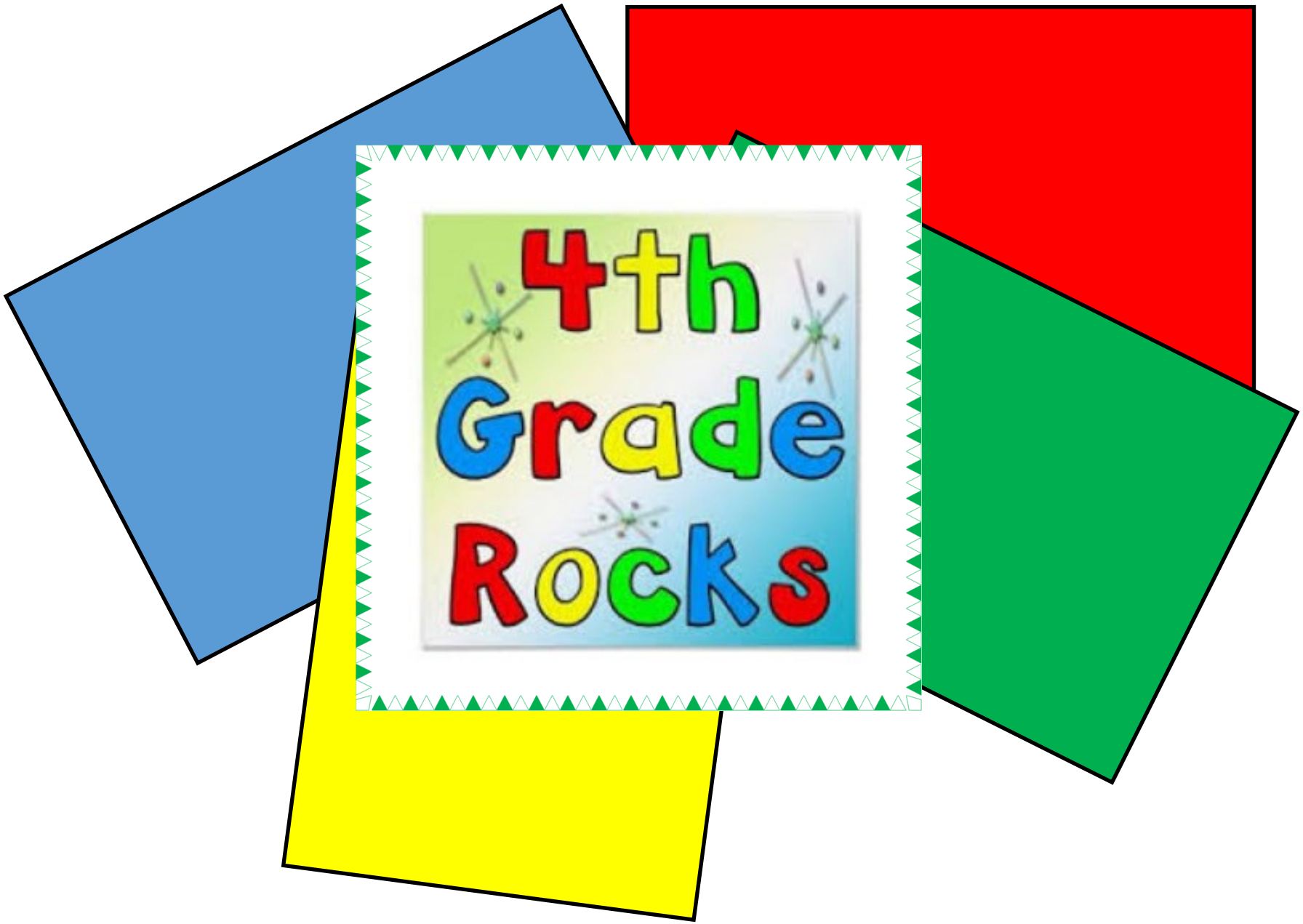
Benchmark with Acadience (All Students)
Fall: Computation, Concepts and Applications[1]
Winter: Computation, Concepts and Applications[1]
Spring: Computation, Concepts and Applications[1]
(Dates set by the District)

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)

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


4th
Grade
Rocks

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)*	
Computation	At 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)* **	
Computation	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 BVSD Universal Screeners for Elementary Math 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

From *Acadience Learning, Inc. June, 2019*

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

GROUP 4

Focus: Additional Support on Computation, Math Concepts, Vocabulary, and Problem Solving[1]

Classroom Support:
Expressions[2] - Differentiated Instruction Universal Access - Intervention

GROUP 3

Focus: Additional Support on Computation[1]

Classroom Support:
Expressions[2] - Differentiated Instruction Universal Access - Intervention

GROUP 2

Focus: Additional Support on Math Concepts, Vocabulary, and Problem Solving[1]

Classroom Support:
Expressions[2] - Differentiated Instruction Universal Access - Intervention

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 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 Diagrams** (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**		
4.NBT.4 Add and subtract to 100,000	4.NBT.5 Multiply 4 digit x 1 digit and 2 digit by 2 digit	4.NBT.6 Division including understanding remainders	4.NF.1 Equivalent fractions	4.NF.3 Addition and subtraction of fractions including word problems	4.NF.4 Multiplication of fractions

1. Acadience 2. Expressions - Houghton Mifflin Harcourt

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

Determining Middle of Year Grouping - Grade 4

Results from Acadience Winter Benchmarking

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

Group 2: Additional Support on Computation (Fluency)*	
Computation	At 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)*	
Computation	Below 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)* **	
Computation	Below or Well Benchmark (Less than 31 on Computation)
Math Concepts, Vocabulary, and Problem Solving	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 BVSD Universal Screeners for Elementary Math 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

From *Acadience Learning, Inc. June, 2019*

Determining End of Year Grouping - Grade 4

Results from Acadience Spring Benchmarking

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

Group 2: Additional Support on Computation (Fluency)*	
Computation	At 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)*	
Computation	Below 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 Support on Magnitude Comparison and on Computation (Fluency & Number Sense)* **	
Computation	Below or Well Benchmark (Less than 46 on Computation)
Math Concepts, Vocabulary, and Problem Solving	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 BVSD Universal Screeners for Elementary Math 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

From *Acadience Learning, Inc. June, 2019*

Progress Monitoring and Exiting Students - Grade 4

GROUP 4	GROUP 3	GROUP 2	GROUP 1
Focus: Computation, Math Concepts, Vocabulary, Problem Solving[1]	**Focus:** Computation[1]	**Focus:** Math Concepts, Vocabulary, Problem Solving[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)			
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


5th Grade
ROCKS

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 Solving	At or Above Benchmark (25 or more on C & A[1])
NWEA Score of 3 or 4 (At or Above Grade Level)	

Group 2: Additional Support on Computation (Fluency)*	
Computation	At 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)*	
Computation	Below 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 BVSD Universal Screeners for Elementary Math 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

From *Acadience Learning, Inc. June, 2019*

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

GROUP 4	GROUP 3	GROUP 2	GROUP 1
Focus: Additional Support on Computation, Math Concepts, Vocabulary, and Problem Solving[1] **Classroom Support:** Expressions[2] - Differentiated Instruction Universal Access - Intervention	**Focus:** Additional Support on Computation[1] **Classroom Support:** Expressions[2] - Differentiated Instruction Universal Access - Intervention	**Focus:** Additional Support on Math Concepts, Vocabulary, and Problem Solving[1] **Classroom Support:** Expressions[2] - Differentiated Instruction Universal Access - Intervention	**Focus:** Likely to need Core Support[1] **Classroom Support:** Expressions[2] - Differentiated Instruction Universal Access - On Level/Challenge

Math Tools Linked to Content Collection: **Number Bonds** (Fractions), **Pattern Blocks** (Fractions), **Number Lines** (Multiply and Divide Fractions), **Fraction Strips or Cuisenaire Rods** (Fractions and Percent), **Place Value Chart with Bingo Chips** (Multiply and Divide), **Place Value Blocks** (Decimals), **Tape Diagrams** (Multiply and Divide, Problem Solving), **Graph Paper**, **Area Model and Arrays [Base 10 graph paper]** (Multiply and Divide, Fractions), **Secret Code Cards** (Place Value), **Centimeter Cubes** (Volume), **Math Mountains** (Fractions), **Standard Measuring Tools**

More Small Group Instruction with Tools Linked to Content Collection as Needed to Demonstrate Understanding

Standards that Impact Student Achievement * Grade 5				
Numbers and Base Ten		**Numbers and Fractions**		**Measurement**
5.NBT.1 Powers of 10 and our place value system	5.NBT.6 Division up to 4 digit by 2 digit (equations, arrays, area model)	5.NF.2 Word problems 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*	
Computation	At or Above Benchmark (52 or more on Computation)
Math Concepts, Vocabulary, and Problem Solving	At or Above Benchmark (42 or more on C & A[1])
NWEA Score of 3 or 4 (At or Above Grade Level)	

Group 2: Additional Support on Computation (Fluency)*	
Computation	At 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)*	
Computation	Below 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)* **	
Computation	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 BVSD Universal Screeners for Elementary Math 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

From *Acadience Learning, Inc. June, 2019*

Determining End of Year Grouping - Grade 5

Results from Acadience Spring Benchmarking

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

Group 2: Additional Support on Computation (Fluency)*	
Computation	At or Above Benchmark (56 or more on Computation)
Math Concepts, Vocabulary, and Problem Solving	Below or Well Below Benchmark (Less than 62 on C & A[1])

Group 3: Additional Support on Magnitude Comparison (Number Sense)*	
Computation	Below or Well Below Benchmark (Less than 56 on Computation)
Math Concepts, Vocabulary, and Problem Solving	At or Above Benchmark (62 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 56 on Computation)
Math Concepts, Vocabulary, and Problem Solving	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 BVSD Universal Screeners for Elementary Math 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

From *Acadience Learning, Inc. June, 2019*

Progress Monitoring and Exiting Students - Grade 5

GROUP 4	GROUP 3	GROUP 2	GROUP 1
Focus: Computation, Math Concepts, Vocabulary, Problem Solving[1]	**Focus:** Computation[1]	**Focus:** Math Concepts, Vocabulary, Problem Solving[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)			
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


6th

Determining Beginning of Year Grouping - Grade 6

Results from Acadience Fall Benchmarking

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

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

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

1. C & A - Concepts and Applications

From *Acadience Learning, Inc. June, 2019*

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

GROUP 4	GROUP 3	GROUP 2	GROUP 1
Focus: Additional Support on Computation, Math Concepts, Vocabulary, and Problem Solving[1] **Classroom Support:** Expressions[2] - Differentiated Instruction Universal Access - Intervention	**Focus:** Additional Support on Computation[1] **Classroom Support:** Expressions[2] - Differentiated Instruction Universal Access - Intervention	**Focus:** Additional Support on Math Concepts, Vocabulary, and Problem Solving[1] **Classroom Support:** Expressions[2] - Differentiated Instruction Universal Access - Intervention	**Focus:** Likely to need Core Support[1] **Classroom Support:** Expressions[2] - Differentiated Instruction Universal Access - On Level/Challenge

Math Tools Linked to Content Collection: Math Mountains (Fractions, Integers), **Pattern Blocks** (Ratios), **Number Lines** (Integers, Ratios and Proportions, **Fraction Strips or Cuisenaire Rods** (Ratios and Proportions, Percent), **Algebra Tiles** (Integers, Solving Equations, **Tape Diagrams** (Ratios and Proportions, Problem Solving), **Graph Paper** (Coordinate System), **Area Model and Arrays [base 10 graph paper],** (fractions), **Centimeter Cubes** (Volume)

More Small Group Instruction with Tools Linked to Content Collection as Needed to Demonstrate Understanding

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 represent 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. Represent solutions on a number line	6.SP.3 Understand what a measure of center vs. a measure of variability 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*	
Computation	At or Above Benchmark (54 or more on Computation)
Math Concepts, Vocabulary, and Problem Solving	At or Above Benchmark (46 or more on C & A[1])
NWEA Score of 3 or 4 (At or Above Grade Level)	

Group 2: Additional Support on Computation (Fluency)*	
Computation	At 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)*	
Computation	Below or Well Below Benchmark (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)* **	
Computation	Below or Well Benchmark (Less than 54 on Computation)
Math Concepts, Vocabulary, and Problem Solving	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 BVSD Universal Screeners for Elementary Math 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

From *Acadience Learning, Inc. June, 2019*

Determining End of Year Grouping - Grade 6

Results from Acadience Spring Benchmarking

Group 1: Likely to Need Core Support*	
Computation	At or Above Benchmark (66 or more on Computation)
Math Concepts, Vocabulary, and Problem Solving	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)*	
Computation	At 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)*	
Computation	Below or Well Below Benchmark (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 than 66 on Computation)
Math Concepts, Vocabulary, and Problem Solving	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 BVSD Universal Screeners for Elementary Math 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

From *Acadience Learning, Inc. June, 2019*

Progress Monitoring and Exiting Students - Grade 6

GROUP 4	GROUP 3	GROUP 2	GROUP 1
Focus: Computation, Math Concepts, Vocabulary, Problem Solving[1]	**Focus:** Computation[1]	**Focus:** Math Concepts, Vocabulary, Problem Solving[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