



1st Grade Student Achievement Meeting - Mathematics

Date:
School:

Tier 1 - Examine the School Above/Below Target report. What percentage of students have met or exceeded the target score for this grade:

_____ % at target on Oral Counting

_____ % at target on Number Identification

_____ % at target in Quantity Discrimination

_____ % at target in Missing Number

_____ % at target for Computation

If less than 80% of students meet or exceed the target scores, grade-level teams must examine weaknesses in the core curriculum and plan for supplemental instruction for ALL students:

Tiers 2 and 3 - Examine the student booklets for ALL students BELOW the target. Compare results to any other diagnostic information (teacher collected work samples, anecdotal notes, class tests) and look for error patterns. Group students according to similar errors, rather than by scores alone, using the categories to the right.

Determine interventions which address the specific skill needs for each group and provide interventions. Progress monitor Tier 2 students every 2-4 weeks and Tier 3 students every 1-2 weeks using AIMSweb materials.

Enter Progress Monitoring scores on the AIMSweb website. Regroup students as needed and determine the need for changes to the intervention plan after 3 progress monitoring sessions.

Students at-risk or deficit on multiple measures:

Intervention focus: Multi-faceted mathematics instruction

Selected supports, programs and strategies, provided by who, where, and when:

Students with inaccurate naming of missing numbers:

Intervention focus: Fluency with number order

Selected supports, programs and strategies, provided by who, where, and when:

Students with inaccurate computation on problems with numbers greater than 10:

Intervention focus: Regrouping

Selected supports, programs and strategies, provided by who, where, and when:

Students with inaccurate number identification:

Intervention focus: Fluent number identification

Selected supports, programs and strategies, provided by who, where, and when:

Students with inaccurate addition with all numbers:

Intervention focus: Addition

Selected supports, programs and strategies, provided by who, where, and when:

Students who perform accurate but slow computation:

Intervention focus: Fluency

Selected supports, programs and strategies, provided by who, where, and when:

Students with inaccurate quantity discrimination:

Intervention focus: Quantity discrimination

Selected supports, programs and strategies, provided by who, where, and when:

Students with inaccurate subtraction with all numbers:

Intervention focus: Subtraction

Selected supports, programs and strategies, provided by who, where, and when:

Students with careless errors such as lack of attention to operation signs or failing to complete all steps:

Intervention focus: Work habits

Selected supports, programs and strategies, provided by who, where, and when: