



7th and 8th 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 for Computation

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

Students at-risk or deficit on many computation problems:

Intervention focus: Multi-faceted mathematics instruction

See back for planning specific skill instruction

Students who fail to or incorrectly reduce fractions to their most common form:

Intervention focus: Equivalent fractions

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

Students who are inaccurate with finding the percentage of a whole number:

Intervention focus: Percentage/decimal conversions; meaning of multiplication

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

Students with incorrect computation of fractions (like and unlike):

Intervention focus: Understanding fractions; computation with fractions

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

Students who seem to lack conceptual understanding for placement of the decimal point in computation:

Intervention focus: Decimal computation

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

Students with accurate but slow computation:

Intervention focus: Fluency, including memorization of math facts

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

Tiers 2 and 3 - Examine the student answer sheets 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 with incorrect computation of unlike fractions:

Intervention focus: Equivalent fractions

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

Student who incorrectly convert between fractions and decimals:

Intervention focus: Fraction/decimal conversions

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

Students with careless errors such as lack of attention to computation signs, incorrect decimal placement, or failure to complete all steps:

Intervention focus: Work habits

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

Specific Instruction for Students At-Risk or Deficit on Many Computation Problems (Tier 3 - Intensive Intervention)

Grades 7 and 8 - Form A

Students accurate but slow with addition and subtraction facts:

Students accurate but slow with multiplication facts:

Students with inaccurate multi-digit division by 1-digit and multi-digit divisors:

Students with incorrect addition and subtraction of unlike fractions:

Students with inaccurate 2- and 3-digit addition with regrouping:

Students with inaccurate multi-digit multiplication with regrouping:

Students with inaccurate multi-digit division by a multi-digit divisor:

Students with incorrect multiplication and division of fractions:

Students with inaccurate 2- and 3-digit subtraction with regrouping:

Students accurate but slow with division facts:

Students with incorrect addition and subtraction of fractions (like and unlike):

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

