



# 5<sup>th</sup> 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, grade-level 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

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

Students with inaccurate 2-digit multiplication only on problems that involve "regrouping":

Intervention focus: Multi-step multiplication

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

Students with inaccurate division with a remainder:

Intervention focus: Division

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

Students with inaccurate addition or subtraction:

Intervention focus: Addition and subtraction

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

Students with inaccurate division (with 1-digit and multi-digit divisors):

Intervention focus: Simple and multi-step division

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 inaccurate 2-digit multiplication on most problems:

Intervention focus: Simple and multi-step multiplication

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

Students with accurate 1-digit division but inaccurate multi-digit division:

Intervention focus: Multi-step division

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: