



# Kindergarten 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

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 slow but accurate number identification:

Intervention focus: Fluency identifying numbers

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

Students with inaccurate quantity discrimination for numbers above 10:

Intervention focus: Concept of number

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

Students with inaccurate oral counting:

Intervention focus: Oral counting

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

Students with slow but accurate quantity discrimination:

Intervention focus: Fluency with discrimination

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

Slow naming of missing numbers despite ability to accurately identify numbers and count orally:

Intervention focus: Fluency with number order

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

Students with inaccurate number identification:

Intervention focus: Number identification

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

Students with inaccurate quantity discrimination for all numbers:

Intervention focus: Concept of number

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

Students with careless or tracking errors: (not attending to page, skipping rows)

Intervention focus:

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