## Intervention Documentation Sheet (District expectation that data is still entered into Edugence)

Student Name <u>C</u>

Grade 3rd HR

## MATH

<u>Intervention Goal:</u> 3.6A - classify and sort two- and three-dimensional solids, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language

Intervention	Start/ Frequency	Sum	nmary of [	Data Collec	ction	Notes
□ Individual ■ Small Group	<b>Start Date</b> 11/15	Week 2/1	4-3/4			Week 2/14-3/4: Identify figures with names and attributes.
After School	Timo	Identify 2D	sides	Vertices		Week 3/14-4/1: Identify figures
12	12:45 to 1:00	3/10	8/10	8/10		with homes and annoules.
<u>Baseline/Target</u> Data	Days:	Identify 3D	Faces	Edges	Vertices	
Baseline (where student is	M T W Th F	6.4/10	0	1/10	1/10	
now)		Week 3/1	4-4/1			
Target 8/10 (where you want student to be at end						Date to reconvene:
		Identify 2D	sides	Vertices		
of intervention)		/10	/10	/10		
		Identify 3D	Faces	Edges	Vertices	
		/10	0	/10	/10	
		Total	out of			

## (Goal Met 2/11/2022)

Intervention Goal: 3.5A - The student will successfully represent and solve one step problems involving addition and subtraction of whole numbers to 1,000.

Research Based Curriculum/Materials Used:

Intervention	Start/ Frequency	Sum	imary of D	)ata Collec	Notes	
<ul><li>Individual</li><li>Small Group</li></ul>	ndividual Start Date Small Group 11/15 After School Time:	Week 11/	15-12/03	-	Week 11/15-12/03: represent and solve one step problems involving	
□ After School		One step	Determine operation	equation	solve	addition and subtraction. Week 12/06-12/17:
<u>Baseline/Target</u>	12:45 to 1:00		5	3.3	6.6	Same goal Week 1/5-1/21: Same goal
Baseline (where student is now)	M T W Th F	Week 12/0	06-12/17			Week 1/24-2/11: Same goal Week 2/14-3/4:
Target 8/10 (where you want		One step	Determine operation	equation	solve	
student to be at end of intervention)			6.6	5	7.5	
		Week 1/5	-1/21			
		One step	Determine operation	equation	solve	Date to reconvene:
			8.3	8	8.3	
		Week 1/24	4-2/11			
		One step	Determine operation	equation	solve	
			8.3	10	10	

	Totalout of	

## (Goal Met 11/12/2021)

Intervention Goal:\_ The student will compose and decompose numbers up to 100,000 using objects, pictorial models, and numbers including expanded form and expanded notation 8 out of 10 times (3.2A - compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate)

Research Based Curriculum/Materials Used:

Intervention	Start/ Frequency	S	umma	ry of D	ata C	ollect	Notes	
<ul><li>Individual</li><li>Small Group</li></ul>	Start Date 9/15	Week 9	9/15-9/	′24 (	_out	of 10)	Week 9/15-9/24: compose/decompose numbers in	
After School			objects	pictorial	exp	anded	nded notation the 100s, 1,000s	the 100s, 1,000s and 10,000s
	12:45 to 1:00		10	10	8.5	5	5.7	form and expanded notation.
Baseline/Target Data Baseline (where student is now)	Days: <mark>MTWThF</mark>	Week 9	9/27-10	)/8 (	out c	f 10)		Week 9/27-10/8 (Same goal) Week 10/13-10/22 Start working on composing standard form from expanded
Taraet 8/10			objects	pictorial	exp	anded	notation	torm. Week 10/25-11/12
(where you want student to be at end of intervention)			10	10	5		7.5	Compose from/Decompose to
		Week 10/13-10/22						notation.
			Со	mpose fror	ı	Decom	ipose to	
		expande	ed for	m not	ation	form	notation	Date to reconvene:
		Out of 10	5	5		6.6	10	
	Week 10/25-11/12							

$\left  \right $		Compose	e from	Decom	pose to	
[[	expanded	form	notation	form	notation	
	Out of 10	10	10	10	10	
-						
Т	Totalout of					