COLLABORATION & ESSENTIALS

LEARNING OUTCOME

HOW TO DESIGN INTERVENTIONS AND ESSENTIALS

HOW TO MONITOR STUDENT PROGRESS TOWARDS PROFICIENCY

Team:		Date:		Time:		Location:	
Assignments	**Facilitator**	**Timekeeper**	**Note Taker**	**Any other type here**	**Any other type here**	**Any other type here**	
Team Norms:							
Schoolwide WIG	ALL students will collectively increase on-level fluency by 3% by the end of year.						
Meeting Goals:							
What do we need to bring for this meeting?							

| Time (40 min)	Topic	Minutes/Notes
review	**Review Roles/Norms/Goals/Celebrations/Calendar Items**	
5	**Celebrations/Calendar Items**	
cq1	**Critical Question 1: What do we want our students to learn during this upcoming unit?**	
7	**What is Essential?**	
	What are "Nice to knows"	
	2-3 Instructional Strategies for each objective, skill, or behavior	
cq2	**Critical Question 2: How will we know that our students are learning during this upcoming unit?**	
7	**Pretest**	
	Short 4-5 question common formative assessment	
	Rubrics that define different levels of performance	
cq3	**Critical Question 3: How will we respond when students struggle during this upcoming unit?**	
7	**List of students who have yet to master each essential outcome**	
	Share one promising instructional strategy for reteaching	
	Additional assessments to measure progress after interventions have been delivered	
cq4	**Critical Question 4: How will we respond when students excel during this upcoming unit?**	
7	**List of students who demonstrate mastery of essential outcomes**	
	List of additional concepts that can extend student thinking for each essential outcome	
	Share one promising instructional strategy for providing extension of essential outcomes	
	Develop additional assessments to measure progress after extension have been delivered	

Essential Actions of Teams for Tier 2 (Page 163)

Design and Lead Supplemental interventions for academic essential standards

Consider screening in immediate prerequisite skill

Monitor the progress of students recieving supplemental skills

Extend Student Learning
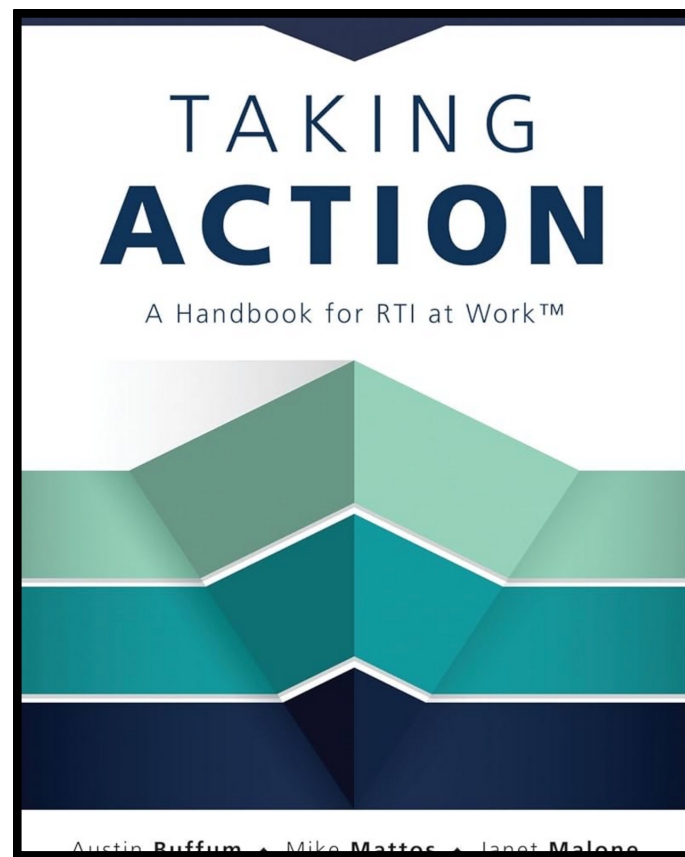
How?
Page 165

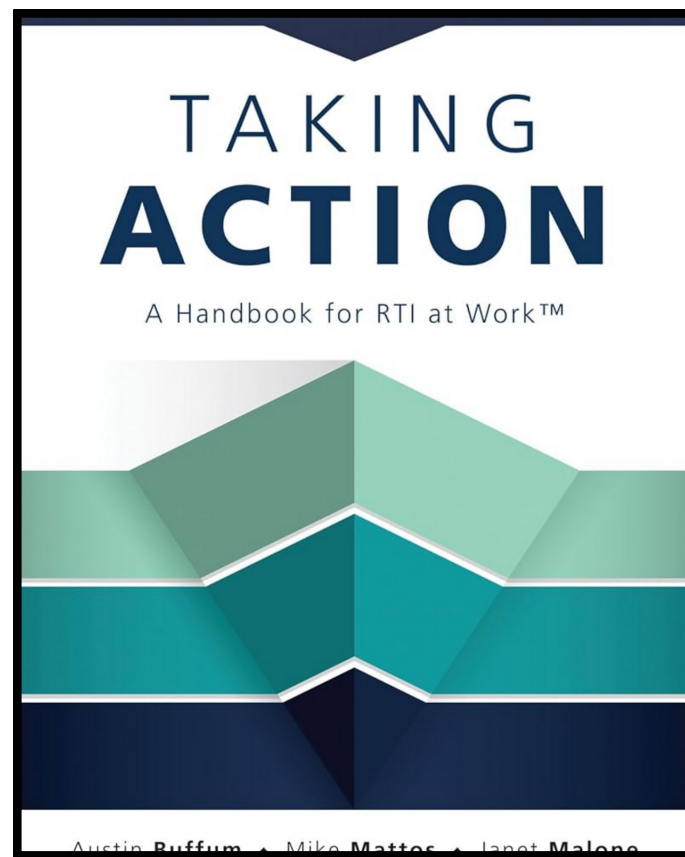Kindergarten - Identify concerns
1st Grade - Determine Cause
2nd Grade - target Desired Outcome
3rd Grade - Design Intervention Steps
4th Grade - Monitor Progress
5th Grade - Assign Lead Responsibility

TAKING
ACTION
A Handbook for RTI at Work™

Austin **Buffum** • Mike **Mattos** • Janet **Malone**

Essential Standards Unit Plan

Essential Standard: (Highlight Verbs)		What is the ultimate goal of the standard? (Choose one)	
		☐ Knowledge	☐ Performance Skill
		☐ Reasoning	☐ Product
End of Unit Assessment:		**When Taught:**	**Instructional days needed:**

Knowledge Targets * Ex: define, identify, describe, know, tell, recall, explain	Reasoning Targets *Ex: solve, apply, use, explain, interpret, infer, compare, classify, distinguish	Performance Skill Targets *Ex: demonstrate, evaluate, discuss, experiment, measure	Product Targets *Ex: design, compose, develop, produce, re-write, generalize

Student Friendly Learning Targets: (Include verbs from above) (I can statements)

Assessment (Which target or targets are being assessed? How will the assessment be used? Is it a common or individual assessment?)	Connection to Standard (How will this assessment set up students for successful mastery of the standard?)	Student Involvement (How will students engage in the assessment process?)	Time Line
1			
2			
3			
4			

SKILL BASED ASSESSMENTS

Common Formative Assessments

Assessments Guide Instruction

1 Tanisha studied 20 minutes each day for a spelling test. Which expression models the number of minutes she studied for the test after 5 days?

Ⓐ $20 \div 5$ Ⓒ 20×5

Ⓑ $20 - 5$ Ⓓ $20 + 5$

5 Emily has 8 pieces of clothing she wants to donate to her local shelter. She asks 10 of her friends to each donate 3 pieces of clothing. Which expression models the number of pieces of clothing Emily and her friends donate?

Ⓐ $(10 \times 3) + 8$

Ⓑ $(10 \times 3) \times 8$

Ⓒ $(10 + 3) \times 8$

Ⓓ $(10 + 3) + 8$

Evaluate each expression.

6 $5 \times 4 + 2 \times 6$

7 $37 - 9 \times 3 - 3$

8 Rewrite the expression with parentheses so that it has a value of 8.

$6 + 8 \div 2 + 2$

9 Rewrite the expression with parentheses so that it has a value of 47.

$10 - 4 \times 7 + 5$

Student Progress Reports

Where am I and where do I need to be?

Emerging			Developing		Proficient	
Find the factors for a given number.	Subtract fractions with like denominators.	Add fractions with like denominators.	Add fractions with like denominators in a story problem.	Subtract fractions with like denominators in a story problem.	Add fractions with unlike denominators in a story problem.	Subtract fractions with unlike denominators in a story problem.

Level 1
Activity: Fraction Flashcards
Description: Create a set of 15 flashcards with addition and subtraction problems involving fractions with unlike denominators. For example, "1/3 + 1/4," "2/5 - 1/6," etc. Practice solving these problems individually.

Level 2
Activity: Scenario Storm
Draw a picture of each scenario and solve each scenario.
Scenario 1: Pizza Party You and your friends are sharing a pizza. You have eaten 2/8 of the pizza, and your friend has eaten 3/12 of the pizza. How much pizza is left?
Scenario 2: Baking Brownies You are baking brownies, and the recipe calls for 3/4 cup of sugar. You only have 1/3 cup of sugar left in the kitchen. How much more sugar do you need to complete the recipe?
Scenario 3: Saving Allowance You receive an allowance of $5 per week. You spend 2/5 of your allowance on a toy. How much money do you have left for the week?
Scenario 4: Adding Up Scores In a basketball game, your team scored 2/5 of the total points, and the opposing team scored 3/10 of the total points. What is the total fraction of points scored in the game?

Level 3
Activity: Fraction Recipe Challenge
Description: Search a recipe for your favorite treat on kiddle.co. Adjust the quantity for a different amount of people. For example, if a recipe serves 4 and adjust all the ingredients to serve 6. Then adjust all of the ingredients to make half of the recipe.

Level 4
Activity: Fraction Art Gallery
Description: Create a "Fraction Art Gallery." Get a plain piece of white paper. Design a piece of art using different fractions as the dimensions for different elements (e.g., rectangles, triangles, circles). For example, you might create a tree with a trunk that's 2/3 of the total height and a sun that's 3/8 of the total width. After creating your art, you must calculate the combined fractions to explain the dimensions of the entire piece.

LEARNING OUTCOME

HOW TO DESIGN INTERVENTIONS AND ESSENTIALS

HOW TO MONITOR STUDENT PROGRESS TOWARDS PROFICIENCY