Math Intervention Progress Report

Cycle 2 10/4/21-11/5/21

Student: [redacted] Grade: 1st

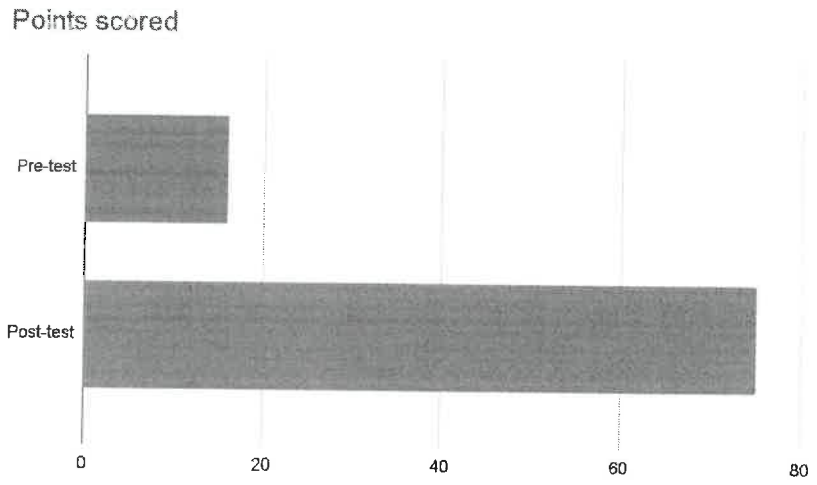
Domain: **Number and Operations in Base Ten (NBT)**

Standards: NBT1 Count, read, write, and represent to 120. NBT2 Place value of two-digit numbers.

Skills Targeted	Student Response to Intervention
Count, read, write, and represent to 120.	☐ Partial mastery of skill/standard
Place value of two-digit numbers	☐ Partial mastery of skill/standard
Recognize patterns in a counting sequence and identify the missing number, is one more, or one less than the number before/after.	☐ Partial mastery of skill/standard
Skip count by 5, 10 to 120.	☐ Partial mastery of skill/standard

Assessments: Goal 80%

Pre-test: 16%
Post-test: 75%



Next Steps:

☐ Continue interventions.

Name:

1. Which shows the next three numbers when counting up?
77, 78, _____, _____, _____

   A. 88, 89, 90

   B. 79, 70, 71

   C. 76, 75, 74

   D. 79, 80, 81

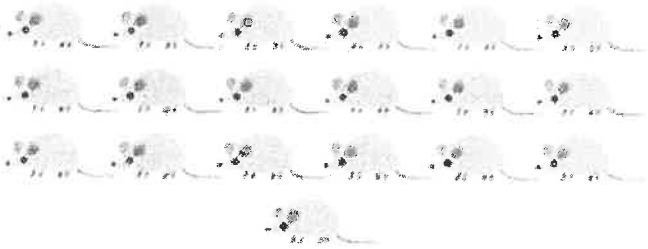
2.

   A. 2

   B. 24

   C. 40

   D. 42

3. 

   A. 16

   B. 18

   C. 19

   D. 20

4. Ninety-five

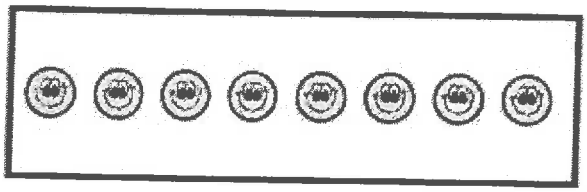
   A. 19

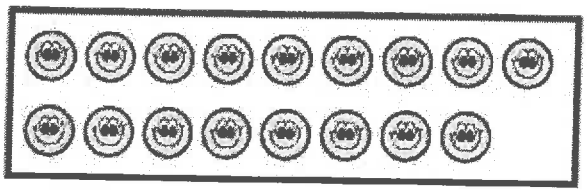
   B. 59

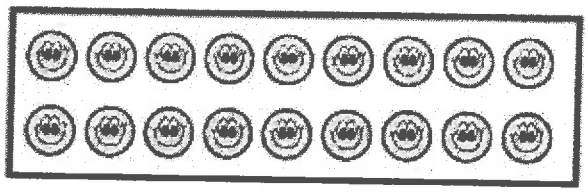
   C. 94

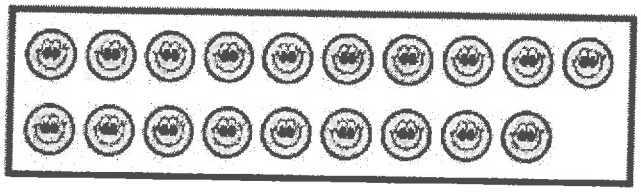
   D. 95

7. Count the happy faces. Which answer choice shows 18 happy faces?

A. 

B. 

C. 

D. 

8. 00:00 / 00:00

Which numbers are missing from the chart below?

51			54		56	57	58		

A. 62, 63, 65, 69, 70

B. 52, 53, 55, 59, 60

C. 51, 52, 53, 54, 55

D. 52, 54, 56, 58, 60

Math Intervention Progress Report

Cycle 2 10/4/21-11/5/21

Student: [redacted] Grade: 2nd

Domain: Number and Operations in Base Ten (NBT)

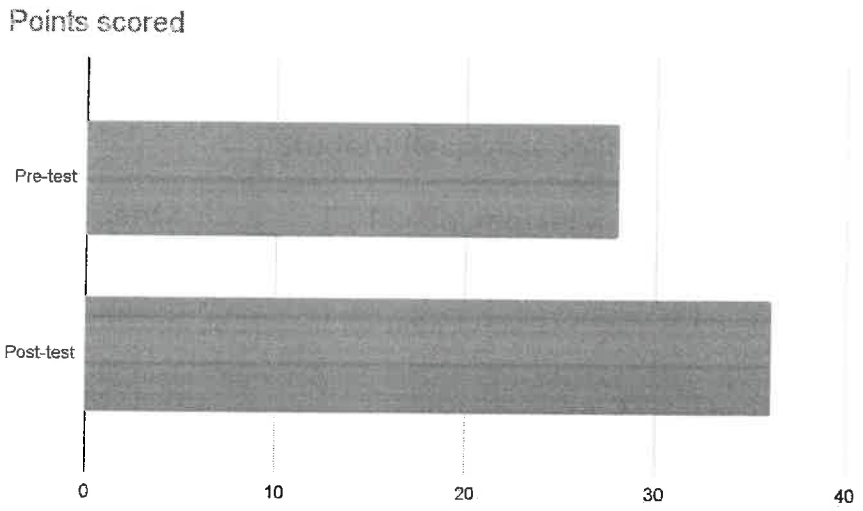
Standard:
2.NBT.A.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.

Skills Targeted	Student Response to Intervention
Count, read, write, and represent a three-digit number.	☐ Partial mastery of skill/standard
Place value of three-digit numbers.	☐ Partial mastery of skill/standard
Compare three-digit numbers using place value and record results.	☐ Partial mastery of skill/standard
Skip count by multiples of 5, 10, 100's.	☐ Partial mastery of skill/standard

Assessments: Goal 80%

Pre-Test: 28%

Post-Test: 83%



Next Steps:

☑ ~~Continue interventions.~~

☐ Intervention is no longer needed.

Name:

1. Which number is three hundred seven?

   A. 370

   B. 3,007

   C. 37

   D. 307

2. Lina is skip counting by 5s. The first six numbers she counts are shown below.

   5, 10, 15, 20, 25, 30

   Lina continues skip counting. What number should she count next?

   A. 31

   B. 35

   C. 40

   D. 25

3. How many tens make 100?

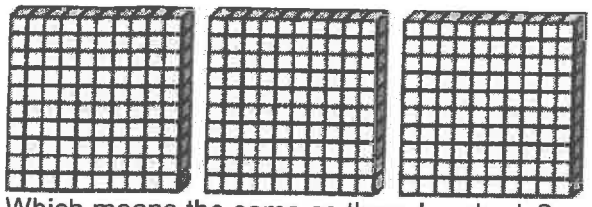
   A. 100

   B. 0

   C. 1

   D. 10

6. The picture below shows three hundreds.



Which means the same as three hundreds?

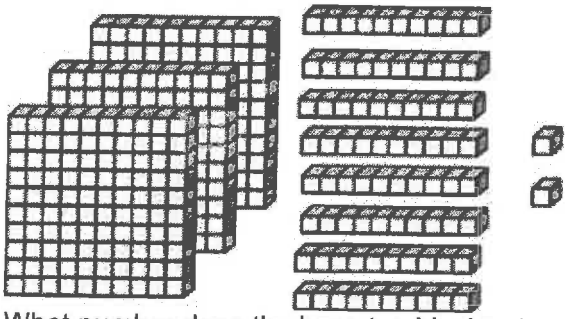
A. 300

B. 30

C. 3

D. 3,000

7. Look at the base-ten blocks below.



What number does the base-ten blocks show?

A. 283

B. 238

C. 328

D. 382

8. Which number means the same as 4 hundreds, 0 tens, and 3 ones?

A. 430

B. 403

C. 433

D. 400

Math Intervention Progress Report

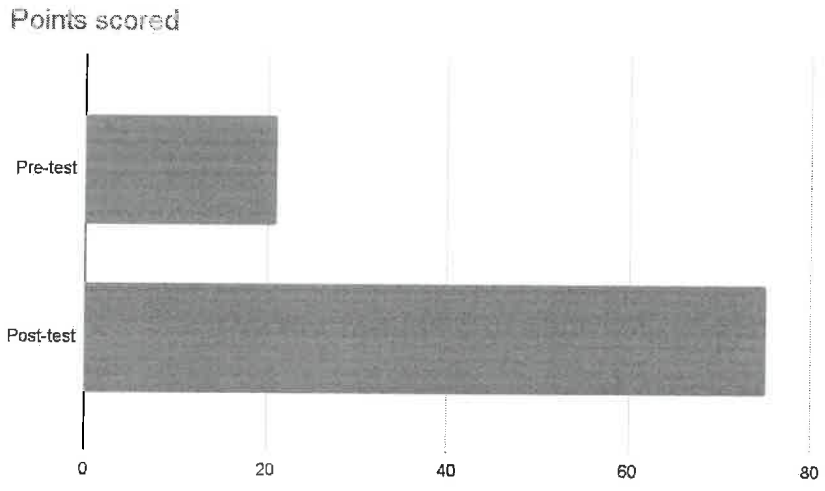
Cycle 1 9/7/21-10/1/21

Student: [redacted] Grade: 3rd

Standards: .3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.

Skills Targeted	Student Response to Intervention
I can interpret a word problem by identifying how many groups there are and how many things are in each group.	Partial mastery of skill/standard
I can use Equal Groups strategy to solve a multiplication problem.	Partial mastery of skill/standard
I can use an Array strategy to solve a multiplication problem.	Partial mastery of skill/standard
I can use the Repeated Addition strategy to solve a multiplication problem.	Partial mastery of skill/standard
I can use Skip Counting strategy to solve a multiplication problem.	Partial mastery of skill/standard

Assessments: Goal 80%
Pre-test: 21%
Post-test: 75%



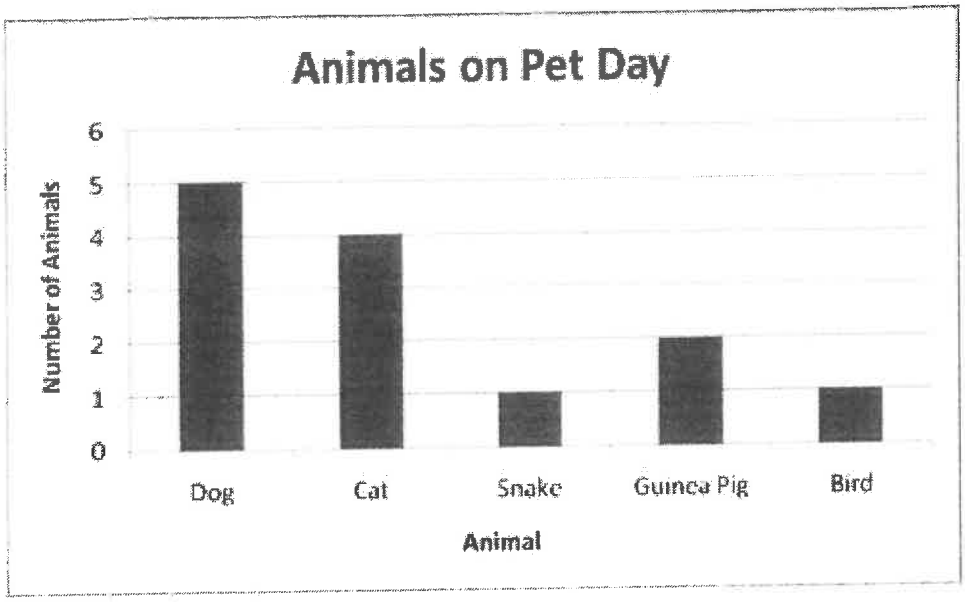
Next Steps:

☐ Continue interventions.

Animals on Pet Day

Read the passage and answer the following question(s).

Animals on Pet Day



1. **The bar graph shows the animals that were brought to school for Pet Day. How many cats and guinea pigs were brought to school on Pet Day?**

   A. 2

   B. 4

   C. 5

   D. 6

2. What is the first step in solving this subtraction problem?

$$\begin{array}{r} 76 \\ -\,59 \\ \hline \end{array}$$

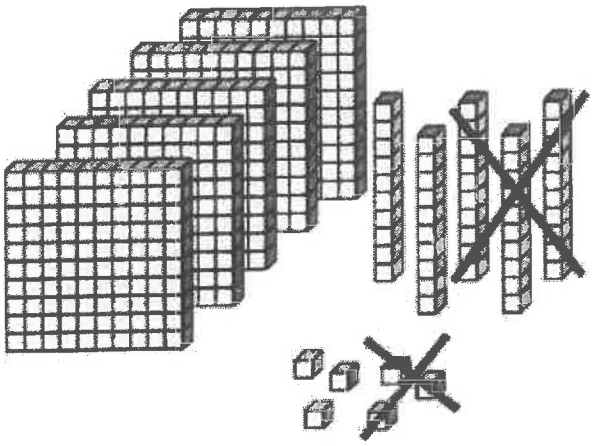
   A. Rewrite 59 as 5 tens and 9 ones.

   B. Rewrite 76 as 6 tens and 16 ones.

   C. Rewrite 76 as 5 tens and 26 ones.

   D. Rewrite 59 as 9 tens and 5 ones.

5. Samantha is using the base ten blocks shown to subtract 33 from 556.



What is the difference?

A. 523

B. 533

C. 526

D. 589

7. After Kip adds $231 + 109$, he writes the sum on the place value chart below.

HUNDREDS	TENS	ONES

What number does the sum have in the tens place?

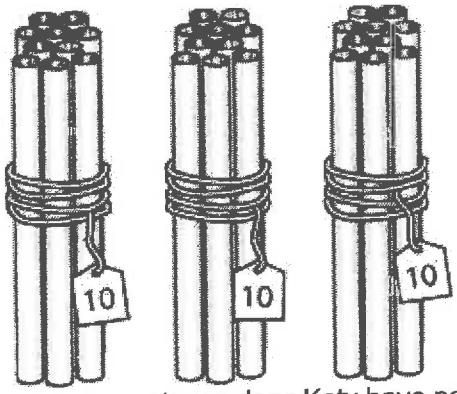
A. 0

B. 3

C. 2

D. 4

8. Katy had 612 straws in a pile. She adds the straws below to her pile.



How many straws does Katy have now?

A. 615

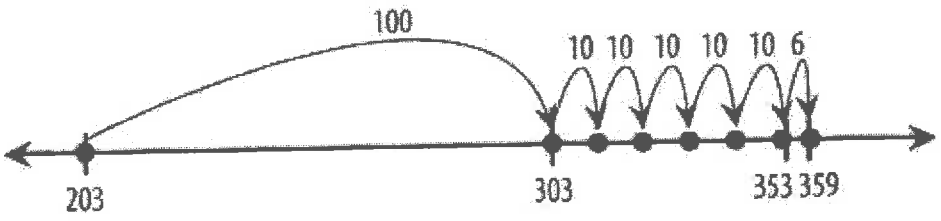
B. 582

C. 642

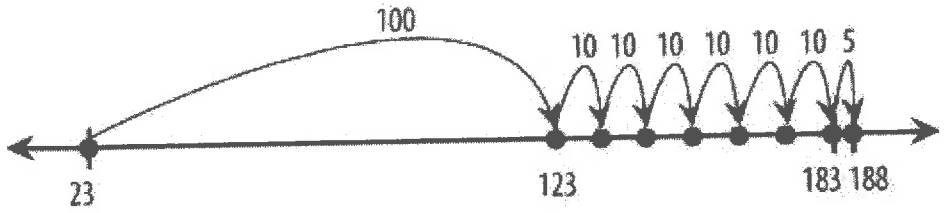
D. 912

10. Which shows the sum of $203 + 165$?

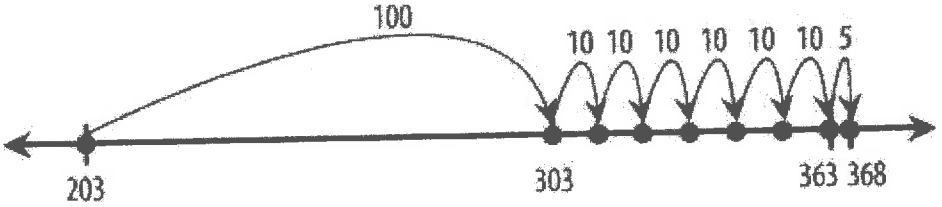
A.



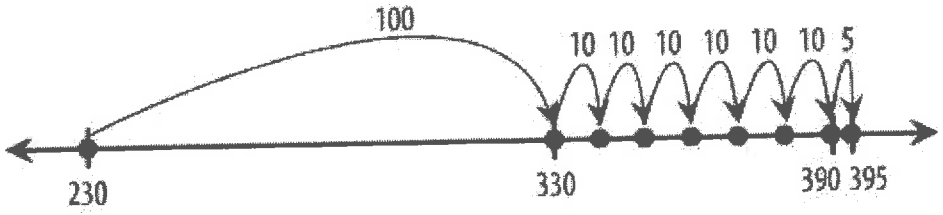
B.



C.



D.



Math Intervention Progress Report

Cycle 1 9/7/21-10/1/21

Student: [redacted] Grade: 4th

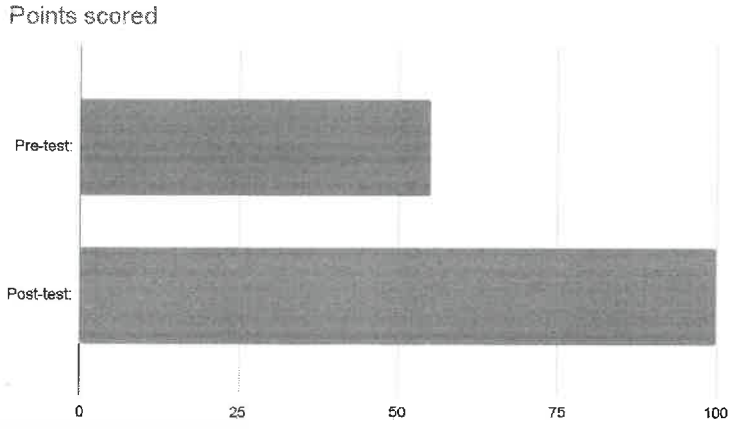
Domain: Number and Operations in Base Ten (NBT)

Standards: 4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. 4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

Skills Targeted	Student Response to Intervention
Count, read, write, and represent a multi-digit number up to a million.	Mastered skill/standard
Determine the value of each digit of a multi-digit number.	Mastered skill/standard
Determine that the digit to the left is 10 times greater than a given digit as you move left on the place value chart.	Mastered skill/standard
Determine that the digit to the rights decreases by 10 times as you move left on the place value chart (division).	Mastered skill/standard
Compare and order six-digit numbers using place value and record results.	Mastered skill/standard

Assessments: Goal 80%

Pre-test: 55%
Post-test: 100%



Next Steps:

- ☐ Continue interventions.
- ☑ ~~Intervention is no longer needed.~~

1. What is the value of the 7 in the number 5,678?

   A. 7 thousands

   B. 7 hundreds

   C. 7 tens

   D. 7 ones

2. Natalia wrote the expanded form of the number 651,034 as shown below.

   $$600{,}000 + 1{,}000 + 30 + 4$$

   She missed part of the number. Which part of the number did Natalia miss?

   A. 500

   B. 5,000

   C. 50,000

   D. 500,000

3. The digit 8 in the number 2,841 is how many times larger than the digit 8 in the number 284?

   A. 2 times

   B. 4 times

   C. 10 times

   D. 100 times

4. Conor wrote a number on the board. His number is shown below.

   81,937

   In which of the following numbers are the values of the 8 and the 9 ten times larger than the values of the 8 and the 9 in Conor's number?

   A. 819,376

   B. 891,376

   C. 918,376

   D. 981,376

9. There are 27,572 steel wires in one main cable of the Golden Gate Bridge. What is this number in expanded form?

A. 20,000 + 7,000 + 700 + 50 + 2

B. 20,000+ 700 + 500 + 70 + 2

C. 20,000 + 7,000 + 500 + 70 + 2

D. 200,000 + 70,000 + 500 + 70 + 2

10. Look at the number.

167,892

Write a number in which the value of the digit 8 is ten times greater than the value of the 8 in the number above. Explain how you figured out the place value in which to put the 8 in the number you wrote.

11. The population of Concord, New Hampshire, in 2010 is given below.

forty-two thousand six hundred ninety-five

How is this number written using numerals?

A. 426,195

B. 42,965

C. 426,950

D. 42,695

12. There are 604,800 seconds in one week. How is this number written in words?

A. six hundred four thousand, eight hundred

B. six hundred thousand, four hundred eighty

C. six hundred four thousand, eighty

D. sixty-four thousand, eight hundred

Math Intervention Progress Report

Cycle 1 9/7/21-10/1/21

Student: [redacted] Grade: 5th

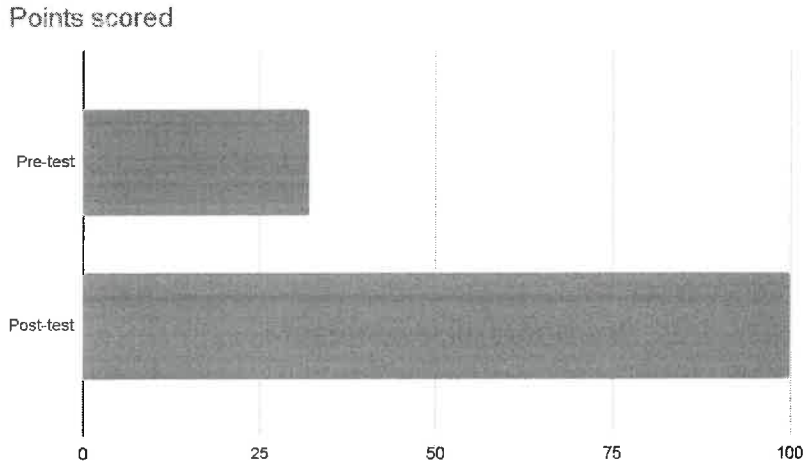
Domain: Number and Operations in Base Ten (NBT)

Standards:
5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.

Skills Targeted	Student Response to Intervention
I can recall the multiplication facts 1-12.	Mastered skill/standard
I can fluently multiply 3-digit multiplicand by 2-digit multipliers by using a standard algorithm.	Mastered skill/standard
I can fluently multiply 3-digit multiplicand by 2-digit multipliers by using the Area Model Strategy.	Mastered skill/standard

Assessments: Goal 80%

Pre-test: 32%
Post-test: 100%



Next Steps:

☐ Interventions no longer needed.

1. A mystery number has the features below.

   - The number has 5 digits.
   - The digit 3 is in the tens and tenths places.
   - The digit 7 is in the hundreds and hundredths places.
   - The digit 4 also appears in the number.

   Based on the clues above, what is the mystery number?

   A. 734.37

   B. 734.437

   C. 734.73

   D. 734.374

2. In which of the following does the standard form and word form represent the same number?

   A. 350.071; three hundred fifty and seventy-one hundredths

   B. 305.71; three hundred five and seventy-one hundredths

   C. 350.71; three hundred five and seventy-one hundredths

   D. 305.710; three hundred fifty and seventy-one hundredths

3. Which number correctly completes this number sentence?

   $328.023 > ?$

   A. 328.21

   B. 328.030

   C. 328.016

   D. 328.09

4. The digit 8 in the number 2,841 is how many times larger than the digit 8 in the number 284?

   A. 2 times

   B. 4 times

   C. 10 times

   D. 100 times

5. Mina wrote the number shown below.

17,589

She wants to write a new number in which the value of the 7 is 10 times larger. In which place should Mina write the number 7 in the new number?

A. tens place

B. hundreds place

C. thousands place

D. ten thousands place

6. Ally and Jason both wrote numbers, as shown below.

- Ally's number is 65,920
- Jason's number is 56,290

Which statement below is true about the values of the numbers?

A. The values of the 6 and the 9 in Ally's number are 10 times larger than the values of the 6 and 9 in Jason's number.

B. The values of the 5 and the 2 in Ally's number are 10 times larger than the values of the 5 and 2 in Jason's number.

C. The values of the 5 and the 9 in Jason's number are 10 times larger than the values of the 5 and 9 in Ally's number.

D. The values of the 6 and the 2 in Jason's number are 10 times larger than the values of the 6 and 2 in Ally's number.

7. Read the number in the box.

seven hundred fourteen and ninety-six thousandths

Which decimal number is the same as the number in the box?

A. 714.0096

B. 714.096

C. 714.906

D. 714.96

8. Look at the number in the box.

one hundred eighty-three and fifty-six thousandths

Which of the following is the standard form of the number?

A. 183.056

B. 156.083

C. 183.560

D. 156.830

Math Intervention Progress Report

Cycle 2 10/4/21-11/5/21

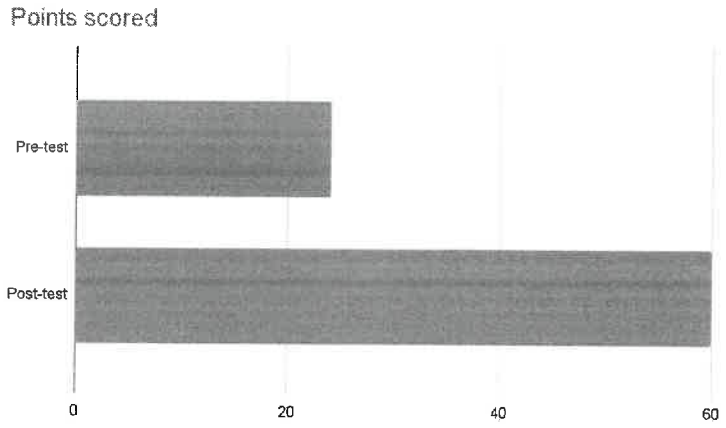
Student: [redacted] Grade: 6th

Domain: Expressions and Equations

Standards: CCSS.MATH.CONTENT.6.EE.A.1
Write and evaluate numerical expressions involving whole-number exponents.

Skills Targeted	Student Response to Intervention
I can read numerical expressions involving whole-number exponents.	Partial mastery of skill/standard
I can write and evaluate numerical expressions involving whole-number exponents.	Partial mastery of skill/standard
I can evaluate numerical expressions involving whole-number exponents.	Partial mastery of skill/standard

Assessments: Goal 80%
Pre-Test: 24%
Post-Test: 60%



Next Steps:

☐ Continue interventions and build upon skills.

1. There are 12 cookies in a container. There are 12 containers packed in a box for shipping. There are 12 boxes loaded onto a shipping truck. Which expression represents the total number of cookies on the truck?

   A. 12^3

   B. 12×12

   C. 3^{12}

   D. 3×12

2. The cafeteria is set up for a luncheon. There are 5 rows of tables. There are 5 tables in each row. Each table has a centerpiece with 5 vases. In each vase, there are 5 flowers. Which shows the total number of flowers in the cafeteria?

   A. $5 \times 4 = 20$

   B. $5^3 = 125$

   C. $5 \times 5 = 25$

   D. $5^4 = 625$

3. Anna found that there are 3^4 options for pizzas with different toppings at her local pizzeria. How many total options are there for pizzas?

   A. 7

   B. 12

   C. 64

   D. 81

4. Tam and Loc are putting their boxes in a storage room. The length of the room is 8 boxes long and the width of the room is 8 boxes wide. The height of the room is 8 boxes tall. Which expression correctly shows how many boxes Tam and Loc can put in the storage room?

   A. $8^2 = 64$

   B. $8 \times 3 = 24$

   C. $3^8 = 6{,}561$

   D. $8^3 = 512$

5. The area of a square can be found using the formula $A = s^2$. A square room has a side length of 19 feet. What is the area of the room?

   A. 9.5 square feet

   B. 21 square feet

   C. 38 square feet

   D. 361 square feet