

Data report from third grade teacher at AODTeacher 1**Math Groups Using SMI Beginning Of Year Data:**

Using my student's beginning of the year SMI quantile score, I grouped my students into groups based on their needs. Using the SMI recommendations of student needs, I designed my small groups. For example, Group 1 consists of 5 students that the Math Specialist meets with 5 times per week. Group 2 consists of 5 students that I meet with 4 times per week. According to the SMI quantile recommendations these students struggle with:

- **Numbers and Operations:**
 - Subtract 2 and 3 digit numbers with and without models for number and word problems that do not require regrouping.
 - Compare and order sets and numerals from 21 to 100, including using symbol notation.
- **Algebraic Thinking, Patterns, and Proportional Reasoning**
 - Identify odd and even numbers using objects.
 - Find the unknown in an addition or subtraction number sentence.
- **Geometry, Measurement, and Data**
 - Answer comparative and quantitative questions about charts and graphs.
 - Determine the value of sets of coins.

In my group, we work on concept reinforcement through additional practice, differentiation, and group activities. I may provide direct instruction or revisit previous skills as a review, if needed. Below is an example of classroom rotations during RTI to meet the needs of all students. Students have been placed in groups based off their BOY SMI data.

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1:	Math Spec	Math Spec	Math Spec	Math Spec	Math Spec
Group 2:	Teacher	Teacher	IXL	Teacher	Teacher
Group 3:	IXL	IXL	Para	Para	Para

ELA Groups

The data is based on the Delaware Department of Education ELA Text-Based Writing Prompt Pre-test (Grade 3). The writing prompt was scored using the rubric provided by the Delaware Department of Education for this writing prompt. After administering the Grade 3 pre-test and scoring based on the rubric provided, the third grade team met to discuss the results. As a team, we noticed that both third grade classes struggled with organizing their writing, writing with a purpose, and using text evidence within their writing. We noticed that many of our students copied directly from the text and had difficulty interpreting

what the prompt was asking them to do. From these results, we discussed a plan of action to bring students from below grade level in writing to on/above grade level by the end of the school year.

Using "Reading Wonders" curriculum, we will introduce writing with a purpose through short response questions. We will start by modeling our expectations and proper format through teacher led modeling of short response writing. Slowly we will begin to scaffold by having the students begin to write with less teacher modeling and more independent writing. Students who are identified as "struggling" at this time will be pulled into small groups with teacher and/or para to continue modeling for writing.

To assess student progress, we will be using writing prompts throughout the curriculum as well as a formal assessment of the weekly reading test. Each test has a writing prompt that correlates with the stories included in the assessment. Also, we will administer a mid-year writing prompt from the Delaware Department of Education. We will also be incorporating lessons on writing in other content areas (Math, Science, Social Studies).