Module 2
Activity Workbook
*Select to complete Activity #4, #5, or #6, depending upon level of students.

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</tbody>
</table>
The purpose of this Activity Workbook is to help organize content for this Module. You will do some Activities on your own to help you engage with and think about the content. You will not be required to submit your responses for those activities. There are other activities, however, that you will submit online and apply in your classroom. The activities that you must submit before completing this Module are listed in the “Online” column below.

<table>
<thead>
<tr>
<th>Section</th>
<th>Assignment</th>
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<th>To Be Completed Online</th>
<th>To Be Completed With Coach</th>
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<td>Activity 7</td>
<td>NCII Tools Chart</td>
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<td>Activity 8</td>
<td>Early Numeracy Measure</td>
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<td>Activity 9</td>
<td>Decision Making Based on Data</td>
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<td>Activity 10</td>
<td>Setting Goals and Making Decisions Based on Data</td>
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<td>Discussion</td>
<td></td>
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<td>Discussion Board: Current Structure for Decisions</td>
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<tr>
<td>Next Steps</td>
<td>Video</td>
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<td>Watch Module 2 Closing Video Presentation</td>
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<tr>
<td>Classroom Application</td>
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<td></td>
<td>Collect and Use Data for DBI</td>
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</table>

*Do one of these activities.
Look at the examples of formative assessments. Is each an example of a general outcome measure or single-skill measure?

1. __________________________

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<th>7 + 8 =</th>
<th>2 + 4 =</th>
<th>3 + 6 =</th>
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2. __________________________

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3. ________________

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<td>83</td>
<td>62</td>
</tr>
<tr>
<td>+ 5</td>
<td>- 3</td>
<td>+ 12</td>
<td>- 21</td>
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<td>+ 5</td>
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4. ________________

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<tbody>
<tr>
<td>6423</td>
<td>9261</td>
<td>4389</td>
<td>1239</td>
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</table>
Look at the sample diagnostic assessment score report.

- What are the student’s strengths?
- What are the student’s weaknesses?

Diagnostic Score Report for 4th grader Tyler Johns (MOY):

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Raw Score</th>
<th>Standard Score</th>
<th>Grade Equivalency</th>
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<tbody>
<tr>
<td>Whole Number Operations</td>
<td>35</td>
<td>80</td>
<td>3.3</td>
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<td>Addition and Subtraction</td>
<td>17</td>
<td>82</td>
<td>3.5</td>
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<tr>
<td>Multiplication and Division</td>
<td>13</td>
<td>78</td>
<td>2.9</td>
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<td>Comparisons</td>
<td>5</td>
<td>85</td>
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<td>12</td>
<td>69</td>
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<td>Addition and Subtraction</td>
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<td>73</td>
<td>2.5</td>
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<td>75</td>
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<td>Applications</td>
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</table>

Strengths:

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Weaknesses:

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
You will conduct a survey of the assessments available at your school.

Fill in the table about your current formative, diagnostic, and summative assessments.

Then, fill in your assessment needs for DBI.

### Assessments We Have

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Formative</th>
<th>Diagnostic</th>
<th>Summative</th>
<th>Helpful for DBI?</th>
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### Assessments We Need

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<thead>
<tr>
<th>Assessment Name</th>
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<th>Diagnostic</th>
<th>Summative</th>
<th>Helpful for DBI?</th>
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### Notes/Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Watch the videos and score each early numeracy measure.

Early Numeracy Indicators: Number Identification

Number Identification—1, Fall

Date: ___________________ Number Correct _________

Direction: Write the number that the student says in the blank.

1. ___ (6) 2. ___ (4) 3. ___ (2) 4. ___ (9)
5. ___ (16) 6. ___ (5) 7. ___ (18) 8. ___ (8)
9. ___ (39) 10. ___ (8) 11. ___ (26) 12. ___ (0)
13. ___ (18) 14. ___ (30) 15. ___ (16) 16. ___ (2)
17. ___ (18) 18. ___ (94) 19. ___ (17) 20. ___ (22)
21. ___ (7) 22. ___ (64) 23. ___ (47) 24. ___ (9)
25. ___ (1) 26. ___ (34) 27. ___ (24) 28. ___ (97)
29. ___ (11) 30. ___ (63) 31. ___ (3) 32. ___ (49)
33. ___ (15) 34. ___ (20) 35. ___ (42) 36. ___ (14)
37. ___ (3) 38. ___ (0) 39. ___ (6) 40. ___ (11)
41. ___ (10) 42. ___ (4) 43. ___ (3) 44. ___ (13)
45. ___ (8) 46. ___ (0) 47. ___ (20) 48. ___ (49)
49. ___ (57) 50. ___ (1) 51. ___ (12) 52. ___ (42)
53. ___ (38) 54. ___ (11) 55. ___ (43) 56. ___ (33)
57. ___ (3) 58. ___ (82) 59. ___ (0) 60. ___ (20)
61. ___ (25) 62. ___ (14) 63. ___ (100) 64. ___ (33)
65. ___ (6) 66. ___ (2) 67. ___ (9) 68. ___ (14)
69. ___ (20) 70. ___ (78) 71. ___ (4) 72. ___ (1)
73. ___ (32) 74. ___ (7) 75. ___ (12) 76. ___ (8)
77. ___ (17) 78. ___ (4) 79. ___ (8) 80. ___ (14)
81. ___ (16) 82. ___ (0) 83. ___ (19) 84. ___ (8)

Use this video and score along with the teacher.

https://youtu.be/2YidrJ3zabQ

https://www.progressmonitoring.org/
Early Numeracy Indicators: Quantity Discrimination

Use this video and score along with the teacher.

https://youtu.be/tof8mNnzvZw

**Quantity Discrimination—1, Fall**

<table>
<thead>
<tr>
<th>Date: ____________</th>
<th>Number Correct: ____________</th>
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</thead>
</table>

**Direction:** Write the number that the student says in the blank.

1. _____ (5) 2. _____ (7) 3. _____ (8)
4. _____ (18) 5. _____ (10) 6. _____ (8)
7. _____ (16) 8. _____ (9) 9. _____ (10)
10. _____ (6) 11. _____ (14) 12. _____ (9)
13. _____ (12) 14. _____ (15) 15. _____ (10)
16. _____ (17) 17. _____ (6) 18. _____ (10)
19. _____ (15) 20. _____ (6) 21. _____ (5)
22. _____ (8) 23. _____ (9) 24. _____ (16)
25. _____ (9) 26. _____ (8) 27. _____ (19)
28. _____ (1) 29. _____ (5) 30. _____ (10)
31. _____ (16) 32. _____ (14) 33. _____ (2)
34. _____ (10) 35. _____ (7) 36. _____ (8)
37. _____ (9) 38. _____ (12) 39. _____ (9)
40. _____ (18) 41. _____ (13) 42. _____ (17)
43. _____ (8) 44. _____ (15) 45. _____ (18)
46. _____ (18) 47. _____ (9) 48. _____ (7)
49. _____ (8) 50. _____ (15) 51. _____ (8)
52. _____ (14) 53. _____ (10) 54. _____ (8)
55. _____ (12) 56. _____ (8) 57. _____ (5)
58. _____ (20) 59. _____ (6) 60. _____ (17)
61. _____ (9) 62. _____ (6) 63. _____ (5)

https://www.progressmonitoring.org/
Early Numeracy Indicators: Missing Number

Use this video and score along with the teacher.

https://youtu.be/CxeZ35d6h18

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<td>1. _____ (9)</td>
<td>2. _____ (6)</td>
<td>3. _____ (5)</td>
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<tr>
<td>4. _____ (60)</td>
<td>5. _____ (4)</td>
<td>6. _____ (9)</td>
</tr>
<tr>
<td>7. _____ (2)</td>
<td>8. _____ (20)</td>
<td>9. _____ (9)</td>
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<td>10. _____ (3)</td>
<td>11. _____ (9)</td>
<td>12. _____ (7)</td>
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<td>13. _____ (25)</td>
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<td>15. _____ (1)</td>
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<td>16. _____ (6)</td>
<td>17. _____ (5)</td>
<td>18. _____ (3)</td>
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<td>19. (2)</td>
<td>20. (0)</td>
<td>21. (60)</td>
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<td>22. _____ (7)</td>
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<td>24. _____ (7)</td>
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<td>25. _____ (6)</td>
<td>26. _____ (4)</td>
<td>27. _____ (1)</td>
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<td>28. _____ (10)</td>
<td>29. _____ (40)</td>
<td>30. _____ (60)</td>
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<td>31. _____ (2)</td>
<td>32. _____ (4)</td>
<td>33. _____ (3)</td>
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<td>34. _____ (9)</td>
<td>35. _____ (8)</td>
<td>36. _____ (1)</td>
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<tr>
<td>37. _____ (5)</td>
<td>38. _____ (35)</td>
<td>39. _____ (6)</td>
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<td>40. (9)</td>
<td>41. (2)</td>
<td>42. (6)</td>
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<td>43. _____ (6)</td>
<td>44. _____ (3)</td>
<td>45. _____ (4)</td>
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<td>46. _____ (3)</td>
<td>47. _____ (7)</td>
<td>48. _____ (5)</td>
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<tr>
<td>49. _____ (0)</td>
<td>50. _____ (1)</td>
<td>51. _____ (5)</td>
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<tr>
<td>52. _____ (2)</td>
<td>53. _____ (90)</td>
<td>54. _____ (3)</td>
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<td>55. _____ (20)</td>
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<td>57. _____ (25)</td>
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<td>58. _____ (9)</td>
<td>59. _____ (1)</td>
<td>60. _____ (3)</td>
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<td>61. _____ (4)</td>
<td>62. _____ (40)</td>
<td>63. _____ (6)</td>
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</table>
Look at this Computation measure.

1. Score the measure by **problems correct**.
2. Score the measure by **digits correct**.
3. Graph the **digits correct** score on the student’s graph.

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<th>Problem</th>
<th>Total Number of Problems Correct:</th>
<th>Total Number of Digits Correct:</th>
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| \[
\begin{array}{lll}
26 \\
\times 14 \\
\hline
44
\end{array}
\] | 26 | 20 |
| \[
\begin{array}{lll}
47.3 \\
+21.8 \\
\hline
69.11
\end{array}
\] | 69 | 11 |
| \[
\begin{array}{lll}
\frac{3}{5} + \frac{4}{6} = \frac{6}{8} \\
\hline
\frac{424}{424}
\end{array}
\] | 424 | 8 |
| \[
\begin{array}{ll}
\frac{1}{2} + \frac{1}{2} = 1 \\
-23.6 \\
\hline
60.11
\end{array}
\] | 60 | 11 |
| \[
\begin{array}{ll}
37.3 + 7.23 = 44.53 \\
\hline
44.53
\end{array}
\] | 44 | 33 |
| \[
\begin{array}{ll}
\frac{3}{4} \times \frac{1}{3} = \frac{3}{12} \\
\hline
\frac{3}{12}
\end{array}
\] | 3 | 12 |
| \[
\begin{array}{ll}
574 + 739 = 1311 \\
\hline
1311
\end{array}
\] | 1311 | 11 |
| \[
\begin{array}{ll}
\frac{3}{5} + \frac{2}{3} = \frac{5}{7} \\
\hline
\frac{5}{7}
\end{array}
\] | 5 | 7 |
| \[
\begin{array}{ll}
\frac{8}{111} - 262.03 = 1311.43 \\
\hline
1311.43
\end{array}
\] | 1311 | 43 |
| \[
\begin{array}{ll}
5 \div 93 = 3 \\
\hline
5
\end{array}
\] | 5 | 3 |
| \[
\begin{array}{ll}
\frac{52}{4623} \\
\times 56 \\
\hline
442
\end{array}
\] | 442 | 56 |
| \[
\begin{array}{ll}
\frac{87}{5} \\
\times 3 = \frac{5}{6} \\
\hline
\frac{5}{6}
\end{array}
\] | 5 | 6 |
| \[
\begin{array}{ll}
12 \div 6523 \\
+38.5 \\
\hline
7925
\end{array}
\] | 7925 | 58 |
| \[
\begin{array}{ll}
262.7 \\
-947 \\
\hline
7,925
\end{array}
\] | 7925 | 47 |
| \[
\begin{array}{ll}
7 - \frac{5}{6} = \frac{7}{9}
\end{array}
\] | 7 | 9 |
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<tbody>
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<td>$\frac{26}{364} \times 14$</td>
<td>$\frac{47.3}{69.1} + \frac{21.8}{69.1}$</td>
<td>$\frac{2}{3} + \frac{4}{5} = \frac{1}{15}$</td>
<td>$\frac{403}{376}$</td>
</tr>
<tr>
<td>$\frac{1}{2} + \frac{1}{2} = 1$</td>
<td>$\frac{83.51}{59.91} - \frac{23.6}{59.91}$</td>
<td>$\frac{37.3}{44.46} + \frac{7.23}{44.46}$</td>
<td>$\frac{3}{4} \times \frac{1}{3} = \frac{3}{12}$</td>
</tr>
<tr>
<td>$\frac{574}{1,313} + \frac{739}{1,313}$</td>
<td>$\frac{3}{4} + \frac{2}{3} = \frac{1}{5/12}$</td>
<td>$\frac{921.4}{659.37} - \frac{262.03}{659.37}$</td>
<td>$\frac{118}{3} \div \frac{5}{593}$</td>
</tr>
<tr>
<td>$\frac{2}{3} + \frac{1}{2} = \frac{1}{3}$</td>
<td>$\frac{88}{3} \div 4623$</td>
<td>$\frac{87}{4} \div 56$</td>
<td>$\frac{57}{8} \times \frac{3}{6} = \frac{3}{7}$</td>
</tr>
<tr>
<td>$\frac{543}{12} \div 6523$</td>
<td>$\frac{262.7}{301.2} + \frac{38.5}{301.2}$</td>
<td>$\frac{7062}{6,115} - \frac{947}{6,115}$</td>
<td>$\frac{2}{3} - \frac{5}{6} = \frac{11}{18}$</td>
</tr>
</tbody>
</table>

### Ricky's Computation Scores

![Graph showing computation scores over time]
Look at this Concepts and Applications measure.

1. Score the measure by blanks correct.
2. Graph the blanks correct score on the student’s graph.

1. Which shape below is a triangle?
   A
   B
   C

2. Write the answer in each blank.
   Of these numbers
   629  615  657  642
   642 is greater than 629 and 657

3. What number does B stand for?

4. What fraction of the squares is shaded?

5. Fill in the blanks.
   174 = __ hundreds __ tens __ ones

6. Write “less” or “greater” in the blank.
   465 is _______ than 456

   ______
   ______

   ______

   ______

   ______

   ______
3. Write the time.

\[\text{____}:\text{____} \]

14. Savannah has 3 pencils, Bella has 5 pencils. How many pencils do Savannah and Bella have in all?

\[\text{____} \]

4. Starting with the number 0 and counting left to right,

\[
\begin{array}{cccccccc}
0 & 2 & 4 & 6 & 8 & 10 & 12 \\
14 & 16 & 18 & 20 & 22 & 24 & 26 \\
28 & 30 & 32 & 34 & 36 & 38 & 40 \\
\end{array}
\]

Write the second number \[\text{____} \]
Write the eighth number \[\text{____} \]
Write the fifth number \[\text{____} \]

15. What number does C stand for?

\[\text{____} \]

5. There are 12 jelly beans in a dish. Molly eats 3 of them. How many jelly beans are left?

\[\text{____} \]

16. How much money is pictured below?

\[\text{____} \]

6. Fill in the blanks.

\[234 = \text{____} \text{hundreds} \text{____}_\text{tens}_\text{____}_\text{ones} \]

17. Counting by 3’s, fill in the blanks.

\[51, 54, 57, \text{____}, \text{____} \]

7. How much money is pictured below?

\[\text{____} \]

18. Write the time.

\[\text{____}:\text{____} \]
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. What is the height of the bear?</td>
<td>______ in.</td>
</tr>
<tr>
<td>21. Use the graph to answer the question.</td>
<td>How many students like Math? ________</td>
</tr>
</tbody>
</table>
| 20. Write the answer in each blank.                                     | ______ is the smallest
             |
| Of these numbers                                                        | ______ is the largest |
| 489  682  391  931                                                     | ______ |
1. Write the time.  
   \[7 : 45\]

2. Starting with the number 0 and counting left to right,
   \[
   \begin{align*}
   &0 \ 2 \ 4 \ 6 \ 8 \ 10 \ 12 \\
   &14 \ 16 \ 18 \ 20 \ 22 \ 24 \ 26 \\
   &28 \ 30 \ 32 \ 34 \ 36 \ 38 \ 40
   \end{align*}
   \]
   Write the second number \[2\]
   Write the eighth number \[14\]
   Write the fifth number \[8\]

3. There are 12 jelly beans in a dish. Molly eats 3 of them. How many jelly beans are left? \[9\]

4. Fill in the blanks.
   \[234 = 2 \text{ hundreds } 3 \text{ tens } 4 \text{ ones}\]

5. How much money is pictured below? \[\$ 0.67\]

6. What number does C stand for?
   \[
   \begin{array}{cccc}
   \text{A} & \text{B} & \text{C} & \text{D} \\
   11 & 13 & \text{C} & 16
   \end{array}
   \]
   \[14\]

10. What number does D stand for?
   \[16\]

11. How much money is pictured below? \[\$ 1.45\]

12. Counting by 3’s, fill in the blanks.
   \[51, 54, 57, 60, 63\]

13. Write the time.
   \[7 : 15\]

14. Savannah has 3 pencils, Bella has 5 pencils. How many pencils do Savannah and Bella have in all? \[8\]

15. What is the height of the bear? \[7 \text{ in.}\]

16. How many students like Math? \[20\]

17. Of these numbers
   \[
   489 \ 682 \ 391 \ 931
   \]
   \[
   391 \text{ is the smallest}
   \]
   \[
   931 \text{ is the largest}
   \]

18. What fraction of the beans is shaded? \[\frac{3}{11}\]
Total Number of Blanks Correct:

---

Tyler's Concepts and Applications Scores

<table>
<thead>
<tr>
<th>Score</th>
<th>Tyler's Score</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
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<tr>
<td>14</td>
<td></td>
<td></td>
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<tr>
<td>16</td>
<td></td>
<td></td>
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<tr>
<td>18</td>
<td></td>
<td></td>
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<tr>
<td>20</td>
<td></td>
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</tbody>
</table>
Visit the Academic Progress Monitoring Tools Chart.

Note: In the video/presentation, Dr. Powell refers to an older version of the tools chart than is currently available on the NCII website. We’ve updated this activity so that the content discussed in the video/presentation aligns with the language on new tools chart.

1. Fill in the table for the mathematics measures available for the grade levels you teach.
2. Consider the Psychometrics of the measures.
3. Consider the use for Progress Monitoring.
4. Consider the use for Data-based Individualization.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Psychometrics</th>
<th>Progress Monitoring</th>
<th>Data-based Individualization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reliable</td>
<td>Valid</td>
<td>Alternate Forms</td>
</tr>
<tr>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Where to locate the information on the new tools chart</td>
<td>“Performance Level Standards” Tab</td>
<td>“Growth Standards” Tab</td>
<td>“Usability” Tab</td>
</tr>
<tr>
<td>Where to locate the information on the new tools chart</td>
<td>*note that sensitivity is now included for both reliability and validity of the slope</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes/Comments:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Reflect upon your current progress monitoring practices.

1. What measures are available to you?
2. How do you administer measures with fidelity?
3. What measures would you like to use?
4. How can you improve upon your progress monitoring practices?
5. Why is progress monitoring an essential part of DBI?

(This space is for organizing your ideas.)
a. Create a graph with the provided Quantity Discrimination scores for Lincoln. Assume there are 20 weeks of intervention for Lincoln.

**Lincoln’s first 9 scores:** 14, 16, 13, 10, 17, 15, 18, 14, 19

**Lincoln’s Quantity Discrimination Scores**

<table>
<thead>
<tr>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>30</td>
</tr>
<tr>
<td>25</td>
</tr>
<tr>
<td>20</td>
</tr>
<tr>
<td>15</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

- **Lincoln's Scores**
- **ROI Goal**
- **Intra-Individual Goal**

a. Using Lincoln’s graph, mark the benchmark with a “B” using the provided information. Benchmark for Quantity Discrimination: 25
b. **Using Lincoln’s graph, mark the goal using slope (ROI) with an “S” using the provided information.**

Rate of Improvement for Quantity Discrimination: 0.50

1. Locate slope (i.e., rate of improvement – ROI)
2. Multiply ROI by number of weeks left in intervention
3. Add to baseline of progress monitoring scores
4. Mark goal on student graph with an “S”
5. Draw goal-line from baseline progress monitoring scores to S

c. **Using Lincoln’s graph, mark the goal for the intra-individual framework with an “I.”**

1. Identify student’s (slope) using the formula: \[
\frac{3^{rd} \text{ median} - 1^{st} \text{ median}}{\# \text{ data points} - 1}
\]
2. Multiply slope by 1.5
3. Multiply by number of weeks until end of intervention
4. Add to student’s baseline score
5. Mark goal on student graph with an “I”
6. Draw goal-line from baseline progress monitoring scores to I
Look at the graphs for these students. What decisions would you make about the progress of each student?

Decision: ____________________________
Decision:

Juan's Conceptual Scores

Ken's Quantity Discrimination Scores

Decision:
Look at the graphs for these students. What decisions would you make about the progress of each student?

1. Using the Benchmark, ROI, or Intra-individual framework, determine a goal for Tristan and draw your goal line.
2. Then add the following scores: Week 5 = 11, Week 6 = 13, Week 7 = 12, and Week 8 = 15.
3. Determine whether to increase the goal, continue to monitor progress, or to make an adaptation.

Decision: ___________________________________________________________
1. Using the Benchmark, ROI, or Intra-individual framework, determine a goal for Monique and draw your goal line.

2. Then add the following scores: Week 5 = 16, Week 6 = 17, Week 7 = 19, and Week 8 = 22.

3. Determine whether to increase the goal, continue to monitor progress, or to make an adaptation.

Decision: ________________________________
1. Using the Benchmark, ROI, or Intra-individual framework, determine a goal for Maria and draw your goal line.

2. Then add the following scores: Week 5 = 17, Week 6 = 18, Week 7 = 16, and Week 8 = 18.

3. Determine whether to increase the goal, continue to monitor progress, or to make an adaptation.

Decision: ________________________________________________________________
Share your current structure for making DBI decisions.

- Who administers progress monitoring measures?
- Who makes the decisions about response?
- When and how are decisions made?

Write an original post on the Discussion Board and respond to two peers.
(This space is for organizing your ideas.)

__________________________________________________________________________________

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__________________________________________________________________________________
(1) Start (or continue) implementing progress monitoring measures on a weekly basis.

Goals:

Evidence of progress:

(2) Start (or continue) graphing data.

Goals:

Evidence of progress:

(3) Start (or continue) making decisions about progress.

Goals:

Evidence of progress: