

<p>Quadrant 1: Adequate in both Number Sense Fluency and Concepts/Application</p> <p>Focus of Instruction:</p> <ul style="list-style-type: none"> ● Core instruction with differentiation <p>Examples of Support:</p> <ul style="list-style-type: none"> ● Tutoring aligned to classroom standards ● Pre-teach/Re-teach of classroom standards 	<p>Quadrant 2: Adequate in Number Sense Fluency, Low in Concepts/Application</p> <p>Focus of Instruction</p> <ul style="list-style-type: none"> ● Concepts/application skill deficits (targeted standards) ● Problem-Solving strategies ● Core instruction with differentiation <p>Intervention Examples</p> <ul style="list-style-type: none"> ● Key Math (targeted standards - measurement, geometry, etc) ● Pre-teach/Re-teach ● Do the Math (targeted module based on errors)
<p>Quadrant 3: Low in both Number Sense Fluency and Concepts/Application</p> <p>Consider: In Number Sense Fluency—how is the student performing on reasoning and computation separately?</p> <p>Focus of Instruction:</p> <ul style="list-style-type: none"> ● Review of basic facts ● Computation strategies ● Core instruction with differentiation <p>Intervention Examples (Conceptual Intervention before/in conjunction with Fluency)</p> <ul style="list-style-type: none"> ● Pre-teach/Re-teach ● Key Math ● Do The Math ● Origo Kits 	<p>Quadrant 4: Low in Number Sense Fluency, Adequate in Concepts/Application</p> <p>Consider: In Number Sense Fluency—how is the student performing on reasoning and computation separately?</p> <p>Focus of Instruction</p> <ul style="list-style-type: none"> ● Review of basic facts (10 min each intervention session) ● Instruction in computation strategies ● Core instruction with differentiation <p>Accurate: Intervention Examples</p> <ul style="list-style-type: none"> ● Incremental Rehearsal ● Origo Kits / Strategy-Based Fact Practice <p>Inaccurate: Additional Intervention Examples</p> <ul style="list-style-type: none"> ● Do the Math ● Key Math ● Pre-teach/Re-teach

Quadrant 1: Adequate (40%tile or higher) in both Number Sense Fluency and Concepts/Application			Quadrant 2: Adequate (40% or higher) in Number Sense Fluency, Low (below the 40%tile) in Concepts/Application		
Name(s)	CA %tile	NSF %tile	Name(s)	CA %tile	NSF %tile
Quadrant 3: Low (below 40%tile) in both Number Sense Fluency and Concepts/Application			Quadrant 4: Low in Number Sense Fluency (below 40% tile), Adequate in Concepts/Application (40%tile or higher)		
Name(s)	CA %tile	NSF %tile	Name(s)	CA %tile	NSF %tile