

Resources for Acadience Math Data Interpretation

Upon completion of administration of the required Acadience Math Assessment, educators review student data to identify the skill areas in which students need deeper understanding as indicated by the Acadience Math measures. This document provides an overview of the processes and resources that may be helpful in using the data.

Data Interpretation

Once testing is complete and data is available

- Teachers look through data reports to determine groups of students with similar skill development needs
 - Consider using the [Instructional Grouping Worksheets](#) to identify what areas students need based on their results
 - Please note different Acadience Math measures are considered Key Indicators for intervention needs depending on the time of year and grade level (see table below)

	Beginning of Year	Middle of Year	End of Year
Kindergarten	BQD NNF	NIF NNF	NIF NNF
First Grade	NNF AQD	AQD COMP	MNF COMP
Second Grade	COMP CAP	COMP CAP	COMP CAP
Third Grade	COMP CAP	COMP CAP	COMP CAP

- Meet with grade-level team or PLC to determine if there are similarities across the grade and plan for interventions
- Consider using the *Response Pattern Analysis* worksheets found in the [Student Booklets](#) for each grade level that completes Computation and/or Concepts & Analysis measures to better understand student competency and needs on specific skills.
 - Consider if the student areas of need have already been taught in core instruction.
 - If core instruction has been provided, then provide intervention in the most critical areas of the standards first (see [major works of the grade](#)).
 - If core instruction has not yet been provided, then assess/monitor progress once the core instruction has been provided.
- Use the [Acadience Math Measures Core Standards Alignment Crosswalk](#) to identify what standard(s) align with student needs
- Consider if multiple groups may be needed to address the subskills
 - avoid grouping students into red, yellow, green intervention groups based on Composite scores, rather groups of students by specific intervention skills that they need
- Plan for targeted skill interventions
 - Ideally taught by classroom teacher, supported by coach if possible
 - Short sessions
 - Students exit when mastery is reached
 - Progress monitoring is used as a tool for assessing whether intervention instruction has been successful

- Vertical conversations may be helpful (for Comp and CAP, it may be helpful to look at the progressions leading up to the grade-level standards)
- Use local intervention curricular resources or standards aligned resources found at UEN to provide targeted instruction (see resources below)

UEN Standards Aligned Resources

[Utah's Mathematical Core Guides](#): Provide a description of the Core Standards, including concepts and skills to master, critical background knowledge and academic vocabulary. These guides also connect related standards both within and across grade levels or courses as well as effective instructional models.

- [Kindergarten](#)
- [1st Grade](#)
- [2nd Grade](#)
- [3rd Grade](#)

Open Education Resources: Comprehensive curricular materials from New York and Georgia that may be used to support supplemental instruction need to accelerate or enhance student learning in mathematics.

- [Kindergarten](#)
- [1st Grade](#)
- [2nd Grade](#)
- [3rd Grade](#)

Instruction Tasks: Stand alone mathematics tasks are organized by standard to support learning. These tasks can be used as initial instruction or to support students who may be struggling in a particular standard.

- [Kindergarten](#)
- [1st Grade](#)
- [2nd Grade](#)
- [3rd Grade](#)

Review Activities: The resources here are intended for review and practice of mathematical concepts after initial instruction of the standards.

- [Kindergarten](#)
- [1st Grade](#)
- [2nd Grade](#)
- [3rd Grade](#)

[Assessment Items](#): Sample assessments items are provided to support ongoing formative assessment. These items are samples of what rigor could look like in the standards and are not meant to be comprehensive or summative assessments.

- [1st Grade](#)

- [2nd Grade](#)

As instructional support is provided, progress monitoring student response to instruction can be done using the [progress monitoring probes](#) available for Acadience Math. Please note you do not need to provide your email when prompted, you can just click “I agree” and get access to the resources.

If the student is not responding to the instruction as well as expected, there are several potential ways to adjust the instruction to improve its effectiveness, including:

- Increase number of opportunities to respond/scaffolded practice
- Increase amount of time
- Increase frequency of support (e.g., 2 days a week to 4 days a week)
- Decrease the group size
- Change the focus of instruction
- Provide more explicit instruction