K-6 Data-Based Decision Scenarios

Purpose

These scenarios are designed to support pre-service educators by illustrating how teachers can use screening data to make data-informed instructional decisions. They emphasize how assessment results—when interpreted thoughtfully—can strengthen universal instruction and guide supplemental and intensive support within a student-centered Multi-Tiered System of Supports (MTSS) framework. Facilitator guidance, discussion prompts, and sample answers are included.

By analyzing realistic data examples, pre-service educators learn how to:

- Interpret mathematics screening and progress monitoring results,
- Plan responsive instructional actions, and
- Collaborate around data to support all learners.

Utilizing the scenarios will provide an opportunity to ensure pre-service teachers are prepared to support the Iowa Math Counts Act (House File 784). These scenarios also promote collective reflection on how data use can reinforce mathematics learning opportunities and strengthen professional judgment.

Part 1: Multi-Tiered System of Supports

A Multi-Tiered System of Supports (MTSS) offers a proactive, data-driven framework for delivering mathematics instruction and interventions with increasing levels of intensity. At its core, MTSS begins with Tier 1, where all students receive rigorous, differentiated, grade-level instruction using High-Quality Instructional Materials (HQIM) aligned to the Iowa Academic Standards. Standards-aligned learning targets, common formative and summative assessments, evidence-based instructional strategies, and aligned professional learning to help educators strengthen Tier 1 practices.

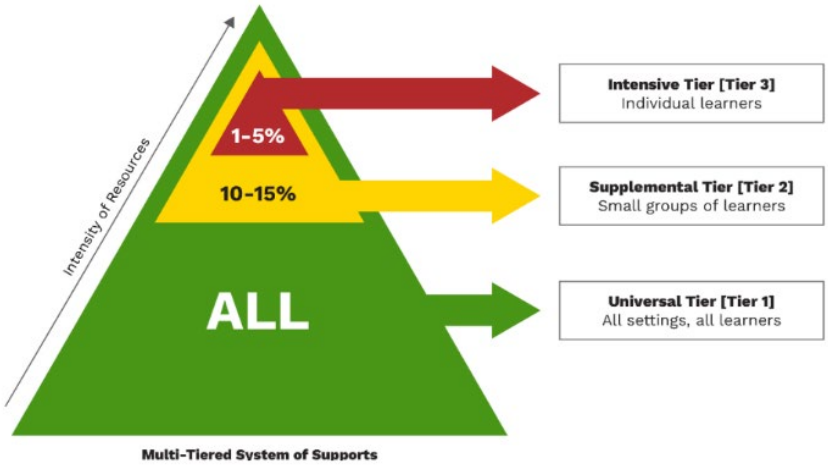

Figure 1 Multi-Tiered System of Supports Diagram

For students not meeting benchmarks, Tier 2 offers targeted small-group interventions aligned with Tier 1 instruction grounded in research-based strategies, including, but not limited to, explicit instruction. Teachers use progress-monitoring data to adjust their instruction, ensuring interventions are responsive to students' needs. Educators are encouraged to use evidence-based practices and resources to systematically provide additional time and support to help students learn essential grade-level mathematics standards. Tier 2 can also extend learning for students who show early proficiency. Students requiring even more support move into Tier 3, where they receive intensive, individualized instruction in foundational skills from prior years (identified with a diagnostic analysis). As students move through the tiers, rigor should not decrease; instead, educators provide scaffolded entry to grade-level content while backfilling prerequisite skills, giving students the additional time and practice needed to succeed.

Types and Purposes of Assessments

Screening, diagnostic, and progress monitoring are essential components of a comprehensive assessment system. These types of assessments provide data that help educators make informed decisions about instruction, intervention, and student support. While they share many characteristics – such as brevity, reliability, and instructional usefulness – they serve distinct purposes.

Universal screening assessments are just as the name indicates: they provide a quick, reliable snapshot of each student's current level of mathematical understanding. Universal screening serves two purposes. The first is to identify the health of the universal instruction. If there are widespread concerns, this signals a need to examine and strengthen the core instructional practices. The second purpose is to systematically assess all students to identify those who may be at risk of mathematical difficulties or in need of enrichment. Screening assessments are administered at designated intervals, typically three times per year (fall, winter, spring). Data gathered from screeners classify students as above, at, or below the benchmark. Students who do not meet the benchmark may need additional instruction in mathematics, while those above may benefit from appropriate enrichment opportunities.

Once a student has been identified as needing additional support, a diagnostic assessment may be administered. The purpose of the diagnostic assessment is to identify the specific skills that a student has and does not have. These measures will assess subskills and could utilize computer-adaptive design, include interviews and observations, or error analysis. Information gathered from a diagnostic assessment allows educators to purposefully target their instruction during interventions to the skill sets the student is missing.

Teachers regularly gather information on student learning through informal, often non-standardized approaches to make immediate, real-time instruction changes; this is known as assessment for learning. Formative assessments can be in-the-moment actions, such as questioning, feedback, or opportunities for students to assess their own or others' thinking. Quizzes and tests can also be considered formative if the analysis of the results yields changes in instruction, either class-wide or individually. It is essential that student learning is regularly monitored and that teachers make adjustments to meet students' needs to further their learning.

Monitoring the progress of student learning differs significantly from progress monitoring, which is a more formal and standardized form of formative assessment used to provide ongoing data on student growth over time, particularly for students receiving supplemental and intensive instruction during intervention. The data gathered through progress monitoring helps determine whether and when instructional changes are needed within the intervention. To implement progress monitoring, each student has a baseline level of performance, a goal is identified that will take place over time, and then there is an expected rate of improvement (a trend line) that is used to determine if that student is making adequate progress towards meeting their goal. These brief assessments should be administered at least biweekly for supplemental intervention and, if more intensive, more frequently, with specific procedures in place to ensure fidelity to the process and clean data collection.

When selecting progress-monitoring tools for students receiving supplemental and intensive interventions, it's important to consider two common types of measures: single-skill mastery measures and general outcome measures (GOMs). As their name implies, a single-skill mastery measure will assess a short-term or single skill, such as addition within 10. A mastery measure is helpful when a student is significantly discrepant from reaching grade-level performance. GOMs, often referred to as curriculum-based measures (CBMs), will measure student performance toward an end-of-year goal. The GOM is typically the most appropriate progress-monitoring tool for students receiving supplemental instruction who are closer to meeting grade-level benchmarks.

Table 1 Summary of Assessments

Assessment	Purpose	Students Assessed
Screening	Is the universal tier sufficient? Which students may need support in addition to the universal tier?	All
Diagnostic	What are the specific individual strengths and needs of the student?	Some
Progress Monitoring	Is our instruction working for the student?	Some
Assessment for Learning	What needs to be adjusted to improve teaching and learning during the lesson?	All
Summative	Are the students performing at expected levels, overall? Did the instruction work?	All

Part 2: Universal Screener Scenarios

Facilitator Guidance

Developed by the Iowa Department of Education, these scenarios are intended to support the implementation of the Iowa Math Counts Act (House File 784) by providing pre-service educators an opportunity to engage in making data-based instructional decisions. The duration, scope, and sequence may be customized to accommodate local needs and are designed to provide flexibility for institutions to utilize in the way that best fits their context. The scenarios provided use the earlyMath and aMath state-approved universal screeners, which are part of the FastBridge assessment suite, the most commonly used tool in Iowa for reading and mathematics universal screening.

Goals

The goals of the Universal Screener Scenarios are for pre-service educators to:

- Build an understanding of the purpose and utilization of a universal mathematics screener.
- Experience analyzing data to determine which students need support in addition to the universal tier.

Design and Delivery Considerations

- Scenario 1 represents a sample of class-wide data, and scenarios 2 – 8 represent individual student data scenarios for each grade level. The breadth of diverse student needs is represented across the scenarios.
- The screener results for fall and winter are included for each scenario. Consider the strengths and challenges sections as compiling information from student work, observation, and additional diagnostic measures.
- Facilitating the experience with pre-service educators, the instructor may want to consider the following phases of adult learning:
    - Activate: Get a sense of what background knowledge exists, provide an opportunity to learn about MTSS and the role of universal screeners in data-based decisions.
    - Organize: Students individually or in groups navigate scenario(s), make choices, and receive feedback on decisions. The instructor acts as a coach, guiding students through the process rather than giving answers.
    - Synthesize: the instructor facilitates a discussion about the experience, connecting the scenario's actions back to the broader MTSS framework.

- Scenario processing questions may include
    - Did the student not meet, meet, or exceed the benchmark?
    - Would the student benefit from a supplemental or intensive intervention, unique scaffolds, and/ or enrichment opportunities?
    - If additional support would be appropriate, what would be a specific, measurable, achievable, relevant, and time-bound (SMART) goal for this student?
    - How would you match this learner to an intervention focus?
- Discussion prompts may include
    - Staff beliefs play an important role in an effective MTSS framework. What beliefs would be important for an educator to have?
    - What decisions and data were used to determine if a student scenario would benefit from an intervention, unique support, and/ or enrichment?
    - What barriers might exist in a school district or building that would make the plan for the student hard to achieve?
    - What additional data would have been helpful to provide a better understanding of where a student is in their learning?
- Optional extended learning opportunities could include
    - Discussing the similarities and differences of different types of assessments, including
        - GOM, General Outcome Measure, monitors student growth toward a long-term goal
        - CBM, Curriculum-Based Measure, is a version of a GOM that is brief and measures fluency on essential basic skills
        - SBA, Standards-Based Assessment, is a comprehensive assessment aligned to grade-level learning standards
        - CAT, Computer-Adaptive Testing, adjusts the difficulty of questions in real time based on learners' responses
        - MM, Mastery Measure, evaluates a student's understanding and proficiency in a single target skill
    - Reviewing Iowa legislation and rules related to identifying students who may require additional support in math, such as the Math Counts Act (House File 784).

Scenario 1 – Whole Class

Demographics	**Grade:** 1st Grade

Universal Screener	FastBridge earlyMath
	• Aligned to Common Core State Standards (CCSS) and assesses three domains of early numeracy: number, relations, and operations.
	• earlyMath includes a suite of 17 assessments that can be used for universal screening, diagnostic evaluation, and progress monitoring.
	• Intended to be used for students in kindergarten and 1st Grade.
	• Results from three specific earlyMath assessments are combined into a composite score, which serves as the primary data point for the overall evaluation of risk in universal screening.
	• Spring earlyMath for 1st Grade is based on the following three subtests
	  ○ **DC-1**: Decomposition includes identifying a missing part in a part-part-whole problem. The test measures the rate of accurate answers completed within 1 minute (max of 24).
	  ○ **SP-1**: Story Problems includes solving verbally presented problems. The untimed test measures the accuracy of 6 problems and is only assessed in the spring.
	  ○ **PV-1:** Place Value includes identifying the place values and amounts of pictured base ten blocks. The test measures the rate of accurate answers completed within 1 minute (max of 16). It is only assessed in the winter and spring.

Report	earlyMath Detailed Group Report (see *Figure 2 earlyMath Class Report*) 1. Student names appear in the far-left column. 2. Fall composite score is listed. Color coding is based on school percentiles with risk-level symbols displayed; red shows high risk, orange shows some risk, green shows meeting benchmark, and blue shows above benchmark. 3. Winter composite score is listed. Gray signifies the student tested outside of the designated window. 4. The current screening period is expanded and lists all subtests completed as well as the composite score (Spring).

Reflection Questions:

Reflect on what the screening data says about the health of the universal instruction in this classroom. What percentage of students met or exceeded benchmark in the fall and winter? Would any adjustments to whole class instruction be valuable, and if so, what might be some evidence-based strategies to employ? What other information might be helpful to determine next steps for this teacher?

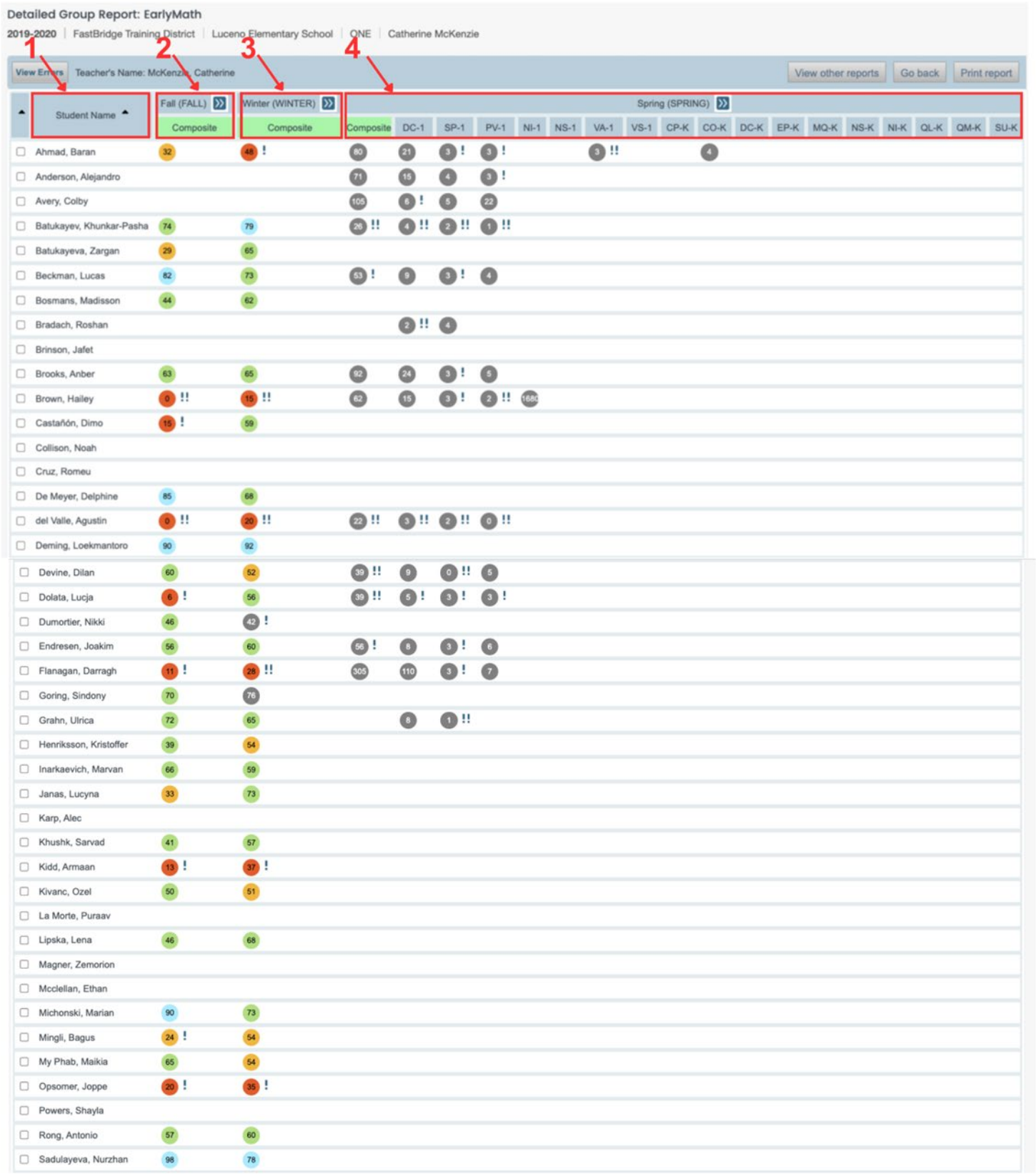

Figure 2 earlyMath Class Report

Image provided by Renaissance and used with permission. *Note:* Sample data is from simulated student data.

Scenario 2 - Individual

Demographics	**Name:** Warren **Grade:** Kindergarten **Medical:** No abnormal vision/ hearing screenings **Language:** Native English Speaker
Instruction & Services	**Individualized Education Program (IEP):** None **504 Plan:** None **English Language Services:** None **Gifted and Talented:** None **Counseling:** None
Mathematics Strengths and Challenges	• Strengths include subitizing within 5, verbally counting the number sequence through 12, comparing two quantities and determining the larger set, and finding the value of addition problems within 10. • Struggles with matching a quantity with the correct numeral (within 10); has not yet shown an understanding of subtraction.
Other Strengths and Challenges	• Reading: Adequately progressing on phonics and beginning phonemic awareness. • Behavior/Social Skills: Easily makes friends, follows directions; needs redirection and physical proximity prompting when working with peers.
Screener: FastBridge earlyMath	**Fall Results – Composite Score: Adequately Progressing** *Match Quantity (matching a numeral with the quantity it represents): No Risk* *Number Sequence (providing the correct oral sequence of numbers): No Risk* *Numeral Identification (numerals 1 to 31):* Some Risk **Winter Results – Composite Score: Below Benchmark** *Decomposing K (ability to take apart fives and tens):* Some Risk *Number Sequence K (forwards, backwards, one/ two before and after): No Risk* *Numeral Identification (numerals 1 to 31):* High Risk
Student Data: Attendance	Absent 3.25 days within the first 20 weeks of school.
Intervention Status	Not currently receiving intervention in math, reading, or behavior.

Reflection Questions:

After reviewing the data above, summarize the primary concern, if any, and the desired outcome for the student. Summarize potential reasons that may be contributing to the student's performance. What should the instructional team do now?

Scenario 3 - Individual

Demographics	**Name:** Kai **Grade:** 1st Grade **Medical:** No abnormal vision; hearing screenings **Language:** Native English Speaker
Instruction & Services	**Individualized Education Program (IEP):** None **504 Plan:** None **English Language Services:** None **Gifted and Talented:** None (begins in 3rd Grade) **Counseling:** None
Mathematics Strengths and Challenges	• Strengths include adding and subtracting within and beyond 20 mentally, demonstrating multiple strategies when prompted, skip counting with various intervals, and identifying the digits that represent ones, tens, and hundreds. • Struggles with showing work and has not yet demonstrated an understanding of addition and subtraction beyond 100; somewhat inconsistent in regrouping when subtracting.
Other Strengths and Challenges	• Reading: Excellent phonemic awareness and strong comprehension; reads independently. • Behavior/Social Skills: Prefers to work alone; gets visibly upset when he gets a problem incorrect or does not immediately understand a new concept.
Screener: FastBridge earlyMath	**Fall Results – Composite Score: Greatly Exceeding Benchmark** *Decomposing (including composing as quantities and numerals):* Low Risk *Number Sequence (providing the correct oral sequence of numbers):* Low Risk *Numeral Identification (numerals 1 to 120):* Low Risk **Winter Results – Composite Score: Greatly Exceeding Benchmark** *Decomposing 1 (including composing as quantities and numerals):* Low Risk *Number Sequence (forwards, backwards, one/ two before and after):* Low Risk *Place Value (identify the numeral from base-10 blocks image):* Low Risk
Student Data: Attendance	Absent 0.5 days in the first 20 weeks.
Intervention Status	Not receiving enrichment.

Reflection Questions:

After reviewing the data above, summarize the primary concern, if any, and the desired outcome for the student. Summarize potential reasons that may be contributing to the student's performance. What should the instructional team do now?

Scenario 4 - Individual

Demographics	**Name:** Vera **Grade:** 2nd Grade **Medical:** No screening information available **Language:** Ukrainian is the primary language of the student and family
Instruction & Services	**Individualized Education Program (IEP):** None **504 Plan:** None **English Language Services:** Yes, works daily with the EL teacher during WIN time Level 1 Emerging: Reading, Writing, Speaking (ELPA 21) Level 2 Progressing: Listening (ELPA21) **Gifted and Talented:** None **Counseling:** None
Mathematics Strengths and Challenges	• Strengths include sorting shapes based on common attributes, basic addition and subtraction within 10, correctly identifying/writing a numeral when it is verbalized, and quantity comparison. • Struggles with flexibility of addition and subtraction strategies (counts with her fingers), solving and creating word problems, skip counting, and working with time and money.
Other Strengths and Challenges	• Reading: Low on English reading and comprehension; unable to determine native language reading and comprehension. • Behavior/Social Skills: Very polite, shy, distracted/concerned about little brother's transition to the US.
Screener: FastBridge aMath	**Fall Results – Composite Score: Below Benchmark** *Operations & Algebraic Thinking:* High Risk *Number Base 10:* High Risk *Measurement & Data:* Some Risk *Geometry:* Low Risk **Winter Results – Composite Score: Below Benchmark** *Operations & Algebraic Thinking:* Some Risk *Number Base 10:* High Risk *Measurement & Data:* Some Risk *Geometry:* Low Risk
Student Data: Attendance	Absent 17 days within the first 20 weeks.
Intervention Status	Not receiving intervention for reading, mathematics, or behavior.

Reflection Questions:

After reviewing the data above, summarize the primary concern, if any, and the desired outcome for the student. Summarize potential reasons that may be contributing to the student's performance. What should the instructional team do now?

Scenario 5 - Individual

Demographics	**Name:** Elio **Grade:** 3rd Grade **Medical:** Recently began wearing glasses for nearsighted vision **Language:** Native English Speaker
Instruction & Services	**Individualized Education Program (IEP):** None **504 Plan:** None **English Language Services:** None **Gifted and Talented:** None **Counseling:** None
Mathematics Strengths and Challenges	• Strengths include setting up and solving addition and subtraction word problems, reading and writing numbers to 1000, place value, skip counting, understanding division as an unknown factor, and multiplying and dividing within 100. • Struggles with describing measurable attributes, estimating lengths with appropriate units, understanding fractions as numbers, finding the unit fraction and adding and subtracting fractions with like denominators.
Other Strengths and Challenges	• Reading: Reads with high accuracy but limited expression and a slow rate. • Behavior/Social Skills: Enjoys athletics (baseball, soccer, wrestling), has a close group of friends in and out of school, and has some avoidance behaviors when he struggles with academics (bathroom/ sharpen pencil, makes jokes, etc.).
Screener: FastBridge aMath	**Fall Results – Composite Score: Adequately Progressing** *Operations & Algebraic Thinking:* Low Risk *Number Base 10:* Low Risk *Measurement & Data:* Some Risk *Geometry:* Low Risk *Number: Fractions:* High Risk **Winter Results – Composite Score: Below Benchmark** *Operations & Algebraic Thinking:* Low Risk *Number Base 10:* Low Risk *Measurement & Data:* High Risk *Geometry:* Low Risk *Number: Fractions:* High Risk
Student Data: Attendance	Absent 0 days in the first 20 weeks.
Intervention Status	Not yet receiving intervention.

Reflection Questions:

After reviewing the data above, summarize the primary concern, if any, and the desired outcome for the student. Summarize potential reasons that may be contributing to the student's performance. What should the instructional team do now?

Scenario 6 - Individual

Demographics	**Name:** Teng **Grade:** 4th Grade **Medical:** No abnormal vision/ hearing screenings **Language:** Native English Speaker
Instruction & Services	**Individualized Education Program (IEP):** None **504 Plan:** None **English Language Services:** None **Gifted and Talented:** None **Counseling:** None
Mathematics Strengths and Challenges	• Strengths include whole number operations, setting up and solving word problems, working with time and money, understanding decimal notation and simple calculations with decimals, understanding place value up to 1,000,000, and estimating/rounding. • Struggles with adding and subtracting fractions with unlike denominators, comparing fractions/ fraction equivalence, multiplication of fractions by whole numbers and fractions.
Other Strengths and Challenges	• Reading: Demonstrates excellent decoding skills with good fluency, struggles at times to summarize the main idea and key details in non-fiction. • Behavior/Social Skills: Lacks confidence, family going through a separation, kind to peers but is somewhat reserved, enjoys being in the choir.
Screener: FastBridge aMath	**Fall Results – Composite Score**: **Below Benchmark** *Operations & Algebraic Thinking:* High Risk *Number Base 10:* Low Risk *Measurement & Data:* Some Risk *Geometry:* Low Risk *Number: Fractions:* Some Risk **Winter Results – Composite Score: Adequately Progressing** *Operations & Algebraic Thinking:* Low Risk *Number Base 10:* Some Risk *Measurement & Data:* Low Risk *Geometry:* Low Risk *Number: Fractions:* Some Risk
Student Data: Attendance	Absent 4 days in the first 20 weeks.
Intervention Status	Was receiving math small group intervention 3x/week throughout fall (PAR from last spring and fall screeners). Focused on understanding word problem schema for 20 min each session. Progress monitoring indicated significant progress for the first 7 weeks, then the rate of improvement slowed.

Reflection Questions:

After reviewing the data above, summarize the primary concern, if any, and the desired outcome for the student. Summarize potential reasons that may be contributing to the student's performance. What should the instructional team do now?

Scenario 7 - Individual

Demographics	**Name:** Cyrus **Grade:** 5th Grade **Medical:** ADHD diagnosis in 3rd grade, change in behavior when there is a change in medication **Language:** Native English Speaker
Instruction & Services	**Individualized Education Program (IEP):** None **504 Plan:** preferential classroom seating, extra time to complete assigned work, a copy of teacher notes provided, and the use of pre-approved fidget **English Language Services:** None **Gifted and Talented:** None **Counseling:** Weekly via a private family counselor
Mathematics Strengths and Challenges	• Strengths include conceptually understanding the four operations, creative problem-solving, comparing quantities, and visually representing mathematical ideas. • Struggles with remembering basic facts, place value, understanding and performing operations with fractions and decimals, and multi-operation problems. Often uses inefficient strategies (e.g., counting with fingers, tallying).
Other Strengths and Challenges	• Reading: Low phonological awareness, limited vocabulary, frequently lacks comprehension of grade-level text, working with AEA as the family and teachers suspect dyslexia. • Behavior/Social Skills: Frequently pacing throughout the day, struggles with organization (easily misplaces items, illegible writing), and has a small group of trusted friends.
Screener: FastBridge aMath	**Fall Results – Composite Score: Below Benchmark** *Operations & Algebraic Thinking*: High Risk *Number Base 10:* High Risk *Measurement & Data*: High Risk *Geometry:* Some Risk *Number: Fractions:* High Risk **Winter Results – Composite Score: Below Benchmark** *Operations & Algebraic Thinking:* High Risk *Number Base 10*: High Risk *Measurement & Data:* High Risk *Geometry*: High Risk *Number: Fractions:* High Risk
Student Data: Attendance	Absent 8 days in the first 20 weeks.
Intervention Status	Behavior Intervention: championed by the counselor, has worked this year on reducing interruptions/impulsivity, with positive results, through teaching replacement behaviors. Math Intervention: championed by the teacher, was working in a small group 3x/week for 20 min each session, focused on strategies for addition within 100. Use of manipulatives improved accuracy and verbalization of thinking, but did not maintain expected growth on progress monitoring.

Reflection Questions:

After reviewing the data above, summarize the primary concern, if any, and the desired outcome for the student. Summarize potential reasons that may be contributing to the student's performance. What should the instructional team do now?

Scenario 8 - Individual

Demographics	**Name:** Miranda **Grade:** 6th Grade **Medical:** Severe allergies **Language:** Native English Speaker
Instruction & Services	**Individualized Education Program (IEP):** None **504 Plan:** EpiPen stored in classroom, staff trained on EpiPen use **English Language Services:** None **Gifted and Talented:** None **Counseling:** None
Mathematics Strengths and Challenges	• Strengths include understanding and solving problems involving the four operations, being most comfortable with the standard algorithm, and being able to identify the correct operation(s) used in a word problem. • Struggles with using number relationships to select an efficient strategy, fairly reliant on the use of a calculator, problem solving and setting up the problem from a context.
Other Strengths and Challenges	• Reading: Strong oral vocabulary and comprehends stories well when read aloud, reading fluently but inconsistent about the use of punctuation in writing. • Behavior/Social Skills: Hesitant to ask for help independently but will work well with peers, fairly organized and always completes homework completely and accurately, active in church and started track this year.
Screener: FastBridge aMath	**Fall Results – Composite Score: Adequately Progressing** *Geometry:* Some Risk *Number Systems:* Low Risk *Ratio & Proportion:* Low Risk *Statistics & Probability:* Some Risk *Expressions & Equations:* Low Risk **Winter Results – Composite Score: Adequately Progressing** *Geometry:* Some Risk *Number Systems:* Low Risk *Ratio & Proportion:* Low Risk *Statistics & Probability:* Some Risk *Expressions & Equations:* Low Risk
Student Data: Attendance	Absent 2.25 days in the first 20 weeks.
Intervention Status	Not receiving intervention in math, reading, or behavior.

Reflection Questions:

After reviewing the data above, summarize the primary concern, if any, and the desired outcome for the student. Summarize potential reasons that may be contributing to the student's performance. What should the instructional team do now?

Potential Solutions

The table below provides sample answers that students may provide.

Scenario	Primary Concern	Possible Next Steps
1. Whole Class	About 65% of students were at or above benchmark in the fall. After winter, about 61% of students are at or above benchmark (the goal is 85%). This suggests further analysis of the universal tier of instruction is needed.	Evaluate the core instruction, including identifying common domains or concepts where the majority of the class struggled and verifying curriculum implementation integrity and alignment. Consider using daily routines that could be incorporated to build strong foundational skills and address unfinished learning for the whole class.
2. Warren	Winter screener showed risk, especially in numeral identification and in some decomposing within five and ten.	Not required to intervene, but if there is space in small groups, this student would benefit from a Tier 2 intervention focused on early number sense, including verbal and object counting, cardinality and numeral identification.
3. Kai	Exceeding the benchmark indicates this student may benefit from enrichment opportunities.	Enrichment may include activities that promote critical thinking, problem-solving, and communication. Even if the student isn't consistently showing work, ensure they can conceptually understand the skills and procedures.
4. Vera	Persistently at risk, performing below grade level in math and reading.	Work with an EL teacher to design a plan. Provide the required intervention that front-loads academic vocabulary and connects symbols and numbers with visuals and manipulatives. Focus on place value and operations within context, beginning with numbers within 20.
5. Elio	Winter screening showed risk, especially for measurement, data and fractions.	Not required to intervene, but if there is space in small groups, this student would benefit from Tier 2 intervention focused on understanding fractions.
6. Teng	Improvement from fall, but has not yet met the exit criteria for intervention (above benchmark twice).	Provide the required intervention, but the intensity and dosage could change. Focus could be on understanding and operating with fractions.
7. Cyrus	Persistently at risk, performing below grade level in many domains.	Consider whether a more in-depth, diagnostic screening for dyscalculia or other persistent mathematical difficulties may be helpful to inform instructional planning. Provide the required intervention that leverages the student's visual strengths and focuses on multi-digit calculations and strategies that carry through from whole numbers to fractions and decimals. Play games that build fact fluency, work with manipulatives, and provide multiplication lists, access to a number line and a calculator as supports.

Scenario	Primary Concern	Possible Next Steps
8. **Miranda**	Meeting benchmark, additional information indicates the student is overall doing well.	Continue high-quality Tier 1 instruction. Use number-sense routines, such as 3 Reads and Number Talks, class-wide, to continue building flexibility and conceptual understanding.

Sources used

Supplemental and Intensive Tiers Guide

NCII Assessment Practices within a Multi-Tiered System of Support

Renaissance FastBridge aMath Score Interpretation Guide

Renaissance FAST Technical Guide