

Please change your Zoom
screen name to:

[First and Last Name] District

Ex: Michelle Sterling LCPS

If you need help, send Michelle a chat with your name and district and she can rename you.

MC² MOST

Spring Kickoff

July 31, 4:00 pm - 5:00 pm

Welcome!





Reflecting and *Re*-Grounding

Why: Math Support that is **fun**, **engaging**, based on **research**, impacts regular school.

Who: **Teachers** who interested in learning **cutting edge intervention/assessment** practices

Goals: Learning Math Recovery/AVMR principles through coursework and field work with Ready Set Math.



Agenda

- Registration for Fall 2024
- Student Screeners/Materials
- Forefront & Ready Set Math What is it? - coming soon
- Upcoming Dates
- Questions

Registration for Spring 2024

Methods for Registering Students:

Electronic Registration (different QR codes)

OR

Paper Registration

Breakout Room (10 min)

- Las Cruces/Gadsden/OST
- All other MOST schools

Remember:

- Max 8 students (if it's your first year, we recommend 6)
- English and Spanish/Parent letter (be sure to identify MOST teacher)
- If using paper copies they must be submitted to site facilitator/MC2 facilitator.

Student Screeners for Fall 2024

Newbies

Work with 1st, 2nd, or 3rd grade students...*recommended to focus on one grade level.*

Give the Fall screener for the grade level the student is currently in.

Veterans

Option: Work with 1st, 2nd and 3rd grade students

(addition/subtraction, structuring number)

Give the Fall Screener for the grade level the student is currently in

Option: Work with 4th or 5th grade students

(conceptual place value, multiplication/division)

Give the 3rd grade Modified MOST Midyear Screener

Students must score in red & orange range to be invited.

Keep your note catchers for screener - we will come back to them

Student Screeners for Fall 2024

1. What topic do you plan to work on with your students in the coming Spring 2024 semester?
This focus helps decide which interviews to give.

1. https://docs.google.com/document/d/1NSTOSoa_zKqEelc0H_UyXwyNroU1Xv3br7jqc9FtfEmQ/edit

MC2 MOST - SCREENER GUIDANCE for FALL 2024

Foundational Addition and Subtraction (Math learning for AVMR Course 1)		
1st	2nd	3rd
1st Grade Fall Screener	2nd Grade Fall Screener	3rd Grade Fall Screener & 2nd Grade Fall Screener
30 pts total	30 pts total	30 pts total

1st, 2nd & 3rd



Students who score in the **red & orange** are best suited for tutoring

1st Grade Fall Screener

10-14	15-19	20-24	25-30
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2nd Grade Fall Screener

10-14	15-19	20-24	25-30
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3rd Grade Fall Screener

10-14	15-19	20-24	25-30
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3rd Grade Midyear **Modified for MOST**

4th & 5th



Foundational Multiplication & Conceptual Place Value Concepts (Math learning for AVMR Course 2)	
4th	5th
3rd Grade Midyear Modified for MOST	
30 pts total	

Students who score in the **red & orange** are best suited for tutoring

0-8	9-15	16-23	24-30
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Student Screeners for Fall 2024

Where can we find the materials and screeners we need?

- In the spirit of inquiry, let's dig into the interview assessment and create a shared resource...

Link to Folder with MOY and Interactive Table:

<https://docs.google.com/document/d/1E97QhgLAAIkEkaTa2r4JObqX77rj0dRnfftNIGyeKyo/edit?usp=sharing>

Grade 2: Midyear
Universal Screener for Number Sense
Detailed Script and Rubrics, print 1 copy/test administrator

Number Word Sequences: 2.NBT.A.2 **Number Sense: Forward Number Word Sequences**

1. "Count forward starting at 198 and I will tell you when to stop." (Stop at 202)
- If student is less than fully fluent with count to 202, say, "Thanks. This time start counting at 97 and I will tell you when to stop." (stop at 112)

3	2	1	0
Student is able to count from 198 – 202 with a reasonable degree of fluency and confidence.	Student is able to count from 198 – 202, but has pauses or self-corrections, and student is able to count fluently from 97 – 112.	Student does not count correctly from 198 – 202, but is able to correctly count from 97 – 112 (can be less than fluent and have self-corrections)	Student does not accurately complete either count.

Commentary: Proficient students count forward by ones from any number under 1000. Counting is foundational for developing understanding of the place value system and for addition and subtraction. When students score zero on this task, the assessor should do more diagnostic assessment to ascertain what the student can do. In particular, checking to ensure that a student can fluently count through the teen numbers and up to thirty is absolutely critical. For students who are still struggling with their number word sequences under 100, interventions should be put into place.

Numeral Identification: 2.NBT.A.3 **Number Sense: Numeral Identification**

2. "Read these numbers." Present cards to student one at a time.
550 111 212

If the student says something like, "five-fifty" ask the student if they have another way to say this. Correct answers are: five hundred fifty, one hundred eleven (accept "a-hundred eleven") and two hundred twelve."

3	2	1
Student read the numbers accurately on first attempt.	Student reads the numbers, but makes self-corrections or reads them correctly on second attempt.	Student reads at least one number incorrectly.

Commentary: This task samples this skill using only the 1 on this task further assessments should be done to determine if the student still needs to be learned and/or practiced.
Note: Many students will insert an "and" after the hundreds digit. Some math educators will insist that the word "and" should not be used. However, colloquially many people insert an "and" in this way. For the purpose of this assessment, it is incorrect if a student inserts an "and" after the hundreds digit.
Language Considerations: It is important that students receive clear instruction. However, when students have the ability to use their language as a significant asset that should be recognized. Learning to use language differently, by helping the student to make their own meaning, for students who are bilingual, it is helpful to make their language a strength. It is also important not to assume that they are not bilingual.

Grade 2: Midyear
Universal Screener for Number Sense
Interview Note Catcher, print 1 copy/student

Name: _____
Date: _____ Teacher: _____
Language: English Spanish Other: _____

Number Word Sequences score

1. "Count forward starting at 198 and I will tell you when to stop." (Stop at 202) if necessary: "This time start counting at 97 and I will tell you when to stop." (stop at 112)
Notes:

student counts fluently from 198 to 202: 3 pts
 student less than fully fluent with a count from 198-20 but counts fluently from 97-112: 2 pts
 student is less than fluent with the counts from 198-202 and 97-112: 1 pt
 less than fluent with all tasks: 0 pts

Numeral Identification score

2. "Read these numbers." (550, 111, 212)
Notes:

identifies fluently: 3 pts identifies without fluency: 2 pts one or more mistakes: 1 pt

Mental Subtraction score

3. 81 - 2
Notes:

correct 3 pts correct on second attempt: 2 pts student unable to solve: 1 pt

Contextualized Addition score

4. 10 + 4 + 50
Notes:

correct 3 pts correct on second attempt: 2 pts student cannot solve: 1 pt

see detailed rubric: 1 pt

Please note: This assessment. All breakout rooms participate in this assessment.

- Take a few minutes to independently review the grade level mid-year assessment which includes the Detailed Script and Rubrics, the Interview Not Catcher and any other materials associated with the screeners.
- Discuss as a small group: **What do you notice? What do you wonder?**
- Collaboratively work to add your thoughts to the interactive notes table below.

Mid Year Screener Grade Level	What concepts are being assessed?	What materials do I need to prepare and have ready?	What is important to record about student reasoning?	What else do others need to know about this assessment?
Grade 1				
Grade 2				
Grade 3				
Grade 4				

Forefront for Now...<https://forefront.education/>



Forefront Coordinator
Jennifer Castro
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What: platform for screener data, instructional decisions

Why: important to pre & post, student growth, grant reporting

When:

July- Aug: pre-screener

Nov-Dec: post-screener

Coming in September: teacher logins and accounts

Ready Set Math for Now...<https://www.mathrecovery.org/login>

What: Game-based intervention modules that align with Math Recovery professional learning

Where: Digital Resource in your Math Recovery account

When: Receive access first Saturday meeting in August

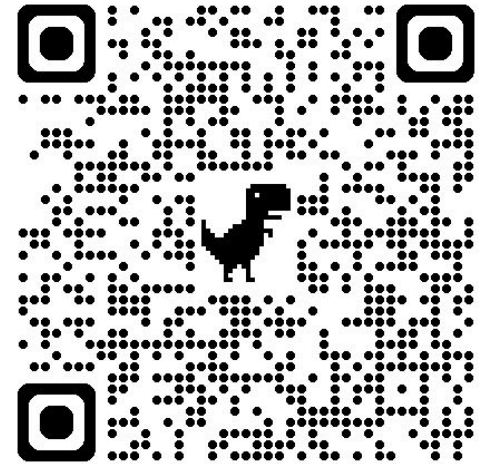
Why: Games, Research-based, Already available/accessible (Saturday connection)



Questions

What else is on your mind as we begin the semester?

[Follow Up Form](#)



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