



*Director Toolkit: Decision Making  
Data-Informed Decision Making*

**AP2 Class Data Worksheet**  
Measure: Math Example

1. Review each child's raw score (in parenthesis) for this area and group them according to Exceeding, Meeting, and Below.

<u>Exceeding</u>	<u>Meeting</u>	<u>Below</u>
Brandi (18)	Deonte (9),	Draymond (7)
Tobias (15)	Pablo (14),	Jaquelin (8)
	Pauli (14)	Jason (8)
	Zita (12)	Joey (5)
		Michael (3)
		Sonia (8)

2. What can you learn from the information?
  - Brandi answered all the items correct.
  - Tobias just made the exceeding mark.
  - Pablo and Pauli are very close to exceeding.
  - Zita is right in the middle of meeting.
  - Donte "just made" the mark for meeting.
  - Draymond, Jaquelin, Jason and Sonia are "almost" at the meeting mark.
  - Michael and Joey are struggling.
3. Review the items and each child's responses for this area and make a few notes. After reviewing all of the response booklets, what did you notice?
  - Most of the children were unable to do the items that focused on combining and separating sets.
  - Draymond, Jaquelin, Jason, Sonia and Deonte either had difficulty in touching each object as they counted and were not able to "count on" when I stopped counting.
  - Michael needs to do more rote counting to learn the names of the numbers.
  - Joey was able to count but could not match the number to the set or recognize numerals.

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### 4. How will you plan instruction?

#### **Whole Group Instruction**

*Because most of the children missed the items for combining and separating sets, I will check my curriculum to see when these skills are covered. Also, I will review the Number Sense and Number and Operations standards and use some of the supportive instructional strategies as I plan for focused math instruction.*

#### **Small Group Target Instruction**

*I will place Draymond, Jaquelin, Jason, Sonia and Deonte in a small group and provide target instruction for one-to-one correspondence and meaningful counting. I will plan a variety of games and activities that would provide them with support and practice for these skills. We will meet as a group a few times a week.*

#### **Meeting Individual learning needs**

- I will ask my director to do a few observations of Michael then meet to discuss next steps.*
- I will use my own skills check-up to see if Joey was having a bad day on assessment day. He could probably use a review anyway with a few of the numbers sense skills. I can work with him for a few minutes when he arrives in the morning since he comes early.*
- Brandi is certainly a math whiz since she scored 100% on the assessment, so I am wondering what I can do to be sure she stays motivated about math. I am sure she can help Joey and Michael but I want to challenge her as well. I will check with a few teacher friends to get ideas.*

### 5. How will I monitor progress?

- Once a week I will do a check up with Joey and Michael to check how they are progressing with counting and recognizing numerals.*
- Every two weeks I will do a check up with each child in the small group instruction to see how they are doing with one-to-one correspondence and meaningful counting. I can do this during learning centers or call them over for a quick minute while we are on the playground.*
- I will meet with my director about Michael if he isn't showing progress.*
- I will observe Brandi to see if she is continuing to grow her math skills.*