

## Tale of Two Students



### **Tanya, a 6th Grade Student**

Tanya attends Cowan Elementary School and is entering 6th Grade. At the start of the school year, Tanya, along with her classmates, takes the MAP and is considered to be “on grade level” based on her RIT score, in spite of the spring/summer slide she experienced. Tanya is placed in an intervention group based on her data, which shows she needs some support in measurement and geometry. The group meets twice a week for 30 minutes using an online learning program to target those areas while the teacher supports students whose data shows they are below grade level. For the first six weeks of the school year, Tanya’s math class is taught a condensed version of the fifth grade level content missed due to closures. By October, Tanya is able to perform fifth grade procedures such as dividing fractions and multiplying decimals with the tips and tricks she has been taught. However, she struggles to access problems that require using her learning out of context. Shortly after her class starts learning sixth grade level content in mid-October, a two-week closure is mandated. Tanya is sent home with a distance learning work packet to practice the procedures the class has covered in the fall. When Tanya returns to school in mid-November, her class picks up with sixth grade Unit 1.



### **Damien, a 4th Grade Student**

Damien attends Greenbrier Elementary School where students spend the first two weeks of school engaging in community building activities, growing social-emotional skills with classmates and discussing content to build positive communities and establish habits of discussion. Students in the class who were unable to complete learning recovery work over summer are provided with technology to complete this at home before the class begins 4th Grade instruction. During these first two weeks, his class also takes a diagnostic assessment on key prerequisite skills for the Unit 1 content in 4th Grade. His teacher and her colleagues use the data to determine additional essential learning to build students’ proficiency with the prerequisite standards needed to access the 4th Grade content. She also identifies small groups in need of support with specific concepts. She plans to offer these small groups targeted instruction during intervention to address their unfinished learning prior to whole group instruction on the related grade-level content. By the end of September, Damien reaches proficiency with both the foundational content on place value and the related 4th grade content on adding and subtracting with multi-digit numbers and can apply it to out-of-context problems. Shortly after his class finishes the first unit, a two-week closure is mandated. Damien is sent home with an individualized distance learning packet to build on his place value skills and apply them toward unit conversions, which is the focus of Unit 2. The packet was created using data from their Unit 2 diagnostic assessment. When Damien returns to school, his class will assess what students have learned and adjust the Unit 2 pacing accordingly.