

Grade 3 MATH Decision Tree	
Elementary schools (K-5) must teach math in a dedicated block of time of at least 60 minutes daily to all students. This block will include whole group instruction utilizing an evidence-based sequence of math instruction and small group differentiated instruction in order to meet individual student needs; referred to as the Elementary Flow of Instruction.	
Beginning of year data	
IF: Student meets the following criteria at the beginning of the school year:	
FAST Math PM Assessment, 30th percentile or above OR STAR Math 30 th percentile or above (?)	
<p style="text-align: center;">THEN TIER 1 Only</p> <p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> • <i>is aligned to the benchmarks</i> • <i>builds background and content knowledge, motivation</i> • <i>provides print rich, systematic, scaffolded, and differentiated instruction</i> • <i>includes accommodations (IEP, ESOL or 504)</i> • <i>incorporates the principles of Universal Design for Learning</i> • <i>includes specially designed instruction for students with disabilities</i> • <i>includes small groups/learning centers</i> 	
<p>Core Instruction:</p> <p>Core instruction should include all factors listed above and follow the suggested Elementary Flow of Instruction for Math. Teachers should focus on the concepts of Number Sense & Operations/ Fractions/ Algebraic Reasoning/ Measurement/ Geometric Reasoning/ Data Analysis & Probability using their HMH GoMath materials and the B1G-M resource.</p>	
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>FAST Math PM Assessment - 29th percentile and below and consecutive formative assessment or teacher observation data demonstrates difficulty in grade level benchmarks.</p>	
Beginning of year data	
IF: Student meets the following criteria at the beginning of the school year:	
FAST Math PM 11th-24th percentile OR Star Math CBM 11th-24th percentile	
<p style="text-align: center;">THEN TIER 1 Instruction and TIER 2 Interventions</p> <p><i>Interventions:</i></p> <ul style="list-style-type: none"> • <i>are benchmark aligned</i> • <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i> • <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> • <i>are matched to the needs of the students</i> • <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback – using visual aides & manipulatives</i> • <i>occurs during time allotted in addition to core instruction</i> • <i>includes accommodations (IEP, ESOL or 504)</i> 	
<p>Supplemental Instruction/Interventions (Interventions may include but are not limited to)</p> <p>GoMath Flipbook – Tiered Instructional Scripts and Activities, CRA model of teaching (concrete representational abstract), using the B1G-M resource, Waggle growth measure path and lessons, NearPod lessons</p>	
Number of times per week interventions are provided:	

Three times per week
Number of minutes per intervention session: No less than 20 minutes per intervention session
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: FAST Math PM - 9th percentile and below (Star CBM will also be administered for any student scoring 10th percentile and below) and consecutive formative assessment or teacher observation data demonstrates minimum skill levels for reading competency in one or more of the areas of addition & subtraction fluency, building understanding of multiplication & division, building understanding of fractions, and geometric reasoning with lines & quadrilaterals.
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: FAST Math PM 9th percentile and below OR Star Math 9th percentile and below Tier 3 placement requires additional assessments of Star CBM for progress monitoring and diagnostic purposes.
THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions <i>Immediate, intensive intervention:</i> <ul style="list-style-type: none"> • <i>is targeted instruction based on student need;</i> • <i>provides small group or one-on-one instruction;</i> • <i>includes accommodations (IEP, ESOL, or 504);</i> • <i>includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and</i> • <i>ensures additional time allotted is in addition to core instruction and Tier 2 interventions.</i> • <i>Is provided by staff who possess a math and/or ESE certification</i>
Intensive, Individualized Instruction/Interventions Interventions may include but are not limited to: HMH GoMath Flipbook tiered instructional activities, 3 rd grade Mathematics Instructional Toolkit, Grade 3 Fraction Unit of Instruction, Grade 3 Operations & Algebraic Thinking Unit of Instruction, B1G-M resource to provide instruction strictly based on the benchmarks
Number of times per week interventions are provided: Five times per week
Number of minutes per intervention session: No less than 30 minutes