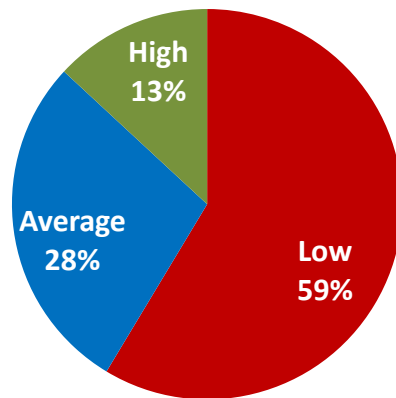
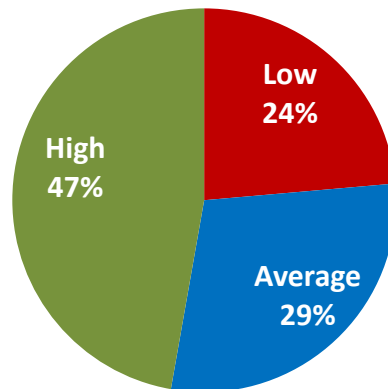


Strengthening Students' Mathematical Foundations

Albany Elementary, Clinton County Schools
Submitted by Mathematics Intervention Teacher Tonda Thompson
144 First Graders' MAP Test Number Sense



Fall 2009



Spring 2010



Albany Elementary Mathematics Intervention Teacher (MIT) **Tonda Thompson** (pictured left) is excited about the positive effects of leading other primary grades teachers at her school to conduct diagnostic interviews and to design numeracy development instruction according to student need. Albany teachers' dedication to implement Add+Vantage MR school-wide created a huge boost in the number of high-achieving students while substantially reducing the number of low-achieving students (see pie charts above).

While finding time to administer the assessments was a challenge, the information collected by the classroom teachers allowed for greater understanding of exactly why students were not being successful; they could then more efficiently and effectively provide differentiated instruction. Teachers who, in the past, may have started using written number sentences before students gained sufficient foundational concepts of quantity are now tailoring instruction with an eye on student thinking—they are intentionally helping all students make sense of number in order to become adept at advanced mental computation in preparation for success with higher mathematics, including algebra and proportional reasoning.