1. Analyzing the Focus Learner’s Performance

a. Identify the lesson objectives from the learning segment measured by each daily assessment record.

[ Objective 1: The focus learner will follow teacher prompts and modeling to demonstrate the process of ungrouping tens in 3/3 double digit subtraction problems using manipulatives. Objective 2: The focus learner will use manipulatives to accurately demonstrate ungrouping and a problem solving strategy in 1/3 double-digit subtraction problems with no more than 10 teacher prompts per problem. Objective 3: The focus learner will use manipulatives to accurately demonstrate ungrouping and a problem solving strategy in 2/3 double digit subtraction problems with no more than 5 teacher prompts per problem.]

b. Describe any changes in the assessment related to the work sample, daily assessment records, and/or lesson objectives from what was described in the lesson plans, and explain why changes were made.

[ No changes in assessment were made. ]

c. If the work sample for the learning target is an excerpt from a video from Instruction Task 2, provide a time-stamp reference here. If a video work sample or self-reflection includes more than one learner, clearly describe how the scorer can identify the focus learner (e.g., position, physical description, first words spoken by focus learner) whose work or self-reflection is portrayed.

[ Included in a separate video titled learner work sample. Problem two of task four in lesson 3. ]

d. Summarize the focus learner’s progress toward the learning target as reflected in the lesson objectives. The summary can be presented in a table or described in several paragraphs.

[This first table (below) shows how many steps my focus learner was performing accurately across the lesson segment; in lesson one, 40% of the problem solving steps accurately, in lesson two he was performing 53% with accuracy, and in lesson 3 he was performing 80%. Over the course of the lesson my learner was able to apply the problems solving steps with 40% more accuracy than on day one, when he first learned the strategy. This data shows my learner’s growth related to the lesson objective and learning target criteria, “demonstrating a problem solving strategy,” requiring ungrouping. It should be noted, for a step to be considered accurately performed, my learner would have to complete the step supported only by prompts to focus his attention, not instructional prompts supporting his ability to complete the step. Steps two and three are highlighted in yellow because they demonstrate my learners growth in relation to the lesson objective and learning target criteria, “demonstrate ungrouping.” In lesson one, my learner and I focused our attention on step three of the total task chain (measurable lesson objectives colored in green), where my learner reached for a ten stick and broke it down into ones cubes. He acquired this step quickly (achieving lesson objective one) and was able to maintain that learning across the segment, however, step two was where we struggled. My learner was unsuccessful in six attempts on step two during the first two lessons, however, in lesson three he started to demonstrate growth, performing the step correctly in 2/3 attempts. Though we worked hard, we did not achieve objective two as written at the beginning of lesson planning, as my learner accurately demonstrated ungrouping and a problem solving strategy in 0/3 (not 1/3) problems and required on average 23.3 prompts (in three problems) to accurately complete the process. This is true of objective three as well, in which my learner accurately demonstrated ungrouping and a problem solving strategy in 1/3 problems (not 2/3) and required on average 5.6 prompts (in three problems) to accurately complete the process. Though my learner and I did not achieve our lesson objectives, measurable growth was demonstrated towards both objectives and the learning target. ]
This next table (below) describes how many prompts, on average, were required to facilitate the learner’s completion of each step of the problem solving strategy in the last three problems he solved each day. The learner demonstrated growth receiving fewer prompts per step across the segment. This trend is evidence of my learner’s growth in performance relative to the learning target, but also demonstrates his increased independence demonstrating ungrouping tens and using a strategy to solve subtraction problems with ungrouping. For instance, on day one my learner required on average 6 support prompts (across three problems) to complete task-chain step two, “do I have enough.” On day two he demonstrated growth, requiring on average 5.3 support prompts to complete the step. Then on day three, becoming more independent, he only required an average of 1 support prompt to complete step two. My learner demonstrated growth, independence, and increased performance in relation to the segment’s learning target as evidenced by this table; fewer prompts indicate that he more accurately demonstrated the strategy and the process of ungrouping tens in subtraction problems, as I would have prompted him at points of hesitation and inaccuracy.

### Strategy steps
- **1) Say it, write it, build it.**
  - # times step was performed correctly, day 1: 1/3
  - # times step was performed correctly, day 2: 1/3
  - # times step was performed correctly, day 3: 2/3
- **2) Do I have enough?**
  - # times step was performed correctly, day 1: 0/3
  - # times step was performed correctly, day 2: 0/3
  - # times step was performed correctly, day 3: 2/3
- **3) Get some more or skip to step 4.**
  - # times step was performed correctly, day 1: 3/3
  - # times step was performed correctly, day 2: 3/3
  - # times step was performed correctly, day 3: 3/3
- **4) Subtract ones**
  - # times step was performed correctly, day 1: 1/3
  - # times step was performed correctly, day 2: 2/3
  - # times step was performed correctly, day 3: 3/3
- **5) Subtract tens**
  - # times step was performed correctly, day 1: 1/3
  - # times step was performed correctly, day 2: 2/3
  - # times step was performed correctly, day 3: 2/3
- **% of steps accurately performed**
  - # times step was performed correctly, day 1: 40%
  - # times step was performed correctly, day 2: 53%
  - # times step was performed correctly, day 3: 80%

This last table (below) describes the average (across three problems) number of prompts required of my learner to support his execution of one complete problem. My learner was able to demonstrate the process of ungrouping and a problem solving strategy in one problem supported by an average of 29 prompts on day one, 23.3 prompts on day two and 5.6 prompts on day three. While these averages indicate we did not meet our goals in lesson two of 10 prompts per problem, and lesson three of 5 prompts per problem; my learner demonstrated a great deal of growth requiring fewer and fewer prompts to successfully demonstrate the process of ungrouping tens and application of a problem solving strategy to solve subtraction problems. This is also evidence of his increasing independence.

### Average # of prompts per step (over three problems)

<table>
<thead>
<tr>
<th>Strategy steps</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
</tr>
</thead>
<tbody>
<tr>
<td># of prompts per step</td>
<td>13</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td># of prompts per step</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td># of prompts per step</td>
<td>3.3</td>
<td>2.6</td>
<td>0.6</td>
</tr>
<tr>
<td># of prompts per step</td>
<td>3.6</td>
<td>3.3</td>
<td>2</td>
</tr>
</tbody>
</table>

### Average # of prompts per whole problem

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td><strong>23.3</strong> lesson objective #2</td>
<td><strong>5.6</strong> lesson objective #3</td>
</tr>
</tbody>
</table>

e. Summarize the focus learner’s understanding of what s/he did well and/or needs to improve (student voice) relative to the lesson objectives and/or the learning target.

[ My learner and I used a student voice sheet (document submitted), that he filled out, and verbal feedback to assess his understanding of what he was performing well, and where he was struggling with regard to our lesson objective and learning target. In our first and third lesson, my learner was asked, on a printed sheet, which step of the task chain he felt he could perform well almost every time, and in both cases he put a + sign on step one (write it, say it, and build it). Looking at my data he performed best across the segment on step three (get some more, or skip to step 4), in which he was grabbing a ten stick and breaking it into ones (interestingly, also a step in which he is handling the manipulatives). I think that he may have put a + sign on step one because that is the step he liked performing the most, specifically working with manipulatives to model numbers. His assessment of his progress/strength in relation to the learning target was inaccurate. However, he did accurately assess his area of need. He put a question mark on step two (now I decide do I have enough). This is indicative of his understanding that he was struggling to understand how to approach step three of the task chain, depending on where the big number in the ones column was (top or bottom). With this question
mark he was able to demonstrate his understanding that he was still struggling with part of the regrouping process, a component to our lesson objectives and learning target, and his assessment matched the patterns captured on my teacher data form. In both the first and third lesson he put a ? on this step to indicate it as an area of challenge. I also had my focus learner circle a response indicating how well he felt he was performing relative to each day’s lesson objective and learning target. On all three days he circled that he felt he could ungroup tens and use a strategy to solve subtraction problems, as opposed to sometimes (option 2), or being confused (option 3). This is more indicative of our – facilitate- high success rate strategy’s effectiveness than his true understanding of his performance as this was not reflected in on my teacher data form. His assessment, however, was accurate as viewed through the lens of supported (lots of pre-correction and prompting) subtraction problem solving. On day two of the segment, I altered the student voice sheet to see if I could support my learner to probe deeper than he did on my original sheet. On day 2 he put an X on easy, medium, or hard, evaluating his performance on each step of the task chain. I wanted to get a better sense regarding how he felt he was performing the task chain as a whole corresponding to our learning target and lesson objectives 2 and 3, in addition to assessing which steps he felt he performed with confidence or difficulty. He marked them all as easy, I took note of this, reducing my prompting frequency a lot from two to three (evident in my data), but ultimately felt he was better able to reflect on his progress towards the learning target using the original form (particularly his area of need), and in lesson three I switched back to it. This detour in assessing student voice in lesson two, though not as reflective for my learner proved useful to me as the teacher. ]

f. Analyze the focus learner’s performance based on strengths (what s/he appears to understand or do well) and needs (where s/he continues to struggle or s/he needs greater challenge). Include any error analysis types or levels of planned support provided to the focus learner.

[ My learner demonstrated a significant amount of growth in relation to our learning target. At the beginning of this lesson segment, as evidenced by baseline data, my learner did not have a conceptual understanding of what is going on in subtraction problems during the process of ungrouping; he now can demonstrate his understanding, that tens can be ungrouped and temporarily shifted to the ones column to facilitate the subtraction of that column. During data collection across the lesson segment, in nine problems my learner demonstrated this process accurately. During baseline data collection, my learner was not applying a strategy to solve subtraction problems requiring ungrouping. After this lesson segment, he is accurately demonstrating a strategy, including the process for ungrouping tens, in 1/3 problems (only 3 steps worth of accuracy away from being 3/3 problems, evidenced in lesson three’s data); additionally, he is applying this strategy supported by an average (across three problems) of only 5.6 prompts while using manipulatives and a graphic organizer. Not only is my learner making progress towards the learning target, he is also demonstrating increased independence demonstrating and applying his skills relative to the learning target. My learner continues to struggle at the juncture of steps two and three of our problem solving strategy, where the decision whether or not to ungroup is made. My learner was supported by verbal explanations (teaching/re-teaching) of this step in addition to teacher modeling, however, his success performing this step would be increased supported by a visual breaking this step down into further steps in itself. This is the primary area my learner is demonstrating a conceptual misunderstanding, though, in addition, he also shows a tendency to make minor calculation errors when subtracting the tens column. These calculation errors I believe will be flushed out via continued practice of step five of the total task chain. My learner has also demonstrated a need of demonstrating increased independence in his performance relative to the learning target. At the end of lesson three he was solving 1/3 problems accurately supported by an average of 5.6 prompts per problem. While addressing the aforementioned struggles will lead to a further reduction in support prompts, my learner will also benefit by the challenge of solving problems with a strategic further decrease of teacher prompts issued to facilitate his learning and independence, while at the same time increasing the immediate reinforcement (head nods, thumbs up, verbal praise) each time he successfully completes a step of the task chain independently. ]

g. What did you learn from the focus learner’s self-reflection on his/her learning progress?

[ In lesson two during my learner’s self-reflection, he marked that each step of the task chain was easy for him to complete (evidenced from 0:42 – 1:48, self reflection video). This lead to my drastically reducing my prompting frequency, both in attention seeking prompts and instructional cues, during lesson three; this was the correct course of
action as evidenced by my learner’s demonstration of increased independence and increased performance during lesson three. His reflection helped me facilitate the transfer or responsibility from teacher to student, influencing the prompting frequency/type (less prompting, more reinforcement) and instructional style (from we do to you do) between lesson two and three. His reflection showed me he was ready to demonstrate increasing levels of independence, and it was time for me to reduce certain types of supports (mainly prompting).

h. Based on the focus learner’s performance, explain how the planned supports you used did or did not impact learning and provide access to the content.

[ Baseline data analysis showed that my learner used manipulatives (his fingers) to solve subtraction problems without ungrouping. After nine months of school the learner had demonstrate 0% growth relative to the IEP goal, in solving subtraction problems that required ungrouping, using the standard algorithm (abstract reasoning) as the basis for instructional programming. For this reason, I included concrete supports (visuals and manipulatives), to leverage my learner’s strength, reasoning concretely, to facilitate his movement towards the IEP goal. The use of manipulatives, a graphic organizer, and a number line, enabled my learner to access the lesson segment’s concepts through demonstrations. In addition, concrete supports enabled my learner to communicate his understanding of lesson concepts (particularly the process of ungrouping) via demonstration to me. In this way my learner was able to build his conceptual understanding and communicate areas of misunderstanding, leveraging his concrete reasoning strengths to facilitate his progress towards the IEP goal.

Baseline data also indicated my learner was using a step-by-step strategy to accurately solve addition problems, however, he was not using a strategy to solve subtraction problems that required ungrouping. My inclusion of a total task chain promoted my learner’s access to lesson content, by breaking the larger task of solving a subtraction problem down in 5 manageable chunks. The task chain formed the basis of our problem solving strategy, while the explicit instructional model, supported by prompting, increased my learner's access to the strategy itself following an I do, we do (guided practice), you do format across the lesson segment.

Data analysis from daily assessment records show that after the lesson segment, the learner is able to understand and conceptually demonstrate what is happening when a ten is ungrouped in a problem, evidenced by his performing the step accurately in 9/9 attempts starting from 0/10 at baseline. My learner is now demonstrating a problem solving strategy, executing steps accurately from 0% at baseline to 80% after lesson three. The learner is also performing both of these skills with increasing independence, requiring an average of 29 prompts per problem in lesson one, down to an average of 5.6 prompts per problem in lesson three. The data reflects the degree to which concrete supports, strategy supports (the total task chain), and prompting promoted the access of my learner to the lesson content. ]

2. Feedback to Guide Further Learning Refer to specific evidence of submitted feedback to support your explanations.

a. Identify the form in which you submitted your evidence of feedback for the focus learner.

Written directly on a work sample document or included in a video work sample

[ Included in a separate video titled “feedback clip” ]

b. Describe what you did to help the focus learner understand his/her performance on the work sample for the learning target.

[This video shows the ending of the problem from my learner work sample clip, problem two in task four of lesson three [in case you wanted a whole problem for a work sample, my learner’s complete work samples were all over the allotted 2 minutes time restrictions set by Ed-TPA for video evidence]. The most prominent form of feedback I give to my learner is immediate reinforcement. Each time my learner successfully completes a step in the task chain in this work sample, I can be seen or heard nodding my head, giving a thumb up or issuing verbal praise. This is evidenced at 0:14 where I nod and warmly say “ok” as my learner successfully navigated step two of the task chain. My affirmations communicate to him that he has been successful completing the step and progressing closer towards the lesson objective and learning target. At 0:45, my learner hesitates and I verbally issue the feedback, “ok, what about now?” communicating to my learner that he has stopped and is ready to on to the next step of the task chain. At 1:25 it looked like my learner had]
accurately completed step five of the sequence, I provided immediate reinforcement, but then he grabbed another ten stick. I initiate feedback loop B (mentioned in instruction commentary in prompt 5c). I issue a re-teaching prompt at 1:28 (consequence B), pointing to the amount he needed to take away from the tens column written on the whiteboard, asking, “How many are we going to take?” Then I point to the ten stick he should put back to accurately complete the step. My learner knows that he has performed an inaccurate learning behavior. He has used feedback to self-correct (at 1:35), and will understand that, to make progress towards the learning target he must demonstrate learning behaviors that receive the consequence of immediate reinforcement as opposed to re-teaching; he then uses the re-teaching feedback to inform his next application of the step or process of self-correction. At the end of task four, my learner and I compare data from our last three problems (or work samples) and he fills out a chart (graph, see student data sheet, document submitted). On this chart my student visually and concretely represents how many times he performed each step of the task chain, over three problems, supported only by attention/focus related prompts (he does not get a star to put on the graph if my prompts are to pre-correct or facilitate accuracy). We use this graph to support a discussion on which steps of the task chain require growth for my focus learner to move closer to the learning target or the next lesson’s objective. On all days step two was the focus of our growth conversation, while step three was the focus of our strengths conversation. My learner has a need of immediate feedback I address during the learner feedback clip, in addition to, the visual/delayed feedback graph he made with stars. Though less immediate, the graph does a good job of communicating to my learner how well he demonstrated a problem solving strategy (evidenced by the % of the graph filled with stars) and how well he demonstrated the process of ungrouping (evidenced by the number of stars on steps two and three of the graph) in relation to the segments learning target.

c. Explain how feedback (including error prevention) provided to the focus learner addresses his/her individual strengths and continuing needs relative to the learning target.

Zoomed out, my learner was provided delayed feedback regarding areas of strength and need regarding his performance at the end of each lesson when we complete his student data sheet (documents submitted titled student data sheet). The student data sheet from day 2 in particular shows my learner received no stars for task chain step two. We had a discussion about what to do during subtraction problems when the big number is on bottom in the ones column. I supported this conversation with teacher modeling (using manipulatives and the graphic organizer), describing and modeling sequentially, the process for accomplishing this step during lesson two’s conclusion; we did this a second time at the beginning of lesson three. In both cases we relied on the student data sheet from day two as a visual/concrete reference to focus our discussion on step two of the problem solving strategy. At the end of lesson three my learner demonstrated growth on step two of the task chain, and we acknowledged this growth in relation to the learning target when he placed 2 stars on that step of his day three student data sheet. We then compared day 1 and 2’s student data sheets and discussed, supported by teacher modeling with manipulatives and the graphic organizer, what he was doing differently (if the big numbers on the bottom, I have to get some more) to facilitate his increased performance on step two of the task chain. The student data sheet also gave us cause to celebrate my focus learner’s strength, consistency performing step three of the task chain, highlighting his successful regrouping skills and demonstrated growth towards the learning target. Relating to an individual work sample or cycle through the problem solving strategy my feedback is more immediate. I either, 1) immediately offer feedback in the form of reinforcement as seen at 0:14 when the learner has accurately completed step two of the task chain; or 2) I provide a model of self-correction (through a re-teach/modeling/prompting) as seen at 1:28 to address confusion. In the case of an error, my learner always receives an opportunity to re-demonstrate the skill having fresh models and prompts to guide him. In seeking reinforcement my learner becomes inspired to 1) maintain practices that are accurate (to get reinforced at their successful completion). 2) He is incentivized to apply a process of self-correction, addressing needs related to the learning target, and then increase his performance, motivated by an opportunity to attain reinforcement.

d. How did or will you support the focus learner to understand and use the feedback on both strengths and needs related to the learning target, within the learning segment or in subsequent learning tasks?

To support my learner’s understanding of my delayed feedback, I presented the information concretely using visuals and tangibles to indicate his areas of strength and areas of need relative to the learning target. Using the student data sheet (file submitted) I had my leaner put 0-3 stars on each step of the task chain depending on how many times he
performed each step accurately in the last three problems of each of our lessons. These daily student data sheets are small graphs of the learner’s progress on each step of the task chain that can be transferred to make one large graph in future lessons if needed to facilitate understanding or growth. These graphs served to focus the learner’s and my discussions addressing areas of need and celebrating areas of strength my learner had demonstrated relative to the learning target. To help my learner use this delayed feedback I modeled from him how to accurately perform steps of the task chain our graphs indicated were areas of need (step 2). I did this at the end of each lesson, and then during the task on each lesson during the “I do” portion of instruction. To support my learner’s use of immediate feedback I relied on prompting as evidenced at 1:29 when I give my learner feedback via a prompt, to double check his accuracy subtracting the tens column. I point to the bottom number in the tens column, in the problem written on the whiteboard to help him understand what feedback I am offering, that something happened when he subtracted the tens column. I support this prompt verbally with the question, “how many tens are we going to take?” At 1:31 I use additional prompts to help him understand my feedback, pointing to the extra tens stick he has subtracted in the problem. My learner uses the feedback to replace the extra tens stick, and finish the problem, accurately subtracting the tens column.

3. Evidence of Use of the Expressive/Receptive Communication Skill

a. Explain the focus learner’s use of the communication skill to participate in learning tasks or demonstrate learning related to the learning target.

[My learner’s communication skill was developing his ability to explain the strategy he used to solve subtraction problems requiring regrouping. In each step of the total task chain my learner would read aloud the step he was about to perform and then execute that step modeling with manipulatives. There were five steps in the task chain, and five corresponding “explaining” phrases. By connecting the phrases to the to what was happening as he modeled with manipulatives, my learner facilitated both a deeper connection to the problem solving process and an increased ability to verbally explain a process. This communication skill was key to the lesson segment, as increased proficiency performing the skill of explaining formed the basis for his self-prompting through the task chain, independently applying and performing the process.]

b. Explain the extent to which the planned supports for the expressive/receptive communication skill built on the learner’s strengths and/or addressed needs relative to participating in the learning tasks or demonstrating learning related to the learning target.

[To support my learner’s use of the communication skill, I made a visual that displayed sentence stems (to help my learner start explaining his process) and task chain phrases (to help my learner explain what was going on during his process), for each of the five steps in the problem solving strategy. My learner struggles to verbally explain his thinking in phrases longer than one or two words and this support leverages his visual strength, to address this need. My learner could look at the visual prompt, then read the sentence stem/task-chain-phrase to explain his process, using expressive phrases longer than one or two words. To facilitate his use of the visual I began the segment prompting (evidenced at 0:04) him to its use and then fading these prompts as he began to do this independently (as demonstrated at 1:08). This visual support greatly increased my learner’s ability to use his expressive communication skill as he verbalized the steps of our problem solving process. The sentence stems combined with the support of the manipulatives and graphic organizer enabled my learner to participate more deeply in the learning tasks throughout the segment. As he verbalized each step of the task chain (1:08, verbalized step two), then demonstrated (directly after 1:08) the step conceptually with manipulatives, my learner was able to internalize the concept of regrouping and then demonstrate, orally (at 1:20 using the sentence stem/task phrase to describe step three) and physically (seen at 1:25) what happens when a ten is broken apart (1:25), placed in the ones column (1:47) and then subtracted (2:10). His explaining steps enabled him to make progress towards the learning target by deepening his conceptual knowledge of ungrouping. This depth of understanding facilitated his self-prompting (demonstrated in the problem from 0:00 to 2:24 I gave one initial prompt at step one and the learner self-prompted through the remaining four steps of the task chain) as he demonstrated the task chain sequence more independently through the duration of the segment, making the connection stronger between his conceptual understanding and his oral explanations of the process. Through the use of the communication skill the focus learner made progress towards the learning target by providing himself with a self-prompted verbal cue (connected to a conceptual understanding) to initiate the next step of the task chain and then perform it.]
c. Describe the planned supports you provided to help the focus learner generalize and/or maintain the communication skill.

[ The visual cheat sheet, displaying both the sentence stems and task chain phrases was a visual reference my learner used in addition to, teacher modeling and prompts initiating his use of the visual. Repeated guided practice and prompt fading facilitated my learner’s memorization of both the sentence stems and learning routines following each phrase. Throughout this communication clip, my learner can be seen visually referencing the sentence stem supports to help him recall what to do next. This is demonstrated at 1:08 when my learner self-initiates a glance at the explaining steps prompt after completing step one of the task chain, he reads the explaining step, “Now I decide do I have enough?” and then self-initiates the execution of his next step deciding that regrouping is necessary. Further evidence can be seen at explaining step three (1:20) and four (1:58) as the learner self-initiate and self-prompts his work through those steps. When my leaner has fully memorized the sentence stems and task phrases and he has the learning routine of using the explaining steps to self-prompt and progress through the problem solving strategy independently, he will be able to recall and apply the problem solving strategy in other environments and contexts and the communication skill will have generalized. Until that time, I can tape a condensed copy of the sheet to my learner’s desk in his general education classroom. However, like my teacher prompts, this support will have to be faded in order for my learner to demonstrate increasing independence and for the skill to have a greater probability to generalize to other environments. ]

4. Using Assessment to Inform

a. Based on your analysis of the focus learner’s performance and self-reflection, presented in the response to prompts 1d–h, describe and provide a rationale for next steps for planning and instruction to improve or continue learning. Connect your next steps to research and/or theory, particularly as it relates to evidence-based practices.

[ My focus learner’s performance shows me that my learner is starting to demonstrate more comfort using a strategy to solve subtraction problems. My data also shows that my learner is starting to acquire step two of the task chain, but we need to review that step more, support it with a visual of its own, and work on it until my learner is demonstrating consistent accuracy. My learner’s self reflections, indicating step two was his biggest challenge confirm the necessity of these steps. To start, I would continue this lesson format, using manipulatives in conjunction with the graphic organizer and explaining steps sheet. I would keep my learning target the same but alter my objectives aligning them to my students demonstrated performance indicated in the data my next lesson objective would probably be the same as lesson three’s. The focus learner will use manipulatives to accurately demonstrate ungrouping and a problem solving strategy in 2/3 double digit subtraction problems with no more than 5 teacher prompts per problem. I would build on that objective in the following lesson with: The focus learner will use manipulatives to accurately demonstrate ungrouping and a problem solving strategy in 4/5 double digit subtraction problems with no more than 3 teacher prompts per problem. When my learner is meeting this last objective consistently over the course of three days, I would seek to move him closer to his IEP objective by increasing his performance along the concrete-representationalabstract continuum (Schaefer Whitby, 2013). This would involve using my learner switching from modeling with manipulatives and a graphic organizer to modeling his problems with representational drawing. I would develop objectives aligned to his performance, continuing instruction using representative reasoning (Schaefer Whitby, 2013) to demonstrate ungrouping and a problem solving strategy until my learner achieved, “The focus learner will use representational drawings to accurately demonstrate ungrouping and a problem solving strategy in 4/5 double digit subtraction problems with no more than 3 teacher prompts per problem,” consistently over three days. At this point I would further move my learner towards the IEP goal by again increasing his performance along the concrete-representational-abstract continuum, this time using abstract reasoning (Schaefer Whitby, 2013), written numbers and the standard algorithm in place of representational drawings. This culminating objective could read: The focus learner will written numbers and the standard algorithm to demonstrate ungrouping and a problem solving strategy in 4/5 double digit subtraction problems with no more than 2 teacher prompts per problem. I would continue to use supports to facilitate my learner’s acquisition of these skills and concepts, fading prompts and supports over time to facilitate my learner’s independent use of the skills and concepts. ]
b. Based on what the focus learner knows and can do and your next steps, describe implications for the focus learner’s IEP goals and/or curriculum.

[ The IEP goal states, “When given two digit addition and subtraction problems that involve regrouping, focal learner will solve the problems accurately, improving math computational skills from 0% accuracy to 70% accuracy as measured by curriculum based materials, weekly teacher data, and monthly teacher assessments.” By the end of the lesson segment my focus learner was able to solve 100% of double-digit addition problems requiring regrouping (using the abstract reasoning/standard algorithm), and 33% of double-digit subtraction (using concrete reasoning/manipulatives and a graphic organizer supports). Using the blend of explicit instruction, total task chaining, and discrete trial techniques to deliver instruction, my learner has several more steps to accomplish in order to attain his IEP goal. First we will continue the routine of lesson 3 building my learner’s strengths until he is able to meet objective 3 (accuracy increased correctly solving at least 4/5 problems or 80% accuracy) consistently across three lessons. Then we will change the lesson objectives to strengthen my learner’s representational reasoning skills, instead of performing the ungrouping of tens and using a strategy supported by manipulatives, he will use his own drawings. Lastly, to attain his IEP goal, we will use the same leaning routine to strengthen his abstract reasoning skills, using goals that drive his performance without concrete or representational supports, until he is successfully solving subtraction problems and regrouping using only written numbers in 4/5 problems consistently across three lesson’s. At this point we will find ways to maintain his skills, conceptual knowledge, and performance as we drive towards a new learning target (triple digit numbers) In relation to this segments standard, CCSS.MATH.CONTENT.2.NBT.B.7 ]

c. Identify any proposed revisions in tools/strategies for collecting what the focus learner thought s/he did well and/or needed to improve (student voice), providing a rationale for why revisions were or were not needed.

[ To support my student’s ability to reflect and offer student voice I would alter my student voice sheet to read like a social narrative using words printed below a pictogram story sequence to facilitate my learner’s comprehension of the questions the form is asking him and the answer options I have for him to choose. I would also use this method to support a change to the student voice form (documents submitted). In addition to asking him how well he was performing in relation to the learning target (circling most of the time, sometimes or I’m confused), I would have my learner pick out our lesson segments learning target from among two other options. This will help me know that my learner knows exactly what we are working on as opposed to just how he feels he is performing. ]
<table>
<thead>
<tr>
<th>Stems:</th>
<th>Problem 1</th>
<th>Problem 2</th>
<th>Problem 3</th>
<th>Total prompts per step</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) First I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Now I decide,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) I need to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) First, I subtract</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) Last, I subtract</td>
<td>Teacher data sheet</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strategy steps:**

1. say it, write it, and Build it

2. do I have enough?

3. get some more, or skip to step 4

4. the ones.

5. the tens

Problem solved correctly?/total prompts per problem

---

**Student Data**

**Sheet.**

<table>
<thead>
<tr>
<th>Problem Solving Step</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) First I say it, write it, and Build it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Now I decide, do I have enough?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) I need to get some more, or skip to step 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) First, I subtract the ones.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) Last, I subtract the tens</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Explain your thinking... strategy steps | Make a + for the step that is the easiest
| Make a ? for the step that is most confusing |
|---|---|
| 1. First I ... say it, write it, and build it. |
| 2. Now I decide... do I have enough? |
| 3. I need to... get some more or skip to step 4. |
| 4. First I subtract... the ones column |
| 5. Last I subtract... the tens column |

**Student Voice sheet**