

# Tally On Intervention

By: Aimee Osterman

## Standards:

- CC.2.3.K.A.4 Classify objects and count the number of objects in each category
- CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects
- CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10

## Learning Goals:

- SWBAT demonstrate that one tally mark is equal to one object.
- SWBAT apply knowledge of numbers to count on from a given number.

## Participants:

Eleven students in a kindergarten class in an urban school district who were identified as being basic or below basic on the pre-assessment out of a total of twenty-three students

## Intervention Process:

### LESSON 1:

**Focus:** tally marks (how to use them) and one-to-one correspondence  
**Location:** Front of the classroom, carpet/desks  
**Time:** 30-40 minutes because students were off task

### LESSON 2:

**Focus:** identifying the missing number or next number in a sequence  
**Location:** Front of the classroom, carpet/desks  
**Time:** 30-35 minutes, students were better behaved

### LESSON 3:

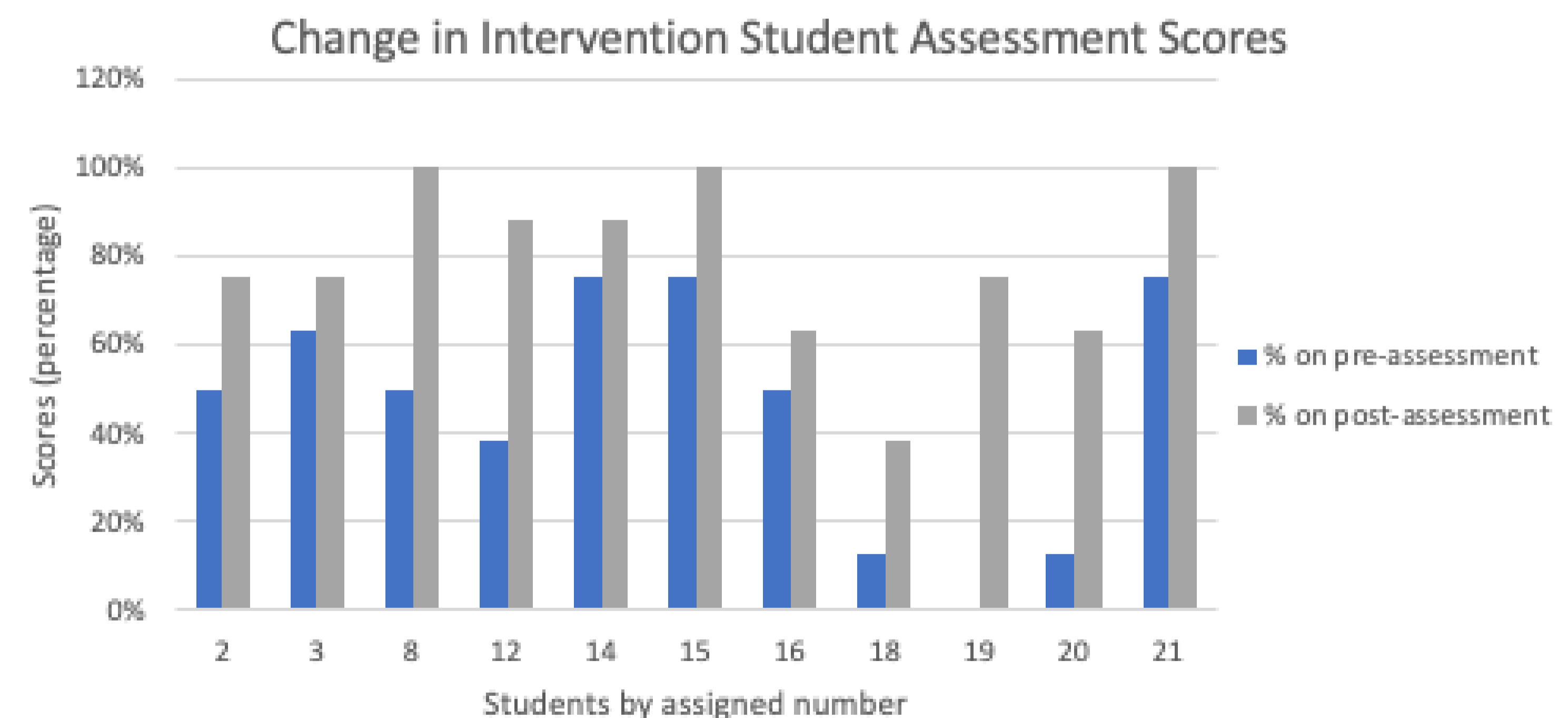
**Focus:** Mix of both topics and introduction of using dice  
**Location:** Front of the classroom, carpet/desks  
**Time:** 30 minutes and all of the students were very engaged, loved using the manipulatives

## Conclusion:

- This intervention plan was a success and most of it went according to plan.
- I believe that all eleven of the students learned something from the intervention and many of them accomplished the learning goals according to the selected standards.

## Results/Data:

- Looking at the data from the pre-assessment and the post-assessment as shown below the students all improved their overall scores on the assessment.
- According to the scale for proficiency, five of the students moved up to proficient or advanced and four of the students moved up to basic from below basic
- Most of the students improved on the two specific questions that the learning goals related to, but not all of them
- There is lower reliability for this assessment because the pre-assessment was administered by my cooperating teacher and the post-assessment was administered by me.



## Recommendations for Next Steps:

I would do a full lesson focused entirely on dice and how to use them to identify the number rolled. I would then look at data from another assessment the students took and determine more topics requiring intervention, since the intervention process is a continuous cycle to teaching.