



Readiness Standards Development

In 2007, the Ottawa Area ISD convened an RtI math exploratory committee of West Michigan teachers, math coaches and administrators to learn about math RtI and begin developing a system to help our local schools implement math RtI in 2008. This committee surveyed classroom teachers using the following question. "What expectations do you believe are most essential for students to be ready to learn as they enter a math classroom in the fall?" The results of this survey helped the committee identify high priority readiness standards for each grade level. These readiness standards were then used to create a complete set of vertically aligned standards, based on the Michigan Grade Level Content Expectations, to identify student readiness in each grade level.

In 2008, the National Math Advisory Panel released a [report](#). The first recommendation included, "The math curriculum in grades pre-K through eight should be streamlined to emphasize a well-defined set of critical topics in the early grades. These topics are defined in the Panel's Critical Foundations of Algebra and include more emphasis on fractions and less on patterns." This report validated the exploratory committee's initial thoughts of focusing on whole numbers and fractions in grades 1 through 5, and it helped to create our focus in grades 6 through Algebra 1.

In 2009, the IES released the [practice guide](#), *Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools*. The second recommendation included, "Instructional materials for students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5 and on rational numbers in grades 4 through 8. These materials should be selected by committee." This was another validation of the focus provided in the Delta Math readiness standards.

In 2010, the Delta Math readiness standards were reviewed to ensure their alignment to the new CCSS content standards. As a result, some readiness standards changed grade levels, others were eliminated and a few new readiness standards were created. This revision process included the analysis and support from Dr. Karen Fuson who was a lead writer for the [mathematics progressions documents](#). Modifications were also guided by the work of Dr. William McCallum, one of the lead writers of the CCSS math standards, lead by Dr. William McCallum. He led the development of the list of "[Required Fluencies in K-6](#)" necessary for all students to engage in the mathematical practices that include problem solving and modelling mathematics.