



## Greenville Public School District

### Department of Instructional Programs

412 South Main Street

Greenville, Mississippi 38701 662-334-8106 Phone 662-334-3480 Fax

### Cover, Copy, and Compare (Tier 2 only)

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Referring Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Current Level of Accuracy and Speed : \_\_\_\_\_

Note: This intervention is done on ONE computation skill(3 digit addition, subtraction with re-grouping, etc. do not mix computation skills)

**Goal:** To increase the number of correct responses from \_\_\_\_\_ to \_\_\_\_\_

**Frequency of Intervention:** Tier 2: 3 days per week, 20 minutes per day

**Frequency of Progress Monitoring:** 2 days per week

**Method of Progress Monitoring:** Interventioncentral.org CBM Math Computation Measures (see Resources)

**Interventionist:** \_\_\_\_\_ **Position:** \_\_\_\_\_

#### Materials:

- Training sheets of 10 math problems, with problems and answers listed down the left side of the paper, one per student, one to three sets per session
- Assessment sheets with the same math problems listed down the left side, without answers
- 3" by 5" index cards, one per student
- Stopwatch or watch with second hand for teacher (optional)
- Overhead projector and transparency example of training sheet (optional)

#### Intervention Steps:

1. \_\_\_\_\_ Evaluate how well students are currently doing by calculating percent correct scores on math worksheets for 5-10 days, counting the number of correct digits on problems, or administering Curriculum Based Mathematics Probes to the entire class or a selected group of students.
2. \_\_\_\_\_ Give training sheets to students. If desired, use overhead projector displaying a transparency of a training sheet during the introductory session.
3. \_\_\_\_\_ Conduct a training session:
  - a. \_\_\_\_\_ Silently read the first problem and the answer on the left side of the paper.
  - b. \_\_\_\_\_ Cover that problem and answer with an index card.
  - c. \_\_\_\_\_ Write the problem and answer from memory on the right side of the page.
  - d. \_\_\_\_\_ Uncover the problem and answer on the left side to check the written response.
  - e. \_\_\_\_\_ Evaluate the response.
  - f. \_\_\_\_\_ If the problem and answer are written incorrectly, repeat the procedure with that item before proceeding to the next item.
  - g. \_\_\_\_\_ Repeat this procedure with the rest of the problems on the sheet.
4. \_\_\_\_\_ After demonstrating these steps on the chalkboard or with the overhead projector, have students complete one or more training sheets and provide corrective feedback as needed.



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5. \_\_\_\_\_ Daily or several times a week, provide students with sets of training sheets and have them follow the Cover, Copy, and Compare procedure.
  6. \_\_\_\_\_ Once or twice a week, administer the assessment sheets that correspond to the training sheets. If desired, time these assessment sessions.
  7. \_\_\_\_\_ When students reach mastery level on one set of problems, provide them with another set. Mastery level is defined as 90% or better accuracy and/or 40 digits correct per minute.
  8. \_\_\_\_\_ Evaluate the effectiveness of the intervention by repeating the first step and comparing the results.

Note – Blanks beside numbered steps are for integrity checks only.