

* Module 3
* Part 1
* Activity #1

**Look at the examples of different evidence-based practices. Is each an *evidence-based intervention*, an *evidence-based strategy*, or a *promising practice*?**

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| **Name of Practice** | **Description** | **EBI** | **EBS** | **PP** |
| **Number Rockets** | A tutoring program covering first grade math skills. |  |  |  |
| **Explicit Instruction** | A structured instructional method that includes techniques like modeling, scaffolding, breaking difficult tasks into smaller steps, etc.  |  |  |  |
| **Taped Problems** | Students are presented with a set of number combination, then listen to then on an audio-recording that includes a brief pause after each problem and then the correct answer. The students’ goal is to write down the correct response before the recording states the answer. |  |  |  |
| **Roots** | 50 lessons targeting number sense skills for kindergarteners. |  |  |  |
| **Word Problem Mnemonics** | Memory devices that remind students of steps required to solve a word problem.  |  |  |  |
| **Incremental Rehearsal** | Using flashcards, student works on approximately equal numbers of known and unknown facts. Student targets the unknown facts with increasing numbers of known facts between reviews. |  |  |  |
| **Schema-based Instruction** | When solving word problems, students identify a problem type, then use a diagram or an equation to solve the problem. |  |  |  |
| **Concrete-Representational-Abstract (CRA)** | Students are taught mathematics concepts using concrete materials, pictorial representations, and symbolic notation, to facilitate the understanding of mathematical procedures.  |  |  |  |
| **Pirate Math** | A schema-based word-problem tutoring program for 2nd and 3rd grade students. Students use schemas to analyze addition and subtraction word-problems, then write equations with an “X” representing the missing information, and solve for “X.” |  |  |  |

Note: EBI = evidence-based intervention; EBP = evidence-based strategy; PP = promising practice

Notes/Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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