

## Kindergarten Scoring Booklet

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Teacher: \_\_\_\_\_ School: \_\_\_\_\_ School Year: \_\_\_\_\_

	Benchmark 1	Benchmark 2	Benchmark 3
Date			
Beginning Quantity Discrimination			
Number Identification Fluency			
Next Number Fluency			

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## Beginning Quantity Discrimination

Make sure you have reviewed the directions in the *Acadience Math Assessment Manual* and have them available. Say these specific directions to the student:

- **We are going to look at boxes that have dots in them. Some boxes have more dots. We are going to say the number of dots that is more. This is 4 dots** (point to the box that has 4 dots) **and this is 8 dots** (point to the box that has 8 dots). **8 is more.**

Practice item #1) **Your turn. This is 4 dots** (point to the box that has 4 dots) **and this is 2 dots** (point to the box that has 2 dots). **Which one is more? Say the number of dots.**

Correct response	<b>Very good, 4 is more.</b>		(Present practice item #2.)
Incorrect response Student does not respond within 3 seconds or responds incorrectly	4 is more (touch box with 4 dots). <b>Your turn.</b> <b>Which one is more?</b> (Wait for a response)	Correct response	<b>Good.</b> (Present practice item #2.)
		Incorrect response	<b>4 is more.</b> (Present practice item #2.)

- Practice item #2) **Let's try another. Which one is more** (touch box with 3 and box with 5)? **Remember to say the number that is more.**

Correct response	<b>Very good, 5 is more.</b>		(Present practice item #3.)
Incorrect response Student does not respond within 3 seconds or responds incorrectly	5 is more (touch box with 5 dots). <b>Your turn.</b> <b>Which one is more?</b> (Wait for a response)	Correct response	<b>Good.</b> (Present practice item #3.)
		Incorrect response	<b>5 is more.</b> (Present practice item #3.)

- Practice item #3) **Let's try another.** (point to the next problem and wait up to 3 seconds for the student to respond.) If the student does not respond, say **Which one is more?**

Correct response	<b>Very good, 10 is more.</b>		(Begin testing.)
Incorrect response Student does not respond within 3 seconds or responds incorrectly	10 is more. <b>Your turn. Which one is more?</b> (Wait for a response)	Correct response	<b>Good.</b> (Begin testing.)
		Incorrect response	<b>10 is more.</b> (Begin testing.)

## Next Number Fluency, continued

- Begin testing. **Now I am going to say more numbers. You tell me what number comes next.** (Say the first number in the list.)

Timing	1 minute. Start your stopwatch after you provide the first test item.
Wait	If the student stops or hesitates for 3 seconds on any item, score the item as incorrect. Proceed by giving the next item.
Discontinue	If a student misses the first 5 items, discontinue the test and record a score of 0.
Reminders	This reminder may be given as often as needed: • <b>Remember to tell me the next number after ____.</b>

## Benchmark 3 Next Number Fluency

### Next Number Fluency

<b>19</b> (20)	<b>4</b> (5)	<b>48</b> (49)	<b>1</b> (2)	<b>7</b> (8)	_____
<b>23</b> (24)	<b>79</b> (80)	<b>12</b> (13)	<b>34</b> (35)	<b>10</b> (11)	_____
<b>20</b> (21)	<b>37</b> (38)	<b>8</b> (9)	<b>87</b> (88)	<b>3</b> (4)	_____
<b>24</b> (25)	<b>15</b> (16)	<b>94</b> (95)	<b>18</b> (19)	<b>26</b> (27)	_____
<b>6</b> (7)	<b>29</b> (30)	<b>14</b> (15)	<b>17</b> (18)	<b>2</b> (3)	_____
<b>22</b> (23)	<b>11</b> (12)	<b>33</b> (34)	<b>5</b> (6)	<b>9</b> (10)	_____

Total Score: \_\_\_\_\_

## Next Number Fluency

Make sure you have reviewed the directions in the *Acadience Math Assessment Manual* and have them available. Say these specific directions to the student:

- **Listen, I'm going to say a number and you're going to tell me what number comes next. So, if I say 3, you would say 4. Let's try one together.**

Practice item #1) **7... what number comes next?**

<i>Correct response</i>	<b>Very good, the next number after 7 is 8.</b>	(Present practice item #2.)
<i>Incorrect response</i>	<b>The next number after 7 is 8. Your turn. 7... what number comes next?</b> (Wait for a response)	
Student does not respond within 3 seconds or responds <u>incorrectly</u>		
	<i>Correct response</i>	<b>Good.</b> (Present practice item #2.)
	<i>Incorrect response</i>	<b>The next number after 7 is 8.</b> (Present practice item #2.)

- Practice item #2) **Let's try another number. 2... what number comes next?**

Correct response	Very good, the next number after 2 is 3.		(Present practice item #3.)	
Incorrect response	The next number after 2 is 3. Your turn. 2... what number comes next? (Wait for a response)	Correct response	Good.	(Present practice item #3.)
Student does not respond within 3 seconds or responds <u>incorrectly</u>		Incorrect response	The next number after 2 is 3.	(Present practice item #3.)

- Practice item #3) **Let's try another number... 5... (Wait up to 3 seconds for the student to respond.) If the student does not respond, ask 5... what number comes next?**

<i>Correct response</i>	<b>Very good, the next number after 5 is 6.</b>				(Begin testing.)
<i>Incorrect response</i>	<b>The next number after 5 is 6. Your turn. 5... what number comes next?</b> (Wait for a response)		<i>Correct response</i>	<b>Good.</b>	(Begin testing.)
Student does not respond within 3 <u>seconds</u> or responds <u>incorrectly</u>			<i>Incorrect response</i>	<b>The next number after 5 is 6.</b>	(Begin testing.)

## Beginning Quantity Discrimination, continued

- Begin testing. **Now you will see more boxes with dots** (place student sheet in front of the student). **Start here** (sweep finger under first set of boxes) **and then go down** (point to next set of boxes). **You tell me which one is more. Remember to say the number. Put your finger under the first set of boxes** (point to the first set of boxes). **Ready, begin.**

Timing	1 minute. Start your stopwatch after telling the student to begin.
Wait	If the student hesitates for 3 seconds on any item, score the item as incorrect, and provide the answer. If providing the answer does not prompt the student to continue, say <b>Keep going</b> .
Discontinue	If a student misses the first 4 items (entire first page), discontinue the test and record a score of 0.
Reminders	These reminders may be used as often as needed: <ul style="list-style-type: none"> <li>If the student points to the box, say <b>Say the number</b>.</li> <li>If the student stops and it is not a hesitation on a specific item, say <b>Keep going</b>.</li> <li>If the student loses his/her place, point.</li> </ul>

## Benchmark 1 Beginning Quantity Discrimination

### Beginning Quantity Discrimination

Sheet 1	Sheet 2	Sheet 3	Sheet 4	Sheet 5	Sheet 6	Sheet 7	Sheet 8
5	3	5	5	3	3	3	5
6	8	8	8	9	7	7	7
10	10	10	7	7	9	10	9
8	6	6	10	10	8	9	10

Total Score: \_\_\_\_\_

## Number Identification Fluency

Make sure you have reviewed the directions in the *Acadience Math Assessment Manual* and have them available. Say these specific directions to the student:

► **Look at these numbers. I'm going to point and say the name of the numbers. Listen to me: 5, 3, 2** (point to the numbers). **Your turn. Point and say the name of these numbers.**

Correct response	<b>Very good saying the name of those numbers.</b>	(Begin testing.)					
Incorrect response	<b>Watch me point and say the name of these numbers: 5, 3, 2.</b> (Point to and say the name of the numbers.) <b>Your turn. Point and say the name of these numbers. Put your finger here to start.</b> (Touch 5.)						
	<table> <tr> <td>Correct response</td><td><b>Good.</b></td><td>(Begin testing.)</td></tr> <tr> <td>Incorrect response</td><td><b>Let's say the names of these numbers together as you touch them: 5, 3, 2.</b></td><td>(Begin testing.)</td></tr> </table>	Correct response	<b>Good.</b>	(Begin testing.)	Incorrect response	<b>Let's say the names of these numbers together as you touch them: 5, 3, 2.</b>	(Begin testing.)
Correct response	<b>Good.</b>	(Begin testing.)					
Incorrect response	<b>Let's say the names of these numbers together as you touch them: 5, 3, 2.</b>	(Begin testing.)					

► Begin testing. **Now I will show you some more numbers** (place student sheet in front of the student). **Start here** (point to the first number at the top of the page). **Go this way** (sweep your finger across the first two rows of numbers) **and say the name of each number. Put your finger under the first number** (point). **Ready, begin.**

<b>Timing</b>	1 minute. Start your stopwatch after telling the student to begin.
<b>Wait</b>	If the student hesitates for 3 seconds on any item, score the item as incorrect, and provide the answer. If providing the answer does not prompt the student to continue, say <b>Keep going</b> .
<b>Discontinue</b>	If a student misses the first 5 items (the entire first row), discontinue the test and record a score of 0.
<b>Reminders</b>	<p>These reminders may only be provided <u>once</u>:</p> <ul style="list-style-type: none"> <li>If the student does not go left to right, say <b>Go this way</b>.</li> <li>If the student appears confused, say <b>Remember to tell me the name of the number</b>.</li> </ul> <p>These reminders may be used as often as needed:</p> <ul style="list-style-type: none"> <li>If the student stops and it is not a hesitation on a specific item, say <b>Keep going</b>.</li> <li>If the student loses his/her place, point.</li> </ul>

## Benchmark 3 Number Identification Fluency

### Number Identification Fluency

Sheet 1

8	7	31	13	10	_____
38	73	6	17	21	_____
20	50	2	64	19	_____
41	16	60	12	32	_____
11	48	9	15	3	_____
44	5	30	4	1	_____

Sheet 2

20	17	50	11	12	_____
36	68	8	6	21	_____
16	44	7	98	13	_____
22	19	55	14	27	_____
15	37	4	5	2	_____
40	3	47	1	10	_____

Total Score: \_\_\_\_\_

## Number Identification Fluency

Make sure you have reviewed the directions in the *Acadience Math Assessment Manual* and have them available. Say these specific directions to the student:

► **Look at these numbers. I'm going to point and say the name of the numbers. Listen to me: 5, 3, 2** (point to the numbers). **Your turn. Point and say the name of these numbers.**

Correct response	<b>Very good saying the name of those numbers.</b>	(Begin testing.)					
Incorrect response	<b>Watch me point and say the name of these numbers: 5, 3, 2.</b> (Point to and say the name of the numbers.) <b>Your turn. Point and say the name of these numbers. Put your finger here to start.</b> (Touch 5.)						
	<table> <tr> <td>Correct response</td><td><b>Good.</b></td><td>(Begin testing.)</td></tr> <tr> <td>Incorrect response</td><td><b>Let's say the names of these numbers together as you touch them: 5, 3, 2.</b></td><td>(Begin testing.)</td></tr> </table>	Correct response	<b>Good.</b>	(Begin testing.)	Incorrect response	<b>Let's say the names of these numbers together as you touch them: 5, 3, 2.</b>	(Begin testing.)
Correct response	<b>Good.</b>	(Begin testing.)					
Incorrect response	<b>Let's say the names of these numbers together as you touch them: 5, 3, 2.</b>	(Begin testing.)					

► Begin testing. **Now I will show you some more numbers** (place student sheet in front of the student). **Start here** (point to the first number at the top of the page). **Go this way** (sweep your finger across the first two rows of numbers) **and say the name of each number. Put your finger under the first number** (point). **Ready, begin.**

<b>Timing</b>	1 minute. Start your stopwatch after telling the student to begin.
<b>Wait</b>	If the student hesitates for 3 seconds on any item, score the item as incorrect, and provide the answer. If providing the answer does not prompt the student to continue, say <b>Keep going</b> .
<b>Discontinue</b>	If a student misses the first 5 items (the entire first row), discontinue the test and record a score of 0.
<b>Reminders</b>	<p>These reminders may only be provided <u>once</u>:</p> <ul style="list-style-type: none"> <li>If the student does not go left to right, say <b>Go this way</b>.</li> <li>If the student appears confused, say <b>Remember to tell me the name of the number</b>.</li> </ul> <p>These reminders may be used as often as needed:</p> <ul style="list-style-type: none"> <li>If the student stops and it is not a hesitation on a specific item, say <b>Keep going</b>.</li> <li>If the student loses his/her place, point.</li> </ul>

## Benchmark 1 Number Identification Fluency

### Number Identification Fluency

Sheet 1

5	3	42	19	4	_____
36	83	7	20	39	_____
17	30	12	51	10	_____
41	16	77	9	34	_____
8	33	15	13	2	_____
47	14	22	11	18	_____

Sheet 2

5	8	35	13	19	_____
33	75	10	12	39	_____
18	41	1	60	2	_____
37	3	76	15	31	_____
7	44	4	17	9	_____
42	11	49	6	16	_____

Total Score: \_\_\_\_\_

## Next Number Fluency

Make sure you have reviewed the directions in the *Acadience Math Assessment Manual* and have them available. Say these specific directions to the student:

- **Listen, I'm going to say a number and you're going to tell me what number comes next. So, if I say 3, you would say 4. Let's try one together.**

Practice item #1) **7... what number comes next?**

Correct response	Very good, the next number after 7 is 8.		(Present practice item #2.)	
Incorrect response	The next number after 7 is 8. Your turn. 7... what number comes next? (Wait for a response)	Correct response	Good.	(Present practice item #2.)
Student does not respond within 3 seconds or responds incorrectly		Incorrect response	The next number after 7 is 8.	(Present practice item #2.)

- Practice item #2) **Let's try another number. 2... what number comes next?**

Correct response	Very good, the next number after 2 is 3.		(Present practice item #3.)	
Incorrect response	The next number after 2 is 3. Your turn. 2... what number comes next? (Wait for a response)	Correct response	Good.	(Present practice item #3.)
Student does not respond within 3 seconds or responds incorrectly		Incorrect response	The next number after 2 is 3.	(Present practice item #3.)

- Practice item #3) **Let's try another number... 5... (Wait up to 3 seconds for the student to respond.) If the student does not respond, ask 5... what number comes next?**

<i>Correct response</i>	<b>Very good, the next number after 5 is 6.</b>				(Begin testing.)
<i>Incorrect response</i>	<b>The next number after 5 is 6. Your turn. 5... what number comes next?</b> (Wait for a response)		<i>Correct response</i>	<b>Good.</b>	(Begin testing.)
Student does not respond within 3 <u>seconds</u> or responds <u>incorrectly</u>			<i>Incorrect response</i>	<b>The next number after 5 is 6.</b>	(Begin testing.)

## Beginning Quantity Discrimination, continued

- Begin testing. **Now you will see more boxes with dots** (place student sheet in front of the student). **Start here** (sweep finger under first set of boxes) **and then go down** (point to next set of boxes). **You tell me which one is more. Remember to say the number. Put your finger under the first set of boxes** (point to the first set of boxes). **Ready, begin.**

Timing	1 minute. Start your stopwatch after telling the student to begin.
Wait	If the student hesitates for 3 seconds on any item, score the item as incorrect, and provide the answer. If providing the answer does not prompt the student to continue, say <b>Keep going</b> .
Discontinue	If a student misses the first 4 items (entire first page), discontinue the test and record a score of 0.
Reminders	These reminders may be used as often as needed: <ul style="list-style-type: none"> <li>If the student points to the box, say <b>Say the number</b>.</li> <li>If the student stops and it is not a hesitation on a specific item, say <b>Keep going</b>.</li> <li>If the student loses his/her place, point.</li> </ul>

## Benchmark 3 Beginning Quantity Discrimination

### Beginning Quantity Discrimination

Sheet 1	Sheet 2	Sheet 3	Sheet 4	Sheet 5	Sheet 6	Sheet 7	Sheet 8
3	3	5	5	4	2	2	3
10	10	8	7	8	10	9	6
8	8	10	8	10	9	8	10
7	9	6	9	9	8	10	8

Total Score: \_\_\_\_\_

## Beginning Quantity Discrimination

Make sure you have reviewed the directions in the *Acadience Math Assessment Manual* and have them available. Say these specific directions to the student:

- **We are going to look at boxes that have dots in them. Some boxes have more dots. We are going to say the number of dots that is more. This is 4 dots** (point to the box that has 4 dots) **and this is 8 dots** (point to the box that has 8 dots). **8 is more.**

Practice item #1) **Your turn. This is 4 dots** (point to the box that has 4 dots) **and this is 2 dots** (point to the box that has 2 dots). **Which one is more? Say the number of dots.**

Correct response	Very good, 4 is more.	(Present practice item #2.)						
Incorrect response Student does not respond within 3 seconds or responds incorrectly	4 is more (touch box with 4 dots). <b>Your turn. Which one is more?</b> (Wait for a response)	<table> <tr> <td>Correct response</td><td>Good.</td><td>(Present practice item #2.)</td></tr> <tr> <td>Incorrect response</td><td>4 is more.</td><td>(Present practice item #2.)</td></tr> </table>	Correct response	Good.	(Present practice item #2.)	Incorrect response	4 is more.	(Present practice item #2.)
Correct response	Good.	(Present practice item #2.)						
Incorrect response	4 is more.	(Present practice item #2.)						

- Practice item #2) **Let's try another. Which one is more** (touch box with 3 and box with 5)? **Remember to say the number that is more.**

Correct response	Very good, 5 is more.	(Present practice item #3.)						
Incorrect response Student does not respond within 3 seconds or responds incorrectly	5 is more (touch box with 5 dots). <b>Your turn. Which one is more?</b> (Wait for a response)	<table> <tr> <td>Correct response</td><td>Good.</td><td>(Present practice item #3.)</td></tr> <tr> <td>Incorrect response</td><td>5 is more.</td><td>(Present practice item #3.)</td></tr> </table>	Correct response	Good.	(Present practice item #3.)	Incorrect response	5 is more.	(Present practice item #3.)
Correct response	Good.	(Present practice item #3.)						
Incorrect response	5 is more.	(Present practice item #3.)						

- Practice item #3) **Let's try another.** (point to the next problem and wait up to 3 seconds for the student to respond.) If the student does not respond, say **Which one is more?**

Correct response	Very good, 10 is more.	(Begin testing.)						
Incorrect response Student does not respond within 3 seconds or responds incorrectly	10 is more. <b>Your turn. Which one is more?</b> (Wait for a response)	<table> <tr> <td>Correct response</td><td>Good.</td><td>(Begin testing.)</td></tr> <tr> <td>Incorrect response</td><td>10 is more.</td><td>(Begin testing.)</td></tr> </table>	Correct response	Good.	(Begin testing.)	Incorrect response	10 is more.	(Begin testing.)
Correct response	Good.	(Begin testing.)						
Incorrect response	10 is more.	(Begin testing.)						

## Next Number Fluency, continued

- Begin testing. **Now I am going to say more numbers. You tell me what number comes next.** (Say the first number in the list.)

Timing	1 minute. Start your stopwatch after you provide the first test item.
Wait	If the student stops or hesitates for 3 seconds on any item, score the item as incorrect. Proceed by giving the next item.
Discontinue	If a student misses the first 5 items, discontinue the test and record a score of 0.
Reminders	This reminder may be given as often as needed: • <b>Remember to tell me the next number after ____.</b>

## Benchmark 1 Next Number Fluency

### Next Number Fluency

11 (12)	6 (7)	27 (28)	19 (20)	5 (6)	_____
33 (34)	55 (56)	14 (15)	47 (48)	9 (10)	_____
18 (19)	25 (26)	12 (13)	72 (73)	20 (21)	_____
28 (29)	3 (4)	85 (86)	8 (9)	26 (27)	_____
7 (8)	39 (40)	16 (17)	10 (11)	2 (3)	_____
40 (41)	4 (5)	38 (39)	17 (18)	1 (2)	_____

Total Score: \_\_\_\_\_

## Beginning Quantity Discrimination

Make sure you have reviewed the directions in the *Acadience Math Assessment Manual* and have them available. Say these specific directions to the student:

- **We are going to look at boxes that have dots in them. Some boxes have more dots. We are going to say the number of dots that is more. This is 4 dots** (point to the box that has 4 dots) **and this is 8 dots** (point to the box that has 8 dots). **8 is more.**

Practice item #1) **Your turn. This is 4 dots** (point to the box that has 4 dots) **and this is 2 dots** (point to the box that has 2 dots). **Which one is more? Say the number of dots.**

Correct response	<b>Very good, 4 is more.</b>		(Present practice item #2.)
Incorrect response Student does not respond within 3 seconds or responds incorrectly	4 is more (touch box with 4 dots). <b>Your turn.</b> <b>Which one is more?</b> (Wait for a response)	Correct response	Good. (Present practice item #2.)
		Incorrect response	4 is more. (Present practice item #2.)

- Practice item #2) **Let's try another. Which one is more** (touch box with 3 and box with 5)? **Remember to say the number that is more.**

Correct response	<b>Very good, 5 is more.</b>		(Present practice item #3.)
Incorrect response Student does not respond within 3 seconds or responds incorrectly	5 is more (touch box with 5 dots). <b>Your turn.</b> <b>Which one is more?</b> (Wait for a response)	Correct response	Good. (Present practice item #3.)
		Incorrect response	5 is more. (Present practice item #3.)

- Practice item #3) **Let's try another.** (point to the next problem and wait up to 3 seconds for the student to respond.) If the student does not respond, say **Which one is more?**

Correct response	<b>Very good, 10 is more.</b>		(Begin testing.)
Incorrect response Student does not respond within 3 seconds or responds incorrectly	10 is more. <b>Your turn. Which one is more?</b> (Wait for a response)	Correct response	Good. (Begin testing.)
		Incorrect response	10 is more. (Begin testing.)

## Next Number Fluency, continued

- Begin testing. **Now I am going to say more numbers. You tell me what number comes next.** (Say the first number in the list.)

Timing	1 minute. Start your stopwatch after you provide the first test item.
Wait	If the student stops or hesitates for 3 seconds on any item, score the item as incorrect. Proceed by giving the next item.
Discontinue	If a student misses the first 5 items, discontinue the test and record a score of 0.
Reminders	This reminder may be given as often as needed: • <b>Remember to tell me the next number after ____.</b>

## Benchmark 2 Next Number Fluency

### Next Number Fluency

3 (4)	16 (17)	43 (44)	1 (2)	20 (21)	_____
28 (29)	54 (55)	6 (7)	25 (26)	14 (15)	_____
10 (11)	32 (33)	4 (5)	63 (64)	17 (18)	_____
36 (37)	13 (14)	71 (72)	11 (12)	35 (36)	_____
18 (19)	50 (51)	8 (9)	15 (16)	7 (8)	_____
45 (46)	12 (13)	47 (48)	19 (20)	5 (6)	_____

Total Score: \_\_\_\_\_

## Next Number Fluency

Make sure you have reviewed the directions in the *Acadience Math Assessment Manual* and have them available. Say these specific directions to the student:

- **Listen, I'm going to say a number and you're going to tell me what number comes next. So, if I say 3, you would say 4. Let's try one together.**

Practice item #1) **7... what number comes next?**

<i>Correct response</i>	<b>Very good, the next number after 7 is 8.</b>	(Present practice item #2.)
<i>Incorrect response</i>	<b>The next number after 7 is 8. Your turn. 7... what number comes next?</b> (Wait for a response)	
Student does not respond within 3 seconds or responds <u>incorrectly</u>		
	<i>Correct response</i>	<b>Good.</b> (Present practice item #2.)
	<i>Incorrect response</i>	<b>The next number after 7 is 8.</b> (Present practice item #2.)

- Practice item #2) **Let's try another number. 2... what number comes next?**

Correct response	Very good, the next number after 2 is 3.		(Present practice item #3.)	
Incorrect response	The next number after 2 is 3. Your turn. 2... what number comes next? (Wait for a response)	Correct response	Good.	(Present practice item #3.)
Student does not respond within 3 seconds or responds <u>incorrectly</u>		Incorrect response	The next number after 2 is 3.	(Present practice item #3.)

- Practice item #3) **Let's try another number... 5... (Wait up to 3 seconds for the student to respond.) If the student does not respond, ask 5... what number comes next?**

<i>Correct response</i>	<b>Very good, the next number after 5 is 6.</b>				(Begin testing.)
<i>Incorrect response</i>	<b>The next number after 5 is 6. Your turn. 5... what number comes next?</b> (Wait for a response)		<i>Correct response</i>	<b>Good.</b>	(Begin testing.)
Student does not respond within 3 <u>seconds</u> or responds <u>incorrectly</u>			<i>Incorrect response</i>	<b>The next number after 5 is 6.</b>	(Begin testing.)

## Beginning Quantity Discrimination, continued

- Begin testing. **Now you will see more boxes with dots** (place student sheet in front of the student). **Start here** (sweep finger under first set of boxes) **and then go down** (point to next set of boxes). **You tell me which one is more. Remember to say the number. Put your finger under the first set of boxes** (point to the first set of boxes). **Ready, begin.**

<b>Timing</b>	1 minute. Start your stopwatch after telling the student to begin.
<b>Wait</b>	If the student hesitates for 3 seconds on any item, score the item as incorrect, and provide the answer. If providing the answer does not prompt the student to continue, say <b>Keep going</b> .
<b>Discontinue</b>	If a student misses the first 4 items (entire first page), discontinue the test and record a score of 0.
<b>Reminders</b>	These reminders may be used as often as needed: <ul style="list-style-type: none"> <li>• If the student points to the box, say <b>Say the number</b>.</li> <li>• If the student stops and it is not a hesitation on a specific item, say <b>Keep going</b>.</li> <li>• If the student loses his/her place, point.</li> </ul>

## Benchmark 2 Beginning Quantity Discrimination

### Beginning Quantity Discrimination

Sheet 1	Sheet 2	Sheet 3	Sheet 4	Sheet 5	Sheet 6	Sheet 7	Sheet 8
5	2	5	5	4	3	5	3
9	8	9	10	8	7	9	8
10	10	10	8	10	8	10	10
7	9	7	7	9	9	7	9

Total Score: \_\_\_\_\_

## Number Identification Fluency

Make sure you have reviewed the directions in the *Acadience Math Assessment Manual* and have them available. Say these specific directions to the student:

- **Look at these numbers. I'm going to point and say the name of the numbers. Listen to me: 5, 3, 2** (point to the numbers). **Your turn. Point and say the name of these numbers.**

Correct response	<b>Very good saying the name of those numbers.</b>	(Begin testing.)					
Incorrect response	<b>Watch me point and say the name of these numbers: 5, 3, 2.</b> (Point to and say the name of the numbers.) <b>Your turn. Point and say the name of these numbers. Put your finger here to start.</b> (Touch 5.)						
	<table> <tr> <td>Correct response</td><td><b>Good.</b></td><td>(Begin testing.)</td></tr> <tr> <td>Incorrect response</td><td><b>Let's say the names of these numbers together as you touch them: 5, 3, 2.</b></td><td>(Begin testing.)</td></tr> </table>	Correct response	<b>Good.</b>	(Begin testing.)	Incorrect response	<b>Let's say the names of these numbers together as you touch them: 5, 3, 2.</b>	(Begin testing.)
Correct response	<b>Good.</b>	(Begin testing.)					
Incorrect response	<b>Let's say the names of these numbers together as you touch them: 5, 3, 2.</b>	(Begin testing.)					

- Begin testing. **Now I will show you some more numbers** (place student sheet in front of the student). **Start here** (point to the first number at the top of the page). **Go this way** (sweep your finger across the first two rows of numbers) **and say the name of each number. Put your finger under the first number** (point). **Ready, begin.**

<b>Timing</b>	1 minute. Start your stopwatch after telling the student to begin.
<b>Wait</b>	If the student hesitates for 3 seconds on any item, score the item as incorrect, and provide the answer. If providing the answer does not prompt the student to continue, say <b>Keep going</b> .
<b>Discontinue</b>	If a student misses the first 5 items (the entire first row), discontinue the test and record a score of 0.
<b>Reminders</b>	<p>These reminders may only be provided <u>once</u>:</p> <ul style="list-style-type: none"> <li>• If the student does not go left to right, say <b>Go this way</b>.</li> <li>• If the student appears confused, say <b>Remember to tell me the name of the number</b>.</li> </ul> <p>These reminders may be used as often as needed:</p> <ul style="list-style-type: none"> <li>• If the student stops and it is not a hesitation on a specific item, say <b>Keep going</b>.</li> <li>• If the student loses his/her place, point.</li> </ul>

## Benchmark 2 Number Identification Fluency

### Number Identification Fluency

Sheet 1

3	17	22	10	19	_____
21	64	13	20	32	_____
2	48	6	85	1	_____
29	8	95	7	24	_____
11	23	14	9	18	_____
36	5	44	16	15	_____

Sheet 2

20	11	23	4	19	_____
39	91	16	8	28	_____
12	37	17	65	9	_____
34	7	57	15	27	_____
2	48	13	1	14	_____
46	5	50	3	18	_____

Total Score: \_\_\_\_\_