

## First Grade Scoring Booklet

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

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

	Benchmark 1	Benchmark 2	Benchmark 3
Date			
Number Identification Fluency			
Next Number Fluency			
Advanced Quantity Discrimination			
Missing Number Fluency			
Computation Form A			
Computation Form B			
Computation (Form A + Form B)/2			

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## 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> (sweep your finger across the row).</li> <li>If the student appears confused about the task, 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 appears confused about where to go next, point.</li> </ul>

## Computation, continued

<b>Timing</b>	Time limit per worksheet: 2 minutes Total Time for a Benchmark Assessment (2 Worksheets): 4 minutes
<b>Reminders</b>	<p>These reminders may be used as often as needed:</p> <ul style="list-style-type: none"> <li>If a student is not working the problems across the rows, or is skipping problems without trying to solve them, say <b>Try to solve each problem.</b></li> <li>If a student stops working before the test is done, say <b>Keep doing the best work you can.</b></li> <li>If a student asks you to help with the task, say <b>Just do your best.</b></li> </ul>

## Benchmark 3 Computation

### Computation

Problems	Skills Assessed
<b>1, 11</b>	Add 0 or 1 to a one-digit number.
<b>2, 15, 20, 22</b>	Add two one-digit numbers, excluding 0 and 1.
<b>6, 18</b>	Subtract 0 or 1 from a one-digit number.
<b>4, 10, 21, 24</b>	Subtract a one-digit number from a one-digit number, excluding 0 and 1 in the subtrahend.
<b>9, 16, 19, 23</b>	Add a two-digit and a one-digit number, without renaming, resulting in a sum of 19 or less.
<b>7, 12</b>	Add a two-digit and a one-digit number, with renaming, resulting in a sum of 20.
<b>5, 17</b>	Subtract a one-digit number from a two-digit number of 18 or less, resulting in a difference of 9 or less, with renaming.
<b>3, 13</b>	Subtract a one-digit number from a two-digit number of 19 or less, resulting in a difference of 11 or more, without renaming.
<b>8, 14</b>	Subtract a one-digit number from 20, with renaming.

## Computation

### ► Administration Directions

1. Provide each student with a pencil and a student worksheet. Hand out the worksheets face-down to each student. As you are handing out the worksheets, say ***I am going to hand out a math worksheet. Please leave the paper face-down and wait for further instructions.***
  2. OPTIONAL: Use the following instructions if the worksheets have not been labeled with student names. If you have already labeled the worksheets with student names, then you can skip this step. The purpose of this step is to prevent the students from taking time to write their name during the timed test administration. Say ***Leave the paper face-down, but write your name on the back.***
  3. Read the following specific directions to the student(s).  
***We're going to do a math worksheet that will take 2 minutes. There will be several types of math problems. Look at each problem carefully before you answer it. When I say "begin," turn the page over and start with the first problem. Continue working across the page before going on to the next row. Try to solve each problem. If you cannot solve a problem, skip it and go on to the next one. If you reach the end of the page, stop and put your pencil down. Are there any questions?***
  4. Say ***Begin*** and start your stopwatch.
  5. Monitor students and use reminders as needed.
  6. At the end of 2 minutes, say ***Stop, and put your pencils down.***
  7. Collect all the Computation worksheets.
- During benchmark assessment, two worksheets are administered to the student(s). Administer the second worksheet immediately after the first. When administering the second worksheet use the following shortened directions:
8. As you are handing out the second worksheet, say ***I am going to hand out a second math worksheet. Please leave the paper face-down*** (optional: ***and write your name on the back***). ***When I say "begin," turn the page over and start with the first problem.***
  9. Say ***Begin*** and start your stopwatch.
  10. Monitor students and use reminders as needed.
  11. At the end of 2 minutes, say ***Stop, and put your pencils down.***
  12. Collect all the Computation worksheets.

## 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
Student does not respond within 3 seconds or responds incorrectly		Good.
		(Present practice item #2.)
		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
Student does not respond within 3 seconds or responds incorrectly		Good.
		(Present practice item #3.)
		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?**

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

## Missing Number Fluency, continued

- Begin testing. **I would like you to tell me the missing number** (place student sheet in front of the student). **Start here** (point to the first box of number sets at the top of the page). **Go this way** (sweep your finger across the first two rows of number sets) **and say the missing number. Put your finger under the first box** (point). **Ready, begin.**

Timing	1 minute. Start your stopwatch after telling the student to begin.
Wait	If the student hesitates for 5 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 6 items, discontinue the test and record a score of 0.
Reminders	<p>These reminders may only be used once:</p> <ul style="list-style-type: none"> <li>If the student does not go left to right, say <b>Go this way</b> (sweep your finger across the row).</li> <li>If the student says all the names of all the numbers in each box, say <b>Just tell me the name of the missing number</b>.</li> <li>If the student appears confused about the task, say <b>Remember to tell me the missing 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 appears confused about where to go next, point.</li> </ul>

## Benchmark 3 Missing Number Fluency

### Missing Number Fluency

Sheet 1	25	80	60	80	7	25	5	51	60	55	_____
Sheet 2	10	50	20	98	22	20	29	33	40	40	_____
Sheet 3	6	60	60	33	18	15	17	44	80	84	_____

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

## Missing 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:

- **We are going to look at boxes that have three numbers and a blank and you are going to tell me the missing number. Watch** (point to the numbers and the blank): **15, blank, 17, 18. The missing number is 16. Watch: 15, 16, 17, 18.** (Present practice item #1.)

Practice item #1) **Your turn. Look at these numbers. Tell me the missing number.** (Point to practice item #1.)

Correct response	Very good, the missing number is 42.	(Present practice item #2.)
Incorrect response	The missing number is 42. Watch: 41, 42, 43, 44 (point as you say the numbers). Your turn. Tell me the missing number. (Wait for a response.)	Correct response Good. (Present practice item #2.)
Student does not respond within 5 seconds or responds incorrectly		Incorrect response The missing number is 42. (Present practice item #2.)

- Practice item #2) **Let's try another. Look at these numbers. Tell me the missing number.** (Point to practice item #2.)

Correct response	Very good, the missing number is 35.	(Present practice item #3.)
Incorrect response	The missing number is 35. Watch: 30, 35, 40, 45 (point as you say the numbers). Your turn. Tell me the missing number. (Wait for a response.)	Correct response Good. (Present practice item #3.)
Student does not respond within 5 seconds or responds incorrectly		Incorrect response The missing number is 35. (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 **Tell me the missing number.**

Correct response	Very good, the missing number is 50.	(Begin testing.)
Incorrect response	The missing number is 50. Watch: 30, 40, 50, 60 (point as you say the numbers). Your turn. Tell me the missing number. (Wait for a response.)	Correct response Good. (Begin testing.)
Student does not respond within 5 seconds or responds incorrectly		Incorrect response The missing number is 50. (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 does not respond within 3 seconds on an item, mark a slash (/) through the number, and say 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: \_\_\_\_\_

## Advanced 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 two numbers in them and you are going to tell me which number is more. This is 14** (point to number) **and this is 22** (point to number). **22 is more** (point to number).

Practice item #1) **Your turn. This is 56** (point to number) **and this is 48** (point to number). **Which one is more?**

Correct response	Very good, 56 is more.	(Present practice item #2.)
Incorrect response	56 is more. Your turn. Which one is more? (Wait for a response.)	Correct response Good. (Present practice item #2.)
Student does not respond within 3 seconds or responds incorrectly		Incorrect response 56 is more. (Present practice item #2.)

- Practice item #2) **Your turn. Which one is more?** (Point to example.)

Correct response	Very good, 37 is more.	(Present practice item #3.)
Incorrect response	37 is more. Your turn. Which one is more? (Wait for a response.)	Correct response Good. (Present practice item #3.)
Student does not respond within 3 seconds or responds incorrectly		Incorrect response 37 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, 75 is more.	(Begin testing.)
Incorrect response	75 is more. Your turn. Which one is more? (Wait for a response.)	Correct response Good. (Begin testing.)
Student does not respond within 3 seconds or responds incorrectly		Incorrect response 75 is more. (Begin testing.)

## Advanced Quantity Discrimination, continued

- Begin testing. **Now you will see more boxes with two numbers in them** (place student sheet in front of the student). **Start here** (point to the first box of problems at the top of the page). **Go this way** (sweep your finger across the first two rows of boxes) **and tell me which number is more. Put your finger under the first box** (point). **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 6 items, discontinue the test and record a score of 0.
Reminders	<p>These reminders may only be used once:</p> <ul style="list-style-type: none"> <li>If the student does not go left to right, say <b>Go this way</b> (sweep your finger across the row).</li> <li>If the student says all the names of all the numbers in each box, say <b>Just tell me which one is more</b>.</li> <li>If the student appears confused about the task, say <b>Remember to tell me which one is more</b>.</li> <li>If the student just points to a number, say <b>What's 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 appears confused about where to go next, point.</li> </ul>

## Benchmark 3

### Advanced Quantity Discrimination

#### Advanced Quantity Discrimination

Sheet 1	16	57	96	12	50	93	42	54	86	21	_____
Sheet 2	45	54	75	21	45	65	34	92	83	12	_____
Sheet 3	15	74	90	31	23	88	16	82	89	30	_____
Sheet 4	37	98	87	33	44	58	39	56	80	33	_____

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



## Advanced 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 two numbers in them and you are going to tell me which number is more. This is 14** (point to number) **and this is 22** (point to number). **22 is more** (point to number).

Practice item #1) **Your turn. This is 56** (point to number) **and this is 48** (point to number). **Which one is more?**

Correct response	Very good, 56 is more.	(Present practice item #2.)
Incorrect response	56 is more. Your turn. Which one is more? (Wait for a response.)	Correct response Good. (Present practice item #2.)
Student does not respond within 3 seconds or responds incorrectly		Incorrect response 56 is more. (Present practice item #2.)

- Practice item #2) **Your turn. Which one is more?** (Point to example.)

Correct response	Very good, 37 is more.	(Present practice item #3.)
Incorrect response	37 is more. Your turn. Which one is more? (Wait for a response.)	Correct response Good. (Present practice item #3.)
Student does not respond within 3 seconds or responds incorrectly		Incorrect response 37 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, 75 is more.	(Begin testing.)
Incorrect response	75 is more. Your turn. Which one is more? (Wait for a response.)	Correct response Good. (Begin testing.)
Student does not respond within 3 seconds or responds incorrectly		Incorrect response 75 is more. (Begin testing.)

## Advanced Quantity Discrimination, continued

- Begin testing. **Now you will see more boxes with two numbers in them** (place student sheet in front of the student). **Start here** (point to the first box of problems at the top of the page). **Go this way** (sweep your finger across the first two rows of boxes) **and tell me which number is more. Put your finger under the first box** (point). **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 6 items, discontinue the test and record a score of 0.
Reminders	<p>These reminders may only be used once:</p> <ul style="list-style-type: none"> <li>If the student does not go left to right, say <b>Go this way</b> (sweep your finger across the row).</li> <li>If the student says all the names of all the numbers in each box, say <b>Just tell me which one is more</b>.</li> <li>If the student appears confused about the task, say <b>Remember to tell me which one is more</b>.</li> <li>If the student just points to a number, say <b>What's 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 appears confused about where to go next, point.</li> </ul>

## Benchmark 1 Advanced Quantity Discrimination

### Advanced Quantity Discrimination

Sheet 1	23	69	93	37	38	97	39	71	88	42	_____
Sheet 2	43	66	55	41	33	76	4	85	99	26	_____
Sheet 3	23	66	84	27	38	72	49	80	74	33	_____
Sheet 4	48	61	98	26	43	79	48	75	81	11	_____

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

## Missing 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:

► **We are going to look at boxes that have three numbers and a blank and you are going to tell me the missing number. Watch** (point to the numbers and the blank): **15, blank, 17, 18. The missing number is 16. Watch: 15, 16, 17, 18.** (Present practice item #1.)

Practice item #1) **Your turn. Look at these numbers. Tell me the missing number.** (Point to practice item #1.)

Correct response	Very good, the missing number is 42.	(Present practice item #2.)
Incorrect response	The missing number is 42. Watch: 41, 42, 43, 44 (point as you say the numbers). Your turn. Tell me the missing number. (Wait for a response.)	Correct response Good. (Present practice item #2.)
Student does not respond within 5 seconds or responds incorrectly		Incorrect response The missing number is 42. (Present practice item #2.)

► Practice item #2) **Let's try another. Look at these numbers. Tell me the missing number.** (Point to practice item #2.)

Correct response	Very good, the missing number is 35.	(Present practice item #3.)
Incorrect response	The missing number is 35. Watch: 30, 35, 40, 45 (point as you say the numbers). Your turn. Tell me the missing number. (Wait for a response.)	Correct response Good. (Present practice item #3.)
Student does not respond within 5 seconds or responds incorrectly		Incorrect response The missing number is 35. (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 **Tell me the missing number.**

Correct response	Very good, the missing number is 50.	(Begin testing.)
Incorrect response	The missing number is 50. Watch: 30, 40, 50, 60 (point as you say the numbers). Your turn. Tell me the missing number. (Wait for a response.)	Correct response Good. (Begin testing.)
Student does not respond within 5 seconds or responds incorrectly		Incorrect response The missing number is 50. (Begin testing.)

## Computation, continued

Timing	Time limit per worksheet: 2 minutes Total Time for a Benchmark Assessment (2 Worksheets): 4 minutes
Reminders	These reminders may be used as often as needed: <ul style="list-style-type: none"> <li>If a student is not working the problems across the rows, or is skipping problems without trying to solve them, say <b>Try to solve each problem.</b></li> <li>If a student stops working before the test is done, say <b>Keep doing the best work you can.</b></li> <li>If a student asks you to help with the task, say <b>Just do your best.</b></li> </ul>

## Benchmark 2 Computation

### Computation

Problems	Skills Assessed
1, 11	Add 0 or 1 to a one-digit number.
2, 15, 20, 22	Add two one-digit numbers, excluding 0 and 1.
6, 18	Subtract 0 or 1 from a one-digit number.
4, 10, 21, 24	Subtract a one-digit number from a one-digit number, excluding 0 and 1 in the subtrahend.
9, 16, 19, 23	Add a two-digit and a one-digit number, without renaming, resulting in a sum of 19 or less.
7, 12	Add a two-digit and a one-digit number, with renaming, resulting in a sum of 20.
5, 17	Subtract a one-digit number from a two-digit number of 18 or less, resulting in a difference of 9 or less, with renaming.
3, 13	Subtract a one-digit number from a two-digit number of 19 or less, resulting in a difference of 11 or more, without renaming.
8, 14	Subtract a one-digit number from 20, with renaming.



## Computation

### ► Administration Directions

1. Provide each student with a pencil and a student worksheet. Hand out the worksheets face-down to each student. As you are handing out the worksheets, say ***I am going to hand out a math worksheet. Please leave the paper face-down and wait for further instructions.***
2. OPTIONAL: Use the following instructions if the worksheets have not been labeled with student names. If you have already labeled the worksheets with student names, then you can skip this step. The purpose of this step is to prevent the students from taking time to write their name during the timed test administration. Say ***Leave the paper face-down, but write your name on the back.***
3. Read the following specific directions to the student(s).  
***We're going to do a math worksheet that will take 2 minutes. There will be several types of math problems. Look at each problem carefully before you answer it. When I say "begin," turn the page over and start with the first problem. Continue working across the page before going on to the next row. Try to solve each problem. If you cannot solve a problem, skip it and go on to the next one. If you reach the end of the page, stop and put your pencil down. Are there any questions?***
4. Say ***Begin*** and start your stopwatch.
5. Monitor students and use reminders as needed.
6. At the end of 2 minutes, say ***Stop, and put your pencils down.***
7. Collect all the Computation worksheets.

During benchmark assessment, two worksheets are administered to the student(s). Administer the second worksheet immediately after the first. When administering the second worksheet use the following shortened directions:

8. As you are handing out the second worksheet, say ***I am going to hand out a second math worksheet. Please leave the paper face-down*** (optional: ***and write your name on the back***). ***When I say "begin," turn the page over and start with the first problem.***
9. Say ***Begin*** and start your stopwatch.
10. Monitor students and use reminders as needed.
11. At the end of 2 minutes, say ***Stop, and put your pencils down.***
12. Collect all the Computation worksheets.

## Missing Number Fluency, continued

- Begin testing. ***I would like you to tell me the missing number*** (place student sheet in front of the student). ***Start here*** (point to the first box of number sets at the top of the page). ***Go this way*** (sweep your finger across the first two rows of number sets) ***and say the missing number. Put your finger under the first box*** (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 5 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><i>Keep going.</i></b>
<b>Discontinue</b>	If a student misses the first 6 items, discontinue the test and record a score of 0.
<b>Reminders</b>	<p>These reminders may only be used once:</p> <ul style="list-style-type: none"> <li>• If the student does not go left to right, say <b><i>Go this way</i></b> (sweep your finger across the row).</li> <li>• If the student says all the names of all the numbers in each box, say <b><i>Just tell me the name of the missing number.</i></b></li> <li>• If the student appears confused about the task, say <b><i>Remember to tell me the missing number.</i></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><i>Keep going.</i></b></li> <li>• If the student appears confused about where to go next, point.</li> </ul>

## Benchmark 1 Missing Number Fluency

### Missing Number Fluency

Sheet 1	12	40	50	54	19	25	17	29	65	34	_____
Sheet 2	22	80	55	70	13	20	8	67	55	62	_____
Sheet 3	10	50	75	58	12	35	19	83	80	69	_____

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

## Computation

### ► Administration Directions

1. Provide each student with a pencil and a student worksheet. Hand out the worksheets face-down to each student. As you are handing out the worksheets, say ***I am going to hand out a math worksheet. Please leave the paper face-down and wait for further instructions.***
2. OPTIONAL: Use the following instructions if the worksheets have not been labeled with student names. If you have already labeled the worksheets with student names, then you can skip this step. The purpose of this step is to prevent the students from taking time to write their name during the timed test administration. Say ***Leave the paper face-down, but write your name on the back.***
3. Read the following specific directions to the student(s).  
***We're going to do a math worksheet that will take 2 minutes. There will be several types of math problems. Look at each problem carefully before you answer it. When I say "begin," turn the page over and start with the first problem. Continue working across the page before going on to the next row. Try to solve each problem. If you cannot solve a problem, skip it and go on to the next one. If you reach the end of the page, stop and put your pencil down. Are there any questions?***
4. Say ***Begin*** and start your stopwatch.
5. Monitor students and use reminders as needed.
6. At the end of 2 minutes, say ***Stop, and put your pencils down.***
7. Collect all the Computation worksheets.

During benchmark assessment, two worksheets are administered to the student(s). Administer the second worksheet immediately after the first. When administering the second worksheet use the following shortened directions:

8. As you are handing out the second worksheet, say ***I am going to hand out a second math worksheet. Please leave the paper face-down*** (optional: ***and write your name on the back***). ***When I say "begin," turn the page over and start with the first problem.***
9. Say ***Begin*** and start your stopwatch.
10. Monitor students and use reminders as needed.
11. At the end of 2 minutes, say ***Stop, and put your pencils down.***
12. Collect all the Computation worksheets.

## Missing Number Fluency, continued

- Begin testing. ***I would like you to tell me the missing number*** (place student sheet in front of the student). ***Start here*** (point to the first box of number sets at the top of the page). ***Go this way*** (sweep your finger across the first two rows of number sets) ***and say the missing number. Put your finger under the first box*** (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 5 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><i>Keep going.</i></b>
<b>Discontinue</b>	If a student misses the first 6 items, discontinue the test and record a score of 0.
<b>Reminders</b>	<p>These reminders may only be used once:</p> <ul style="list-style-type: none"> <li>• If the student does not go left to right, say <b><i>Go this way</i></b> (sweep your finger across the row).</li> <li>• If the student says all the names of all the numbers in each box, say <b><i>Just tell me the name of the missing number.</i></b></li> <li>• If the student appears confused about the task, say <b><i>Remember to tell me the missing number.</i></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><i>Keep going.</i></b></li> <li>• If the student appears confused about where to go next, point.</li> </ul>

## Benchmark 2 Missing Number Fluency

### Missing Number Fluency

Sheet 1	17	60	50	83	5	30	15	37	60	77	_____
Sheet 2	21	30	45	43	10	25	25	66	75	93	_____
Sheet 3	19	30	35	88	9	15	29	46	70	42	_____

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

## Missing 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:

► **We are going to look at boxes that have three numbers and a blank and you are going to tell me the missing number. Watch** (point to the numbers and the blank): **15, blank, 17, 18. The missing number is 16. Watch: 15, 16, 17, 18.** (Present practice item #1.)

Practice item #1) **Your turn. Look at these numbers. Tell me the missing number.** (Point to practice item #1.)

Correct response	Very good, the missing number is 42.	(Present practice item #2.)
Incorrect response	The missing number is 42. Watch: 41, 42, 43, 44 (point as you say the numbers). Your turn. Tell me the missing number. (Wait for a response.)	Correct response Good. (Present practice item #2.)
Student does not respond within 5 seconds or responds incorrectly		Incorrect response The missing number is 42. (Present practice item #2.)

► Practice item #2) **Let's try another. Look at these numbers. Tell me the missing number.** (Point to practice item #2.)

Correct response	Very good, the missing number is 35.	(Present practice item #3.)
Incorrect response	The missing number is 35. Watch: 30, 35, 40, 45 (point as you say the numbers). Your turn. Tell me the missing number. (Wait for a response.)	Correct response Good. (Present practice item #3.)
Student does not respond within 5 seconds or responds incorrectly		Incorrect response The missing number is 35. (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 **Tell me the missing number.**

Correct response	Very good, the missing number is 50.	(Begin testing.)
Incorrect response	The missing number is 50. Watch: 30, 40, 50, 60 (point as you say the numbers). Your turn. Tell me the missing number. (Wait for a response.)	Correct response Good. (Begin testing.)
Student does not respond within 5 seconds or responds incorrectly		Incorrect response The missing number is 50. (Begin testing.)

## Computation, continued

Timing	Time limit per worksheet: 2 minutes Total Time for a Benchmark Assessment (2 Worksheets): 4 minutes
Reminders	These reminders may be used as often as needed: <ul style="list-style-type: none"> <li>If a student is not working the problems across the rows, or is skipping problems without trying to solve them, say <b>Try to solve each problem.</b></li> <li>If a student stops working before the test is done, say <b>Keep doing the best work you can.</b></li> <li>If a student asks you to help with the task, say <b>Just do your best.</b></li> </ul>

## Benchmark 1 Computation

### Computation

Problems	Skills Assessed
1, 11	Add 0 or 1 to a one-digit number.
2, 15, 20, 22	Add two one-digit numbers, excluding 0 and 1.
6, 18	Subtract 0 or 1 from a one-digit number.
4, 10, 21, 24	Subtract a one-digit number from a one-digit number, excluding 0 and 1 in the subtrahend.
9, 16, 19, 23	Add a two-digit and a one-digit number, without renaming, resulting in a sum of 19 or less.
7, 12	Add a two-digit and a one-digit number, with renaming, resulting in a sum of 20.
5, 17	Subtract a one-digit number from a two-digit number of 18 or less, resulting in a difference of 9 or less, with renaming.
3, 13	Subtract a one-digit number from a two-digit number of 19 or less, resulting in a difference of 11 or more, without renaming.
8, 14	Subtract a one-digit number from 20, with renaming.

## Advanced 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 two numbers in them and you are going to tell me which number is more. This is 14** (point to number) **and this is 22** (point to number). **22 is more** (point to number).

Practice item #1) **Your turn. This is 56** (point to number) **and this is 48** (point to number). **Which one is more?**

Correct response	Very good, 56 is more.	(Present practice item #2.)
Incorrect response	56 is more. Your turn. Which one is more? (Wait for a response.)	<div>Correct response</div> <div>Good.</div> <div>(Present practice item #2.)</div>
Student does not respond within 3 seconds or responds incorrectly		<div>Incorrect response</div> <div>56 is more.</div> <div>(Present practice item #2.)</div>

- Practice item #2) **Your turn. Which one is more?** (Point to example.)

Correct response	Very good, 37 is more.	(Present practice item #3.)
Incorrect response	37 is more. Your turn. Which one is more? (Wait for a response.)	<div>Correct response</div> <div>Good.</div> <div>(Present practice item #3.)</div>
Student does not respond within 3 seconds or responds incorrectly		<div>Incorrect response</div> <div>37 is more.</div> <div>(Present practice item #3.)</div>

- 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, 75 is more.	(Begin testing.)
Incorrect response	75 is more. Your turn. Which one is more? (Wait for a response.)	<div>Correct response</div> <div>Good.</div> <div>(Begin testing.)</div>
Student does not respond within 3 seconds or responds incorrectly		<div>Incorrect response</div> <div>75 is more.</div> <div>(Begin testing.)</div>

## Advanced Quantity Discrimination, continued

- Begin testing. **Now you will see more boxes with two numbers in them** (place student sheet in front of the student). **Start here** (point to the first box of problems at the top of the page). **Go this way** (sweep your finger across the first two rows of boxes) **and tell me which number is more. Put your finger under the first box** (point). **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 6 items, discontinue the test and record a score of 0.
Reminders	<p>These reminders may only be used once:</p> <ul style="list-style-type: none"> <li>If the student does not go left to right, say <b>Go this way</b> (sweep your finger across the row).</li> <li>If the student says all the names of all the numbers in each box, say <b>Just tell me which one is more</b>.</li> <li>If the student appears confused about the task, say <b>Remember to tell me which one is more</b>.</li> <li>If the student just points to a number, say <b>What's 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 appears confused about where to go next, point.</li> </ul>

## Benchmark 2 Advanced Quantity Discrimination

### Advanced Quantity Discrimination

Sheet 1	28	63	59	23	49	90	48	85	89	17	_____
Sheet 2	34	58	70	29	40	97	22	65	97	30	_____
Sheet 3	44	59	78	47	41	86	38	70	88	48	_____
Sheet 4	28	76	74	26	42	99	50	97	54	40	_____

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