aMath Assessment

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aMath Assessment
FASTtrack Math

aMath + CBMmath-Automaticity = FASTtrack Math
# FASTtrack Math

## FASTtrack Math: Measures by Grade Level

<table>
<thead>
<tr>
<th>GRADES</th>
<th>ASSESSMENT 1</th>
<th>ASSESSMENT 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>K - 1</td>
<td>earlyMath Composite</td>
<td>earlyMath Subtests</td>
</tr>
<tr>
<td>2.0</td>
<td>CBMmath Automaticity (L2 GOM)</td>
<td>aMath</td>
</tr>
<tr>
<td>3 - 12</td>
<td>CBMmath Automaticity (L3 GOM)</td>
<td>aMath</td>
</tr>
</tbody>
</table>
FASTtrack Resources

- Administering FASTtrack Math in K-1
- FASTtrack Math
  Student Perspective, Grades 2-12
FASTtrack Math

aMath + CBMmath-Automaticity = FASTtrack Math
How many tens are in 17?

A. 1
B. 6
C. 7
D. 8
aMath

- Computer Adaptive Measure
- Aligned with 2010 CCSSM
- Approx. 30 questions
- Screening Only, grades 2-12 *(available K-12)*
- Students need headphones
- Two practice items before beginning
- Final score indicates a student’s current math level
aMath Test Items Per Grade Level

<table>
<thead>
<tr>
<th>Student's Enrolled Grade Level</th>
<th>Lowest Items the Student Will See</th>
<th>Highest Items the Student Will See</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Kindergarten</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Kindergarten</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Kindergarten</td>
<td>Grade 4</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Kindergarten</td>
<td>Grade 5</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Kindergarten</td>
<td>Grade 6</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Kindergarten</td>
<td>Grade 7</td>
</tr>
<tr>
<td>Grades 6-12</td>
<td>Kindergarten</td>
<td>High School</td>
</tr>
</tbody>
</table>

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Grades 2-5 items incorporate these domains:

- Counting and Cardinality
- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Number and Operations - Fractions
- Measurement and Data
- Geometry
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Broad math abilities across six domains, K-5:

![Bar chart showing aMath representation of domains by grade as observed in the CCSS.](image)
aMath

Grades 6-12 items incorporate additional domains:

• Ratios and Proportional Relationships
• The Number System
• Expressions and Equations
• Functions
• Statistics and Probability
Getting Started

Testing requires:

- Printable student logins and passwords
- Students must have an individual device and set of headphones
- Reliable internet connection
Standardization
Standardization

• Place any keyboards aside, cover, or remind students not to use

• Provide scrap paper and pencils for students to use during the aMath assessment (this does not apply to CBMmath Automaticity)

• Make sure students have something to work on/read when finished

• Calculators are not allowed unless the student is on an IEP that allows calculators
More questions?

Special Accommodations

FastBridge™ does not provide them but we do allow certain special accommodations, which may be helpful for students with disabilities or for students on Individual Education Plans (IEPs). These accommodations are allowed for either screening or progress monitoring. Any other accommodations should be listed on the student’s IEP.

- CBM assessments, available via paper and pencil, can be taken as needed for any reason.
- Text Magnification
- Sound Amplification
- Extra Breaks
- Preferential Seating and Use of Quiet Space
- Proxy Responses
- Extended Time (for aReading, aMath, and the untimed portions of CBMmath, earlyReading and earlyMath only)
- Students with different needs or abilities may take the computer-based assessments on a tablet-type device to facilitate screen optimization.

**Calculators are not allowed unless the student is on an IEP that allows calculators.**

**Pencil & Paper can be used to help work out the problems (This does not apply to CBMmath Automaticity.)**

The tests were normed without accommodations. Anything in the student’s IEP is allowed, however, bear in mind that the student’s score will be compared to norms and benchmarks that do not take the accommodation into account.
03 FASTract Reading — Spring

About
FASTract Reading includes the recommended FAST screening assessments for your grade level. Using these assessments allows access to instructional recommendations on the Screening to Intervention report.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Status</th>
<th>Computer Admin</th>
<th>Teacher Admin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Godsey, Raillene</td>
<td>Completed</td>
<td>532</td>
<td>61</td>
</tr>
<tr>
<td>Griggs, Emily</td>
<td>Completed</td>
<td>568</td>
<td>78</td>
</tr>
<tr>
<td>Kalita, Eli</td>
<td>In Progress</td>
<td>489</td>
<td>Resume</td>
</tr>
<tr>
<td>Karnavat, Jamari</td>
<td>In Progress</td>
<td>Start</td>
<td>Resume</td>
</tr>
<tr>
<td>Koenig, Patrick</td>
<td>In Progress</td>
<td>Start</td>
<td>62</td>
</tr>
<tr>
<td>Ramirez Chavero, John</td>
<td>In Progress</td>
<td>Start</td>
<td>133</td>
</tr>
<tr>
<td>Serna, Benjamin</td>
<td>In Progress</td>
<td>Start</td>
<td>Resume</td>
</tr>
</tbody>
</table>
# 03 FASTtrack Math — Spring

**About**

FASTtrack Math includes the recommended FAST screening assessments for your grade level. Using these assessments allows access to instructional recommendations on the Screening to Intervention report.

**Next Steps:**

- [Screening to Intervention Report](#)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Status</th>
<th>CBMmath Automaticity - Level...</th>
<th>aMath</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahmad, Abdulla</td>
<td>Completed</td>
<td>133</td>
<td>202</td>
</tr>
<tr>
<td>Briones, Sara</td>
<td>Completed</td>
<td>125</td>
<td>230</td>
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<tr>
<td>Colina, Mario</td>
<td>In Progress</td>
<td></td>
<td></td>
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<tr>
<td>Curteys, Emanuell</td>
<td>Completed</td>
<td>5</td>
<td>212</td>
</tr>
<tr>
<td>De Gister, Jollen</td>
<td>In Progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>El-Hashem, Latifa</td>
<td>In Progress</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Hello Liliana Thompson!
$6 \times 6 = \underline{36}$
<table>
<thead>
<tr>
<th>Name</th>
<th>Status</th>
<th>Percent Complete</th>
<th>Score 1</th>
<th>Score 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inan, Pinar</td>
<td>Completed</td>
<td></td>
<td>105</td>
<td>230</td>
</tr>
<tr>
<td>Kayani, Darya</td>
<td>Completed</td>
<td></td>
<td>14</td>
<td>231</td>
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<tr>
<td>Keles, Melis</td>
<td>In Progress</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Koksal, Koc</td>
<td>Completed</td>
<td></td>
<td>119</td>
<td>235</td>
</tr>
<tr>
<td>Kou Leng, Txoov</td>
<td>In Progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ledwick, Cordell</td>
<td>In Progress</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Magnus, Kaare</td>
<td>In Progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McDermott, Ciincy</td>
<td>Not Started</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Okeke, Jatau</td>
<td>Completed</td>
<td></td>
<td>257</td>
<td>238</td>
</tr>
<tr>
<td>Palencia, Rosario</td>
<td>In Progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sezen, Asa</td>
<td>In Progress</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Troubleshooting Issues
Pausing a Test

Which is NOT true?

A. $11 = 11$

B. $11 = 18 - 7$

C. $11 + 5 = 15 + 11$

D. $11 + 3 = 6 + 8$
Test Interruption / Shut Down

Resume
Flagged scores

176

195

155
Finding Benchmark Thresholds
Finding Benchmark Thresholds

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Finding Benchmark Thresholds

1. Select Assessment:
   - aReading
   - AUTOreading
   - CBMComp - Question
   - CBMComp - Reading Span
   - COMPefficiency
   - earlyReading English
   - CBMeComp - Recall
   - earlyReading Spanish
   - aMath
   - CBMmath Automaticity
   - CBMmath Process
   - CBMmath CAP
   - earlyMath
   - devMilestones
   - SAEBR

2. Select Grade Level:
   - KG
   - ONE
   - TWO
   - THREE
   - FOUR
   - FIVE
   - SIX
   - SEVEN
   - EIGHT
   - NINE
   - TEN
   - ELEVEN
   - TWELVE

Submit
### Finding Benchmark Thresholds

#### Benchmark - aMath

<table>
<thead>
<tr>
<th>Grade</th>
<th>Metric</th>
<th>Risk Level</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEN</td>
<td>Scaled Score</td>
<td>College Pathway</td>
<td>&gt;= 236.7</td>
<td>&gt;= 238.4</td>
<td>&gt;= 239.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some Risk</td>
<td>&lt; 224.6</td>
<td>&lt; 226.2</td>
<td>&lt; 228.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High Risk</td>
<td>&lt; 211.9</td>
<td>&lt; 213.4</td>
<td>&lt; 213.8</td>
</tr>
</tbody>
</table>

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Want more information?