earlyMath Screening Assessments
Fall of Kindergarten

Numeral Identification, Match Quantity, Number Sequence

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www.ksdetasn.org/mtss
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<thead>
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*FastBridge earlyMath Composite Subtests*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tr>
<td></td>
<td>Number ID</td>
<td>Number ID</td>
<td>Number Sequence</td>
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</table>

Kindergarten

| Numeral Identification | Numeral Identification | Numeral Identification |
| Match Quantity         | Decomposing           | Decomposing           |
| Number Sequence        | Number Sequence       | Number Sequence       |

1st Grade

| Numeral Identification | Place Value | Place Value |
| Decomposing           | Decomposing | Decomposing |
| Number Sequence       | Number Sequence | Story Problems |
Numeral Identification

• One of 17 subtests for earlyMath
• Assesses a student’s ability to correctly identify the name of the symbol that represents a number (up to 30 for KG).
• Part of the composite score for Fall, Winter, and Spring of KG.
• Also available for progress monitoring.
Numeral Identification: Kindergarten
Finding Materials
Finding Materials

Downloads

- Download Administration Times
- Download Parent Letter

**FAST Reading**

- earlyReading
  - earlyReading (assessment for early primary grades)
    - Download resources
    - Learn more about earlyReading

- CBM reading
  - Curriculum Based Measurement of Reading
    - Download resources
    - Learn more about CBM Reading

**FAST Math**

- earlyMath
  - earlyMath (assessment for early primary grades)
    - Download resources

- CBM math PROCESS
  - CBM Math Process
    - Download resources

- CBM math AUTOMATICITY
Finding Materials

Below are links to download PDF versions of the earlyMath student Screening and Progress Monitoring materials.

**Screening**
- **Grade**: All
- Administrator

**Assessment**
- Student
- Administrator

**Progress Monitoring**
- **Assessment**: NI-K, NS-K, MQ, QM, QL, NI-1, DC-1, PV-1
- Student
- Administrator
Getting Ready to Screen

About
FASTtrack 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.

Next Steps:
Screening to Intervention Report

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Status</th>
<th>Teacher Admin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baldwin, Zachary</td>
<td>Completed</td>
<td>69</td>
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<tr>
<td>Bowen, Anita</td>
<td>In Progress</td>
<td>Resume</td>
</tr>
<tr>
<td>Callens, Jordy</td>
<td>Completed</td>
<td>293</td>
</tr>
<tr>
<td>Carroll, Dartanian</td>
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<td>106</td>
</tr>
<tr>
<td>Cuervas, Miley</td>
<td>Completed</td>
<td>54</td>
</tr>
</tbody>
</table>
Getting Ready to Screen

### About
FASTtrack 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>Teacher Admin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baldwin, Zachary</td>
<td>Completed</td>
<td>59</td>
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<tr>
<td>Bowen, Anita</td>
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<td>Callens, Jordy</td>
<td>Completed</td>
<td>293</td>
</tr>
<tr>
<td>Carroll, Dartarius</td>
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<tr>
<td>Cuevas, Miley</td>
<td>Completed</td>
<td>54</td>
</tr>
</tbody>
</table>

Next Steps:
- [Screening to Intervention Report](#)
Getting Ready to Screen
Getting Ready to Screen

### Directions

**Preparation**

**Begin Test**

**Timing, Discontinue, and Scoring**

**Scoring Details**

Optional: Administer Unique Inventory of Numbers 1 through 31

Procedure: Unique Inventory

### earlyMath Numeral Identification KG

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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<td>21</td>
<td>31</td>
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</tbody>
</table>

### Timing (optional)

- **Administration Type**
  - Real-Time
  - Paper-Pencil

- **Test duration:** 1 minute
  - **Start Timer**

- **Time Elapsed:** 0 Seconds
  - **Submit test**

### Scoring

- **Mark Last Number**
- **Bulk errors**

### Strategies/Errors

- Counted to Target Number
- Digit Reversal
- Other
Getting Ready to Screen

Prep - Place the Numeral Identification-K student materials in front of the student, and provide the student with an extra piece of paper to use as a place holder.

Timing, Discontinue, and Scoring

Scoring Details

Optional: Administer Unique Inventory of Numbers 1 through 31

Procedure: Unique Inventory
Getting Ready to Screen

**Prep**
Place the Numeral Identification-K student materials in front of the student, and provide the student with an extra piece of paper to use as a place holder.

**Read**
It's your turn to say the names of numbers. When I say begin, put your finger on the *first number* (point to the first number), and *tell me the names of all these numbers* (sweep your finger across the row) *until I tell you to stop*. It's okay if you don't know the name of a number, just try your best. Here is a sheet of paper to help you keep track of each row. Move it down (show the motion of moving the sheet down) each time you start a new row.

Do not give feedback about the student’s response, except for the first numeral. If the student pauses on the first numeral of the first row, point to the numeral and say *"seven."* Point to the next numeral and say *"Try the next one."*
## Getting Ready to Screen

### Directions

#### Preparation

**Prep** ▶ Place the Numeral Identification-K student materials in front of the student, and provide the student with an extra piece of paper to use as a place holder.

#### Begin Test

**Read** ▶ It's your turn to say the names of numbers. When I say begin, put your finger on the **first number** (point to the first number), and tell me the names of all these numbers (sweep your finger across the row) until I tell you to stop. It's okay if you don't know the name of a number, just try your best. Here is a sheet of paper to help you keep track of each row. Move it down (show the motion of moving the sheet down) each time you start a new row. Are you ready? Pause. **Begin.**

Do not give feedback about the student's response, except for the first numeral. If the student pauses on the first numeral of the first row, point to the numeral and say "**seven.**" Point to the next numeral and say "**Try the next one.**"

#### Timing, Discontinue, and Scoring

**Timing** ▶ 1-minute timed subtest and 3-second rule is applied. Start timer after giving the "Begin" prompt, and let the student continue until 1 minute has passed.

**Discontinue Rule** ▶ Discontinue the test if (1) the student incorrectly responds to all items in the first row, or (2) the student consecutively identifies 10 numerals incorrectly (i.e., the student may identify only one numeral correct in the first row, but cannot identify the next 10 numerals).

**Scoring** ▶ **Correct:** The student says the correct numeral name.

▶ **Incorrect:** The student does not say the correct numeral name.
Getting Ready to Screen

Scoring Details

Types of Errors

1. **Incorrect numeral name:** Student says the wrong name for a numeral (e.g., Student comes to 13 and says, “thirty.”)

2. **3-second hesitation rule:** If the student hesitates/pauses for 3 seconds, mark as incorrect and say, "Try the next one." If the student hesitates before the first item, say the numeral name and then say, "Try the next one." The first item is the only time the name of a numeral can be provided during the test.

3. **Skips/omits a number:** If a student skips or omits a number, the numeral is counted as incorrect.

4. **Skips/omits a row:** If the student skips an entire row, each number in that row is counted as incorrect. Use the 'Bulk Error' option (highlight the entire line and then select 'Bulk Error' bar to highlight errors).

Non-Errors

1. **Self-correction:** If the student says the wrong number but then corrects self before moving on to the next item, the item is NOT an error and is marked as correct.

2. **Speech differences:** Errors consistent with a student's speech impairment or dialect differences are not counted as incorrect. For example, if the number is three and a student says, "free" that response is correct.

Other Considerations

1. **Student says he or she does not know a number:** Say, "Try the next one."

2. **Student asks examiner for the number (e.g., "What number is this?"):** Say, "Try the next one."

3. **You are unsure if a student said the correct numeral:** After the test is complete, ask the student if they know that number by pointing to it and saying, "What number is this?" If they immediately name the numeral, then mark it as correct. If they are unable to name the numeral in three seconds, mark it as incorrect.

Optional: Administer Unique Inventory of Numbers 1 through 31

Procedure: Unique Inventory
Getting Ready to Screen

**Directions**

**Preparation**

**Begin Test**

**Timing, Discontinue, and Scoring**

**Scoring Details**

**Optional: Administer Unique Inventory of Numbers 1 through 31**

All of the numbers from 1 through 31 appear at least once within the highlighted rows. If a student does not complete all numbers through the second number in row 7 of the paper form (number with brackets on the paper form or shaded in blue online), the examiner marks the last number that the student said at 60 seconds but does not tell the student to stop until he or she reaches the end of the inventory. Doing so will provide information about whether the student knows all of the numbers from 1 through 31. The examiner says "stop" at the end of the set of inventory numbers.

**Procedure: Unique Inventory**

**earlyMath Numeral Identification KG**

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Optional: Administer Unique Inventory of Numbers 1 through 31

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Procedure: Unique Inventory

1. Complete the one-minute timed administration & mark the last number read with a bracket.
   a. If the student has finished through the inventory section (second number on row 7) when the timer sounds at 1 minute, the inventory is complete. You do not need to continue administering items.
   b. If the student has not finished through the highlighted area when the timer sounds at 1 minute, tell the student to continue saying the numbers until reaching the end of the inventory section.

2. To calculate the inventory by hand,
   a. Count the first instance of each number from 1 through 31 named correctly.
Getting Ready to Screen

Directions

Preparation

Begin Test

Timing, Discontinue, and Scoring

Scoring Details

Optional: Administer Unique Inventory of Numbers 1 through 31

Procedure: Unique Inventory
Numeral Identification NI-K

**Directions**

**Preparation**

**Prep** Place the Numeral Identification-K student materials in front of the student and provide the student with an extra piece of paper to use as a placeholder.

**Begin Test**

**Read** It's your turn to say the names of numbers. When I say begin, put your finger on the first number (point to the first number), and tell me the names of all these numbers (sweep your finger across the row) until I tell you to stop. It's okay if you don't know the name of a number, just try your best. Here is a sheet of paper to help you keep track of each row. Move it down (show the motion of moving the sheet down) each time you start a new row. Are you ready? (pause). Begin.

Do not give feedback about the student's response, except for the first numeral. If the student pauses on the first numeral of the first row, point to the numeral and say, “seven.” Point to the next numeral and say, "Try the next one."

**Timing, Discontinue, and Scoring**

**Timing** 1-minute timed subtest and 3-second rule is applied. Start timer after giving the “Begin” prompt, and let the student continue until 1 minute has passed.

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**Scoring**

- **(Correct)** The student says the correct numeral name.
- **(Incorrect)** The student does not say the correct numeral name.

**Scoring Details**

**Types of Errors**

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**Other Considerations**
RESOURCES

FASTBRIDGE ASSESSMENTS

Reading
earlyMath Composite

Lesson 1: Introduction

The suite of earlyMath measures allows you to screen and monitor a student's progress in developing math skills. Teachers work with a student individually to complete each assessment. These measures are designed for students in the early primary grades and are typically used in kindergarten and first grade.

earlyMath performance is an indicator, or "thermometer," of student math development. It is designed to assess initial math skills that predict later mathematical performance. Although there are 17 total earlyMath subtests, not all of them are used at once. For screening, selected subtests are organized to be given together to generate a composite score for each student. We recognize that students' skills change over each school year, and even within a school year. To adjust for natural changes in the skills of kindergarten and first grade students, the FastBridge earlyMath composite score includes different subtests depending on the grade level and screening period. A composite is one score combined from multiple subtests and it is the best estimate of your students' early math skills. For each screening period there are 3 subtests included in the Composite. Here are the subtests for each screening period by grade level.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
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<tbody>
<tr>
<td>K</td>
<td>Match Quantity</td>
<td>Decomposing D&amp;K</td>
<td>Decomposing D&amp;K</td>
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earlyMath - Numeral Identification NI-K

RESOURCES

An observer (e.g., fellow teacher, school or district supervisor) may have an opportunity to directly observe your performance administering earlyMath - Numeral Identification NI-K and give you feedback.

This observer can use the ORAA form (OBSERVING & RATING ADMINISTRATOR ACCURACY) to review your performance and record your final score.

Numeral_Identification-K_ORAA.pdf

Quick Sheets are copies of direct examples, and 1-page navigation and report interpretation sheets that can be downloaded and used by teachers and trainers. Review the PDF and download to use the system as needed.

Quick_Sheet_NI-K.pdf
earlyMath - Numeral Identification NI-K

RESOURCES

An observer (e.g., fellow teacher, school or district supervisor) may have an opportunity to directly observe your performance administering earlyMath - Numeral Identification NI-K and give you feedback.

This observer can use the ORAA form (OBSERVING RATING ADMINISTRATOR ACCURACY) to review your performance and record your score.

Numeral_Identification-K_ORAA.pdf

Quick Sheets are copies of directions, examples, and 1-page navigation and report interpretation sheets that can be downloaded and used by teachers and trainers. Review the PDF and download to use with the system as needed.

Quick_Sheet NI-K.pdf
earlyMath Time-Limited Measures
OBSERVING & RATING ADMINISTRATOR ACCURACY (ORAA)

This tool is used for data collection training and coaching for standardized administration of the time-limited earlyMath assessments: Decomposing-1, Match Quantity, Number Identification, Place Value, Quantity Discrimination, Verbal Addition, and Verbal Subtraction. The observer indicates if the procedure was completed accurately or not by circling a 0 or 1. If the step was not applicable for this administration, write N/A.

Examiner: ____________  Observer: ____________

earlyMath Subtest Observed:
- Decomposing-1 (60 seconds)
- Match Quantity (60 seconds)
- Number Identification-K (60 seconds)
- Number Identification-1 (60 seconds)
- Place Value (120 seconds)
- Quantity Discrimination-Most (30 seconds)
- Quantity Discrimination-Least (30 seconds)
- Verbal Addition (60 seconds)
- Verbal Subtraction (60 seconds)

Circle as Follows:
1 = step completed accurately  0 = step not completed accurately

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<thead>
<tr>
<th>Testing Procedure</th>
<th>Observed?</th>
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</thead>
<tbody>
<tr>
<td>1. Places practice page in front of student.</td>
<td>0 1</td>
</tr>
<tr>
<td>2. Places copy of student materials in front of student.</td>
<td>0 1</td>
</tr>
<tr>
<td>3. Places examiner materials out of view of student.</td>
<td>0 1</td>
</tr>
<tr>
<td>4. Seated appropriate distance from student.</td>
<td>0 1</td>
</tr>
<tr>
<td>5. Follows standardized directions.</td>
<td>0 1</td>
</tr>
<tr>
<td>6. Starts timer when indicated.</td>
<td>0 1</td>
</tr>
<tr>
<td>7. Examiner follows along as student provides answers aloud, marking errors as they occur.</td>
<td>0 1</td>
</tr>
<tr>
<td>8. Provides appropriate hesitation rule responses when needed.</td>
<td>0 1</td>
</tr>
<tr>
<td>9. Follows discontinue rules when appropriate.</td>
<td>0 1</td>
</tr>
<tr>
<td>10. Does NOT provide any other guidance to student during the test.</td>
<td>0 1</td>
</tr>
<tr>
<td>11. Stops timer when indicated.</td>
<td>0 1</td>
</tr>
</tbody>
</table>

TOTAL: 11
Getting Ready to Screen
Getting Ready to Screen

Timing (optional)
- Administration Type:
  - Paper-Pencil
- Test date: 06/22/2023
- Time taken (secs): 60
- Student completed inventory

Scoring
- Mark Last Number
- Bulk errors

Strategies/Errors
- Counted to Target Number
- Digit Reversal
- Other
Getting Ready to Screen

- **Directions**:
  - Preparation
  - Begin Test
  - Timing, Discontinue, and Scoring
  - Scoring Details
  - Optional: Administer Unique Inventory of Numbers 1 through 31
  - Procedure: Unique Inventory

- **Timing (optional)**:
  - Administration Type: Real-Time
  - Test duration: 1 minute
  - Start Timer
  - Time Elapsed: 0 Seconds
  - Student completed inventory

- **Scoring**:
  - Mark Last Number
  - Bulk errors

- **Strategies/Errors**:
  - Counted to Target Number
  - Digit Reversal
  - Other
Marking Incorrect

**Directions**

- Preparation
- Begin Test
- Timing, Discontinue, and Scoring
- Scoring Details
  - Optional: Administer Unique Inventory of Numbers 1 through 31
  - Procedure: Unique Inventory

**Timing (optional)**

- Administration Type (Real-Time, Paper-Pencil)
- Test duration: 1 minute
- Time Elapsed: 51 Seconds
- Student completed inventory

**Scoring**

- Mark Last Number
- Bulk errors

**Strategies/Errors**

- Counted to Target Number
- Digit Reversal
- Other

---

**earlyMath Numeral Identification KG**

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Mark Last Number & Submit Test
Mark Last Number & Submit Test

Directions
Preparation

Begin Test

Timing, Discontinue, and Scoring

Scoring Details

Optional: Administer Unique Inventory of Numbers 1 through 31

Procedure: Unique Inventory

earlyMath Numeral Identification KG

Mark Last Number

Strategies/Errors
- Counted to Target Number
- Digit Reversal
- Other

Timing (optional)
Administration Type

Real-Time

Paper Pencil

Test duration: 1 minute

Submit test »
See score under NI-K
Detailed Group Report

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### Detailed Group Report: EarlyMath

#### 2019-2020 | FastBridge Training District | Luceno Elementary School | KG | Genevieve Johnston

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## Individual Skills Report

### Student Name

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Individual Skills Report

Numeral Identification KG Report

32 items correct out of 32  
100% accuracy  
32 correct per min.  
Low Risk

The subtest assesses a student's ability to correctly identify the name of the symbol that represents a number.

Items And Student's Responses:

|   | 0 | 1 | 1 | 1 | 2 | 2 | 3 | 3 | 4 | 4 | 4 | 5 | 5 | 5 | 6 | 6 | 7 | 7 | 7 | 7 | 8 |
|   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Items After Mark Last Number
## Group Screening Report

### FASTtrack
- **Reading**
  - KG FASTtrack Reading
  - aReading
  - AUTOreading
  - earlyReading
  - aMath
  - CBMmath Automaticity
  - CBMmath Process
  - CBMmath CAP
  - earlyMath

### KG-EarlyMath-2019

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### Individual Benchmark Report

#### FastBridge

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</table>
Match Quantity

- One of 17 subtests for earlyMath
- Assesses a student’s ability to correctly identify the symbol/numeral that represents a given quantity
- Different from NI because it measures the connection between quantity & number instead of the numeral symbol and name
- Part of the composite score for Fall of KG.
- Also available for progress monitoring.
Match Quantity
Finding Materials

Below are links to download PDF versions of the earlyMath student Screening and Progress Monitoring materials.

### Screening

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Getting Ready to Screen

About
FASTtrack 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.

Next Steps:
Screening to Intervention Report

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</table>
## Getting Ready to Screen

**About**

FASTtrack 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>
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</table>

Next Steps:
- [Screening to Intervention Report](#)
Getting Ready to Screen

![Screening Table]

The table shows various student names and their corresponding scores across different categories such as Composite, NI-K, NS-K, DC-K, SL-K, MQ-K, QL-K, CP-K, CO-K, EP-K, DC-1, NS-1, and NI-1. The student with the highlighted name is Bowen, Anita, who has a specific score indicated in the MQ-K column.
Getting Ready to Screen

### Directions
- Preparation
- Examiner Example
- Begin Test
- Timing, Scoring, and Discontinue
- Scoring Details

### earlyMath Match Quantity - Screening Form I

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</tr>
<tr>
<td>3.</td>
<td>Point to the number.</td>
<td>(5)</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

- **Please START the timer.**

### Timing (optional)
- Administration Type: 
  - Real-Time
  - Paper-Pencil
- Test duration: 1 minute
- Time Elapsed: 0 seconds

### Strategies/Errors
- Counted correctly, but chose wrong numeral
- Dots Miscounted
- Other

### Notes
Getting Ready to Screen

**Directions**

**Prep** Place the Match Quantity student materials in front of the student.

**Examiner Example**

**Begin Test**

**Timing, Scoring, and Discontinue**

**Scoring Details**

---

**earlyMath Match Quantity - Screening Form I**

<table>
<thead>
<tr>
<th>Item</th>
<th>Questions</th>
<th>Answer</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Point to the number.</td>
<td>(3)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2.</td>
<td>Point to the number.</td>
<td>(1)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3.</td>
<td>Point to the number.</td>
<td>(5)</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Strategies/Errors**

- Counted correctly, but chose wrong numeral
- Dots Miscounted
- Other

**Notes**

Add note

**Timing (optional)**

- Administration Type: Real-Time
- Test duration: 1 minute
- Start Timer
- Time Elapsed: 0 Seconds
Getting Ready to Screen

**Prep** ▶ Place the Match Quantity student materials in front of the student.

**Read** ▶ These are numbers (point to the numbers) and these are dots (point to the dots). I will point to the number that tells how many dots there are. There are four dots, so I will point to the four (point). Now it's your turn. When I turn the page, point to the number (point to the 4 again) that tells how many dots there are (point to the dots again). Are you ready? (Turn the page.)

**Timing (optional)**
- Administration Type: Real-Time □ Paper-Pencil □
- Test duration: 1 minute □
  - Start Timer
- Time Elapsed: 0 □ Seconds

**Strategies/Errors**
- Counted correctly, but chose wrong numeral
- Dots Miscounted
- Other

**Notes**
Getting Ready to Screen

Prep → Place the Match Quantity student materials in front of the student.

Examiner Example

Read → These are numbers (point to the numbers) and these are dots (point to the dots). I will point to the number that tells how many dots there are. There are four dots, so I will point to the four (point). Now it’s your turn. When I turn the page, point to the number (point to the 4 again) that tells how many dots there are (point to the dots again). Are you ready? (Turn the page).

Begin Test

Read → Point to the number. Start timer. Do not give feedback about the student's response. If materials are in a binder where the student can see two items at a time, make sure the student is moving from the left to the right as if they were reading a book. If the student says the name of a number but does not point, say "Point to the number."

Timing, Scoring, and Discontinue

Scoring Details
Getting Ready to Screen

Timing ► This is a 1-minute test. Begin timer after stating the first prompt, "Point to the number," and stop the timer when 1 minute has passed. If the student pauses for three (3) seconds without responding to an item, count the item incorrect and continue with the next item by saying, "Try the next one" and point to the appropriate item.

Discontinue Rule ► If the student incorrectly responds to all items 1, 2, and 3, discontinue the task.

Scoring ► Correct: The student points to the number that correctly represents the dot.
  ► Incorrect: The student does not point to the number that correctly represents the dot quantity.

Scoring Details

Types of Errors ►
  Points to incorrect numeral: Mark as incorrect.
  3-second hesitation rule: If the student hesitates/pauses for three seconds, mark as incorrect and say, "Let's try the next one."
  Student says the correct number aloud but does not point: Prompt the student by saying, "Point to the number." If the student then correctly points, it is not an error. If they do not point to the correct numeral, mark as incorrect and move on to the next item.

Non-Errors ►
  Self-correction: If the student points to the wrong number but then corrects self before moving on to the next item, the item is NOT an error and is marked as correct.
  Students with serious motor difficulties: Some students with disabilities will not be able to point. Feel free to excuse students from this test.

Other Considerations ►
  Student says that the correct number isn't there: Mark the item incorrect and say, "Let's try the next one."
  You are unsure if a student pointed to the correct numeral: Say "I didn't see what number you pointed to, can you point again?"
  Student says they don't know a number: Say, "Try the next one."
## Match Quantity

### Directions

#### Preparation

**Prep** ▶ Place the Match Quantity student materials in front of the student.

#### Examiner Example

**Read** ▶ These are numbers (point to the numbers) and these are dots (point to the dots). I will point to the number that tells how many dots there are. There are four dots, so I will point to the four (point). Now it's your turn. When I turn the page, point to the number (point to the 4 again) that tells how many dots there are (point to the dots again). Are you ready? (Turn the page).

#### Begin Test

**Read** ▶ Point to the number. Start timer. Do not give feedback about the student's response. If materials are in a binder where the student can see two items at a time, make sure the student is moving from the left to the right as if they were reading a book. If the student says the name of a number but does not point, say, "Point to the number."

#### Timing, Scoring, and Discontinue

**Timing** ▶ This is a 1-minute test. Begin timer after stating the first prompt, "Point to the number," and stop the timer when 1 minute has passed. If the student pauses for three (3) seconds without responding to an item, count the item incorrect and continue with the next item by saying, "Try the next one" and point to the appropriate item.

**Discontinue Rule** ▶ If the student incorrectly responds to all items 1, 2, and 3, discontinue the task.

**Scoring** ▶ (Correct) The student points to the number that correctly represents the dot quantity.

▶ (Incorrect) The student does not point to the number that correctly represents the dot quantity.

#### Scoring Details

**Types of Errors** ▶

1. **Points to incorrect numeral:** Mark as incorrect.
2. **3-second hesitation rule:** If the student hesitates/pauses for three seconds, mark as incorrect and say, "Let's try the next one."
3. **Student says the correct number aloud but does not point:** Prompt the student by saying, "Point to the number." If the student then correctly points, it is not an error. If they do not point to the correct numeral, mark as incorrect and move on to the next item.
earlyMath Composite

Lesson 1: Introduction

The suite of earlyMath measures allows you to screen and monitor a student’s progress in developing math skills. Teachers work with a student individually to complete each assessment. These measures are designed for students in the early primary grades and are typically used in kindergarten and first grade.

earlyMath performance is an indicator, or “thermometer,” of student math development. It is designed to assess initial math skills that predict later mathematical performance. Although there are 17 total earlyMath subtests, not all of them are used at once. For screening, selected subtests are organized to be given together to generate a composite score for each student. We recognize that students’ skills change over each school year, and even within a school year. To adjust for natural changes in the skills of kindergarten and first grade students, the FastBridge earlyMath composite score includes different subtests depending on the grade level and screening period. A composite is one score combined from multiple subtests and it is the best estimate of your students’ early math skills. For each screening period there are 3 subtests included in the Composite. Here are the subtests for each screening period by grade level.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>k</td>
<td>Match Quantity</td>
<td>Decomposing DC-K</td>
<td>Decomposing DC-K</td>
</tr>
</tbody>
</table>
earlyMath - Match Quantity

RESOURCES

An observer (e.g., fellow teacher, school or district supervisor) may have an opportunity to directly observe your performance administering earlyMath - Match Quantity and give you feedback.

This observer can use the ORAA form (OBSERVING & RATING ADMINISTRATOR ACCURACY) to review your performance and record your final score.

EM_Match_Quantity_ORAA.pdf

Quick Sheets are copies of directions, examples, and 1-page navigation and report interpretation sheets that can be downloaded and used by teachers and trainers. Review the PDF and download to use with the system as needed.

Quick_Sheet_Match_Quantity.pdf
earlyMath - Match Quantity

RESOURCES

An observer (e.g., fellow teacher, school or district supervisor) may have an opportunity to directly observe your performance administering earlyMath - Match Quantity and give you feedback.

This observer can use the ORAA form (ORGANIZING & RATING ADMINISTRATOR ACCURACY) to review your performance and record your final score.

EM_Match_Quantity_ORAA.pdf

Quick Sheets are copies of directions, examples, and 1-page navigation and report interpretation sheets that can be downloaded and used by teachers and trainers. Review the PDF and download to use with the system as needed.

Quick_Sheet_Match_Quantity.pdf
This tool is used for data collection training and coaching for standardized administration of the time-limited earlyMath assessments: Decomposing-1, Match Quantity, Number Identification, Place Value, Quantity Discrimination, Verbal Addition, and Verbal Subtraction. The observer indicates if the procedure was completed accurately or not by circling a 0 or 1. If the step was not applicable for this administration, write N/A.

<table>
<thead>
<tr>
<th>Examiner:</th>
<th>Observer:</th>
</tr>
</thead>
</table>

earlyMath Subtest Observed:

- Decomposing-1 (60 seconds)
- Match Quantity (60 seconds)
- Number Identification (60 seconds)
- Number Identification-1 (60 seconds)
- Place Value (120 seconds)
- Quantity Discrimination-Most (30 seconds)
- Quantity Discrimination-Least (30 seconds)
- Verbal Addition (60 seconds)
- Verbal Subtraction (60 seconds)

Circle as Follows:

- 1 = step completed accurately
- 0 = step not completed accurately

<table>
<thead>
<tr>
<th>Testing Procedure</th>
<th>Observed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Places practice page in front of student.</td>
<td>0 1</td>
</tr>
<tr>
<td>2. Places copy of student materials in front of student.</td>
<td>0 1</td>
</tr>
<tr>
<td>3. Places examiner materials out of view of student.</td>
<td>0 1</td>
</tr>
<tr>
<td>4. Seated appropriate distance from student.</td>
<td>0 1</td>
</tr>
<tr>
<td>5. Follows standardized directions.</td>
<td>0 1</td>
</tr>
<tr>
<td>6. Starts timer when indicated.</td>
<td>0 1</td>
</tr>
<tr>
<td>7. Examiner follows along as student provides answers aloud, marking errors as they occur.</td>
<td>0 1</td>
</tr>
<tr>
<td>8. Provides appropriate hesitation rule responses when needed.</td>
<td>0 1</td>
</tr>
<tr>
<td>9. Follows discontinue rules when appropriate.</td>
<td>0 1</td>
</tr>
<tr>
<td>10. Does NOT provide any other guidance to student during the test.</td>
<td>0 1</td>
</tr>
<tr>
<td>11. Stops timer when indicated.</td>
<td>0 1</td>
</tr>
</tbody>
</table>

**TOTAL** 11
Getting Ready to Screen

**Matching Quantity - Screening Form I**

<table>
<thead>
<tr>
<th>Item</th>
<th>Questions</th>
<th>Answer</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Point to the number</td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Point to the number</td>
<td>(1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Point to the number</td>
<td>(5)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**AdminISTRATION TYPE**
- Real-Time
- Paper-Pencil

**Test Duration:** 1 minute

**Time Elapsed:** 0 seconds
Getting Ready to Screen

**earlyMath Match Quantity**

Name: Anita Bowen

**Timing (optional)**
- Administration Type: Paper-Pencil
- Test date: 06/26/2023
- Time taken (secs): 60

**Strategies/Errors**
- Counted correctly, but chose wrong numeral
- Dots Miscounted
- Other

**Notes**
Add note

**earlyMath Match Quantity - Screening Form 1**

<table>
<thead>
<tr>
<th>Item</th>
<th>Questions</th>
<th>Answer</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Point to the number.</td>
<td>(3)</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>2</td>
<td>Point to the number.</td>
<td>(1)</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>3</td>
<td>Point to the number.</td>
<td>(5)</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>4</td>
<td>Point to the number.</td>
<td>(2)</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

*Please START the timer.*

*Discontinue Rule: Discontinue the test if all items 1, 2, and 3 are incorrect.*
### Getting Ready to Screen

#### Early Math Match Quantity - Screening Form I

<table>
<thead>
<tr>
<th>Item</th>
<th>Questions</th>
<th>Answer</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Point to the number.</td>
<td>(3)</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>2.</td>
<td>Point to the number.</td>
<td>(1)</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>3.</td>
<td>Point to the number.</td>
<td>(5)</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**Please START the timer.**

**Discontinue Rule:** Discontinue the test if all items 1, 2, and 3 are incorrect.

<table>
<thead>
<tr>
<th>Item</th>
<th>Questions</th>
<th>Answer</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Point to the number.</td>
<td>(2)</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>5.</td>
<td>Point to the number.</td>
<td>(4)</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

#### Timing (optional)

- **Administration Type**
  - Real-Time
  - Paper-Pencil

- **Test duration:** 1 minute

- **Time Elapsed:** 0 Seconds

[Start Timer]
Start Timer

earlyMath Match Quantity - Screening Form I

<table>
<thead>
<tr>
<th>Item</th>
<th>Questions</th>
<th>Answer</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Point to the number.</td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Point to the number.</td>
<td>(1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Point to the number.</td>
<td>(5)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please START the timer.

Discontinue Rule: Discontinue the test if all items 1, 2, and 3 are incorrect.

4. Point to the number. (2)
Mark Correct/Incorrect, Add note (optional), and Submit Test

earlyMath Match Quantity
Name: Anita Bowen

Timing (optional)
- Administration Type
  - Real-Time
  - Paper-Pencil
- Test duration: 1 minute
- Time Elapsed: 60 Seconds
- Submit test »

Strategies/Errors
- Counted correctly, but chose wrong numeral
- Dots Miscounted
- Other
- Other

Notes
- Add note
Add Note
See score under MQ-K

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Composite</th>
<th>N-K</th>
<th>NS-K</th>
<th>DC-K</th>
<th>SU-K</th>
<th>MQ-K</th>
<th>QM-K</th>
<th>QL-K</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baldwin, Zachary</td>
<td></td>
<td>32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bowen, Anita</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Callens, Jordy</td>
<td></td>
<td>52</td>
<td>32</td>
<td>7</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carroll, Darterius</td>
<td></td>
<td>32</td>
<td>15</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cuevas, Miley</td>
<td></td>
<td>25</td>
<td>27</td>
<td>0</td>
<td>2</td>
<td>7</td>
<td>135</td>
<td></td>
</tr>
<tr>
<td>Delbeke, Yannis</td>
<td></td>
<td>45</td>
<td>34</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foley, Benedict</td>
<td></td>
<td>41</td>
<td>25</td>
<td>6</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Individual Skills Report

**Individual Skills Report: earlyMath**

**2019-2020** | FastBridge Training District | Luceno Elementary School | Grade: KG | Teacher: Johnston, Genevieve

---

### Match Quantity Report

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>✔️</td>
<td>✗</td>
</tr>
<tr>
<td>2</td>
<td>✔️</td>
<td>✗</td>
</tr>
<tr>
<td>3</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>4</td>
<td>✗</td>
<td>✔️</td>
</tr>
<tr>
<td>5</td>
<td>✔️</td>
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<td>6</td>
<td>✔️</td>
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<td>7</td>
<td>✗</td>
<td>✔️</td>
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<td>8</td>
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<tr>
<td>9</td>
<td>✗</td>
<td>✔️</td>
</tr>
<tr>
<td>10</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

- **15** items correct out of **19**
- **79%** accuracy
- **15** correct per min.
- **Low Risk**

The subtest assesses a student's ability to correctly identify the symbol/numeral that represents a given quantity.

---

www.ksdetasn.org/mtss
Number Sequence

- One of 17 subtests for earlyMath
- Assesses student’s understanding of the mental number line.
- Test is completely verbal - no student materials needed
- Part of the composite score for Fall of KG.
- Also available for progress monitoring
Finding Materials
Finding Materials

Downloads

- Download Administration Times
- Download Parent Letter

**FAST Reading**

*earlyReading*

earlyReading (assessment for early primary grades)

- Download resources
- Learn more about earlyReading

**CBM reading**

Curriculum Based Measurement of Reading

- Download resources
- Learn more about CBMReading

**FAST Math**

*earlyMath*

earlyMath (assessment for early primary grades)

- Download resources

*CBM math PROCESS*

CBMMath Process

- Download resources

*CBM math AUTOMATICITY*
Finding Materials

Below are links to download PDF versions of the earlyMath student Screening and Progress Monitoring materials.

**Screening**
- **Grade**: All

**Assessment**
- **NS-K**

**Progress Monitoring**
- **Assessment**
  - **NS-K**, **MQ**, **QM**, **QL**, **NI-1**, **DC-1**, **PV-1**
Getting Ready to Screen
Getting Ready to Screen

KG FASTtrack Reading — Spring

About

FASTtrack 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.

Next Steps:

Screening to Intervention Report

Teacher Admin

early/reading English

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Status</th>
<th>Teacher Admin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baldwin, Zachary</td>
<td>Completed</td>
<td>69</td>
</tr>
<tr>
<td>Bowen, Anita</td>
<td>In Progress</td>
<td>Resume</td>
</tr>
<tr>
<td>Callens, Jordy</td>
<td>Completed</td>
<td>293</td>
</tr>
<tr>
<td>Carroll, Dartarris</td>
<td>Completed</td>
<td>106</td>
</tr>
<tr>
<td>Cuevas, Miley</td>
<td>Completed</td>
<td>64</td>
</tr>
</tbody>
</table>
## Getting Ready to Screen

A screenshot of a FastBridge screening interface is shown, highlighting student data for KG-EarlyMath-2019. The interface includes features for detailed group reports, individual skills reports, group screening reports, and individual benchmark reports.

### Student Data

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Baldwin, Zachary</td>
<td></td>
<td></td>
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<td></td>
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<td>Bowen, Anita</td>
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<td></td>
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<td></td>
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<td></td>
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<tr>
<td>Callens, Jordy</td>
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<td></td>
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<tr>
<td>Cuenas, Miley</td>
<td>56</td>
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<tr>
<td>Delbeke, Yanna</td>
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<td>Foley, Benedict</td>
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<td>Green, Tessa</td>
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<tr>
<td>Heinwein, Joel</td>
<td>48</td>
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<td>Jacks, Jackson</td>
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</tr>
<tr>
<td>Kane, Samuel</td>
<td></td>
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</tbody>
</table>
Getting Ready to Screen

### Directions

#### Preparation

#### Begin Test

#### Timing, Discontinue, and Scoring

#### Scoring Details

### earlyMath Number Sequence KG - Screening Form 1

<table>
<thead>
<tr>
<th>Item</th>
<th>Questions</th>
<th>Answer</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Please START the timer. Read: I will start counting, and when I stop I want you to keep going. Ready?</td>
<td>4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Read: I will start counting, and when I stop I want you to keep going. Ready?</td>
<td>10 11 12 13 14 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>(student continues to count)</td>
<td>16 17 18 19 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>(student continues to count)</td>
<td>21 22 23 24 25 26 27 28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Read: This time, I am going to start counting but I will count backward. When I stop I want you to keep going. Ready?</td>
<td>3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Discontinue Rule: Discontinue the test if all items 1-5 are incorrect.</td>
<td>8 7 6 5 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Getting Ready to Screen

**FastBridge**

**earlyMath** Number Sequence KG

Name: Zachary Baldwin

---

**Directions**

**Preparation**

**Prep** Sit facing the student. There are no student materials for this test.

**Begin Test**

**Read** I will start counting, and when I stop I want you to keep going. Ready? Do not give feedback about the student’s response.

**Timing, Discontinue, and Scoring**

**Scoring Details**

---

**Timing (optional)**

Administration Type:

- [ ] Real-Time
- [x] Paper-Pencil

Test duration: [ ] Open-ended

Start Timer

Time Elapsed: 0 Seconds

Submit test

---

**Strategies/Errors**
# Getting Ready to Screen

<table>
<thead>
<tr>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation</strong></td>
</tr>
<tr>
<td><strong>Begin Test</strong></td>
</tr>
<tr>
<td><strong>Timing, Discontinue, and Scoring</strong></td>
</tr>
</tbody>
</table>

**Timing** ► This is an open-ended test. Begin timer after stating the first prompt, "...1, 2, 3" and stop the timer right after the student responds to the last item. If the student pauses for five seconds without responding to an item, count the item as incorrect and continue with the next item.

**Discontinue Rule** ► If the student incorrectly responds to all items 1-5, discontinue the task.

**Scoring** ► **Correct:**
- Items 1 through 6:
  - The student must say the next 3 numbers in the correct sequence. For example, if the examiner says "1, 2, 3" the student must say "4, 5, 6" to earn credit for the item.
  - If a student says 1 or 2 of the correct sequence of numbers for items 1 through 6, say, "Can you tell me more?" This prompt can be used once.
- Items 7-13:
  - The student says the correct number.
  - **Incorrect:** The student does not say the correct number or number sequence. Mark any skipped or incorrect numbers.

**Scoring Details**

**Types of Errors** ►
1. **Incorrect Number:** The student incorrectly responds to the question.
2. **5-second hesitation rule:** If the student hesitates/pauses for five seconds, mark as incorrect and say, "Let's try the next one."

**Non-Errors** ►
1. **Self-correction:** If the student says the wrong number but then corrects self before moving on to the next item, the item is NOT an error.
2. **Speech differences:** Errors consistent with a student's speech impairment or dialect differences are not counted as incorrect. For example, if the number is three and a student says, "free" that response is correct.

**Other Considerations** ►
1. **Student says he or she does not know a number:** Say, "Try the next one."
2. **Student asks examiner for the number** (e.g., "What number is this?"): Say, "Try the next one."
## Scoring Clarification for NS-K

### earlyMath Number Sequence KG - Screening Form I

<table>
<thead>
<tr>
<th>Item</th>
<th>Questions</th>
<th>Answer</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><img src="https://www.ksdetasn.org/mtss" alt="Image" /></td>
<td><img src="https://www.ksdetasn.org/mtss" alt="Image" /></td>
<td><img src="https://www.ksdetasn.org/mtss" alt="Image" /></td>
<td><img src="https://www.ksdetasn.org/mtss" alt="Image" /></td>
</tr>
<tr>
<td>2.</td>
<td><img src="https://www.ksdetasn.org/mtss" alt="Image" /></td>
<td><img src="https://www.ksdetasn.org/mtss" alt="Image" /></td>
<td><img src="https://www.ksdetasn.org/mtss" alt="Image" /></td>
<td><img src="https://www.ksdetasn.org/mtss" alt="Image" /></td>
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<tr>
<td>3.</td>
<td><img src="https://www.ksdetasn.org/mtss" alt="Image" /></td>
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<td><img src="https://www.ksdetasn.org/mtss" alt="Image" /></td>
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<tr>
<td>4.</td>
<td><img src="https://www.ksdetasn.org/mtss" alt="Image" /></td>
<td><img src="https://www.ksdetasn.org/mtss" alt="Image" /></td>
<td><img src="https://www.ksdetasn.org/mtss" alt="Image" /></td>
<td><img src="https://www.ksdetasn.org/mtss" alt="Image" /></td>
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<tr>
<td>5.</td>
<td><img src="https://www.ksdetasn.org/mtss" alt="Image" /></td>
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<td><img src="https://www.ksdetasn.org/mtss" alt="Image" /></td>
<td><img src="https://www.ksdetasn.org/mtss" alt="Image" /></td>
</tr>
<tr>
<td>6.</td>
<td><img src="https://www.ksdetasn.org/mtss" alt="Image" /></td>
<td><img src="https://www.ksdetasn.org/mtss" alt="Image" /></td>
<td><img src="https://www.ksdetasn.org/mtss" alt="Image" /></td>
<td><img src="https://www.ksdetasn.org/mtss" alt="Image" /></td>
</tr>
</tbody>
</table>

### Strategies/Errors
- Count Sequence Partially Omitted
- Stated number before for number after
- Stated number after for number before
- Inability to Cross Decade
- Other

---

**Timing (optional)**

- Administration Type: Real-Time
- Test duration: Open-ended
- Time Elapsed: 7 Seconds

---

**Discontinue Rule:** Discontinue the test if all items 1-5 are incorrect.
Getting Ready to Screen

Timing (optional)
- Administration Type:
  - Real-Time
  - Paper-Pencil
- Test date: 07/31/2023
- Time taken (secs): 50

EarlyMath Number Sequence KG - Screening Form 1

<table>
<thead>
<tr>
<th>Item</th>
<th>Questions</th>
<th>Answer</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1, 2, 3</td>
<td>4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>7, 8, 9</td>
<td>10 11 12 13 14 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>(student continues to count)</td>
<td>16 17 18 19 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>(student continues to count)</td>
<td>21 22 23 24 25 26 27 28 29 30 31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Read: This time, I am going to start counting but I will count backward. When I stop I want you to keep going. Ready?
## Number Sequence NS-K

### Directions

#### Preparation

| Prep | Sit facing the student. There are no student materials for this test. |

#### Begin Test

| Read | I will start counting, and when I stop, I want you to keep going. Ready? Do not give feedback about the student's response. |

#### Timing, Discontinue, and Scoring

| Timing | This is an open-ended test. Begin timer after stating the first prompt, “...1, 2, 3” and stop the timer right after the student responds to the last item. If the student pauses for five seconds without responding to an item, count the item as incorrect and continue with the next item. |

| Discontinue Rule | If the student incorrectly responds to all items 1-5, discontinue the task. |

| Scoring | (Correct) |

- Items 1 through 6:  
  - The student must say the next 3 numbers in the correct sequence. For example, if the examiner says “1, 2, 3” the student must say “4, 5, 6” to earn credit for the item.  
  - If a student says 1 or 2 of the correct sequence of numbers for items 1 through 6, say, "Can you tell me more?" Then mark any additional correct numbers that the student says. This prompt can be used once.  
- Items 7-13:  
  - The student says the correct number.  

| (Incorrect) | The student does not say the correct number sequence or number. |

#### Scoring Details

| Types of Errors |  |

1. **Incorrect Number**: The student incorrectly responds to the question.  
2. **5-second hesitation rule**: If the student hesitates/pauses for five seconds, mark as incorrect and say, "Let's try the next one."  

| Non-Errors |  |

1. **Self-correction**: If the student says the wrong number but then corrects self before moving on to the next item, the item is NOT an error and is marked as correct.  
1. **Speech differences**: Errors consistent with a student's speech impairment or dialect differences are not counted as incorrect. For example, if the number is three and a student says, “free” that response is correct.  

| Other Considerations |  |

1. **Student says he or she does not know a number**: Say, "Try the next one."  
2. **Student asks examiner for the number (e.g., “What number is this?”)**: Say, "Try the next one."
earlyMath

earlyMath Composite

Numeral Identification - (NI-K)
Numeral Identification - (NI-1)

Subitizing

Match Quantity

Quantity Discrimination Most

Quantity Discrimination Least

Number Sequence (NS-K)

1. Introduction
2. Demonstration
3. Standardization
4. Screening
5. Progress Monitoring
6. Practice
7. Certification
8. Resources

earlyMath - Number Sequence NS-K

RESOURCES

An observer (e.g., fellow teacher, school or district supervisor) may have an opportunity to directly observe your performance administering earlyMath - Number Sequence NS-K and give you feedback.

This observer can use the ORAA form (OBSERVING & RATING ADMINISTRATOR ACCURACY) to review your performance and record your final score.

EM_Number_Sequence_K.ORAA.pdf

Quick Sheets are copies of directions, examples, and 1-pg navigation and report interpretation sheets that can be downloaded and used by teachers and trainers. Review the PDF and download to use with the system as needed.

Quick_Sheet_Number_Sequence_NS-K.pdf
earlyMath

earlyMath Composite

Numeral Identification - (NI-K)
Numeral Identification - (NI-I)

Subitizing

Match Quantity

Quantity Discrimination Most
Quantity Discrimination Least

Number Sequence (NS-K)

1. Introduction
2. Demonstration
3. Standardization
4. Screening
5. Progress Monitoring
6. Practice
7. Certification

8. Resources

earlyMath - Number Sequence NS-K

RESOURCES

An observer (e.g., fellow teacher, school or district supervisor) may have an opportunity to directly observe your performance administering earlyMath - Number Sequence NS-K and give you feedback.

This observer can use the OGRA form (OBSESSING ADMINISTRATOR ACCURACY) to review your performance and record your progress.

EM_Number_Sequence_K_OGRA.pdf

Quick Sheets are copies of directions, examples, and 1-page navigation and report interpretation sheets that can be downloaded and used by teachers and trainers. Review the PDF and download to use with the system as needed.

Quick_Sheet_Number_Sequence_NS-K.pdf
# earlyMath Open-Ended Measures

**OBSERVING & RATING ADMINISTRATOR ACCURACY (ORAA)**

This tool is used for training and coaching for standardized administration of earlyMath measures with open-ended timing. The observer indicates whether the procedure was completed accurately.

<table>
<thead>
<tr>
<th>Examiner:</th>
<th>Site:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer:</td>
<td>Observation Period: FALL WINTER SPRING</td>
</tr>
</tbody>
</table>

1 = Completed Accurately  0 = Completed Inaccurately

<table>
<thead>
<tr>
<th>Testing Procedure</th>
<th>Subitizing</th>
<th>Number Sequence</th>
<th>Composing</th>
<th>Decomposing</th>
<th>Counting Objects</th>
<th>Equal Partitioning</th>
<th>Story Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Observed</td>
<td>K</td>
<td>K + 1</td>
<td>K</td>
<td>K (only)</td>
<td>K</td>
<td>K</td>
<td>1</td>
</tr>
<tr>
<td>Places practice item(s) in front of student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Places copy of material(s) in front of student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Places student materials face down in sequenced stack next to examiner</td>
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<tr>
<td>Places examiner copy (or digital device)</td>
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<td></td>
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<tr>
<td>Seated appropriate distance from student</td>
<td></td>
<td></td>
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<tr>
<td>Follows standardized directions; reads oral directions to student verbatim</td>
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<tr>
<td>Completes practice items correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Starts timer immediately when child provides first response</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Starts timer immediately upon finishing reading directions to student</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Examiner marks items as correct or incorrect as student responds</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Applies appropriate discontinue rule</td>
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</tbody>
</table>
### earlyMath Number Sequence KG - Screening Form I

<table>
<thead>
<tr>
<th>Item</th>
<th>Questions</th>
<th>Answer</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1, 2, 3</td>
<td>4 5 6 7 8 9 10</td>
<td>●</td>
<td>○</td>
</tr>
<tr>
<td>2.</td>
<td>7, 8, 9</td>
<td>10 11 12 13 14 15</td>
<td>○</td>
<td>●</td>
</tr>
<tr>
<td>3.</td>
<td>(student continues to count)</td>
<td>16 17 18 19 20</td>
<td>●</td>
<td>○</td>
</tr>
<tr>
<td>4.</td>
<td>(student continues to count)</td>
<td>21 22 23 24 25 26 27 28 29 30 31</td>
<td>●</td>
<td>○</td>
</tr>
</tbody>
</table>

**Please START the timer.**

Read: I will start counting, and when I stop I want you to keep going. Ready?

**Read: This time, I am going to start counting but I will count backward. When I stop I want you to keep going. Ready?**

5. 6, 5, 4 | 3 2 1 | ● | ○ |

**Discontinue Rule: Discontinue the test if all items 1-5 are incorrect.**

6. 11, 10, 9 | 8 7 6 5 4 | ● | ○ |

Read: Now, I want to know the number that comes **after** the number I say. I'll do the first one, the number that comes **after** 3 is 4. Listen carefully, and tell me the number that comes **after** the number I say.

7. What number comes **after** 8? | (9) Answer | ● | ○ |

8. What is one more than 15? | (16) Answer | ○ | ● |

9. What is two more than 7? | (9) Answer | ○ | ● |

Read: Now, I want to know the number that comes **before** the number I say. I'll do the first one, the number that comes **before** 2 is 1. Listen carefully, and tell me the number that comes **before** the number I say.

10. What number comes **before** 9? | (8) Answer | ● | ○ |

11. What is one less than 13? | (12) Answer | ○ | ● |

12. What is two less than 7? | (5) Answer | ○ | ● |
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Composite</th>
<th>NI-K</th>
<th>NS-K</th>
<th>DC-K</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baldwin, Zachary</td>
<td>32</td>
<td>8</td>
<td>32</td>
<td>8</td>
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<td>Bowen, Anita</td>
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<tr>
<td>Callens, Jordy</td>
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<td>3</td>
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<td>Carroll, Darterrius</td>
<td>32</td>
<td>15</td>
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<td>4</td>
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<td>Cuevas, Miley</td>
<td>25</td>
<td>27</td>
<td>0</td>
<td>2</td>
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<td>Delbeke, Yannis</td>
<td>45</td>
<td>34</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Foley, Benedict</td>
<td>41</td>
<td>25</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Green, Terris</td>
<td>103</td>
<td>1020</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Hehnwein, Joel</td>
<td>48</td>
<td>11</td>
<td>12</td>
<td>1</td>
</tr>
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<td></td>
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</tr>
<tr>
<td>Kane, Samuel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Individual Skills Report

## Number Sequence KG Report

- **8 items correct out of 13**
- **62% accuracy**
- **Some Risk**

The subtest assesses the student's understanding of the mental number line.

### Items And Student's Responses:

<table>
<thead>
<tr>
<th>4 to 10</th>
<th>10 to 15</th>
<th>16 to 20</th>
<th>21 to 31</th>
<th>3 to 1</th>
<th>8 to 4</th>
<th>9</th>
<th>16</th>
<th>9</th>
<th>8</th>
<th>12</th>
<th>5</th>
<th>12</th>
</tr>
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<tr>
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<td>×</td>
<td>✓</td>
<td>×</td>
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<td>×</td>
<td>×</td>
</tr>
</tbody>
</table>
Additional Training

Under the Training & Resources Tab

www.ksdetasn.org/mtss
Sandbox Account

Sandbox account: https://trial.fastbridge.org/
Username: explore_fast
Password: explore_fast
Want more information?

www.ksdetasn.org/mtss