# Fluency Assessments Frequently Asked Questions:

* What are the Fluency Assessments?

The Fluency Assessments are a collection of six series, each containing nine different (but equally difficult) test versions, tied to the foundational kindergarten to third grade Common Core Standards that, when mastered, culminate in fluency with understanding and efficient reasoning about all aspects of number. The Fluency Assessments provide one graph for looking at progress and another graph to show the specific gaps in learning. The fluency standards for each assessment series is shown on the homepage after login.

* Who may access and use these KNP (Kentucky Numeracy Project) Fluency Assessments?

The KNP Fluency Assessments may be accessed and used by teachers who have received training and ongoing support from KCM staff, regional coordinators, or mathematics intervention teachers, for understanding numeracy development progressions and making targeted instructional decisions based on the evidence.

* Which students may benefit from administration of these Fluency Assessments?

Each Fluency Assessment series is tied to a particular grade-level fluency Common Core Benchmark Standard. Therefore, the Fluency Assessments are appropriate for use with students from that same grade-level. Students who are not successful on the grade-level Fluency Assessment(s) will: either receive targeted intervention instruction based on the grade-level assessment to bolster the fluency foundations for grade-level success; or, complete a lower level Fluency Assessment series in order for the teacher to identify and address deep foundational gaps through intensive intervention before beginning to work on the grade-level fluency assessment results.

* What if a student consistently scores a “3” on a given item?

If a student scores a 3 on a question for three consecutive tests, the teacher may wish to automatically input a 3 on that question for the remaining tests without asking the student for a response.

* How can these Fluency Assessments be used?

Whereas the Kentucky Department of Education accepts the use of teacher-created measures for RTI (Response to Intervention) progress monitoring, these assessments meet the state criteria. Further, the Fluency Assessments are useful for professional learning and conversations focused on student thinking and learning. After the initial pilot year, experienced mathematics intervention teachers have confirmed that the Fluency Assessment results provide useful information (they have “face validity”). Scores collected during the pilot year are being analyzed to find the correlation between the Fluency Assessment results and standardized test scores. Videos collected during the pilot year are being analyzed for accuracy of scoring.

* How often should I administer the Fluency Assessments?

The nine test versions of the Fluency Assessments should be administered every two weeks across eighteen weeks, allowing for progress monitoring. According to the Kentucky Department of Education, bi-weekly is preferable to weekly, because weekly progress monitoring takes away too much time from instruction. The Fluency Assessments may be given less often at the teachers’ discretion for screening/formative assessment/professional learning purposes.

* How can I make sound instructional decisions based on the Fluency Assessment results?

Each question is linked to one or more Common Core Standards, which, in turn can be searched in the KNP Intervention Guide to find targeted learning experiences. The teacher’s understanding of numeracy development and prowess with professional noticing is key to making sound instructional decisions. Job-embedded professional learning provided by KCM experts is recommended.

* Is there a minimum score on a Fluency Assessment Test 1 that would indicate the need for a lower-level test?

The teacher should exercise professional decision-making. A reasonable approach would be to work on the items missed for four weeks, administering Test 2 after two weeks and Test 3 after another two weeks. If no progress is evident, the teacher may choose a lower-level assessment and work from there.