

KCM Fluency Readiness Assessment within 100: Addition & Subtraction (FRA100)

Position the student so that you can easily see the student's face & hands (to observe for finger use).
Make sure no supports are in the student's line-of-sight, such as a number line, number posters, or a 100 chart.

FRA 100: Part I - Skills

Test 1

1	KY.1.NBT.1a	Say " Start counting from 47 and I'll tell you when to stop. " Stop the student at 61. If needed, clarify "Count forward from 47" or "Count by ones."	0 - makes an error when saying the number sequence 1 - correct but there are concerns (e.g. needing to start at an easier number, having more than one self-correct, or long pauses) 2 - correctly says number sequence at a steady pace with at most one self-correct	
2	KY.1.NBT.1a	Say " What number comes after 23? " Continue by asking " What number comes after 79? " If needed, the assessor may clarify by saying "What is 1 more than 23?"	0 - either or both answers are incorrect 1 - correct but there are concerns (e.g. student needed to be prompted more than once or needed a running start) 2 - correct, quick, and required at most one clarifying prompt	
3	KY.K.CC.1a	Say " Now I'd like you to count by tens. Start at 10 and count forward by tens. " If needed, clarify "What is 10 more?" Stop student at 120*. (*See Clarifications)	0 - makes an error when saying the number sequence 1 - correct but there are concerns (e.g. having more than one self-correct or long pauses) 2 - correctly says number sequence at a steady pace with at most one self-correct	
4	KY.1.NBT.1a	Say " This is different. I want you to count backward. Start at 83 and count backward. " Stop the student at 68. If the student counts forward, clarify the task by saying "That's forward. I want you to count backward from 83."	0 - makes an error when saying the number sequence 1 - correct but there are concerns (e.g. needing to start at an easier number, having more than one self-correct, or long pauses) 2 - correctly says number sequence at a steady pace with at most one self-correct	
5	KY.1.NBT.1a	Say " What is the number before 54? " Continue by asking " What is the number before 90? " If the student gives the number after, clarify by saying "That is the number after. What is the number before 54?" If needed, assessor may ask, "What is one less than 54?"	0 - either or both answers are incorrect 1 - correct but there are concerns (e.g. student needed to be prompted more than once or needed a running start) 2 - correct, quick, and required at most one clarifying prompt	
6	KY.1.NBT.1b	Give the student a whiteboard and marker and say " Write the number 36. "	0 - incorrect (includes writing the digits in reverse order) 1 - correct but there are concerns (e.g. multiple self-corrects or pauses) 2 - correctly and quickly writes numeral. Student may write individual digits in reversed form, though this should be noted and addressed if this is a consistent issue.	

Student Name: _____

Date: _____

FRA100: Part I - Skills Continued

Test 1

7	KY.1.NBT.1b	Show the numeral 49 and ask " What number is this? " Repeat with the numeral 71. (If using the binder printables, use cardstock to cover one numeral while showing the other number so only one number is shown at a time.)	0 - incorrectly identifies one or both 1 - correct but there are concerns (e.g. counts to generate number name, long pause(s), or self-corrects) 2 - correctly and quickly reads both numbers	
8	KY.1.NBT.3	Display the two numerals side by side then gesture to the comparison symbols and say, " Use one of these symbols to compare these numbers. " If using cards, the student can move cards to create the comparison. If using binder pages, the student need only point to the appropriate symbol. After student makes the comparison, prompt student by saying " Read this to me " then ask " How do you know? "	0 - incorrect 1 - correct but the student is inefficient or cannot justify comparison 2 - correct, quick, and student can give a justification	
<p style="text-align: right;">Part I Cumulative Score (16 pts possible)</p> <p>If the student's cumulative score is 0-6, it is recommended that the teacher stop here and progress monitor with Part I only. If the student's score is 11-16, it is recommended that the assessor continue with Part II. If the student's score is within 7 to 10, the assessor may choose to either stop or continue to Part II.</p>				

Notes:

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FRA100: Part II - Conceptual Understandings

Test 1

<p>Have a groupable base ten manipulative (such as bundles & sticks) and white board with marker available starting with question 12. These should only be provided if the student needs them. Encourage students to try the task without materials first. For questions 16 and 17, have ready a bracelet with 10 beads in the same color. (Recommend using a pipe cleaner or macrame cord and pony beads).</p>			
9	KY.1.NBT.5	<p>Say, "Start at 4 and count forward by 10s." Stop the student at 94. If the student struggles, clarify "What's 10 more than 4" or "Start at 4 and add 10". If student is counting by ones from 4, stop student in the mid-twenties.</p>	<p>0 - makes an error when saying the number sequence or counts by ones 1 - correct but there are concerns (e.g. student needed to be prompted more than once, long pauses, multiple self-corrects, finger use, or manipulative use) 2 - correctly says number sequence at a steady pace with at most one self-correct</p>
10	KY.1.NBT.2	<p>Display ten frame image. Ask "How many dots?" Leave image available. Attend to how student is counting and reasoning. If not evident, ask questions such as "How do you know?" If student starts to count all dots by ones, interrupt student and say "Can you figure out the total number of dots without so much counting?"</p>	<p>0 - incorrect or student counted most or all dots by ones 1 - correct but there are concerns (e.g. multiple self-corrects or restarts, student counts individual dots in some of the filled ten frames) 2 - correct (may include counting the filled ten frames by tens and counting remaining partial ten frame by ones.)</p>
11	KY.1.NBT.5	<p>After student determines the total in the previous task, remove or cover the image and say "You figured out that there are ___ dots. If I take away ten dots, how many are left?" (Use in the number stated by the student in the previous task.)</p>	<p>0 - incorrect* 1 - correct* but there are concerns (e.g. student counts back by ones or uses fingers) 2 - correct and quick *If the student is incorrect on the previous task, their answer here should be 10 less than the answer they gave previously.</p>
12	KY.1.NBT.5	<p>Say "What is 43 plus 20?" If the student struggles, indicate to the student that they may use the available manipulatives or whiteboard.</p>	<p>0 - incorrect or works completely by ones (e.g. draws dots with no tens/ones structure) 1 - correct but there are concerns (e.g. counting by ones, use of manipulatives or a drawing showing groups of tens, long pauses, or multiple self-corrects) 2 - correct and efficient (e.g. solves mentally/verbally, may include counting by tens from one addend)</p>
13	KY.1.NBT.6a	<p>Show card 80-30. Ask the student to read the card aloud then solve. If the student struggles, indicate to the student that they may use the available manipulatives or whiteboard.</p>	<p>0 - incorrect or works completely by ones (e.g. draws dots with no tens/ones structure) 1 - correct but there are concerns (e.g. counting by ones, use of manipulatives or a drawing showing groups of tens, long pauses or multiple self-corrects) 2 - correct and efficient (solves mentally/verbally, may include counting by tens)</p>

Student Name: _____

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FRA100: Part II - Conceptual Understandings Continued

Test 1

14	KY.1.NBT.4	Show card 48+6. Ask the student to read the card aloud then solve. If the student struggles, indicate to the student that they may use the available manipulatives or whiteboard.	0 - incorrect or works completely by ones (e.g. draws dots with no tens/ones structure) 1 - correct but there are concerns (e.g. inefficient use of manipulatives or drawings, long pauses, multiple self-corrects.) 2 - correct. Solves mentally or efficiently uses manipulatives or drawings. May include counting on by ones.
15	KY.1.NBT.4	Show card 8-5. Ask student to read the card aloud then solve. Next, show 78-5 and say " You said 8-5 equals 3. How can you use that to solve 78-5? "	0 - incorrect 1 - correct but the student does not see or use the relationship between the expressions 2 - correct and student uses or explains the connection between the two cards (student may use any strategy, including counting or building, to solve the single digit task)
16	KY.1.NBT.2	Say " Jill is making bracelets just like this one. Each bracelet has ten beads. " Briefly show a bracelet made with a pipe cleaner with 10 beads in one color, or show a picture of one. " How many beads does she need to make 6 bracelets? "	0 - incorrect 1 - correct but there are concerns (student counts by ones, needs to draw or build to determine total, long pauses, or multiple self-corrects) 2 - correct and solved mentally/verbally (may include counting by tens and finger use)
17	KY.1.NBT.2	If student scores a 0 on question 16, omit this task. Say " If Jill has 47 beads, how many bracelets can she make? " If student is correct, follow-up with " How many beads are leftover? "	0 - student scored 0 on question 16, or either or both answers are incorrect 1 - both correct but there are concerns (student counts by ones, needs to draw or build, long pauses, or multiple self-corrects) 2 - correct and solved mentally/verbally (may include counting by tens and finger use)

Part II Score (Questions 9-17)
18 points possiblePart I Score (Questions 1-8)
16 points possiblePart I and Part II combined Score
34 points possible

Notes: