Student Name: _____ Date: _____

KCM Fluency Readiness Assessment within 20 (FRA20)

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.

Part I - Skills

Test 1

1	KY.K.CC.1, KY.K.CC.2	Say "**Start counting from 7 and I'll tell you when to stop.**" Stop student at 20. If needed clarify "Start at 7 and count forward." If the student continues to struggle, ask the student to count from 1. (Assessor may wish to allow the student to count further for additional information.)	0 - makes an error when saying the number sequence 1 - correctly says number sequence but there are concerns such as needing to count from 1, 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.K.CC.1	Say "**This will be different. I want you to count backward. Start at 16 and count backward."** If the student counts forward, clarify the task by saying "That's forward. I want you to count backward from 16."	0 - makes an error when saying the number sequence 1 - correctly says number sequence but there are concerns such as needing to count from 20, having more than one self-correct, or long pauses 2 - correctly says number sequence at a steady pace with at most one self-correct or clarifying prompt	
3	KY.K.CC.1	Ask "**What number comes right before 18?**" If the student says the number after, clarify the task by saying "That's the number after. What number is before 18?" Assessor may also clarify by saying "What is one less than 18?"	0 - incorrect 1 - correct but not fluent (e.g. student needed to be prompted more than once or get a running count) 2 - correct, quick, and requires at most one clarifying prompt	
4	KY.K.CC.1, KY.K.CC.2	Ask "**What number comes after 11?**" If the student says the number before, clarify the task by saying "This time I'm asking for the number after. What number comes after 11?" Assessor may also clarify by saying "What is one more than 11?"	0 - incorrect 1 - correct but not fluent (e.g. student needed to be prompted more than once or get a running count) 2 - correct, quick, and requires at most one clarifying prompt	
5	KY.K.CC.3	Give the student paper or a whiteboard with marker and say "**Write the number 13.**"	0 - incorrect 1 - correct but not fluent (e.g. student counted, self-corrected, or reversed the numeral) 2 - fluent	
6	KY.K.CC.3	Show the numeral 15 and ask "**What number is this?**" Repeat with the numeral 19. (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- student incorrectly identifies one or both 1- student correctly identifies both but is inefficient (e.g. counts to generate name, or builds quantity on fingers) 2 - fluent	
7	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."** Then ask the student to read the comparison. If using cards, the student can move cards to create the comparison. If using binder bages, the student need only point to the appropriate symbol.	0 - incorrect 1 - correct but the student is inefficient (e.g. counts from 1 to compare numerals) 2 - fluent	
			Part I Cumulative Score	

If the student's cumulative score is 0-5, it is recommended that the teacher stop here and progress monitor with Part I only. If the student's score is 10-14, it is recommended that the assessor continue with Part II. If the student's score is within 6 to 9, the assessor may choose to either stop or continue to Part II.

Student Name: _____ Date: _____

FRA20 Part II - Conceptual Understandings				
Test 1				
*For tasks with Story Cards (Questions 8, 9, 10, 13), show story card and read the story to the student. Read again as needed. Have a whiteboard, marker, and loose counters available for the student to use.				
8a	KY.1.OA.1	Show story card A and read the story to the student*.	0 -student does not know what computation to make 1 - partially correct (e.g. student knows what computation to make but has an incorrect result) 2 - correct	
8b	KY.1.OA.5	Score this task based on the computational strategy the student used in the previous task. If necessary, ask "**How did you work that out?**" If the student uses a low level computation strategy such as direct modeling, the assessor may prompt "Is there another way you can work it out?"	0 - incorrect 1 - correct but uses a low level strategy such as direct modeling or counting from 1 2 - correct and solves either by counting back (may use fingers to track) or a strategy based on properties and/or place value (e.g. "I know 7-6 is 1 so 17-6 is 11")	
9a	KY.1.OA.1	Show story card B and read the story to the student*. After the student gives an answer, point to the whiteboard and marker and say "**Write an equation or draw a picture that matches this story.**"	0 -incorrect solution 1 - partically correct, e.g. student knows what they need to solve but may make an error when solving or cannot represent their work with an equation or appropriate drawing 2 - correct and represents with an equation or appropriate drawing. May include direct modeling or counting by one when solving. Using Test 1 as an example, any of the following equations are correct: 13-?=9, 13-9=?, 9+_?=13, 13=9+?. The student may use a different symbol to represent the unknown or write in a 4 in place of the unknown (e.g. 13-4=9)	
9b	KY.1.OA.5	Score this task based on the computational strategy the student used in the previous task. If necessary, ask "**How did you work that out?**" If the student uses a low level computation strategy such as direct modeling, the assessor may prompt "Is there another way you can work it out?"	0 - incorrect 1 - correct but uses a low level strategy such as direct modeling or counting from 1 2 - correct and solves either by counting on, counting back (may use fingers to track), or a strategy based on the relationship between addition and subtraction, the properties and/or place value (e.g. to solve 13-?=9, the student thinks about 9+?=13)	
10a	KY.1.OA.2	Say to the student "**I'm going to read you a story. I want you to write an equation and find the solution**." Show story card C and read the story to the student*.	0 - incorrect solution 1 - partially correct, e.g. student knows what they need to solve but makes an error or does not represent it with an equation 2 - correct (may include direct modeling or counting by ones) and represents the situation with an equation	
10b	KY.1.OA.3	Score this task based on the computational strategy the student used in the previous task. If necessary, ask "**How did you work that out?**" If the student uses a low level computation strategy such as direct modeling, the assessor may prompt "Is there another way you can work it out?"	0 - incorrect or uses direct modeling (e.g. builds with counters or draws all individual items) 1 - student solves without manipulatives (may track on fingers) using an inefficient counting strategy. For example, for 4+8+2, the student counts by 1 starting from 1 or 4. 2 - student is strategic in working with the addends (e.g. uses properties of operations). For example, for 4+8+2, the student first solves 8+2, then add 4.	

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FRA20 Part II - Conceptual Understandings Continued				
Test 1				
*For tasks with Story Cards (Questions 8, 9, 10, 13), show story card and read the story to the student. Read again as needed. Have a whiteboard, marker, and loose counters available for the student to use.				
11	KY.1.NBT.2b	Quickly show (1-2 seconds) the pair of 10 frames showing 10+6 and ask "**How many dots?**"	0 - incorrect 1- correct but student needed to count by ones, count on, or build on fingers 2- fluent (answers within 3 seconds with no visible counting by 1s)	
12	KY.1.OA.6b	Quickly show (1-2 seconds) the pair of 10 frames showing 4+8 and ask "**How many dots?**"	0 - incorrect 1- correct but student counts from one or counts from the smaller addend 2 - correct. Student counts on from larger addend or uses a composite strategy such as make 10.	
13a	KY.1.OA.1	Show story card D and read the story to the student.)* After the student responds, ask "**What might be another answer?**" If needed, prompt for additional combinations if (1) the student gives a trivial partition involving zero or (2) gives the reversal of the previously stated partition (e.g. 3 and 5, then 5 and 3).	0 - no correct non-trivial answers 1 - student gives one correct non-trivial answer 2 - student gives 2 correct, non-trivial answers. May include counting by ones, drawing, or using manipulatives.	
13b	KY.1.OA.6a	Score this task based on the computational strategy the student used in the previous task. If necessary, ask "**How did you work that out?**"	0- one or both incorrect 1 - correct but student needed to count by ones or build sequentially on fingers for one or both combinations 2 - fluent (e.g. student quickly gives both answers with no visible evidence of counting by ones (may flash fingers)	
14	KY.1.OA.7	Show first equation and ask "**Is this equation true or false?**" If needed, clarify "Is this equation correct?" or use other terminology familiar to the student. Repeat with next equation. (Use a piece of cardstock to cover the equation not being shown each time.) If the student's reasoning is not clear, ask "How do you know?"	0 - one or both incorrect 1 - correct for both but student is uncertain or cannot explain thinking 2 - correct for both and student can explain why	
			Part II Score (Questions 8-14) 22 points possible	
			Part I Score (Questions 1-7) 14 points possible	
			Part I and Part II combined Score 36 points possible	
Notes:				