

## Grade 1 Yearlong Skills Interview: Instructions to the Teacher

### Overview

Four times during the school year, starting in September, teachers conduct an individual interview with each student. The interview tasks address key first grade numeracy and computation skills that are difficult, if not impossible, to assess in any form other than individual interview. While some of the tasks vary from one assessment period to the next, the instructions in this document remain the same throughout the year.

### Timing

- Baseline: During Unit 1 (September)
- Fall: During Unit 2 (mid-October through November)
- Winter: During Unit 4 (mid-February through March)
- Spring: During Unit 6 (May through early June)

### Skills

- counting by ones forward and backward from 1 to 120
- counting by tens to 100
- naming the number that is 1 less or 1 more than any number given verbally up to 120
- reading aloud numerals from 0 to 1,000
- fluently composing and decomposing numbers to 10.
- grouping and counting objects by tens, fives, and twos
- applying strategies to compute addition facts and related subtraction facts for sums to 18

### You'll need

- Grade 1 Yearlong Skills Interview Record Sheet, sheets 1–4 (run 1 copy of the 4 sheets for each student; you will use the same sheets throughout the entire school year)
- Grade 1 Yearlong Skills Interview Class Checklist (run several copies; you will use the same copies of the checklist through the entire school year)
- Numeral Cards (run 1 copy of the cards that appear at the end of this document on a piece of cardstock; cut the cards apart and laminate if desired)
- 50 blue Unifix or wooden cubes in a small basket or tub
- 11 red game markers and 5 blue game markers (see note below)
- two 5" x 8" index cards

**Note** Game markers are 3/4" round translucent plastic chips. There are 100 of these markers included in the Grade 1 Bridges kit. They can also be ordered from the Math Learning Center and many other vendors of educational materials.

### Grade 1 Yearlong Skills Interview: Introduction

The Grade 1 Yearlong Skills Interview includes 8 tasks. Each task is described on the Interview Record Sheet, accompanied by a list of materials, prompts, notes, and boxes in which to record a student's responses through the year. In some cases, such as the example shown at the top of the next page, the task remains the same throughout the year. Once students have reached the target stated on the sheet, there is no need to retest them. For example, a few of your students may already be able to count forward by 1's to 120 in September. You will mark this on the Record Sheet in the Baseline box directly below the task. When you conduct the interview with the same

student later in the fall, you will not administer this task unless you are concerned that the child may not have retained the same skill level. For many students, however, you will need to re-visit the task during several, possibly all four, assessment periods because the target reflects a degree of proficiency most children don't reach until later in the school year.

Grade 1: Yearlong Skills Interview Record Sheet page 1 of 4			
Student's Name _____		Assessment Dates _____	
		Baseline	Fall
		Winter	Spring
<b>Task 1: Forward Counting Sequences (TARGETS: Count forward by 1's to 120; Count by 10's to 100)</b>			
<b>Materials:</b> None <b>Prompts:</b> a. Start counting from 1. I will tell you when to stop. (Stop student at 32.) b. Start counting from 40. I will tell you when to stop. (Stop student at 66) c. Start counting from 88. I will tell you when to stop. (Stop student at 120.) d. Count by 10's, starting at 10. (Stop student at 100.)		<b>Notes:</b> If the student cannot make it to the target number, stop him/her after 3 tries and record the last number correctly named in the sequence. In your comments below, make a note if the student: • skips numbers in the sequence • drops back to 1 and starts over • drops back to the previous decade (e.g., 10, 20, 30, etc.) and starts over • gives the incorrect decade (e.g., 28, 29, 40 or 28, 29, 20 or 10, 20, 30, 50)	
<b>Baseline (Unit 1)</b>	<b>Fall (Unit 2)</b>	<b>Winter (Unit 4)</b>	<b>Spring (Unit 6)</b>
a. Student counts accurately from 1 to _____.	a. Student counts accurately from 1 to _____.	a. Student counts accurately from 1 to _____.	a. Student counts accurately from 1 to _____.
b. Student counts accurately from 40 to _____.	b. Student counts accurately from 40 to _____.	b. Student counts accurately from 40 to _____.	b. Student counts accurately from 40 to _____.
c. Student counts accurately from 88 to _____.	c. Student counts accurately from 88 to _____.	c. Student counts accurately from 88 to _____.	c. Student counts accurately from 88 to _____.
d. Student counts by 10's accurately to _____.	d. Student counts by 10's accurately to _____.	d. Student counts by 10's accurately to _____.	d. Student counts by 10's accurately to _____.
Comments: _____	Comments: _____	Comments: _____	Comments: _____

While many of the tasks remain the same throughout the year, a few change to reflect growing skill levels among first-graders. Task 5, shown below, asks students to use 1:1 correspondence to count 20 cubes from a larger set in September. Later in the year, they are asked to group and count sets of cubes by 10's, 5's, and 1's. Students who were unable to count a set of 20 cubes in September are given additional opportunities to do so in the context of grouping and counting by 10's, 5's, and/or 2's. (While the skills are not contingent on one another, students who don't have 1:1 correspondence to 20 often experience difficulty grouping and counting in chunks larger than 1. If a student cannot count the cubes by 10's after grouping them, he or she can be allowed to count at least 20 of them by 1's as a way to re-check the baseline version of the task.)

Grade 1: Yearlong Skills Interview Record Sheet page 3 of 4			
Student's Name _____		Dates _____	
<b>Task 5: Grouping and Counting (TARGETS: Use 1:1 correspondence to count 20 objects; group and count objects by 10's, 5's, and 2's)</b>			
<b>Materials:</b> 50 blue cubes in a small basket or tub <b>Prompts:</b> See instructions under each assessment period.		<b>Notes:</b> On the charts below, mark any strategies used by the student to count the cubes. Allow students who cannot count in 10's, 5's, and/or 2's to count the cubes by 1's.	
<b>Baseline (Unit 1)</b>	<b>Fall (Unit 2)</b>	<b>Winter (Unit 4)</b>	<b>Spring (Unit 6)</b>
Dump all the blue cubes out in a pile on the table in front of the student. Prompt: <i>Please count and give me 20 of these cubes.</i> The student can count _____ cubes accurately. Student (check all that apply): ___ appears to have no way to track the counting process. ___ touches the cubes as he/she counts them, but loses track and counts some cubes more than once. ___ skips numbers in the sequence while maintaining 1 to 1 correspondence ___ moves the cubes one by one to keep track of which have been counted.	Dump all the blue cubes out in a pile on the table in front of the student. Prompt a: <i>Please put these cubes into groups of 10. I will help you.</i> Prompt b: <i>Now count the cubes by 10's to find out how many there are in all.</i>  Student (check all that apply): ___ does not know how to count by 10's; counts by 1's, but flounders along the way ___ counts by 10's to begin, but must count by 1's to complete the task ___ counts by 10's but arrives at the wrong total ___ counts correctly by 10's to arrive at 50	Dump all the blue cubes out in a pile on the table in front of the student. Prompt a: <i>Please put these cubes into groups of 5. I will help you.</i> Prompt b: <i>Now count the cubes by 5's to find out how many there are in all.</i>  Student (check all that apply): ___ does not know how to count by 5's; counts by 1's, but flounders along the way ___ counts by 5's to begin, but must count by 1's to complete the task ___ counts by 5's but arrives at the wrong total ___ counts correctly by 5's to arrive at 50	Dump 20 of the blue cubes out in a pile on the table in front of the student. Prompt a: <i>Please put these cubes into groups of 2. I will help you.</i> Prompt b: <i>Now count the cubes by 2's to find out how many there are in all.</i>  Student (check all that apply): ___ does not know how to count by 2's; counts by 1's, but flounders along the way ___ counts by 2's to begin, but must count by 1's to complete the task ___ counts by 2's but arrives at the wrong total ___ counts correctly by 2's to arrive at 20

Two of the interview tasks, 7 and 8, shown on the next page, are only conducted during the late fall, winter, and spring, as they are not appropriate for most first graders in September.

Grade 1: Yearlong Skills Interview Record Sheet page 4 of 4		Student's Name _____	Dates _____
<b>Task 7: Addition Strategies (TARGET: Move beyond a direct model strategy to solve basic addition facts)</b>			
<p><b>Materials:</b> 9 red game markers and 5 blue game markers; two 5" x 8" index cards</p> <p><b>Prompts:</b> Set out 3 red game markers in front of the student, and then quickly cover them with one of the index cards. Say, "We're going to start with 3 red markers." Then set out and quickly cover 2 blue game markers with the other index card, as you say, "and we'll add 2 blue markers. How many markers are there altogether?" Keep both sets of game markers covered as the student solves the problem. If the student forgets how many markers are under one or both cards, you can remind them. When he/she has given a response, ask how he/she figured it out. Finally, lift both cards so he/she can check the total. At this point, a student who has been unable to maintain both quantities and add them can count by 1's to find the total. Repeat procedure described above with:            5 + 4 (5 red markers, 4 blue markers)            9 + 5 (9 red markers, 5 blue markers)</p> <p>Note: Go to <a href="http://www.solonschools.org/MR/AS.asp">http://www.solonschools.org/MR/AS.asp</a> and watch the second video clip on the page to see this assessment modeled with a first grader.</p>		<p><b>Notes:</b>            Here is a description of the different strategies a student might use to find the total:</p> <ol style="list-style-type: none"> <li>1. Direct Model A: Unable to respond at all until you lift both cards. Then counts each marker, 1 by 1, to get the total</li> <li>2. Direct Model B: Counts both quantities on his/her fingers from 1 and then counts again from 1 to get the total.</li> <li>3. Counting: Counts on from one of the quantities to get the total.</li> <li>4. Derived Fact: Uses a fact he/she already knows to determine the total (i.e. 5 + 5 is 10, so 5 + 4 must be 9.)</li> <li>5. Instant Recall</li> </ol> <p>Record the strategy that best describes the student's strategy for solving each combination. If the student uses direct modeling to solve the first 2 combinations, stop there. When the student gets to the point of using strategies 3, 4, or 5 with the first 2 combinations, offer last one.</p>	
<b>Fall (Unit 2)</b>	<b>Winter (Unit 4)</b>	<b>Spring (Unit 6)</b>	
3 + 2 _____	3 + 2 _____	3 + 2 _____	
5 + 4 _____	5 + 4 _____	5 + 4 _____	
9 + 5 _____	9 + 5 _____	9 + 5 _____	
<b>Task 8: Subtraction Strategies (TARGET: Move beyond a direct model strategy to solve basic subtraction facts)</b>			
<p><b>Materials:</b> 11 red game markers; two 5" x 8" index cards</p> <p><b>Prompts:</b> Set out 6 red game markers in front of the student. Say, "We're going to start with 6 red markers," and then cover them with one of the index cards. Slide 3 markers out from under the card. Show them briefly to the student and say, "and remove 3," as you cover the 3 with a second index card. Then point to the card covering the first quantity and ask, "How many are left?" Keep both sets of markers covered as the student solves the problem. Then ask the student to explain how he/she figured it out. Finally, lift the first card and allow the student to check to see how many markers there are. It's fine if he/she counts the remaining markers one by one to check his/her answer. Repeat the procedure described above with 8-5 and 11-6.</p> <p>Note: Go to <a href="http://www.solonschools.org/MR/ASVid.asp">http://www.solonschools.org/MR/ASVid.asp</a> and watch the video on the right-hand side of the page to see this assessment modeled with a first grader.</p>		<p><b>Notes:</b>            Here is a description of the different responses you might see from a student</p> <ol style="list-style-type: none"> <li>1. Adds the two numbers instead of subtracting, even after clarification</li> <li>2. Direct Model: Counts the first number on his/her fingers 1 by 1, starting with 1. Puts fingers down 1 by 1, counting from 1, and then recounts the number left, starting from 1.</li> <li>3. Counting: Counts backwards from the minuend (i.e., 6, 5, 4, 3, the answer is 3) or forwards from the subtrahend (3, 4, 5, 6, the answer is 3) to get the answer.</li> <li>4. Derived Fact: Uses a fact he/she already knows to determine the remainder (i.e. 8 - 4 is 4, so 8 - 5 must be 3, or 5 + 3 is 8, so 8 - 5 must be 3.)</li> <li>5. Instant Recall</li> </ol> <p>Record the strategy that best describes the student's strategy for solving each combination. If the student uses direct modeling to solve the first 2 combinations, stop there. When the student gets to the point of using strategies 3, 4, or 5 with the first 2 combinations, offer last one.</p>	
<b>Fall (Unit 2)</b>	<b>Winter (Unit 4)</b>	<b>Spring (Unit 6)</b>	
6 - 3 _____	6 - 3 _____	6 - 3 _____	
8 - 5 _____	8 - 5 _____	8 - 5 _____	
11 - 6 _____	11 - 6 _____	11 - 6 _____	

## Yearlong Skills Interview: Tracking the Class as a Whole

A class checklist has been included so you can record and track students' progress over the course of the year more easily (first part of page 1 is shown below). The checklist is 4 pages long, and provides scoring and support advice, as well as space to summarize results for 6 students. If you have 24 students, you will want to run 4 copies of the 4-page document to use throughout the year. As you'll see when you look at the full-sized copy of the checklist included in this collection, the scoring changes on most tasks from one assessment period to the next, reflecting higher expectations through the year.

Grade 1 Yearlong Skills Interview Class Checklist			Students' Names						
<p><b>Note:</b> This checklist provides enough space to record scores for 6 students. Run enough copies to accommodate the students in your class plus a few more. Re-mark the same sheets each assessment period so you can easily see students' progress through the year. Stop testing students on a given task when they reach the final target, no matter how early in the school year, and simply continue to award those student 4 points through the rest of the year. For example, if a student is able to count to 120 in September and you're confident that he/she has retained that skill each assessment period, you do not have to re-test that student.</p>									
Task	P.E.	Points Possible							Support Resources
1a-c BASELINE: Counts by ones forward to 120	1.1.A	0 pts: less than 20 1 pt: between 21 and 32 2 pts: between 40 and 66 3 pts: between 87 and 100 4 pts: to 100 or more							Kindergarten Supplement Sets A1 Counting on the Number Line, Activities 1-3 A6 One Dot, Many Dots Kindergarten Work Places 1E, 1I, 1J, 1M, 1P, 2A, 2B, 2D, 2F, 2H, 2J, 2I, 2L Grade 1 Supplement Sets A1 Numbers to 120, Activities 1-4 Grade 1 Work Places 1D, 1H, 1I Grade 1 Support Activities 1A, 2A See G1 Practice Book for relevant practice pages.
1a-c FALL: Counts by ones forward to 120	1.1.A	0 pts: less than 32 1 pt: to 32 2 pts: to 66 3 pts: to 100 4 pts: between 101 and 120							
1a-c WINTER: Counts by ones forward to 120	1.1.A	0 pts: less than 66 1 pt: to 66 2 pts: to 100 3 pts: between 101 and 109 4 pts: between 110 and 120							
1a-c SPRING: Counts by ones forward to 120	1.1.A	0 pts: less than 100 1 pt: to 100 2 pts: between 101 and 109 3 pts: between 110 and 120 4 pts: to 120							

The scoring suggested on the checklist is designed to help you track your students' progress with respect to common goals for first graders. This particular document was designed around the Washington State standards, so you may want to modify or even eliminate some of the tasks, depending on your state standards.

The point total for each assessment period is 26. Students scoring 75 – 100% (or 20–26 points) during a particular assessment period are considered to be “meeting standard.” Students scoring 50 – 74% (13–19 points) for a given period are considered to be “approaching standard.” Students scoring 25 – 49% (7–12 points) are designated as “strategic.” Students who score in this range consistently may be eligible for Title I or RTI Tier 2 support. Students scoring less than 25% (6 points or fewer) are designated as ‘intensive,’ and may be candidates for Special Ed or Tier 3 support. Students’ performance on these interview tasks, if conducted and scored in a consistent manner from one teacher to the next in a building or district, may provide useful material to share and discuss in grade level groups, professional learning communities, or building screening committees in some cases. Note too, that the class checklists includes support materials for each skill, drawn from kindergarten and first grade resources, many of which are available for free download from the Math Learning Center web site.

### **Yearlong Skills Interview: Helpful Hints**

There is no question that conducting individual interviews is as time-consuming as it is informative and rewarding. Here are some helpful hints:

- The tasks on this interview are designed to enhance or even replace some of the assessments in Grade 1 Number Corner and/or Bridges. Look at the resources already available to you before you decide to take on this instrument. Choose the assessments that will best help you track your students’ progress relative to your state’s expectations.
- Run a copy of the Interview Record Sheet for each student and file in an accessible location before or within the first few days of your school start date.
- Run as many copies of the Interview Class Checklist as you will need to accommodate all of your students. Label them ahead of time with students’ names.
- Gather the materials listed on the You’ll Needs list on page 1 of this document and store them in a single container (tub, basket, re-sealable plastic bag, etc.) If you will have help from other adults, put together an “assessment pack” for each.
- Train 2 or 3 other adults to conduct the first 5 interview tasks. All of these tasks involve counting of one sort or another. While it takes patience and a little practice to conduct each task, none of them requires a high level of skill on the part of the adult. Consider soliciting help from parent helpers, paraprofessionals, office or custodial help, and/or resource room teachers.
- If you have no source of outside help whatsoever, take the first couple of weeks of school to establish tight and consistent expectations during Work Places and other independent work times. You might even consider introducing the idea that when you are wearing a

particular brightly colored hat – your assessment hat – that means you’re working with one child and are not to be bothered. If you can establish routines that enable children to work with relative independence during the first few weeks, you may be able to conduct interviews during Work Places, morning seatwork time, recess, and specials (library, music, PE, and so on) with the permission of cooperating teachers.

- Remember that you don’t have to conduct all the tasks in a single sitting with a particular child. In fact, it may be easier and more desirable to conduct a single task or a couple of tasks, such as counting forward and backward by 1’s to 120, with all the students over a period of days, and then sweep through the class again with another set of tasks.
- It will save you a fair amount of time if you explain the assessment tasks to the students ahead of time. They need and deserve to know that sometime within a several week period, someone (you or another adult) will be asking them to count and do other math-related tasks. Explain that it will help you do your best job of teaching to know what each student in class can (and cannot) do right now. This is particularly true of task 6, which involves showing and hiding cubes to assess students’ skills at composing and decomposing numbers to 10. Modeling this task as described on page 3 of the Interview Record Sheet with the class will save you from having to explain and model the task anew with every individual.
- Remember that you won’t have to assess every student on every task four times over the course of the year. As soon as a student reaches the desired target for a particular task, that’s it. You don’t have to re-administer that particular task to that particular student again. The first time you conduct the interviews, you will only administer 6 of the 8 tasks. If you can get other adults to conduct the first 5, that leaves you with only 1 to do on your own during the first month of school. The chart below summarizes the interview tasks, targets, and timing through the school year. The starred items indicate tasks that you should administer personally.

Interview Task	Target(s)	Baseline	Fall	Winter	Spring
1. Forward Counting Sequences	• Count forward by 1’s to 120 starting at 1 & numbers other than 1 • Count by 10’s to 100	√	√	√	√
2. Backward Counting Sequences	• Count backward by 1’s from 120 starting at 120 & numbers other than 120	√	√	√	√
3. Identifying 1 More and 1 Less	• Name the number that is 1 more or 1 less than any number given verbally to 120	√	√	√	√
4. Numeral Identification	• Read aloud numerals from 0 to 1,000	√	√	√	√
5. Grouping & Counting	• Use 1:1 correspondence to count 20 objects • Group & count objects by 10’s and 5’s to 50; by 2’s to 20	√	√	√	√
* 6. Composing & Decomposing Numbers to 10	• Fluently compose and decompose numbers to 10	√	√	√	√
* 7. Addition Strategies	• Move beyond 1:1 counting to solve basic addition facts		√	√	√
* 8. Subtraction Strategies	• Move beyond 1:1 counting to solve basic subtraction facts.		√	√	√

0

4

7

10

9

12

18

23

31

61

72

100

116

302

**Numeral Cards**  
Run 1 copy on cardstock. Cut cards apart and laminate if desired. Use this set for interviews with all students throughout the year.

# Grade 1 Yearlong Skills Interview Record Sheet page 1 of 4

Student's Name \_\_\_\_\_

Assessment Dates \_\_\_\_\_

Baseline

Fall

Winter

Spring

Task 1: Forward Counting Sequences (TARGETS: Count forward by 1's to 120; Count by 10's to 100)			
<b>Materials</b> None <b>Prompts:</b> a. Start counting from 1. I will tell you when to stop. (Stop student at 32.) b. Start counting from 40. I will tell you when to stop. (Stop student at 66) c. Start counting from 88. I will tell you when to stop. (Stop student at 120.) d. Count by 10's, starting at 10. (Stop student at 100.)		<b>Notes:</b> If the student cannot make it to the target number, stop him/her after 3 tries and record the last number correctly named in the sequence. In your comments below, make a note if the student: <ul style="list-style-type: none"> <li>• skips numbers in the sequence</li> <li>• drops back to 1 and starts over</li> <li>• drops back to the previous decade (e.g., 10, 20, 30, etc.) and starts over</li> <li>• gives the incorrect decade (e.g., 28, 29, 40 or 28, 29, 20 or 10, 20, 30, 50)</li> </ul>	
Baseline (Unit 1)	Fall (Unit 2)	Winter (Unit 4)	Spring (Unit 6)
a. Student counts accurately from 1 to _____. b. Student counts accurately from 40 to _____. c. Student counts accurately from 88 to _____. d. Student counts by 10's accurately to _____. Comments:	a. Student counts accurately from 1 to _____. b. Student counts accurately from 40 to _____. c. Student counts accurately from 88 to _____. d. Student counts by 10's accurately to _____. Comments:	a. Student counts accurately from 1 to _____. b. Student counts accurately from 40 to _____. c. Student counts accurately from 88 to _____. d. Student counts by 10's accurately to _____. Comments:	a. Student counts accurately from 1 to _____. b. Student counts accurately from 40 to _____. c. Student counts accurately from 88 to _____. d. Student counts by 10's accurately to _____. Comments:

Task 2: Backward Counting Sequences (TARGET: Count backward by 1's from 120)			
<b>Materials:</b> None <b>Prompts:</b> a. Count back from 10. (Stop student at 1) b. Count back from 33. (Stop student at 17) c. Count back from 100 (Stop student at 87) d. Count back from 120 (Stop student at 108)		<b>Notes:</b> If the student cannot make it to the target number, stop him/her after 3 tries and record the last number correctly named in the sequence. In your comments below, make a note if the student: <ul style="list-style-type: none"> <li>• skips numbers in the sequence</li> <li>• drops back to the previous decade and starts over (e.g., 30, 29, 28, 27, um.....30, 29, etc.)</li> <li>• gives the incorrect decade (e.g., 33, 32, 31, 20, 19, and so on)</li> </ul>	
Baseline (Unit 1)	Fall (Unit 2)	Winter (Unit 4)	Spring (Unit 6)
a. Student counts back accurately from 10 to _____. b. Student counts back accurately from 33 to _____. c. Student counts back accurately from 100 to _____. d. Student counts back accurately from 120 to _____. Comments:	a. Student counts back accurately from 10 to _____. b. Student counts back accurately from 33 to _____. c. Student counts back accurately from 100 to _____. d. Student counts back accurately from 120 to _____. Comments:	a. Student counts back accurately from 10 to _____. b. Student counts back accurately from 33 to _____. c. Student counts back accurately from 100 to _____. d. Student counts back accurately from 120 to _____. Comments:	a. Student counts back accurately from 10 to _____. b. Student counts back accurately from 33 to _____. c. Student counts back accurately from 100 to _____. d. Student counts back accurately from 120 to _____. Comments:

Task 3: Identifying 1 More and 1 Less (TARGET: Name the number that is 1 more or 1 less than any number given verbally up to 120)			
<b>Materials:</b> None <b>Prompts:</b> <b>a. (After)</b> I am going to name some numbers. Each time I do, I want you to tell me the number that comes right after. Let's practice. What number comes right after 3? You're right. It's 4. Okay, here we go. 7, 18, 40, 79, 100, 110 <b>b. (Before)</b> I am going to name some numbers. Each time I do, I want you to tell me the number that comes right before. Let's practice. If I say, "8", what number comes right before 8? Right, it's 7. Okay, here we go. 5, 12, 50, 69, 100, 120		<b>Notes:</b> Preface each number for Task 4a by saying, "What number comes right after.....? Preface each number for Task 4b by saying, "What number comes right before.....? Record the student's responses on the charts below, even if they are incorrect. For instance, if the student tells you that 29 comes after 18, record 29 and keep going.	
Baseline (Unit 1)	Fall (Unit 2)	Winter (Unit 4)	Spring (Unit 6)
<b>a.</b> 7, _____ 18, _____ 40, _____ _____ 79, _____ 100, _____ 110, _____ <b>b.</b> _____, 5 _____, 12 _____, 50 _____, 69 _____, 100 _____, 120	<b>a.</b> 7, _____ 18, _____ 40, _____ _____ 79, _____ 100, _____ 110, _____ <b>b.</b> _____, 5 _____, 12 _____, 50 _____, 69 _____, 100 _____, 120	<b>a.</b> 7, _____ 18, _____ 40, _____ _____ 79, _____ 100, _____ 110, _____ <b>b.</b> _____, 5 _____, 12 _____, 50 _____, 69 _____, 100 _____, 120	<b>a.</b> 7, _____ 18, _____ 40, _____ _____ 79, _____ 100, _____ 110, _____ <b>b.</b> _____, 5 _____, 12 _____, 50 _____, 69 _____, 100 _____, 120

Task 4: Numeral Identification (TARGET: Read aloud numerals from 0 to 1,000)			
<b>Materials:</b> Numeral Cards for 0, 4, 7, 10, 9, 12, 18, 23, 31, 61, 72, 100, 116, 302 <b>Prompts:</b> Show the cards in the order listed on the charts below, one by one. Each time say, "What number is this?"		<b>Notes:</b> On the charts below, make a check mark beside the numeral if the student reads it correctly. If he/she reads it incorrectly, record his/her response. For instance, if he/she reads the number 12 as 20 or the number 61 as 16, record those responses.	
Baseline (Unit 1)	Fall (Unit 2)	Winter (Unit 4)	Spring (Unit 6)
0 _____ 4 _____ 7 _____ 10 _____ 9 _____ 12 _____ 18 _____ 23 _____ 31 _____ 61 _____ 72 _____ 100 _____ 116 _____ 302 _____	0 _____ 4 _____ 7 _____ 10 _____ 9 _____ 12 _____ 18 _____ 23 _____ 31 _____ 61 _____ 72 _____ 100 _____ 116 _____ 302 _____	0 _____ 4 _____ 7 _____ 10 _____ 9 _____ 12 _____ 18 _____ 23 _____ 31 _____ 61 _____ 72 _____ 100 _____ 116 _____ 302 _____	0 _____ 4 _____ 7 _____ 10 _____ 9 _____ 12 _____ 18 _____ 23 _____ 31 _____ 61 _____ 72 _____ 100 _____ 116 _____ 302 _____

**Task 5: Grouping and Counting (TARGETS: Use 1:1 correspondence to count 20 objects; group and count objects by 10's, 5's, and 2's)**

<p><b>Materials:</b> 50 blue cubes in a small basket or tub  <b>Prompts:</b> See instructions under each assessment period.</p>		<p><b>Notes:</b> On the charts below, mark any strategies used by the student to count the cubes. Allow students who cannot count in 10's, 5's, and/or 2's to count the cubes by 1's.</p>	
Baseline (Unit 1)	Fall (Unit 2)	Winter (Unit 4)	Spring (Unit 6)
<p>Dump all the blue cubes out in a pile on the table in front of the student.                      Prompt: <i>Please count and give me 20 of these cubes.</i>                      The student can count _____ cubes accurately.                      Student (check all that apply):                      ___ appears to have no way to track the counting process.                      ___ touches the cubes as he/she counts them, but loses track and counts some cubes more than once.                      ___ skips numbers in the sequence while maintaining 1 to 1 correspondence                      ___ moves the cubes one by one to keep track of which have been counted.</p>	<p>Dump all the blue cubes out in a pile on the table in front of the student.                      Prompt a: <i>Please put these cubes into groups of 10. I will help you.</i>                      Prompt b: <i>Now count the cubes by 10's to find out how many there are in all.</i>                       Student (check all that apply):                      ___ does not know how to count by 10's; counts by 1's, but flounders along the way                      ___ counts by 10's to begin, but must count by 1's to complete the task                      ___ counts by 10's but arrives at the wrong total                      ___ counts correctly by 10's to arrive at 50</p>	<p>Dump all the blue cubes out in a pile on the table in front of the student.                      Prompt a: <i>Please put these cubes into groups of 5. I will help you.</i>                      Prompt b: <i>Now count the cubes by 5's to find out how many there are in all.</i>                       Student (check all that apply):                      ___ does not know how to count by 5's; counts by 1's, but flounders along the way                      ___ counts by 5's to begin, but must count by 1's to complete the task                      ___ counts by 5's but arrives at the wrong total                      ___ counts correctly by 5's to arrive at 50</p>	<p>Dump 20 of the blue cubes out in a pile on the table in front of the student.                      Prompt a: <i>Please put these cubes into groups of 2. I will help you.</i>                      Prompt b: <i>Now count the cubes by 2's to find out how many there are in all.</i>                       Student (check all that apply):                      ___ does not know how to count by 2's; counts by 1's, but flounders along the way                      ___ counts by 2's to begin, but must count by 1's to complete the task                      ___ counts by 2's but arrives at the wrong total                      ___ counts correctly by 2's to arrive at 20</p>

**Task 6: Composing & Decomposing Numbers to 10 (TARGET: Fluently compose and decompose numbers to 10)**

<p><b>Materials:</b> 10 cubes or other small counters  <b>Prompts:</b> Ask the student to place 5 cubes in your hand. Then ask him/her to confirm the quantity verbally. (Does he/she need to recount the cubes, or is he/she report the quantity confidently without recounting?)                      Explain that you're going to hide some of the cubes the student just gave you. Cup both hands over the 5 cubes, give them a little shake, and hide 2 of them in one hand. Hold the remaining cubes out for the student to see.                      Say: "How many cubes do you see in my hand now?" (Does he/she instantly identify the quantity, or need to recount it to be sure it's 3?)                      Say: "How many cubes am I hiding?" (Does he/she respond with the number you're hiding immediately and confidently, or does he/she need to do some counting/figuring first?)                      Repeat steps above, continuing to work with 5 cubes, until you've worked through most of the possible combinations (3 and 2, 4 and 1, 2 and 3, 0 and 5, 1 and 4)                      If the student gives you immediate, confident, and accurate responses to all the prompts, you can assume that he/she is proficient with 3 and 4 as well. If the student does not respond immediately, confidently, and accurately to your prompts with 5 cubes, ask him/her to change the number of cubes in your hands to 4 instead of 5. If the student does not respond immediately, confidently, and accurately to your prompts with 4 cubes, ask him/her to change the number of cubes in your hands to 3. Do not go below 3 cubes. If the student is completely confident with 5 cubes, increase the quantity to 6. Repeat the steps described above with the combinations of 6. Continue moving upward (to 7, 8, 9, and then 10) as far as the student can go with instantaneous, confident responses. Stop when you get to the point where the student has to count or do mental figuring to respond. Do not go above 10. (Note: First graders typically assess to 5 or 6 in the fall, but it's not uncommon for children to only assess to 4 or even 3 early in the year. Students who struggle with 3 entering first grade may need Tier 3 support. )</p>			
Baseline (Unit 1)	Fall (Unit 2)	Winter (Unit 4)	Spring (Unit 6)
<p>Student can compose and decompose numbers to:                      ___ 3 ___ 4 ___ 5 ___ 6                      ___ 7 ___ 8 ___ 9 ___ 10</p>	<p>Student can compose and decompose numbers to:                      ___ 3 ___ 4 ___ 5 ___ 6                      ___ 7 ___ 8 ___ 9 ___ 10</p>	<p>Student can compose and decompose numbers to:                      ___ 3 ___ 4 ___ 5 ___ 6                      ___ 7 ___ 8 ___ 9 ___ 10</p>	<p>Student can compose and decompose numbers to:                      ___ 3 ___ 4 ___ 5 ___ 6                      ___ 7 ___ 8 ___ 9 ___ 10</p>

**Task 7: Addition Strategies (TARGET: Move beyond a direct model strategy to solve basic addition facts)**

**Materials:** 9 red game markers and 5 blue game markers; two 5" x 8" index cards  
**Prompts:** Set out 3 red game markers in front of the student, and then quickly cover them with one of the index cards. Say, "We're going to start with 3 red markers." Then set out and quickly cover 2 blue game markers with the other index card, as you say, "and we'll add 2 blue markers. How many markers are there altogether?" Keep both sets of game markers covered as the student solves the problem. If the student forgets how many markers are under one or both cards, you can remind them. When he/or she has given a response, ask how he/she figured it out. Finally, lift both cards so he/she can check the total. At this point, a student who has been unable to maintain both quantities and add them can count by 1's to find the total. Repeat procedure described above with:  
 5 + 4 (5 red markers, 4 blue markers)  
 9 + 5 (9 red markers, 5 blue markers)  
 Note: Go to <http://www.solonschools.org/MR/AS.asp> and watch the second video clip on the page to see this assessment modeled with a first grader.

**Notes:**  
 Here is a description of the different strategies a student might use to find the total:

1. Direct Model A: Unable to respond at all until you lift both cards. Then counts each marker, 1 by 1, to get the total
2. Direct Model B: Counts both quantities on his/her fingers from 1 and then counts again from 1 to get the total.
3. Counting: Counts on from one of the quantities to get the total.
4. Derived Fact: Uses a fact he/she already knows to determine the total (i.e. 5 + 5 is 10, so 5 + 4 must be 9.)
5. Instant Recall

Record the strategy that best describes the student's strategy for solving each combination. If the student uses direct modeling to solve the first 2 combinations, stop there. When the student gets to the point of using strategies 3, 4, or 5 with the first 2 combinations, offer last one.

Fall (Unit 2)	Winter (Unit 4)	Spring (Unit 6)
3 + 2 _____	3 + 2 _____	3 + 2 _____
5 + 4 _____	5 + 4 _____	5 + 4 _____
9 + 5 _____	9 + 5 _____	9 + 5 _____

**Task 8: Subtraction Strategies (TARGET: Move beyond a direct model strategy to solve basic subtraction facts)**

**Materials:** 11 red game markers; two 5" x 8" index cards  
**Prompts:** Set out 6 red game markers in front of the student. Say, "We're going to start with 6 red markers," and then cover them with one of the index cards. Slide 3 markers out from under the card. Show them briefly to the student and say, "and remove 3," as you cover the 3 with a second index card. Then point to the card covering the first quantity and ask, "How many are left?" Keep both sets of markers covered as the student solves the problem. Then ask the student to explain how he/she figured it out. Finally, lift the first card and allow the student to check to see how many markers there are. It's fine if he/she counts the remaining markers one by one to check his/her answer. Repeat the procedure described above with 8-5 and 11-6.  
 Note: Go to <http://www.solonschools.org/MR/ASVid.asp> and watch the video on the right-hand side of the page to see this assessment modeled with a first grader.

**Notes:**  
 Here is a description of the different responses you might see from a student

1. Adds the two numbers instead of subtracting, even after clarification
2. Direct Model: Counts the first number on his/her fingers 1 by 1, starting with 1. Puts fingers down 1 by 1, counting from 1, and then recounts the number left, starting from 1.
3. Counting: Counts backwards from the minuend (i.e., 6, 5, 4, 3, the answer is 3) or forwards from the subtrahend (3, 4, 5, 6, the answer is 3) to get the answer.
4. Derived Fact: Uses a fact he/she already knows to determine the remainder (i.e. 8 - 4 is 4, so 8 - 5 must be 3, or 5 + 3 is 8, so 8 - 5 must be 3.)
5. Instant Recall

Record the strategy that best describes the student's strategy for solving each combination. If the student uses direct modeling to solve the first 2 combinations, stop there. When the student gets to the point of using strategies 3, 4, or 5 with the first 2 combinations, offer last one.

Fall (Unit 2)	Winter (Unit 4)	Spring (Unit 6)
6 - 3 _____	6 - 3 _____	6 - 3 _____
8 - 5 _____	8 - 5 _____	8 - 5 _____
11 - 6 _____	11 - 6 _____	11 - 6 _____

Grade 1 Yearlong Skills Interview Class Checklist

Students' Names

<p><b>Note:</b> This checklist provides enough space to record scores for 6 students. Run enough copies to accommodate the students in your class plus a few more. Remark the same sheets each assessment period so you can easily see students' progress through the year. Stop testing students on a given task when they reach the final target, no matter how early in the school year, and simply continue to award those student 4 points through the rest of the year. For example, if a student is able to count to 120 in September and you're confident that he/she has retained that skill each assessment period, you do not have to re-test that student.</p>									
Task	M.S.	Points Possible							Support Resources
<b>1a-c BASELINE: Counts by ones forward to 120</b>		<p><b>0 pts:</b> less than 20  <b>1 pt:</b> between 21 and 32  <b>2 pts:</b> between 40 and 66  <b>3 pts:</b> between 87 and 100  <b>4 pts:</b> to 100 or more</p>							<p><b>Kindergarten Supplement Sets</b>                      A1 Counting on the Number Line, Activities 1–3                      A6 One Dot, Many Dots  <b>Kindergarten Work Places</b>                      1E, 1I, 1J, 1M, 1P, 2A, 2B, 2D, 2F, 2H, 2J, 2I, 2L  <b>Grade 1 Supplement Sets</b>                      A1 Numbers to 120, Activities 1–4  <b>Grade 1 Work Places</b>                      1D, 1H, 1I  <b>Grade 1 Support Activities</b>                      1A, 2A                      See <b>G1 Practice Book</b> for relevant practice pages.</p>
<b>1a-c FALL: Counts by ones forward to 120</b>		<p><b>0 pts:</b> less than 32  <b>1 pt:</b> to 32  <b>2 pts:</b> to 66  <b>3 pts:</b> to 100  <b>4 pts:</b> between 101 and 120</p>							
<b>1a-c WINTER: Counts by ones forward to 120</b>		<p><b>0 pts:</b> less than 66  <b>1 pt:</b> to 66  <b>2 pts:</b> to 100  <b>3 pts:</b> between 101 and 109  <b>4 pts:</b> between 110 and 120</p>							
<b>1a-c SPRING: Counts by ones forward to 120</b>		<p><b>0 pts:</b> less than 100  <b>1 pt:</b> to 100  <b>2 pts:</b> between 101 and 109  <b>3 pts:</b> between 110 and 120  <b>4 pts:</b> to 120</p>							
<b>1d BASELINE: Counts by tens to 100</b>		<p><b>0 pts:</b> can't count by 10's at all  <b>1 pt:</b> to 20, 30, or 40  <b>2 pts:</b> to 50 or beyond</p>							
<b>1d FALL: Counts by tens to 100</b>		<p><b>0 pts:</b> to 20 or less  <b>1 pt:</b> to 30, 40, or 50  <b>2 pts:</b> to 60 or beyond</p>							<p><b>Kindergarten Supplement Sets</b>                      A1 Counting on the Number Line, Activity 1  <b>Kindergarten Work Places</b>                      1E, 1I, 2B, 2J, 2I  <b>Grade 1 Supplement Sets</b>                      A1 Numbers to 120, Activities 1–4                      A5 Place Value, Activities 1–3  <b>Grade 1 Work Places</b>                      1D, 1H, 1I  <b>Grade 1 Support Activities</b>                      10C                      See <b>G1 Practice Book</b> for relevant practice pages.</p>
<b>1d WINTER: Counts by tens to 100</b>		<p><b>0 pts:</b> to 30 or less  <b>1 pt:</b> to 40, 50, or 60  <b>2 pts:</b> to 70 or beyond</p>							
<b>1d SPRING: Counts by tens to 100</b>		<p><b>0 pts:</b> to 40 or less  <b>1 pt:</b> between 50 and 90  <b>2 pts:</b> to 100</p>							

Task	M.S.	Points Possible	Students' Names						Support Resources
<b>2 BASELINE: Counts backwards from 120</b>		<b>0 pts:</b> Cannot count backward from 10 <b>1 pt:</b> Struggles, but has some of the counting sequence backward from 10 <b>2 pts:</b> Counts backward from 10–1							<b>Kindergarten Supplement Sets</b> A1 Counting on the Number Line, Activity 1 <b>Grade 1 Supplement Sets</b> A1 Numbers to 120, Activity 1 <b>See G1 Practice Book</b> for relevant practice pages.
<b>2 FALL:</b> Counts backwards from 120		<b>0 pts:</b> Struggles, but has some of the counting sequence backward from 10 <b>1 pt:</b> Counts backward from 10–1 <b>2 pts:</b> Counts backward from 33–17							
<b>2 WINTER:</b> Counts backwards from 120		<b>0 pts:</b> Counts backward from 10–1 <b>1 pt:</b> Counts backward from 33–17 <b>2 pts:</b> Counts backward from 100–87							
<b>2 SPRING:</b> Counts backwards from 120		<b>0 pts:</b> Counts backward from 33–17 <b>1 pt:</b> Counts backward from 100–87 <b>2 pts:</b> Counts backward from 120–108							
<b>3 BASELINE: Names the number that is one less or one more than any number given verbally up to 120</b>		<b>0 pts:</b> Cannot perform the task at all <b>1 pt:</b> Names numbers after but not before 7, 18, 5, 12 <b>2 pts:</b> Names numbers before and after 7, 18, 5, 12 <b>3 pts:</b> Names numbers after but not before 40, 79, 50, 69 <b>4 pts:</b> Names numbers before and after 40, 79, 50, 69							<b>Kindergarten Supplement Sets</b> A1 Counting on the Number Line, Activity 1 <b>Grade 1 Supplement Sets</b> A1 Numbers to 120, Activity 1 <b>See G1 Practice Book</b> for relevant practice pages.
<b>3 FALL:</b> Names the number that is one less or one more than any number given verbally up to 120		<b>0 pts:</b> Cannot perform the task at all <b>1 pt:</b> Names numbers after but not before 7, 18, 5, 12 <b>2 pts:</b> Names numbers before and after 7, 18, 5, 12 <b>3 pts:</b> Names numbers after but not before 40, 79, 50, 69 <b>4 pts:</b> Names numbers before and after 40, 79, 50, 69							
<b>3 WINTER:</b> Names the number that is one less or one more than any number given verbally up to 120		<b>0 pts:</b> Names numbers before and after 7, 18, 5, 12 <b>1 pt:</b> Names numbers after but not before 40, 79, 50, 69 <b>2 pts:</b> Names numbers before and after 40, 79, 50, 69 <b>3 pts:</b> Names numbers after but not before 79, 100 <b>4 pts:</b> Names numbers before and after 79, 100							
<b>3 SPRING:</b> Names the number that is one less or one more than any number given verbally up to 120		<b>0 pts:</b> Names numbers before and after 40, 79, 50, 69 <b>1 pt:</b> Names numbers after but not before 79, 100 <b>2 pts:</b> Names numbers before and after 79, 100 <b>3 pts:</b> Names numbers after but not before 110, 120 <b>4 pts:</b> Names numbers before and after 110, 120							

Task	M.S.	Points Possible	Students' Names						Support Resources
<b>4 BASELINE: Read aloud numerals from 0–1,000</b>		<b>0 pts:</b> Cannot read any of the numerals <b>1 pt:</b> Reads numerals to 12 (0, 4, 7, 9, 10, 12) <b>2 pts:</b> Reads numerals to 31 (all cards to 31)							<b>Kindergarten Supplement Sets</b> A1 Counting on the Number Line, Activity 1 <b>Kindergarten Work Places</b> 1J, 1O, 2A, 2C, 2F, 2G <b>Grade 1 Supplement Sets</b> A1 Numbers to 120, Act. 1–4 A2 Numerals to 1,000, Act. 1–3 A5 Place Value, Act. 1–3 <b>Grade 1 Support Activities</b> 4C, 7B, 10C <b>See G1 Practice Book</b> for relevant practice pages.
<b>4 FALL:</b> Read aloud numerals from 0–1,000		<b>0 pts:</b> Reads numerals to 12 (0, 4, 7, 9, 10, 12) <b>1 pt:</b> Reads numerals to 31 (all cards to 31) <b>2 pts:</b> Reads numerals to 72 (all cards to 72)							
<b>4 WINTER:</b> Read aloud numerals from 0–1,000		<b>0 pts:</b> Reads numerals to 31 (all cards to 31) <b>1 pt:</b> Reads num. to 72 (all cards to 72) <b>2 pts:</b> Reads numerals to 100 (all cards to 100)							
<b>4 SPRING</b> Read aloud numerals from 0–1,000		<b>0 pts:</b> Reads num. to 72 (all cards to 72) <b>1 pt:</b> Reads numerals to 100 (all cards to 100) <b>2 pts:</b> Reads numerals to 302 (all cards)							
<b>5 BASELINE: Counts 20 cubes from a larger set using 1:1 corr.</b>		<b>0 pts:</b> Unable to count more than 5 cubes accurately. <b>1 pt:</b> Counts up to 10 cubes accurately. <b>2 pts:</b> Counts 20 of the cubes accurately.							<b>Kindergarten Supplement Sets</b> A4 Add & Subtract, Act. 1, 2 <b>Kindergarten Work Places</b> 1J, 2A, 2D, 2H, 2J, 2I <b>Grade 1 Supplement Sets</b> A1 Numbers to 120, Act. 1–4 A5 Place Value, Act. 1–3 <b>Grade 1 Work Places</b> 2H, 2J, 3A, 3D, 3G <b>Grade 1 Support Activities</b> 1A, 2A, 3B, 7A, 8B, 8C, 9A, 10C, 10D <b>See K &amp; G1 Practice Book</b> for relevant practice pages.
<b>5 FALL:</b> Groups and counts 50 cubes by 10's		<b>0 pts:</b> Unable to group and/or count by 10's. <b>1 pt:</b> Groups by 10's; counts by tens but must revert to counting by 1's to finish, or counts by 10's but gets the wrong total <b>2 pts:</b> Groups and counts by 10's to 50							
<b>5 WINTER:</b> Groups and counts 50 cubes by 5's		<b>0 pts:</b> Unable to group and/or count by 5's. <b>1 pt:</b> Groups by 5's; counts by fives but must revert to counting by 1's to finish, or counts by 5's but gets the wrong total <b>2 pts:</b> Groups and counts by 5's to 50							
<b>5 SPRING:</b> Groups and counts 20 cubes by 10's		<b>0 pts:</b> Unable to group and/or count by 2's. <b>1 pt:</b> Groups by 2's; counts by twos but must revert to counting by 1's to finish, or counts by 2's but gets the wrong total <b>2 pts:</b> Groups and counts by 2's to 20							
<b>6 Composes and Decomposes Numbers to Ten</b>		<b>0 pts:</b> Can't perform the tasks with 3 cubes <b>1 pt:</b> Can perform the tasks with 4 and 5 cubes <b>2 pts:</b> Can perform the tasks with 6 and 7 cubes <b>3 pts:</b> Can perform the tasks 8 and 9 cubes <b>4 pts:</b> Can perform the tasks with 10 cubes	<b>BL</b>	<b>BL</b>	<b>BL</b>	<b>BL</b>	<b>BL</b>	<b>BL</b>	<b>Kindergarten Supplement Sets</b> A4 Add & Subtract, Act. 1–8 <b>Grade 1 Supplement Sets</b> A3 Add/Sub on Number Line, Act. 1–3 A4 Equivalent Names, Act. 1 & 2 <b>Grade 1 Work Places</b> 2A, 2D, 2F, 2G, 3B, 3C, 3E <b>See K &amp; G1 Practice Book</b> for relevant practice pages.
			<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	
			<b>W</b>	<b>W</b>	<b>W</b>	<b>W</b>	<b>W</b>	<b>W</b>	
			<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	

Task	M.S.	Points Possible	Students' Names						Support Resources
<b>7 FALL: Applies and explains strategies to compute addition facts for sums to 18.</b>		<b>0 pts:</b> Uses direct model strategy, but is unable to get the correct total for either $3 + 2$ or $5 + 4$ <b>1 pt:</b> Uses direct model strategy to solve $3 + 2$ correctly; misses $5 + 4$ or cannot tackle it <b>2 pts:</b> Uses direct model strategy to solve $3 + 2$ and $5 + 4$ correctly. (9 + 5 not offered at this point.) <b>3 pts:</b> Counts on to solve $3 + 2$ and $5 + 4$ ; misses $9 + 5$ or cannot tackle it. <b>4 pts:</b> Counts on to solve all 3 facts						<b>Kindergarten Supplement Sets</b> A4 Add & Subtract, Act. 1–6 (These activities support the development of counting on and counting backwards.) <b>Grade 1 Supplement Sets</b> A3 Add/Subtract on the Number Line, Act. 1–3 A4 Equivalent Names, Act. 1, 2 B1 Properties & Relationships, Act. 1–3 and Worksheets 1–3 <b>Grade 1 Work Places</b> 2I, 2J <b>Grade 1 Support Activities</b> 3C, 6D, 7C <b>See G1 Practice Book</b> for relevant practice pages.	
<b>7 WINTER:</b> Applies and explains strategies to compute addition facts for sums to 18.		<b>0 pts:</b> Uses direct model strategy to solve $3 + 2$ correctly; misses $5 + 4$ or cannot tackle it <b>1 pt:</b> Uses direct model strategy to solve $3 + 2$ and $5 + 4$ correctly. (9 + 5 not offered at this point.) <b>2 pts:</b> Counts on to solve $3 + 2$ and $5 + 4$ ; misses $9 + 5$ or cannot tackle it. <b>3 pts:</b> Counts on to solve all 3 facts <b>4 pts:</b> Uses derived fact strategy to solve one fact or more							
<b>7 SPRING:</b> Applies and explains strategies to compute addition facts for sums to 18.		<b>0 pts:</b> Uses direct model strategy to solve $3 + 2$ and $5 + 4$ correctly. (9 + 5 not offered at this point.) <b>1 pt:</b> Counts on to solve $3 + 2$ and $5 + 4$ ; misses $9 + 5$ or cannot tackle it. <b>2 pts:</b> Counts on to solve all 3 facts <b>3 pts:</b> Uses derived fact strategy to solve one fact or more <b>4 pts:</b> Uses derived fact strategy to solve two facts or more							
<b>8 FALL: Applies and explains strategies to compute subtraction facts to 18.</b>		<b>0 pts:</b> Adds instead of subtracting; seems to have little or no understanding of subtraction OR attempts to use a direct model strategy but is unable to get the correct answer <b>1 pt:</b> Uses direct model strategy to solve $6 - 3$ correctly; misses $8 - 5$ or cannot tackle it <b>2 pts:</b> Uses direct model strategy to solve $6 - 3$ and $8 - 5$ correctly. (11 – 6 not offered at this point.)							
<b>8 WINTER:</b> Applies and explains strategies to compute subtraction facts to 18.		<b>0 pts:</b> Uses direct model strategy to solve $6 - 3$ correctly; misses $8 - 5$ or cannot tackle it <b>1 pt:</b> Uses direct model strategy to solve $6 - 3$ and $8 - 5$ correctly. (11 – 6 not offered at this point.) <b>2 pts:</b> Uses counting, derived fact, or instant recall to solve one of the facts; uses direct model for the others.							
<b>8 SPRING:</b> Applies and explains strategies to compute subtraction facts to 18.		<b>0 pts:</b> Uses direct model strategy to solve $6 - 3$ and $8 - 5$ correctly. (11 – 6 not offered at this point.) <b>1 pt:</b> Uses counting, derived fact, or instant recall to solve two of the facts;; uses direct model for the other <b>2 pts:</b> Uses counting, derived fact, or instant recall to solve all three facts.							
<b>Total Score (Baseline)</b>		<b>26 pts.</b>							
<b>Total Score (Fall)</b>		<b>26 pts.</b>							
<b>Total Score (Winter)</b>		<b>26 pts.</b>							
<b>Total Score (Spring)</b>		<b>26 pts.</b>							

\* Meeting Standard: 20–26 pts. (75–100% correct)

Strategic: 7–12 pts. (25–49% correct)

Approaching Standard: 13–19 pts. (50–74% correct)

Intensive: 6 pts or less (24% or less correct)