Student Name: _____ Date:_____

Fluency Baseline and Post Assessment (1.OA.6) for APTT Use

Directions: Provide manipulatives and conduct as an individual or small group interview. Observe and mark student behaviors through the process as they engage in problem solving. Select one point value per problem, add points for a total number out of 20 possible points.

Total Points out of 20

End of the year benchmark set at 15 points.

	1 point	2 points	3 points	4 points
	☐ Builds 1 or 2 sets (parts) but doesn't combine/ separate to find a solution	☐ Uses 1 to 1 correspondence to count all for a solution	☐ Counts on (Notice if student counts on from first number or largest number for formative assessment purpose)	☐ Uses a known fact or a reasoning strategy to solve.
	☐ Builds 1 or 2 sets (parts) but doesn't combine/ separate to find a solution	☐ Uses 1 to 1 correspondence to count all for a solution	☐ Counts on	☐ Uses a known fact or a reasoning strategy to solve.
	☐ Builds 1 or 2 sets but doesn't combine/separate to find a solution	☐ Uses 1 to 1 correspondence to count all for a solution	☐ Counts on or count back	☐ Uses a known fact or a reasoning strategy to solve.
	☐ Builds 1 or 2 sets (parts) but doesn't combine/ separate to find a solution	☐ Uses 1 to 1 correspondence to count all for a solution	☐ Counts on (Notice if student counts on from first number or largest number for formative assessment purpose)	☐ Uses a known fact or a reasoning strategy to solve.
	☐ Builds 1 or 2 sets but doesn't combine/separate to find a solution	☐ Uses 1 to 1 correspondence to count all for a solution	☐ Count on or count back	☐ Uses a known fact or a reasoning strategy to solve.

Examples of strategies for 2+7

1 point: Student counts out a group of 2 and or a group of 7 but they don't add them together.

2 points: Student counts out 2 and then counts out 7. They then touch each one as they count, 1,2,3,4,5,6,7,8,9.

3 points: Student holds 2 in their head and counts on saying 2….3,4,5,6,7,8,9.

A higher level would be starting from 7 and saying. 8,9.

4 points: Students says, "I know that 3 and 7 make 10. so 2 and 7 is just one less. It would be 9.