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
2 + 7 There are 2 lady bugs on a flower. 7 more join. How many lady bugs in all?	☐ Builds 1 or 2 sets (parts) but doesn't combine/ separate to find a solution	☐ Uses 1 to 1 correspond-ence to count all for a so-lution	☐ 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.
6 + 4 There are 6 butterflies on the tree branch. 4 more joins them. How many butterflies are there?	☐ Builds 1 or 2 sets (parts) but doesn't combine/ separate to find a solution	☐ Uses 1 to 1 correspond-ence to count all for a so-lution	☐ Counts on	☐ Uses a known fact or a reasoning strategy to solve.
10 - 3 There are 10 butterflies on the tree branch. 3 fly away. How many butter-flies are there?	☐ Builds 1 or 2 sets but doesn't combine/separate to find a solution	☐ Uses 1 to 1 correspond-ence to count all for a so-lution	☐ Counts on or count back	☐ Uses a known fact or a reasoning strategy to solve.
12 + 3 There are 12 ladybugs on the flower. 3 more joins them. How many ladybugs are there?	☐ Builds 1 or 2 sets (parts) but doesn't combine/ separate to find a solution	☐ Uses 1 to 1 correspond-ence to count all for a so-lution	☐ 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.
15 - 5 There are 15 ladybugs on the flower. 5 of them fly off. How many ladybugs are there?	☐ Builds 1 or 2 sets but doesn't combine/separate to find a solution	☐ Uses 1 to 1 correspond-ence to count all for a so-lution	☐ 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.