

Student Name: _____

Date: _____

Fluency Baseline and Post Assessment (2.OA.B.2) 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 20 points.

Examples of strategies for 6 + 8

1 point: Student counts out a group of 6 and or a group of 8 but they don't add them together.

2 points: Student counts out 6 and then counts out 8. They then touch each one as they count, 1,2,3,4,5,6,7,8,9,10,11,12,13,14.

3 points: Student holds 6 in their head and counts on saying 6...7,8,9,10,11,12,13,14.

A higher level would be starting from 8 and saying. 8...9,10,11,12,13,14.

4 points: Students says, "I know that 6 and 4 make 10. and 4 more is 14. It would be 14.

	1 point	2 points	3 points	4 points
<p>3 + 7</p> <p>There are 3 lady bugs on a flower. 7 more join. How many lady bugs in all?</p>	<input type="checkbox"/> Builds 1 or 2 sets (parts) but doesn't combine/separate to find a solution	<input type="checkbox"/> Uses 1 to 1 correspondence to count all for a solution	<input type="checkbox"/> Counts on <small>(Notice if student counts on from first number or largest number for forma-</small>	<input type="checkbox"/> Uses a known fact or a reasoning strategy to solve.
<p>6 + 8</p> <p>There are 6 butterflies on the tree branch. 8 more join them. How many butterflies are there?</p>	<input type="checkbox"/> Builds 1 or 2 sets (parts) but doesn't combine/separate to find a solution	<input type="checkbox"/> Uses 1 to 1 correspondence to count all for a solution	<input type="checkbox"/> Counts on	<input type="checkbox"/> Uses a known fact or a reasoning strategy to solve.
<p>7 + 8</p> <p>There are 7 butterflies on the tree branch. 8 more join them. How many butterflies are there?</p>	<input type="checkbox"/> Builds 1 or 2 sets (parts) but doesn't combine/separate to find a solution	<input type="checkbox"/> Uses 1 to 1 correspondence to count all for a solution	<input type="checkbox"/> Counts on	<input type="checkbox"/> Uses a known fact or a reasoning strategy to solve.
<p>12 - 4</p> <p>There are 12 ladybugs on the flower. 4 fly away. How many ladybugs are there?</p>	<input type="checkbox"/> Builds 1 or 2 sets but doesn't combine/separate to find a solution	<input type="checkbox"/> Uses 1 to 1 correspondence to count all for a solution	<input type="checkbox"/> Counts on or Counts back	<input type="checkbox"/> Uses a known fact or a reasoning strategy to solve.
<p>16 - 9</p> <p>There are 16 ladybugs on the flower. 9 of them fly off. How many ladybugs are there?</p>	<input type="checkbox"/> Builds 1 or 2 sets but doesn't combine/separate to find a solution	<input type="checkbox"/> Uses 1 to 1 correspondence to count all for a solution	<input type="checkbox"/> Counts on or Counts back	<input type="checkbox"/> Uses a known fact or a reasoning strategy to solve.