

Fluency Baseline and Post Assessment (K.OA.5) 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

	1 point	2 points	3 points	4 points
<p>1 + 4</p> <p>There is 1 lady bug on a flower. 4 more fly over to 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 to reach a solution (Notice if student counts on from first number or largest number for formative assessment purpose)	<input type="checkbox"/> Applies a reasoning strategy to reach a solution
<p>3 + 1</p> <p>There are 3 butterflies on the tree branch. 1 more joins them. How many butterflies now?</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 to reach a solution	<input type="checkbox"/> Applies a reasoning strategy to reach a solution
<p>5 - 2</p> <p>There are 5 butterflies in the tree. 2 fly away. How many butterflies are in the tree now?</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 or count back to reach a solution	<input type="checkbox"/> Applies a reasoning strategy to reach a solution
<p>4 + 5</p> <p>4 bugs are on the flower. 5 more fly to the flower. How many bugs now?</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 to reach a solution (Notice if student counts on from first number or largest number for formative assessment purpose)	<input type="checkbox"/> Applies a reasoning strategy to reach a solution
<p>8 - 4</p> <p>8 ladybugs are on the flower. 4 fly away. How many ladybugs are left?</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"/> Count on or count back to reach a solution	<input type="checkbox"/> Applies a reasoning strategy to reach a solution

End of the year benchmark set at 10 points.

Examples of strategies

for 4 + 5

1 point: Student counts out a group of 4 and/or a group of 5 but they don't add them together.

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

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

A higher level would be starting from 5 and saying 5...6,7,8,9

4 points: Students says, "I know that 4 and 4 make 8 using doubles so 4 and 5 is just one more. It would be 9."