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# earlyMath Screening Assessments

## Fall of Kindergarten

*Numeral Identification, Match Quantity, Number Sequence*



# FASTBRIDGE

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[www.ksdetasn.org/mtss](http://www.ksdetasn.org/mtss)





# FastBridge Universal Screening Assessment Grid - Mathematics

Screening Assessment	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
earlyMath Composite*	X	X	X											
aMath				X	X	X	X	X	X	X	X	X	X	X
<b>CBMmath Automaticity</b> Grade 1 - Level 1 GOM (optional) Grade 2 - Level 2 GOM Grades 3 and above - Level 3 GOM			X	X	X	X	X	X	X	X	X	X	X	X
<b>CBMmath Process</b> (optional)						X	X	X						
<b>CBMmath CAP</b> (optional)			X	X	X	X	X	X	X	X				

## \*FastBridge earlyMath Composite Subtests

Grade	Fall	Winter	Spring
PreK	Subitizing	Subitizing	Counting Objects
	Counting Objects	Counting Objects	Number ID
	Number ID	Number ID	Number Sequence
Kindergarten	Numeral Identification	Numeral Identification	Numeral Identification
	Match Quantity	Decomposing	Decomposing
	Number Sequence	Number Sequence	Number Sequence
1st Grade	Numeral Identification	Place Value	Place Value
	Decomposing	Decomposing	Decomposing
	Number Sequence	Number Sequence	Story Problems

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# Numerical Identification

- One of 17 subtests for earlyMath
- Assesses a student's ability to correctly identify the name of the **symbol** that represents a number (*up to 30 for KG*).
- Part of the composite score for Fall, Winter, and Spring of KG.
- Also available for progress monitoring.

# Numerical Identification: Kindergarten

[www.ksdetasn.org/mtss](http://www.ksdetasn.org/mtss)



# Finding Materials

Knowledge Base   Submit a Request   Blog

FastBridge

Teacher

Training & Resources

Screening

Progress Monitoring

Reporting

RESOURCES

FASTBRIDGE ASSESSMENTS

INSTRUCTION & INTERVENTION

FASTFLIX

GETTING

## RESOURCES

**FAST Reading**

**earlyReading**  
earlyReading (assessment for early primary grades)

Download resources

Learn more about earlyReading

**CBMreading**  
Curriculum Based Measurement of Reading

Download resources

Learn more about CBMreading

**AUTOreading** LAB FL

Reading Automaticity

No Resources to Download

**aReading**

**FAST Math**

**earlyMath**  
earlyMath (assessment for early primary grades)

Download resources

**CBMmath Pro**  
CBMmath Process

Download resources

**CBMmath Auto**  
CBMmath Automaticity

No Resources to Download

**aMath**  
Adaptive Assessment of Math

Learn more about aMath

Downloads

Benchmark - aReading

Grade	Metric	Risk Level	Fail	Warn
K	Scaled Score	College Pathway	≥ 434.0	≥ 43
		Some Risk	< 387.0	< 411
		High Risk	< 373.0	< 391
ONE	Scaled Score	College Pathway	≥ 447.0	≥ 47
		Some Risk	< 435.0	< 454
		High Risk	< 416.0	< 441
TWO	Scaled Score	College Pathway	≥ 483.0	≥ 49
		Some Risk	< 469.0	< 481
		High Risk	< 450.0	< 471
THREE	Scaled Score	College Pathway	≥ 501.0	≥ 50
		Some Risk	< 487.0	< 491
		High Risk	< 475.0	< 481
FOUR	Scaled Score	College Pathway	≥ 519.0	≥ 51
		Some Risk	< 505.0	< 50
		High Risk	< 493.0	< 49
FIVE	Scaled Score	College Pathway	≥ 523.0	≥ 52
		Some Risk	< 509.0	< 51

Benchmarks & Norms

## FASTBRIDGE ASSESSMENTS

# Finding Materials



## Downloads

Download Administration Times

Download Parent Letter

### FAST Reading



earlyReading (assessment for early primary grades)

Download resources

Learn more about earlyReading



Curriculum Based Measurement of Reading

Download resources

Learn more about CBMReading

### FAST Math



earlyMath (assessment for early primary grades)

Download resources



CBMMath Process

Download resources





# Getting Ready to Screen

- FASTtrack
- FASTtrack Reading
- KG FASTtrack Reading
- FASTtrack Math
- ALL ASSESSMENTS
- aReading
- AUTOreading
- earlyReading
- aMath
- CBMmath Automaticity
- CBMmath Process
- CBMmath CAP
- earlyMath
- devMilestones
- SAEBRS
- mySAEBRS

## KG FASTtrack Reading — Spring

**About**  
FASTtrack Reading includes the recommended FAST screening assessments for your grade level. Using these assessments allows access to instructional recommendations on the Screening to Intervention report.

**Next Steps:**  
[Screening to Intervention Report](#)

Student Name	Status	Teacher Admin
Baldwin, Zachary	Completed	59
Bowen, Anita	In Progress	Resume
Callens, Jordy	Completed	293
Carroll, Darterrius	Completed	106
Cuevas, Miley	Completed	54



# Getting Ready to Screen

- FASTtrack
- FASTtrack Reading
- KG FASTtrack Reading
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- earlyMath
- KG-EarlyMath-2019
- devMilestones
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## KG FASTtrack Reading — Spring

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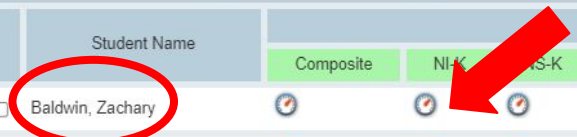
# Getting Ready to Screen

- FASTtrack
- FASTtrack Reading
  - KG FASTtrack Reading
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- ALL ASSESSMENTS
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- SAEBRS
- mySAEBRS

S13 KG-EarlyMath-2019

Detailed Group Report Individual Skills Report Group Screening Report Individual Benchmark Report

	Student Name	Spring (SPRING)													
		Composite	NI-K	IS-K	DC-K	SU-K	MQ-K	QM-K	QL-K	CP-K	CO-K	EP-K	DC-1	NS-1	NI-1
<input type="checkbox"/>	Baldwin, Zachary	✓	✓	✓	✓	✓	8	✓	✓	✓	✓	✓	7	✓	✓
<input type="checkbox"/>	Bowen, Anita	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	14	✓
<input type="checkbox"/>	Callens, Jordy	52	32	7	3	✓	12	✓	✓	✓	✓	✓	✓	✓	✓
<input type="checkbox"/>	Carroll, Darterrius	32	15	3	4	✓	7	✓	✓	✓	✓	✓	✓	✓	✓
<input type="checkbox"/>	Cuevas, Miley	25	27	0	2	7	135	✓	✓	✓	✓	✓	✓	✓	✓
<input type="checkbox"/>	Delbeke, Yannis	45	34	5	3	✓	0	✓	✓	✓	✓	✓	✓	✓	✓
<input type="checkbox"/>	Foley, Benedict	41	25	8	2	✓	0	✓	✓	✓	✓	✓	✓	✓	✓
<input type="checkbox"/>	Green, Terris	1031	1920	10	8	✓	15	✓	✓	✓	✓	✓	✓	✓	✓
<input type="checkbox"/>	Helnwein, Joel	48	11	12	1	✓	1	✓	✓	✓	✓	✓	✓	✓	✓
<input type="checkbox"/>	Jacks, Jackson	✓	✓	2	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<input type="checkbox"/>	Kane, Samuel	✓	5	4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



# Getting Ready to Screen

« Cancel Clear All Hide Directions Submit »

## Directions

Preparation

Begin Test

Timing, Discontinue, and Scoring

Scoring Details

Optional: Administer Unique Inventory of Numbers 1 through 31

Procedure: Unique Inventory

## Timing (optional)

Administration Type

Real-Time  Paper-Pencil

Test duration: 1 minute

Start Timer

Time Elapsed: 0 Seconds

Submit test »

Student completed inventory

## Scoring

Mark Last Number

Bulk errors

## Strategies/Errors

Counted to Target Number

Digit Reversal



Other


## earlyMath Numeral Identification KG

<input type="checkbox"/>	7	4	1	6	3
<input type="checkbox"/>	5	8	2	0	9
<input type="checkbox"/>	10	12	18	14	17
<input type="checkbox"/>	13	11	15	20	16
<input type="checkbox"/>	19	28	22	25	30
<input type="checkbox"/>	29	26	23	27	24
<input type="checkbox"/>	21	31			

# Getting Ready to Screen

Knowledge Base    Submit a Request    Blog

 **FastBridge**     **Teacher**    **Training & Resources**    **Screening**

 **earlyMath**    **Numeral Identification KG**    **Name: Zachary Baldwin**

« Cancel    Clear All    Hide Directions    **Submit »**

**Directions**

Preparation

**Prep ►** Place the Numeral Identification-K student materials in front of the student, and provide the student with an extra piece of paper to use as a place holder.

Begin Test



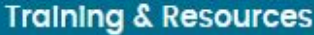

Timing, Discontinue, and Scoring


Scoring Details

Optional: Administer Unique Inventory of Numbers 1 through 31

Procedure: Unique Inventory

# Getting Ready to Screen

  Teacher  Training & Resources  Screening

 **earlyMath** Numeral Identification KG Name: **Zachary Baldwin**

[« Cancel](#) [Clear All](#) [Hide Directions](#) [Submit »](#)

### Directions

Preparation

**Prep ▶** Place the Numeral Identification-K student materials in front of the student, and provide the student with an extra piece of paper to use as a place holder.

Begin Test

**Read ▶** It's your turn to say the names of numbers. When I say begin, put your finger on the **first number** (point to the first number), **and tell me the names of all these numbers** (sweep your finger across the row) **until I tell you to stop**. It's okay if you don't know the name of a number, just try your best. Here is a sheet of paper to help you keep track of each row. **Move it down** (show the motion of moving the sheet down) **each time you start a new row**. **Are you ready? Pause. Begin.**

Do not give feedback about the student's response, except for the first numeral. If the student pauses on the first numeral of the first row, point to the numeral and say "seven." Point to the next numeral and say "Try the next one."

Timing, Discontinue, and Scoring

Scoring Details

# Getting Ready to Screen



earlyMath

Numeral Identification KG

Name: Zachary Baldwin

« Cancel

Clear All

Hide Directions

Submit »

## Directions

### Preparation

**Prep** ► Place the Numeral Identification-K student materials in front of the student, and provide the student with an extra piece of paper to use as a place holder.

### Begin Test

**Read** ► **It's your turn to say the names of numbers. When I say begin, put your finger on the first number (point to the first number), and tell me the names of all these numbers (sweep your finger across the row) until I tell you to stop. It's okay if you don't know the name of a number, just try your best. Here is a sheet of paper to help you keep track of each row. Move it down (show the motion of moving the sheet down) each time you start a new row. Are you ready? Pause. Begin.**

Do not give feedback about the student's response, except for the first numeral. If the student pauses on the first numeral of the first row, point to the numeral and say "seven." Point to the next numeral and say "Try the next one."

### Timing, Discontinue, and Scoring

**Timing** ► 1-minute timed subtest and 3-second rule is applied. Start timer after giving the "Begin" prompt, and let the student continue until 1 minute has passed.

**Discontinue Rule** ► Discontinue the test if (1) the student incorrectly responds to all items in the first row, or (2) the student consecutively identifies 10 numerals incorrectly (i.e., the student may identify only one numeral correct in the first row, but cannot identify the next 10 numerals).

**Scoring** ► **Correct:** The student says the correct numeral name.

► **Incorrect:** The student does not say the correct numeral name.

# Getting Ready to Screen

## Scoring Details

### Types of Errors ►

- 1. Incorrect numeral name:** Student says the wrong name for a numeral (e.g., Student comes to 13 and says, “thirty.”)
- 2. 3-second hesitation rule:** If the student hesitates/pauses for 3 seconds, mark as incorrect and say, “Try the next one.” If the student hesitates before the first item, say the numeral name and then say, “Try the next one.” The first item is the only time the name of a numeral can be provided during the test.
- 3. Skips/omits a number:** If a student skips or omits a number, the numeral is counted as incorrect.
- 4. Skips/omits a row:** If the student skips an entire row, each number in that row is counted as incorrect. Use the ‘Bulk Error’ option (highlight the entire line and then select ‘Bulk Error’ bar to highlight errors).

### Non-Errors ►

- 1. Self-correction:** If the student says the wrong number but then corrects self before moving on to the next item, the item is NOT an error and is marked as correct.
- 2. Speech differences:** Errors consistent with a student’s speech impairment or dialect differences are not counted as incorrect. For example, if the number is three and a student says, “free” that response is correct.

### Other Considerations ►

- 1. Student says he or she does not know a number:** Say, “Try the next one.”
- 2. Student asks examiner for the number (e.g., “What number is this?”):** Say, “Try the next one.”
- 3. You are unsure if a student said the correct numeral:** After the test is complete, ask the student if they know that number by pointing to it and saying, “What number is this?” If they immediately name the numeral, then mark it as correct. If they are unable to name the numeral in three seconds, mark it as incorrect.

Optional: Administer Unique Inventory of Numbers 1 through 31

Procedure: Unique Inventory

# Getting Ready to Screen

## Directions

Preparation

Begin Test

Timing, Discontinue, and Scoring

Scoring Details

Optional: Administer Unique Inventory of Numbers 1 through 31

All of the numbers from 1 through 31 appear at least once within the highlighted rows. If a student does not complete all numbers through the second number in row 7 of the paper form (number with brackets on the paper form or shaded in blue online), the examiner marks the last number that the student said at 60 seconds but does not tell the student to stop until he or she reaches the end of the inventory. Doing so will provide information about whether the student knows all of the numbers from 1 through 31. The examiner says "stop" at the end of the set of inventory numbers.

Procedure: Unique Inventory

## earlyMath Numeral Identification KG

<input type="checkbox"/>	7	4	1	6	3
<input type="checkbox"/>	5	8	2	0	9
<input type="checkbox"/>	10	12	18	14	17
<input type="checkbox"/>	13	11	15	20	16
<input type="checkbox"/>	19	28	22	25	30
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# Getting Ready to Screen

## Optional: Administer Unique Inventory of Numbers 1 through 31

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## Procedure: Unique Inventory

1. Complete the one-minute timed administration & mark the last number read with a bracket.
  - a. If the student **has finished** through the inventory section (second number on row 7) when the timer sounds at 1 minute, the inventory is complete. You do not need to continue administering items.
  - b. If the student **has not finished** through the highlighted area when the timer sounds at 1 minute, tell the student to continue saying the numbers until reaching the end of the inventory section.
2. To calculate the inventory by hand,
  - a. Count the first instance of each number from 1 through 31 named correctly.

# Getting Ready to Screen

« Cancel

Clear All

Hide Directions

Submit »

## Directions

Preparation

Begin Test

Timing, Discontinue, and Scoring

Scoring Details

Optional: Administer Unique Inventory of Numbers 1 through 31

Procedure: Unique Inventory

## Numeral Identification NI-K

## Directions

## Preparation

**Prep** ► Place the Numeral Identification-K student materials in front of the student and provide the student with an extra piece of paper to use as a place holder.

## Begin Test

**Read** ► **It's your turn to say the names of numbers. When I say begin, put your finger on the first number** (point to the first number), **and tell me the names of all these numbers** (sweep your finger across the row) **until I tell you to stop. It's okay if you don't know the name of a number, just try your best. Here is a sheet of paper to help you keep track of each row. Move it down** (show the motion of moving the sheet down) **each time you start a new row. Are you ready?** (pause). **Begin.**

Do not give feedback about the student's response, except for the first numeral. If the student pauses on the first numeral of the first row, point to the numeral and say, "seven." Point to the next numeral and say, "Try the next one."

## Timing, Discontinue, and Scoring

**Timing** ► 1-minute timed subtest and 3-second rule is applied. Start timer after giving the "Begin" prompt, and let the student continue until 1 minute has passed.

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**Scoring** ► **(Correct)** The student says the correct numeral name.

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## Scoring Details

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## Other Considerations ►



## RESOURCES

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Downloads

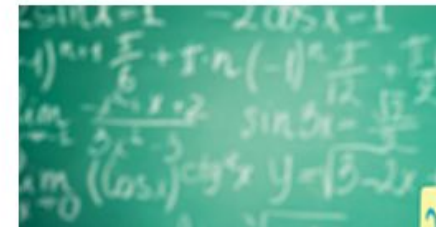
Benchmark - aReading

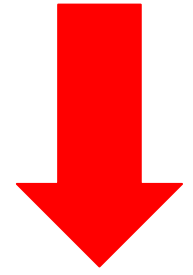
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Benchmarks & Norms

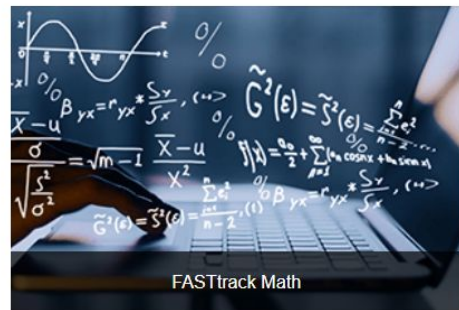
## FASTBRIDGE ASSESSMENTS

### Reading





Math



FASTtrack Math



aMath



CBMmath



earlyMath

earlyMath

- earlyMath Composite
  - 1. Introduction
  - 2. Demonstration
  - 3. Standardization
  - 4. Screening
  - 5. Progress Monitoring
  - 6. Practice
  - 7. Certification
  - 8. Resources
  - Numeral Identification - (NI-K)
  - Numeral Identification - (NI-1)
  - Subitizing
  - Match Quantity
  - Quantity Discrimination Most
  - Quantity Discrimination Least



## earlyMath Composite

### Lesson 1: Introduction

The suite of earlyMath measures allows you to screen and monitor a student's progress in developing math skills. Teachers work with a student individually to complete each assessment. These measures are designed for students in the early primary grades and are typically used in kindergarten and first grade.

earlyMath performance is an indicator, or "thermometer," of student math development. It is designed to assess initial math skills that predict later mathematical performance. Although there are 17 total earlyMath subtests, not all of them are used at once. For screening, selected subtests are organized to be given together to generate a composite score for each student. We recognize that students' skills change over each school year, and even within a school year. To adjust for natural changes in the skills of kindergarten and first grade students, the FastBridge earlyMath composite score includes different subtests depending on the grade level and screening period. A composite is one score combined from multiple subtests and it is the best estimate of your students' early math skills. For each screening period there are 3 subtests included in the Composite. Here are the subtests for each screening period by grade level.

### earlyMath Composite Subtests

GRADE	FALL	WINTER	SPRING
K	Match Quantity	Decomposing DC-K	Decomposing DC-K

earlyMath

earlyMath Composite

Numeral Identification - (NI-K)

1. Introduction

2. Demonstration

3. Standardization

4. Screening

5. Progress Monitoring

6. Practice

7. Certification

8. Resources

Numeral Identification - (NI-1)

Subitizing

Match Quantity

Quantity Discrimination Most

Quantity Discrimination Least

## earlyMath - Numeral Identification NI-K

### RESOURCES

An observer (e.g., fellow teacher, school or district supervisor) may have an opportunity to directly observe your performance administering earlyMath - Numeral Identification NI-K and give you feedback.

This observer can use the ORAA form (OBSERVING & RATING ADMINISTRATOR ACCURACY) to review your performance and record your final score.

[Numeral\\_Identification-K\\_ORAA.pdf](#)

Quick Sheets are copies of directions, examples, and 1-page navigation and report interpretation sheets that can be downloaded and used by teachers and trainers. Review the PDF and download to use in your system as needed.

[Quick Sheet NI-K.pdf](#)

< Previous

earlyMath

earlyMath Composite

Numeral Identification - (NI-K)

1. Introduction

2. Demonstration

3. Standardization

4. Screening

5. Progress Monitoring

6. Practice

7. Certification

8. Resources

Numeral Identification - (NI-1)

Subitizing

Match Quantity

Quantity Discrimination Most

Quantity Discrimination Least

## earlyMath - Numeral Identification NI-K

### RESOURCES

An observer (e.g., fellow teacher, school or district supervisor) may have an opportunity to directly observe your performance administering earlyMath - Numeral Identification NI-K and give you feedback.

This observer can use the ORAA form (OBSERVATION & RATING ADMINISTRATOR ACCURACY) to review your performance and record your score.

[Numeral\\_Identification-K\\_ORAA.pdf](#)

Quick Sheets are copies of directions, examples, and 1-page navigation and report interpretation sheets that can be downloaded and used by teachers and trainers. Review the PDF and download to use with the system as needed.

[Quick Sheet NI-K.pdf](#)

< Previous



**earlyMath Time-Limited Measures  
OBSERVING & RATING ADMINISTRATOR ACCURACY  
(ORAA)**

This tool is used for data collection training and coaching for standardized administration of the time-limited earlyMath assessments: Decomposing-1, Match Quantity, Number Identification, Place Value, Quantity Discrimination, Verbal Addition, and Verbal Subtraction. The observer indicates if the procedure was completed accurately or not by circling a 0 or 1. If the step was not applicable for this administration, write N/A.

**Examiner:** \_\_\_\_\_ **Observer:** \_\_\_\_\_

**earlyMath Subtest Observed:**

- |   |   |
|---|---|
| <input type="checkbox"/> Decomposing-1 (60 seconds)           | <input type="checkbox"/> Quantity Discrimination-Most (30 seconds)  |
| <input type="checkbox"/> Match Quantity (60 seconds)          | <input type="checkbox"/> Quantity Discrimination-Least (30 seconds) |
| <input type="checkbox"/> Number Identification-K (60 seconds) | <input type="checkbox"/> Verbal Addition (60 seconds)               |
| <input type="checkbox"/> Number Identification-1 (60 seconds) | <input type="checkbox"/> Verbal Subtraction (60 seconds)            |
| <input type="checkbox"/> Place Value (120 seconds)            |   |

Circle as Follows:

1 = step completed accurately

0 = step not completed accurately

Testing Procedure	Observed?
1. Places practice page in front of student.	0 1
2. Places copy of student materials in front of student.	0 1
3. Places examiner materials out of view of student.	0 1
4. Seated appropriate distance from student.	0 1
5. Follows standardized directions.	0 1
6. Starts timer when indicated.	0 1
7. Examiner follows along as student provides answers aloud, marking errors as they occur.	0 1
8. Provides appropriate hesitation rule responses when needed.	0 1
9. Follows discontinue rules when appropriate.	0 1
10. Does NOT provide any other guidance to student during the test.	0 1
11. Stops timer when indicated.	0 1
<b>TOTAL</b>	<b>/11</b>

# Getting Ready to Screen

### Directions

Preparation

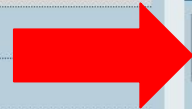
Begin Test

Timing, Discontinue, and Scoring

Scoring Details

Optional: Administer Unique Inventory of Numbers 1 through 31

Procedure: Unique Inventory



### Timing (optional)

Administration Type

Real-Time  Paper-Pencil

Test duration: 1 minute

Time Elapsed: 0 Seconds

Student completed inventory

### earlyMath Numeral Identification KG

<input type="checkbox"/>	7	4	1	6	3
<input type="checkbox"/>	5	8	2	0	9
<input type="checkbox"/>	10	12	18	14	17
<input type="checkbox"/>	13	11	15	20	16
<input type="checkbox"/>	19	28	22	25	30
<input type="checkbox"/>	29	26	23	27	24
<input type="checkbox"/>	21	31			

### Scoring

### Strategies/Errors

Counted to Target Number

Digit Reversal

Other

# Getting Ready to Screen

FastBridge Teacher Training & Resources Screening Progress Monitoring Reporting

earlyMath Numeral Identification KG Name: **Zachary Baldwin**

« Cancel Clear All Hide Directions **Submit »**

**Directions**

Preparation

Begin Test

Timing, Discontinue, and Scoring

Scoring Details

Optional: Administer Unique Inventory of Numbers 1 through 31

Procedure: Unique Inventory

**Timing (optional)**

Administration Type  
 Real-Time  Paper-Pencil

Test date:

Time taken(secs):

Student completed inventory

**Scoring**

**Strategies/Errors**

Counted to Target Number

Digit Reversal

Other

**earlyMath Numeral Identification KG**

<input type="checkbox"/>	7	4	1	6	3
<input type="checkbox"/>	5	8	2	0	9
<input type="checkbox"/>	10	12	18	14	17
<input type="checkbox"/>	13	11	15	20	16
<input type="checkbox"/>	19	28	22	25	30
<input type="checkbox"/>	29	26	23	27	24
<input type="checkbox"/>	21	31			

# Getting Ready to Screen

Knowledge Base   Submit a Request   Blog   **SPECIALIST** FastBridge Training District

FastBridge   Teacher   Training & Resources   **Screening**   Progress Monitoring   Reporting

earlyMath   Numeral Identification KG   Name: **Zachary Baldwin**

« Cancel   Clear All   Hide Directions   **Submit »**

### Directions

Preparation

Begin Test

Timing, Discontinue, and Scoring

Scoring Details

Optional: Administer Unique Inventory of Numbers 1 through 31

Procedure: Unique Inventory

### Timing (optional)

Administration Type  
 Real-Time    Paper-Pencil

Test duration: 1 minute

Start Timer

Time Elapsed: 0 Seconds

Submit test »

Student completed inventory

### Scoring

Mark Last Number

Bulk errors

### Strategies/Errors



Counted to Target Number

Digit Reversal

Other

### earlyMath Numeral Identification KG

<input type="checkbox"/>	7	4	1	6	3
<input type="checkbox"/>	5	8	2	0	9
<input type="checkbox"/>	10	12	18	14	17
<input type="checkbox"/>	13	11	15	20	16
<input type="checkbox"/>	19	28	22	25	30
<input type="checkbox"/>	29	26	23	27	24
<input type="checkbox"/>	21	31			



# Start Timer

« Cancel Clear All Hide Directions Submit »

### Directions

Preparation

Begin Test

Timing, Discontinue, and Scoring

Scoring Details

Optional: Administer Unique Inventory of Numbers 1 through 31

Procedure: Unique Inventory

### Timing (optional)

Administration Type

Real-Time  Paper-Pencil

Test duration: 1 minute

Stop Timer

Time Elapsed: 7 Seconds

Submit test »

Student completed inventory

### Scoring

Mark Last Number

Bulk errors

### Strategies/Errors

Counted to Target Number

Digit Reversal

Other

### earlyMath Numeral Identification KG

<input type="checkbox"/>	7	4	1	6	3
<input type="checkbox"/>	5	8	2	0	9
<input type="checkbox"/>	10	12	18	14	17
<input type="checkbox"/>	13	11	15	20	16
<input type="checkbox"/>	19	28	22	25	30
<input type="checkbox"/>	29	26	23	27	24

# Marking Incorrect

## Directions

Preparation

Begin Test

Timing, Discontinue, and Scoring

Scoring Details

Optional: Administer Unique Inventory of Numbers 1 through 31

Procedure: Unique Inventory

## Timing (optional)

Administration Type

Real-Time  Paper-Pencil

Test duration: 1 minute ▾

Stop Timer

Time Elapsed: **51** Seconds

Submit test »

Student completed inventory

## earlyMath Numeral Identification KG

<input type="checkbox"/>	7	4	1	6	3
<input type="checkbox"/>	5	8	2	0	9
<input type="checkbox"/>	10	12	18	14	17
<input type="checkbox"/>	13	11	15	20	16
<input type="checkbox"/>	19	28	22	25	30
<input type="checkbox"/>	29	26	23	27	24
<input type="checkbox"/>	21	31			

## Scoring

Mark Last Number

Bulk errors

## Strategies/Errors

Counted to Target Number

Digit Reversal

Other

# Mark Last Number & Submit Test



Numeral Identification KG

Name: Zachary Baldwin

« Cancel

Clear All

Hide Directions

Submit »

## Directions

Preparation

Begin Test

Timing, Discontinue, and Scoring

Scoring Details

Optional: Administer Unique Inventory of Numbers 1 through 31

Procedure: Unique Inventory

## Timing (optional)

Administration Type

Real-Time  Paper-Pencil

Test duration: 1 minute

Stop Timer

Time Elapsed: 60 Seconds

Submit test »

Student completed inventory

## Scoring

Mark Last Number

Bulk errors

## Strategies/Errors

Counted to Target Number

Digit Reversal

Other

## earlyMath Numeral Identification KG

<input type="checkbox"/>	7	4	1	6	3
<input type="checkbox"/>	5	8	2	0	9
<input type="checkbox"/>	10	12	18	14	17
<input type="checkbox"/>	13	11	15	20	16
<input type="checkbox"/>	19	28	22	25	30
<input type="checkbox"/>	29	26	23	27	24
<input type="checkbox"/>	21	31			



# Mark Last Number & Submit Test



Numeral Identification KG

Name: Zachary Baldwin

« Cancel

Clear All

Hide Directions

Submit »

## Directions

Preparation

Begin Test

Timing, Discontinue, and Scoring

Scoring Details

Optional: Administer Unique Inventory of Numbers 1 through 31

Procedure: Unique Inventory

## Timing (optional)

Administration Type

Real-Time  Paper-Pencil

Test duration: 1 minute

Stop Timer

Time Elapsed: 60 Seconds

Submit test »

Student completed inventory

## Scoring

Mark Last Number

Bulk errors

## Strategies/Errors

Counted to Target Number

Digit Reversal

Other

## earlyMath Numeral Identification KG

<input type="checkbox"/>	7	4	1	6	3
<input type="checkbox"/>	5	8	2	0	9
<input type="checkbox"/>	10	12	18	14	17
<input type="checkbox"/>	13	11	15	20	16
<input type="checkbox"/>	19	28	22	25	30
<input type="checkbox"/>	29	26	23	27	24
<input type="checkbox"/>	21	31			



# See score under NI-K

Knowledge Base   Submit a Request   Blog

FastBridge   Teacher   Training & Resources   **Screening**   Progress Monitoring   Reporting

FASTtrack   FASTtrack Reading   KG FASTtrack Reading   FASTtrack Math   **ALL ASSESSMENTS**   aReading   AUTOREading   earlyReading   aMath   CBMmath Automaticity   CBMmath Process   CBMmath CAP   earlyMath   KG-EarlyMath-2019

**S13** KG-EarlyMath-2019

Detailed Group Report    Individual Skills Report    Group Screening Report    Individual Benchmark Report

	Student Name	Composite	NI-K	NS-K	DC-K	SU-K	MQ-K
<input type="checkbox"/>	Baldwin, Zachary		32				6
<input type="checkbox"/>	Bowen, Anita						
<input type="checkbox"/>	Callens, Jordy	52	32	7	3		12
<input type="checkbox"/>	Carroll, Darterrius	32	15	3	4		7
<input type="checkbox"/>	Cuevas, Miley	25	27	0	2	7	135
<input type="checkbox"/>	Delbeke, Yannis	45	34	5	3		0
<input type="checkbox"/>	Foley, Benedict	41	25	6	2		0
<input type="checkbox"/>	Green, Terris	1031	1920	10	8		15

# Detailed Group Report

Knowledge Base   Submit a Request   Blog

**FastBridge**   **Teacher**   Training & Resources   **Screening**   Progress Monitoring   Reporting

**FASTtrack**   **FASTtrack Reading**   KG FASTtrack Reading   **FASTtrack Math**

**ALL ASSESSMENTS**   aReading   AUTOreading   earlyReading   aMath   CBMmath Automaticity   CBMmath Process   CBMmath CAP   earlyMath   KG-EarlyMath-2019

**S13** KG-EarlyMath-2019

Detailed Group Report    Individual Skills Report    Group Screening Report    Individual Benchmark Report

Student Name	Composite	NI-K	NS-K	DC-K	SU-K	MQ-K	QM
<input checked="" type="checkbox"/> Baldwin, Zachary		32				6	
<input type="checkbox"/> Bowen, Anita							
<input type="checkbox"/> Carroll, Jordy	52	32	7	3		12	
<input type="checkbox"/> Carroll, Darterrius	32	15	3	4		7	
<input type="checkbox"/> Cuevas, Miley	25	27	0	2	7	135	
<input type="checkbox"/> Delbeke, Yannis	45	34	5	3		0	
<input type="checkbox"/> Foley, Benedict	41	25	6	2		0	
<input type="checkbox"/> Green, Terris	1031	1920	10	8		15	

# Detailed Group Report

## Detailed Group Report: EarlyMath

2019-2020 | FastBridge Training District | Luceno Elementary School | KG | Genevieve Johnston

[View Errors](#) Teacher's Name: Johnston, Genevieve

Student Name	Fall (FALL)	Winter (WINTER)						
	Composite	Composite	Composite	NI-K	NS-K	DC-K	SU-K	MQ-K
<input type="checkbox"/> Baldwin, Zachary	40	40 !		32				6 !!
<input type="checkbox"/> Bowen, Anita	57	66						
<input type="checkbox"/> Callens, Jordy	37	46 !	52 !	32	7 !	3 !!		12 !
<input type="checkbox"/> Carroll, Darterrius	39	48 !	32 !!	15 !!	3 !!	4 !		7 !!
<input type="checkbox"/> Cuevas, Miley			25 !!	27 !	0 !!	2 !!	7 !!	135
<input type="checkbox"/> Delbeke, Yannis	24 !	48 !	45 !!	34	5 !!	3 !!		0 !!
<input type="checkbox"/> Foley, Benedict	37	52	41 !!	25 !	6 !!	2 !!		0 !!
<input type="checkbox"/> Green, Terris	26 !	55	1031	1020	10	8		15

# Individual Skills Report

Knowledge Base   Submit a Request   Blog

**FastBridge**   **Teacher**   Training & Resources   **Screening**   Progress Monitoring   Reporting


**FASTtrack**   **S13** KG-EarlyMath-2019

Detailed Group Report    Individual Skills Report    Group Screening Report    Individual Benchmark Report

Student Name	Comp	NI-K	NS-K	DC-K	SU-K	MQ-K	QM
<input checked="" type="checkbox"/> Baldwin, Zachary		32				6	
<input type="checkbox"/> Bowen, Anita							
<input type="checkbox"/> Callens, Jordy	52	32	7	3		12	
<input type="checkbox"/> Carroll, Darterrius	32	15	3	4		7	
<input type="checkbox"/> Cuevas, Miley	25	27	0	2	7	135	
<input type="checkbox"/> Delbeke, Yannis	45	34	5	3		0	
<input type="checkbox"/> Foley, Benedict	41	25	6	2		0	
<input type="checkbox"/> Green, Terris	1031	1920	10	8		15	

ALL ASSESSMENTS

- aReading
- AUTOreading
- earlyReading
- aMath
- CBMmath Automaticity
- CBMmath Process
- CBMmath CAP
- earlyMath
- KG-EarlyMath-2019



# Individual Skills Report

## Numerical Identification KG Report

32

items correct  
out of 32

100% accuracy

32 correct per min.



Low Risk

The subtest assesses a student's ability to correctly identify the name of the symbol that represents a number.

Items And Student's Responses:

0 ✓	1	1	1 ✓	2	2 ✓	3	3 ✓	4	4	4 ✓	5	5	5 ✓	6	6 ✓	7	7	7 ✓	8
8 ✓	9	9	9 ✓	10	10 ✓	11	11	11 ✓	12	12 ✓	13	13	13 ✓	14	14	14 ✓	15	15 ✓	16
16	16 ✓	17	17	17 ✓	18	18	18 ✓	19	19 ✓	20	20 ✓	21	21 ✓	22	22	22 ✓	23	23	23 ✓
24 ✓	25	25 ✓	26	26 ✓	27	27 ✓	28	28 ✓	29	29 ✓	30	30 ✓	31 ✓	31					

Items After Mark Last Number

# Group Screening Report

Knowledge Base   Submit a Request   Blog

**FastBridge**   **Teacher**   Training & Resources   **Screening**   Progress Monitoring   Reporting

**FASTtrack**   **S13** KG-EarlyMath-2019

Detailed Group Report    Individual Skills Report    Group Screening Report    Individual Benchmark Report

Student Name	Composite	NI-K	NS	DC-K	SU-K	MQ-K	QM
<input checked="" type="checkbox"/> Baldwin, Zachary		32				6	
<input type="checkbox"/> Bowen, Anita							
<input type="checkbox"/> Callens, Jordy	52	32	7	3		12	
<input type="checkbox"/> Carroll, Darterrius	32	15	3	4		7	
<input type="checkbox"/> Cuevas, Miley	25	27	0	2	7	135	
<input type="checkbox"/> Delbeke, Yannis	45	34	5	3		0	
<input type="checkbox"/> Foley, Benedict	41	25	6	2		0	
<input type="checkbox"/> Green, Terris	1031	1920	10	8		15	

# Individual Benchmark Report


Knowledge Base   Submit a Request   Blog

**FastBridge**   **Teacher**   Training & Resources   **Screening**   Progress Monitoring   Reporting

**FASTtrack**   **S13** KG-EarlyMath-2019

Detailed Group Report    Individual Skills Report    Group Screening Report    Individual Benchmark Report

	Student Name	Composite	NI-K	NS-K	DC-K	SU-K	Q-K	QI
<input checked="" type="checkbox"/>	Baldwin, Zachary		32				6	
<input type="checkbox"/>	Bowen, Anita							
<input type="checkbox"/>	Callens, Jordy	52	32	7	3		12	
<input type="checkbox"/>	Carroll, Darterrius	32	15	3	4		7	
<input type="checkbox"/>	Cuevas, Miley	25	27	0	2	7	135	
<input type="checkbox"/>	Delbeke, Yannis	45	34	5	3		0	
<input type="checkbox"/>	Foley, Benedict	41	25	6	2		0	
<input type="checkbox"/>	Green, Terris	1031	1920	10	8		15	



---

# Match Quantity

- One of 17 subtests for earlyMath
- Assesses a student's ability to correctly identify the symbol/numeral that represents a given quantity
- Different from NI because it measures the connection between quantity & number instead of the numeral symbol and name
- Part of the composite score for Fall of KG.
- Also available for progress monitoring.





# Match Quantity

---

[www.ksdetasn.org/mtss](http://www.ksdetasn.org/mtss)



# Finding Materials

Knowledge Base   Submit a Request   Blog

FastBridge

Teacher

Training & Resources

Screening

Progress Monitoring

Reporting

RESOURCES

FASTBRIDGE ASSESSMENTS

INSTRUCTION & INTERVENTION

FASTFLIX

GETTING

## RESOURCES

**FAST Reading**

**earlyReading**  
earlyReading (assessment for early primary grades)  
Download resources  
Learn more about earlyReading

**CBMreading**  
Curriculum Based Measurement of Reading  
Download resources  
Learn more about CBMreading

**AUTOreading** LAB FL  
Reading Automaticity  
No Resources to Download

**aReading**

**FAST Math**

**earlyMath**  
earlyMath (assessment for early primary grades)  
Download resources

**CBMmath Pro**  
CBMmath Process  
Download resources

**CBMmath Auto**  
CBMmath Automaticity  
No Resources to Download

**aMath**  
Adaptive Assessment of Math  
Learn more about aMath

Downloads

Benchmark - aReading

Grade	Metric	Risk Level	Fail	Warn
K	Scaled Score	College Pathway	$\geq 434.0$	$\geq 43$
		Some Risk	$< 387.0$	$< 411$
		High Risk	$< 373.0$	$< 391$
ONE	Scaled Score	College Pathway	$\geq 447.0$	$\geq 47$
		Some Risk	$< 435.0$	$< 454$
		High Risk	$< 416.0$	$< 441$
TWO	Scaled Score	College Pathway	$\geq 483.0$	$\geq 49$
		Some Risk	$< 469.0$	$< 481$
		High Risk	$< 450.0$	$< 471$
THREE	Scaled Score	College Pathway	$\geq 501.0$	$\geq 50$
		Some Risk	$< 487.0$	$< 481$
		High Risk	$< 475.0$	$< 481$
FOUR	Scaled Score	College Pathway	$\geq 519.0$	$\geq 51$
		Some Risk	$< 505.0$	$< 50$
		High Risk	$< 496.0$	$< 49$
FIVE	Scaled Score	College Pathway	$\geq 523.0$	$\geq 52$
		Some Risk	$< 509.0$	$< 51$

Benchmarks & Norms

## FASTBRIDGE ASSESSMENTS

# Finding Materials



## Downloads

[Download Administration Times](#)

[Download Parent Letter](#)

### FAST Reading



earlyReading (assessment for early primary grades)

[Download resources](#)

[Learn more about earlyReading](#)



Curriculum Based Measurement of Reading

[Download resources](#)

[Learn more about CBMReading](#)

### FAST Math



earlyMath (assessment for early primary grades)

[Download resources](#)



CBMMath Process

[Download resources](#)





# Getting Ready to Screen

- FASTtrack
- FASTtrack Reading
- KG FASTtrack Reading
- FASTtrack Math
- ALL ASSESSMENTS
- aReading
- AUTOreading
- earlyReading
- aMath
- CBMmath Automaticity
- CBMmath Process
- CBMmath CAP
- earlyMath
- devMilestones
- SAEBRS
- mySAEBRS

## KG FASTtrack Reading — Spring

**About**  
FASTtrack Reading includes the recommended FAST screening assessments for your grade level. Using these assessments allows access to instructional recommendations on the Screening to Intervention report.

**Next Steps:**  
[Screening to Intervention Report](#)

Student Name	Status	Teacher Admin
Baldwin, Zachary	Completed	59
Bowen, Anita	In Progress	Resume
Callens, Jordy	Completed	293
Carroll, Darterrius	Completed	106
Cuevas, Miley	Completed	54

# Getting Ready to Screen

- FASTtrack
- FASTtrack Reading
- KG FASTtrack Reading
- FASTtrack Math
- ALL ASSESSMENTS
- aReading
- AUTOreading
- earlyReading
- aMath
- CBMmath Automaticity
- CBMmath Process
- CBMmath CAP
- earlyMath
- KG-EarlyMath-2019
- devMilestones
- SAEBRS
- mySAEBRS

## KG FASTtrack Reading — Spring

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[Screening to Intervention Report](#)

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Cuevas, Miley	Completed	54

# Getting Ready to Screen

- FASTtrack
- FASTtrack Reading
- KG FASTtrack Reading
- FASTtrack Math
- ALL ASSESSMENTS
- aReading
- AUTOreading
- earlyReading
- aMath
- CBMmath Automaticity
- CBMmath Process
- CBMmath CAP
- earlyMath
- KG-EarlyMath-2019
- devMilestones
- SAEBRS
- mySAEBRS

S13 KG-EarlyMath-2019

Detailed Group Report Individual Skills Report Group Screening Report Individual Benchmark Report

Student Name	Spring (SPRING)													
	Composite	NI-K	NS-K	DC-K	SU-K	MQ-K	OK-K	QL-K	CP-K	CO-K	EP-K	DC-1	NS-1	NI-1
<input type="checkbox"/> Baldwin, Zachary						8						7		
<input type="checkbox"/> <b>Bowen, Anita</b>													14	
<input type="checkbox"/> Callens, Jordy	52	32	7	3		12								
<input type="checkbox"/> Carroll, Darterrius	32	15	3	4		7								
<input type="checkbox"/> Cuevas, Miley	25	27	0	2	7	135								
<input type="checkbox"/> Delbeke, Yannis	45	34	5	3		0								
<input type="checkbox"/> Foley, Benedict	41	25	8	2		0								
<input type="checkbox"/> Green, Terris	1031	1920	10	8		15								
<input type="checkbox"/> Helnwein, Joel	48	11	12	1		1								
<input type="checkbox"/> Jacks, Jackson			2	0										
<input type="checkbox"/> Kane, Samuel		5	4											



# Getting Ready to Screen

« Cancel

Clear All

Hide Directions

Submit »

### Directions

Preparation

Examiner Example

Begin Test

Timing, Scoring, and Discontinue

Scoring Details

### Timing (optional)

Administration Type

Real-Time  Paper-Pencil

Test duration: 1 minute

Start Timer

Time Elapsed: 0 Seconds

Submit test »

### earlyMath Match Quantity - Screening Form I

Item	Questions	Answer	Correct	Incorrect
<i>Please START the timer.</i>				
1.	Point to the number.	(3)	<input type="radio"/>	<input type="radio"/>
2.	Point to the number.	(1)	<input type="radio"/>	<input type="radio"/>
3.	Point to the number.	(5)	<input type="radio"/>	<input type="radio"/>



### Strategies/Errors


- Counted correctly, but chose wrong numeral
- Dots Miscalculated
- Other

### Notes



# Getting Ready to Screen

 **FastBridge**
 **Teacher**
**Training & Resources**
**Screening**
**Progress Monitoring**
**Reporting**

 **earlyMath**
Match Quantity
Name: **Anita Bowen**

« Cancel
Clear All
Hide Directions
Submit »

Directions

Preparation

**Prep ▶** Place the Match Quantity student materials in front of the student.

Examiner Example

Begin Test

Timing, Scoring, and Discontinue

Scoring Details

**earlyMath Match Quantity - Screening Form I**

Item Questions	Answer	Correct	Incorrect
<i>Please START the timer.</i>			
1. Point to the number.	(3)	<input type="radio"/>	<input type="radio"/>
2. Point to the number.	(1)	<input type="radio"/>	<input type="radio"/>
3. Point to the number.	(5)	<input type="radio"/>	<input type="radio"/>

**Timing (optional)**

Administration Type  
 Real-Time  Paper-Pencil

Test duration: 1 minute

Start Timer

Time Elapsed: 0 Seconds

Submit test »

**Strategies/Errors**

Counted correctly, but chose wrong numeral  
 Dots Miscounted  
 Other

**Notes**

Add note

# Getting Ready to Screen

**FastBridge** Teacher Training & Resources Screening Progress Monitoring Reporting

**earlyMath** Match Quantity Name: **Anita Bowen**

« Cancel Clear All Hide Directions **Submit »**

**Directions**

Preparation

**Prep ▶** Place the Match Quantity student materials in front of the student.

Examiner Example

**Read ▶** These are numbers (point to the numbers) and these are dots (point to the dots). I will point to the number that tells how many dots there are. There are four dots, so I will point to the four (point). Now it's your turn. When I turn the page, point to the number (point to the 4 again) that tells how many dots there are (point to the dots again). Are you ready? (Turn the page).

Begin Test

Timing, Scoring, and Discontinue

Scoring Details

**Timing (optional)**

Administration Type

Real-Time  Paper-Pencil

Test duration: 1 minute

Start Timer

Time Elapsed: 0 Seconds

Submit test »

**Strategies/Errors**

Counted correctly, but chose wrong numeral

Dots Miscalculated

Other

**Notes**

**earlyMath Match Quantity - Screening Form I**

Item Questions	Answer	Correct	Incorrect
----------------	--------	---------	-----------

# Getting Ready to Screen

« Cancel

Clear All

Hide Directions

Submit »

## Directions

### Preparation

**Prep** ► Place the Match Quantity student materials in front of the student.

### Examiner Example

**Read** ► These are numbers (point to the numbers) and these are dots (point to the dots). I will point to the number that tells how many dots there are. There are four dots, so I will point to the four (point). Now it's your turn. When I turn the page, point to the number (point to the 4 again) that tells how many dots there are (point to the dots again). Are you ready? (Turn the page).

### Begin Test

**Read** ► Point to the number. Start timer. Do not give feedback about the student's response. If materials are in a binder where the student can see two items at a time, make sure the student is moving from the left to the right as if they were reading a book. If the student says the name of a number but does not point, say "Point to the number."

### Timing, Scoring, and Discontinue

### Scoring Details

## Timing (optional)

Administration Type

Real-Time  Paper-Pencil

Test duration: 1 minute ▼

Start Timer

Time Elapsed: 0 Seconds

Submit test »

## Strategies/Errors

- Counted correctly, but chose wrong numeral
- Dots Miscalculated
- Other

## Notes

Add note

# Getting Ready to Screen

## Timing, Scoring, and Discontinue

**Timing** ► This is a 1-minute test. Begin timer after stating the first prompt, "**Point to the number,**" and stop the timer when 1 minute has passed. If the student pauses for three (3) seconds without responding to an item, count the item incorrect and continue with the next item by saying, "Try the next one" and point to the appropriate item.

**Discontinue Rule** ► If the student incorrectly responds to all items 1, 2, and 3, discontinue the task.

**Scoring** ► **Correct:** The student points to the number that correctly represents the dot.

► **Incorrect:** The student does not point to the number that correctly represents the dot quantity.

## Scoring Details

### Types of Errors ►

**Points to incorrect numeral:** Mark as incorrect.

**3-second hesitation rule:** If the student hesitates/pauses for three seconds, mark as incorrect and say, "Let's try the next one."

**Student says the correct number aloud but does not point:** Prompt the student by saying, "Point to the number." If the student then correctly points, it is not an error. If they do not point to the correct numeral, mark as incorrect and move on to the next item.

### Non-Errors ►

**Self-correction:** If the student points to the wrong number but then corrects self before moving on to the next item, the item is NOT an error and is marked as correct.

**Students with serious motor difficulties:** Some students with disabilities will not be able to point. Feel free to excuse students from this test.

### Other Considerations ►

**Student says that the correct number isn't there:** Mark the item incorrect and say, "Let's try the next one."

**You are unsure if a student pointed to the correct numeral:** Say "I didn't see what number you pointed to, can you point again?"

**Student says they don't know a number:** Say, "Try the next one."

Real-Time  Paper-Pencil

Test duration: 1 minute ▾

Start Timer

Time Elapsed: 0 Seconds

Submit test »

## Strategies/Errors

- Counted correctly, but chose wrong numeral
- Dots Miscalculated
- Other

## Notes

Add note

## Match Quantity

### Directions

#### Preparation

**Prep ►** Place the Match Quantity student materials in front of the student.

#### Examiner Example

**Read ►** These are numbers (point to the numbers) and these are dots (point to the dots). I will point to the number that tells how many dots there are. There are four dots, so I will point to the four (point). Now it's your turn. When I turn the page, point to the number (point to the 4 again) that tells how many dots there are (point to the dots again). Are you ready? (Turn the page).

#### Begin Test

**Read ► Point to the number.** Start timer. Do not give feedback about the student's response. If materials are in a binder where the student can see two items at a time, make sure the student is moving from the left to the right as if they were reading a book. If the student says the name of a number but does not point, say, "Point to the number."

#### Timing, Scoring, and Discontinue

**Timing ►** This is a 1-minute test. Begin timer after stating the first prompt, "Point to the number," and stop the timer when 1 minute has passed. If the student pauses for three (3) seconds without responding to an item, count the item incorrect and continue with the next item by saying, "Try the next one" and point to the appropriate item.

**Discontinue Rule ►** If the student incorrectly responds to all items 1, 2, and 3, discontinue the task.

**Scoring ► (Correct)** The student points to the number that correctly represents the dot quantity.

► **(Incorrect)** The student does not point to the number that correctly represents the dot quantity.

#### Scoring Details

##### Types of Errors ►

1. **Points to incorrect numeral:** Mark as incorrect.
2. **3-second hesitation rule:** If the student hesitates/pauses for three seconds, mark as incorrect and say, "Let's try the next one."
3. **Student says the correct number aloud but does not point:** Prompt the student by saying, "Point to the number." If the student then correctly points, it is not an error. If they do not point to the correct numeral, mark as incorrect and move on to the next item.



## RESOURCES

**FAST Reading**

**earlyReading**  
earlyReading (assessment for early primary grades)  
Download resources  
Learn more about earlyReading

**CBMreading**  
Curriculum Based Measurement of Reading  
Download resources  
Learn more about CBMreading

**AUTOreading LAB IT**  
Reading & Automaticity  
No Resources to Download

**aReading**  
Adaptive Assessment of Reading  
Learn more about aReading

**FAST Math**

**earlyMath**  
earlyMath (assessment for early primary grades)  
Download resources

**CBMmath Pro**  
CBMmath Process  
Download resources

**CBMmath Aut**  
CBMmath Automaticity  
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Learn more about aMath

Downloads

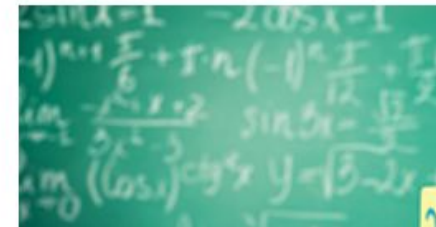
Benchmark - aReading

Grade	Metric	Risk Level	Fall	Winter
KG	Scaled Score	College Pathway	$\geq 404.0$	$\geq 43$
		Some Risk	$< 387.0$	$< 41$
		High Risk	$< 373.0$	$< 39$
ONE	Scaled Score	College Pathway	$\geq 447.0$	$\geq 47$
		Some Risk	$< 435.0$	$< 45$
		High Risk	$< 416.0$	$< 44$
TWO	Scaled Score	College Pathway	$\geq 483.0$	$\geq 49$
		Some Risk	$< 469.0$	$< 48$
		High Risk	$< 450.0$	$< 47$
THREE	Scaled Score	College Pathway	$\geq 501.0$	$\geq 50$
		Some Risk	$< 487.0$	$< 49$
		High Risk	$< 475.0$	$< 48$
FOUR	Scaled Score	College Pathway	$\geq 513.0$	$\geq 52$
		Some Risk	$< 500.0$	$< 50$
		High Risk	$< 488.0$	$< 49$
FIVE	Scaled Score	College Pathway	$\geq 523.0$	$\geq 53$
		Some Risk	$< 509.0$	$< 51$

Benchmarks & Norms

## FASTBRIDGE ASSESSMENTS

### Reading





- earlyMath
- earlyMath Composite
- 1. Introduction
- 2. Demonstration
- 3. Standardization
- 4. Screening
- 5. Progress Monitoring
- 6. Practice
- 7. Certification
- 8. Resources
- Numeral Identification - (NI-K)
- Numeral Identification - (NI-1)
- Subitizing
- Match Quantity
- Quantity Discrimination Most
- Quantity Discrimination Least



## earlyMath Composite

### Lesson 1: Introduction

The suite of earlyMath measures allows you to screen and monitor a student's progress in developing math skills. Teachers work with a student individually to complete each assessment. These measures are designed for students in the early primary grades and are typically used in kindergarten and first grade.

earlyMath performance is an indicator, or "thermometer," of student math development. It is designed to assess initial math skills that predict later mathematical performance. Although there are 17 total earlyMath subtests, not all of them are used at once. For screening, selected subtests are organized to be given together to generate a composite score for each student. We recognize that students' skills change over each school year, and even within a school year. To adjust for natural changes in the skills of kindergarten and first grade students, the FastBridge earlyMath composite score includes different subtests depending on the grade level and screening period. A composite is one score combined from multiple subtests and it is the best estimate of your students' early math skills. For each screening period there are 3 subtests included in the Composite. Here are the subtests for each screening period by grade level.

### earlyMath Composite Subtests

GRADE	FALL	WINTER	SPRING
K	Match Quantity	Decomposing DC-K	Decomposing DC-K



earlyMath

earlyMath Composite

Numeral Identification - (NI-K)

Numeral Identification - (NI-1)

Subitizing

Match Quantity

1. Introduction

2. Demonstration

3. Standardization

4. Screening

5. Progress Monitoring

6. Practice

7. Certification

8. Resources

Quantity Discrimination Most

## earlyMath - Match Quantity

### RESOURCES

An observer (e.g., fellow teacher, school or district supervisor) may have an opportunity to directly observe your performance administering earlyMath - Match Quantity and give you feedback.

This observer can use the ORAA form (OBSERVING & RATING ADMINISTRATOR ACCURACY) to review your performance and record your final score.

[EM\\_Match\\_Quantity\\_ORAA.pdf](#)

Quick Sheets are copies of directions, examples, and 1-page navigation and report interpretation sheets that can be downloaded and used by teachers and trainers. Review the PDF and download to use with the system as needed.

[Quick Sheet Match Quantity.pdf](#)

< Previous

earlyMath

earlyMath Composite

Numeral Identification - (NI-K)

Numeral Identification - (NI-1)

Subitizing

Match Quantity

1. Introduction

2. Demonstration

3. Standardization

4. Screening

5. Progress Monitoring

6. Practice

7. Certification

8. Resources

Quantity Discrimination Most

# earlyMath - Match Quantity

## RESOURCES

An observer (e.g., fellow teacher, school or district supervisor) may have an opportunity to directly observe your performance administering earlyMath - Match Quantity and give you feedback.

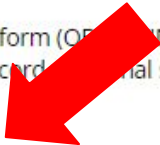
This observer can use the ORAA form (OBSERVING & RATING ADMINISTRATOR ACCURACY) to review your performance and record your final score.

[EM\\_Match\\_Quantity\\_ORAA.pdf](#)

Quick Sheets are copies of directions, examples, and 1-page navigation and report interpretation sheets that can be downloaded and used by teachers and trainers. Review the PDF and download to use with the system as needed.

[Quick Sheet Match Quantity.pdf](#)

< Previous



**earlyMath Time-Limited Measures**  
**OBSERVING & RATING ADMINISTRATOR ACCURACY**  
**(ORAA)**

This tool is used for data collection training and coaching for standardized administration of the time-limited earlyMath assessments: Decomposing-1, Match Quantity, Number Identification, Place Value, Quantity Discrimination, Verbal Addition, and Verbal Subtraction. The observer indicates if the procedure was completed accurately or not by circling a 0 or 1. If the step was not applicable for this administration, write N/A.

**Examiner:** \_\_\_\_\_ **Observer:** \_\_\_\_\_

**earlyMath Subtest Observed:**

- |   |  |
|---|--|
| <input type="checkbox"/> Decomposing-1 (60 seconds)<br><input type="checkbox"/> Match Quantity (60 seconds)<br><input type="checkbox"/> Number Identification-K (60 seconds)<br><input type="checkbox"/> Number Identification-1 (60 seconds)<br><input type="checkbox"/> Place Value (120 seconds) | <input type="checkbox"/> Quantity Discrimination-Most (30 seconds)<br><input type="checkbox"/> Quantity Discrimination-Least (30 seconds)<br><input type="checkbox"/> Verbal Addition (60 seconds)<br><input type="checkbox"/> Verbal Subtraction (60 seconds) |
|---|--|

Circle as Follows:

1 = step completed accurately

0 = step not completed accurately

Testing Procedure	Observed?
1. Places practice page in front of student.	0 1
2. Places copy of student materials in front of student.	0 1
3. Places examiner materials out of view of student.	0 1
4. Seated appropriate distance from student.	0 1
5. Follows standardized directions.	0 1
6. Starts timer when indicated.	0 1
7. Examiner follows along as student provides answers aloud, marking errors as they occur.	0 1
8. Provides appropriate hesitation rule responses when needed.	0 1
9. Follows discontinue rules when appropriate.	0 1
10. Does NOT provide any other guidance to student during the test.	0 1
11. Stops timer when indicated.	0 1
<b>TOTAL</b>	<b>/11</b>

# Getting Ready to Screen

FastBridge Teacher Training & Resources **Screening** Progress Monitoring Reporting

earlyMath Match Quantity Name: Anita Bowen

« Cancel Clear All Hide Directions **Submit »**

### Directions

Preparation

Examiner Example

Begin Test

Timing, Scoring, and Discontinue

Scoring Details

### Timing (optional)

Administration Type

Real-Time  Paper-Pencil

Test duration: 1 minute

Start Timer

Time Elapsed: 0 Seconds

Submit test »

### earlyMath Match Quantity - Screening Form I

Item	Questions	Answer	Correct	Incorrect
<i>Please START the timer.</i>				
1.	Point to the number.	(3)	<input type="radio"/>	<input type="radio"/>
2.	Point to the number.	(1)	<input type="radio"/>	<input type="radio"/>
3.	Point to the number.	(5)	<input type="radio"/>	<input type="radio"/>


### Strategies/Errors

Counted correctly, but chose wrong numeral

Dots Miscounted

Other

### Notes



# Getting Ready to Screen

« Cancel Clear All Hide Directions Submit »

### Directions

Preparation

Examiner Example

Begin Test

Timing, Scoring, and Discontinue

Scoring Details

### Timing (optional)

Administration Type

Real-Time  Paper-Pencil

Test date: 06/26/2023

Time taken(secs): 60

### Strategies/Errors

- Counted correctly, but chose wrong numeral
- Dots Miscounted
- Other

### Notes

Add note

### earlyMath Match Quantity - Screening Form I

Item	Questions	Answer	Correct	Incorrect
<i>Please START the timer.</i>				
1.	Point to the number.	(3)	<input type="radio"/>	<input type="radio"/>
2.	Point to the number.	(1)	<input type="radio"/>	<input type="radio"/>
3.	Point to the number.	(5)	<input type="radio"/>	<input type="radio"/>
<i>Discontinue Rule: Discontinue the test if all items 1, 2, and 3 are incorrect.</i>				
4.	Point to the number.	(2)	<input type="radio"/>	<input type="radio"/>

# Getting Ready to Screen

« Cancel Clear All Hide Directions Submit »

### Directions

Preparation

Examiner Example

Begin Test

Timing, Scoring, and Discontinue

Scoring Details

### Timing (optional)

Administration Type

Real-Time  Paper-Pencil

Test duration: 1 minute

Start Timer

Time Elapsed: 0 Seconds

Submit test »

### earlyMath Match Quantity - Screening Form I

Item	Questions	Answer	Correct	Incorrect
	<i>Please START the timer.</i>			
1.	Point to the number.	(3)	<input type="radio"/>	<input type="radio"/>
2.	Point to the number.	(1)	<input type="radio"/>	<input type="radio"/>
3.	Point to the number.	(5)	<input type="radio"/>	<input type="radio"/>
<i>Discontinue Rule: Discontinue the test if all items 1, 2, and 3 are incorrect.</i>				
4.	Point to the number.	(2)	<input type="radio"/>	<input type="radio"/>
5.	Point to the number.	(4)	<input type="radio"/>	<input type="radio"/>

### Strategies/Errors

- Counted correctly, but chose wrong numeral
- Dots Miscounted
- Other

### Notes

Add note

# Start Timer

« Cancel Clear All Hide Directions Submit »

### Directions

Preparation

Examiner Example

Begin Test

Timing, Scoring, and Discontinue

Scoring Details

### Timing (optional)

Administration Type

Real-Time  Paper-Pencil

Test duration: 1 minute

Stop Timer

Time Elapsed: 7 Seconds

Submit test »

### earlyMath Match Quantity - Screening Form I

Item Questions	Answer	Correct	Incorrect
<i>Please START the timer.</i>			
1. Point to the number.	(3)	<input type="radio"/>	<input type="radio"/>
2. Point to the number.	(1)	<input type="radio"/>	<input type="radio"/>
3. Point to the number.	(5)	<input type="radio"/>	<input type="radio"/>
<i>Discontinue Rule: Discontinue the test if all items 1, 2, and 3 are incorrect.</i>			
4. Point to the number.	(2)	<input type="radio"/>	<input type="radio"/>

### Strategies/Errors

- Counted correctly, but chose wrong numeral
- Dots Miscounted
- Other

### Notes

Add note

# Mark Correct/Incorrect, Add note (optional), and Submit Test

« Cancel Clear All Hide Directions Submit »

### Directions

Preparation

Examiner Example

Begin Test

Timing, Scoring, and Discontinue

Scoring Details

### Timing (optional)

Administration Type

Real-Time  Paper-Pencil

Test duration: 1 minute

Stop Timer

Time Elapsed: 60 Seconds

Submit test »

### earlyMath Match Quantity - Screening Form I

Item	Questions	Answer	Correct	Incorrect
------	-----------	--------	---------	-----------

*Please START the timer.*

1.	Point to the number.	(3)	<input type="radio"/>	<input type="radio"/>
----	----------------------	-----	-----------------------	-----------------------

2.	Point to the number.	(1)	<input type="radio"/>	<input type="radio"/>
----	----------------------	-----	-----------------------	-----------------------

3.	Point to the number.	(5)	<input type="radio"/>	<input type="radio"/>
----	----------------------	-----	-----------------------	-----------------------

*Discontinue Rule: Discontinue the test if all items 1, 2, and 3 are incorrect.*

4.	Point to the number.	(2)	<input type="radio"/>	<input type="radio"/>
----	----------------------	-----	-----------------------	-----------------------

### Strategies/Errors

Counted correctly, but chose wrong numeral

Dots Miscalculated

Other

### Notes

Add note





# Add Note

Timing (optional)

Administration Type

Real-Time  Paper-Pencil

Test duration: 1 minute

Special note for this test

2000 characters left.

Save Cancel

Timing (optional)

Administration Type

Real-Time  Paper-Pencil

Test duration: 1 minute

Time E

Strategie

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wr

Do

Ot

Notes

Add note

# See score under MQ-K

- FASTtrack
- FASTtrack Reading
  - KG FASTtrack Reading
- FASTtrack Math
- ALL ASSESSMENTS
- aReading
- AUTOreading
- earlyReading
- aMath
- CBMmath Automaticity
- CBMmath Process
- CBMmath CAP
- earlyMath

S13 KG-EarlyMath-2019

Detailed Group Report

Individual Skills Report

Group Screening Report

Individual Benchmark Report

	Student Name	Composite	NI-K	NS-K	DC-K	SU-K	MQ-K	QM-K	QL-K
<input type="checkbox"/>	Baldwin, Zachary		32				6		
<input type="checkbox"/>	Bowen, Anita						15		
<input type="checkbox"/>	Callens, Jordy	52	32	7	3		12		
<input type="checkbox"/>	Carroll, Darterrius	32	15	3	4		7		
<input type="checkbox"/>	Cuevas, Miley	25	27	0	2	7	135		
<input type="checkbox"/>	Delbeke, Yannis	45	34	5	3		0		
<input type="checkbox"/>	Foley, Benedict	41	25	6	2		0		



# Individual Skills Report

## Individual Skills Report: earlyMath

2019-2020 | FastBridge Training District | Luceno Elementary School | Grade: KG |  
Teacher: Johnston, Genevieve

Interval:

Spring: 04/20/2020 - 05/18/2020

Go »

BA Bowen, Anita

### Match Quantity Report

15 items correct out of 19    79% accuracy    15 correct per min.    Low Risk

The subtest assesses a student's ability to correctly identify the symbol/numeral that represents a given quantity.

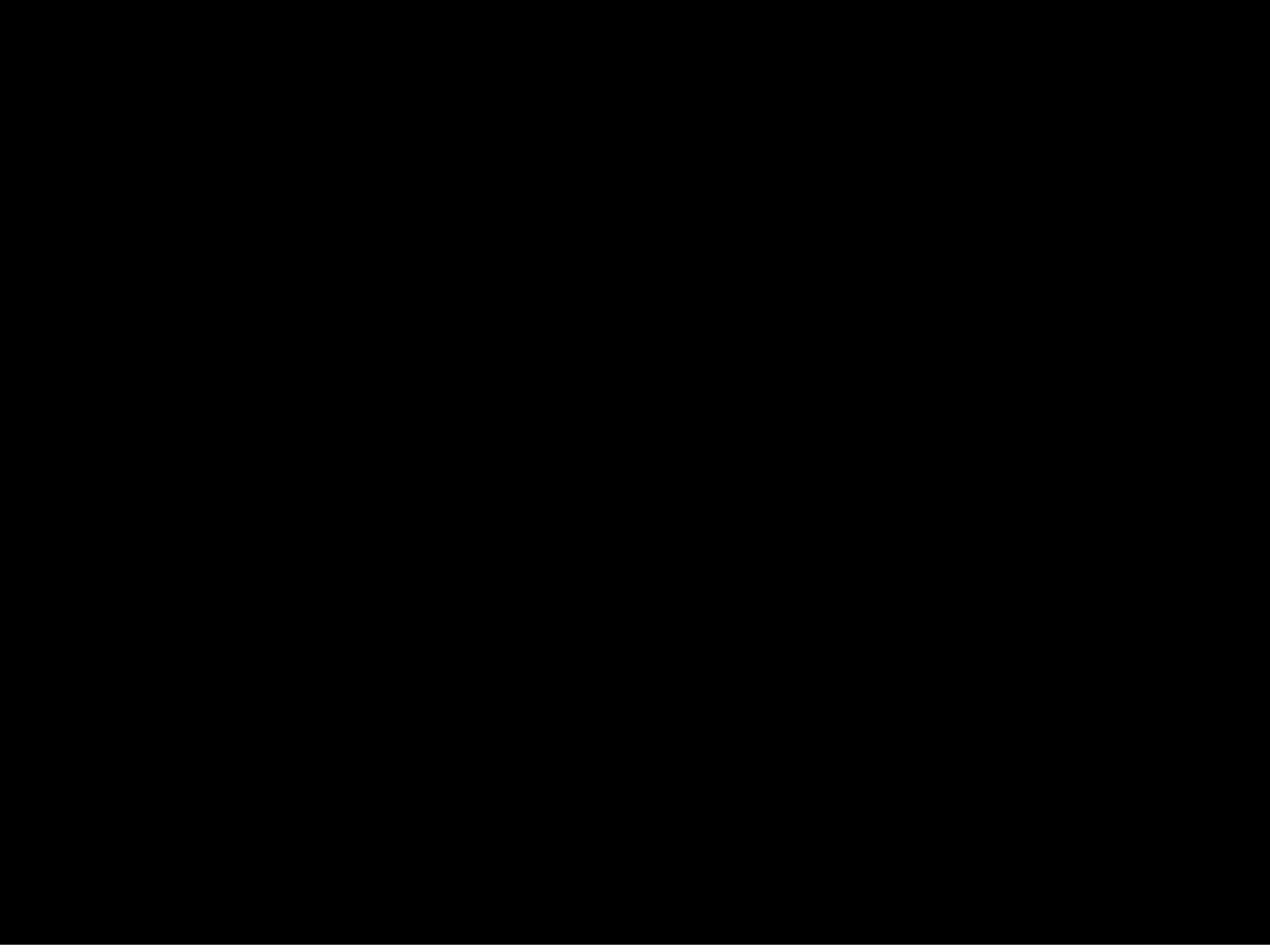
Items And Student's Responses:

3	1	5	2	4	6	2	7	5	8	1	9	3	10	4	2	3	4	1	5
✓	✓	✓	✓	✗	✓	✓	✗	✓	✓	✓	✗	✓	✓	✗	✓	✓	✓	✓	✓

---

# Number Sequence

- One of 17 subtests for earlyMath
- Assesses student's understanding of the mental number line.
- Test is completely verbal - no student materials needed
- Part of the composite score for Fall of KG.
- Also available for progress monitoring



# Finding Materials

Knowledge Base   Submit a Request   Blog



Teacher

Training & Resources

Screening

Progress Monitoring

Reporting

RESOURCES

FASTBRIDGE ASSESSMENTS

INSTRUCTION & INTERVENTION

FASTFLIX

GETTING

## RESOURCES

**FAST Reading**

**earlyReading**  
earlyReading (assessment for early primary grades)

Download resources

Learn more about earlyReading

**CBMreading**  
Curriculum Based Measurement of Reading

Download resources

Learn more about CBMreading

**AUTOreading** LAB FL

Reading Automaticity

No Resources to Download

**aReading**

**FAST Math**

**earlyMath**  
earlyMath (assessment for early primary grades)

Download resources

**CBMmath Pro**  
CBMmath Process

Download resources

**CBMmath Auto**  
CBMmath Automaticity

No Resources to Download

**aMath**  
Adaptive Assessment of Math

Learn more about aMath

Downloads

Benchmark - aReading

Grade	Metric	Risk Level	Fail	Warn
K	Scaled Score	College Pathway	≥ 434.0	≥ 43
		Some Risk	< 387.0	< 411
		High Risk	< 373.0	< 391
ONE	Scaled Score	College Pathway	≥ 447.0	≥ 47
		Some Risk	< 435.0	< 454
		High Risk	< 416.0	< 441
TWO	Scaled Score	College Pathway	≥ 483.0	≥ 49
		Some Risk	< 469.0	< 481
		High Risk	< 450.0	< 471
THREE	Scaled Score	College Pathway	≥ 501.0	≥ 50
		Some Risk	< 487.0	< 491
		High Risk	< 475.0	< 481
FOUR	Scaled Score	College Pathway	≥ 519.0	≥ 51
		Some Risk	< 505.0	< 50
		High Risk	< 493.0	< 49
FIVE	Scaled Score	College Pathway	≥ 523.0	≥ 52
		Some Risk	< 509.0	< 51

Benchmarks & Norms

## FASTBRIDGE ASSESSMENTS

# Finding Materials



## Downloads

[Download Administration Times](#)

[Download Parent Letter](#)

### FAST Reading



earlyReading (assessment for early primary grades)

[Download resources](#)

[Learn more about earlyReading](#)



Curriculum Based Measurement of Reading

[Download resources](#)

[Learn more about CBMReading](#)

### FAST Math



earlyMath (assessment for early primary grades)

[Download resources](#)



CBMMath Process

[Download resources](#)







# Getting Ready to Screen

- FASTtrack
- FASTtrack Reading
- KG FASTtrack Reading
- FASTtrack Math
- ALL ASSESSMENTS
- aReading
- AUTOreading
- earlyReading
- aMath
- CBMmath Automaticity
- CBMmath Process
- CBMmath CAP
- earlyMath
- devMilestones
- SAEBRS
- mySAEBRS

## KG FASTtrack Reading — Spring

**About**  
FASTtrack Reading includes the recommended FAST screening assessments for your grade level. Using these assessments allows access to instructional recommendations on the Screening to Intervention report.

**Next Steps:**  
[Screening to Intervention Report](#)

Student Name	Status	Teacher Admin
Baldwin, Zachary	Completed	59
Bowen, Anita	In Progress	Resume
Callens, Jordy	Completed	293
Carroll, Darterrius	Completed	106
Cuevas, Miley	Completed	54

# Getting Ready to Screen

- FASTtrack
- FASTtrack Reading
- KG FASTtrack Reading
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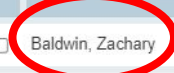
# Getting Ready to Screen

- FASTtrack
- FASTtrack Reading
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- mySAEBRS

S13 KG-EarlyMath-2019

Detailed Group Report Individual Skills Report Group Screening Report Individual Benchmark Report

	Student Name	Spring (SPRING)													
		Composite	NI-K	NS-K	DC-K	SU-K	MQ-K	QM-K	QL-K	CP-K	CO-K	EP-K	DC-1	NS-1	NI-1
<input type="checkbox"/>	Baldwin, Zachary	✓	✓	✓	✓	✓	8	✓	✓	✓	✓	✓	7	✓	✓
<input type="checkbox"/>	Bowen, Anita	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	14	✓	✓
<input type="checkbox"/>	Callens, Jordy	52	32	7	3	✓	12	✓	✓	✓	✓	✓	✓	✓	✓
<input type="checkbox"/>	Carroll, Darterrius	32	15	3	4	✓	7	✓	✓	✓	✓	✓	✓	✓	✓
<input type="checkbox"/>	Cuevas, Miley	25	27	0	2	7	135	✓	✓	✓	✓	✓	✓	✓	✓
<input type="checkbox"/>	Delbeke, Yannis	45	34	5	3	✓	0	✓	✓	✓	✓	✓	✓	✓	✓
<input type="checkbox"/>	Foley, Benedict	41	25	8	2	✓	0	✓	✓	✓	✓	✓	✓	✓	✓
<input type="checkbox"/>	Green, Terris	1031	1920	10	8	✓	15	✓	✓	✓	✓	✓	✓	✓	✓
<input type="checkbox"/>	Helnwein, Joel	48	11	12	1	✓	1	✓	✓	✓	✓	✓	✓	✓	✓
<input type="checkbox"/>	Jacks, Jackson	✓	✓	2	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<input type="checkbox"/>	Kane, Samuel	✓	5	4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



# Getting Ready to Screen

Knowledge Base

Submit a Request

Blog



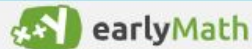
Teacher

Training & Resources

Screening

Progress Monitoring

Reporting



Number Sequence KG

Name: Zachary Baldwin

« Cancel Clear All Hide Directions Submit »

## Directions

Preparation

Begin Test

Timing, Discontinue, and Scoring

Scoring Details

## Timing (optional)

Administration Type

Real-Time  Paper-Pencil

Test duration: Open-ended ▾

Start Timer

Time Elapsed: 0 Seconds

Submit test »

## earlyMath Number Sequence KG - Screening Form I

Item	Questions	Answer	Correct	Incorrect
------	-----------	--------	---------	-----------

Please START the timer.

Read: I will start counting, and when I stop I want you to keep going. Ready?

1.	1, 2, 3	4 5 6 7 8 9 10	<input type="radio"/>	<input type="radio"/>
----	---------	----------------	-----------------------	-----------------------

2.	7, 8, 9	10 11 12 13 14 15	<input type="radio"/>	<input type="radio"/>
----	---------	-------------------	-----------------------	-----------------------

3.	(student continues to count)	16 17 18 19 20	<input type="radio"/>	<input type="radio"/>
----	------------------------------	----------------	-----------------------	-----------------------

4.	(student continues to count)	21 22 23 24 25 26 27 28 29 30 31	<input type="radio"/>	<input type="radio"/>
----	------------------------------	-------------------------------------	-----------------------	-----------------------

Read: This time, I am going to start counting but I will count backward. When I stop I want you to keep going. Ready?

5.	6, 5, 4	3 2 1	<input type="radio"/>	<input type="radio"/>
----	---------	-------	-----------------------	-----------------------

Discontinue Rule: Discontinue the test if all items 1-5 are incorrect.

6.	11, 10, 9	8 7 6 5 4	<input type="radio"/>	<input type="radio"/>
----	-----------	-----------	-----------------------	-----------------------

## Strategies/Errors

- Count Sequence Partially Omitted
- Stated number before for number after
- Stated number after for number before
- Inability to Cross Decade
- Other

## Notes

Add note

# Getting Ready to Screen

FastBridge Teacher Training & Resources **Screening** Progress Monitoring Reporting

earlyMath Number Sequence KG Name: **Zachary Baldwin**

« Cancel Clear All Hide Directions **Submit »**

**Directions**

Preparation

**Prep ▶** Sit facing the student. There are no student materials for this test.

Begin Test

**Read ▶** I will start counting, and when I stop I want you to keep going. Ready? Do not give feedback about the student's response.

Timing, Discontinue, and Scoring

Scoring Details

**Timing (optional)**

Administration Type

Real-Time  Paper-Pencil

Test duration: Open-ended ▼

Start Timer

Time Elapsed: **0** Seconds

Submit test »

**Strategies/Errors**

# Getting Ready to Screen

## Directions

Preparation

Begin Test

Timing, Discontinue, and Scoring

**Timing** ► This is an open-ended test. Begin timer after stating the first prompt, "...1, 2, 3" and stop the timer right after the student responds to the last item. If the student pauses for five seconds without responding to an item, count the item as incorrect and continue with the next item.

**Discontinue Rule** ► If the student incorrectly responds to all items 1-5, discontinue the task.

**Scoring** ► **Correct:**

- Items 1 through 6:
    - The student must say the next 3 numbers in the correct sequence. For example, if the examiner says "1, 2, 3" the student must say "4, 5, 6" to earn credit for the item.
    - If a student says 1 or 2 of the correct sequence of numbers for items 1 through 6, say, "Can you tell me more?" This prompt can be used once.
  - Items 7-13:
    - The student says the correct number.
- **Incorrect:** The student does not say the correct number or number sequence. Mark any skipped or incorrect numbers.

Scoring Details

**Types of Errors** ►

1. **Incorrect Number:** The student incorrectly responds to the question.
2. **5-second hesitation rule:** If the student hesitates/pauses for five seconds, mark as incorrect and say, "Let's try the next one."

**Non-Errors** ►

1. **Self-correction:** If the student says the wrong number but then corrects self before moving on to the next item, the item is NOT an error.
2. **Speech differences:** Errors consistent with a student's speech impairment or dialect differences are not counted as incorrect. For example, if the number is three and a student says, "free" that response is correct.

**Other Considerations** ►

1. **Student says he or she does not know a number:** Say, "Try the next one."
2. **Student asks examiner for the number (e.g., "What number is this?"):** Say, "Try the next one."

## Timing (optional)

Administration Type

Real-Time  Paper-Pencil

Test duration:

Start Timer

Time Elapsed:  Seconds

Submit test »

## Strategies/Errors

- Count Sequence Partially Omitted
- Stated number before for number after
- Stated number after for number before
- Inability to Cross Decade
- Other

## Notes

Add note

# Scoring Clarification for NS-K

## earlyMath Number Sequence KG - Screening Form I

Item	Questions	Answer	Correct	Incorrect
------	-----------	--------	---------	-----------

*Please START the timer.*

*Read: I will start counting, and when I stop I want you to keep going. Ready?*

1.	1, 2, 3	4 5 6 7 8 9 10	<input type="radio"/>	<input type="radio"/>
----	---------	----------------	-----------------------	-----------------------

2.	7, 8, 9	10 11 12 13 14 15	<input type="radio"/>	<input type="radio"/>
----	---------	-------------------	-----------------------	-----------------------

3.	(student continues to count)	16 17 18 19 20	<input type="radio"/>	<input type="radio"/>
----	------------------------------	----------------	-----------------------	-----------------------

4.	(student continues to count)	21 22 23 24 25 26 27 28 29 30 31	<input type="radio"/>	<input type="radio"/>
----	------------------------------	-------------------------------------	-----------------------	-----------------------

*Read: This time, I am going to start counting but I will count backward. When I stop I want you to keep going. Ready?*

5.	6, 5, 4	3 2 1	<input type="radio"/>	<input type="radio"/>
----	---------	-------	-----------------------	-----------------------

*Discontinue Rule: Discontinue the test if all items 1-5 are incorrect.*

6.	11, 10, 9	8 7 6 5 4	<input type="radio"/>	<input type="radio"/>
----	-----------	-----------	-----------------------	-----------------------

*Read: Now, I want to know the number that comes **after** the number I say. I'll do the first one, the number that comes **after** 3 is 4. Listen carefully, and tell me the number that comes **after** the number I say.*

### Timing (optional)

Administration Type

Real-Time  Paper-Pencil

Test duration:

Time Elapsed: **7** Seconds

### Strategies/Errors

- Count Sequence Partially Omitted
- Stated number before for number after
- Stated number after for number before
- Inability to Cross Decade
- Other

# Getting Ready to Screen

FastBridge Teacher Training & Resources Screening Progress Monitoring Reporting

earlyMath Number Sequence KG Name: **Zachary Baldwin**

« Cancel Clear All Hide Directions Submit »

**Directions**

Preparation

Begin Test

Timing, Discontinue, and Scoring

Scoring Details

**Timing (optional)**

Administration Type  
 Real-Time  Paper-Pencil

Test date: 07/31/2023

Time taken(secs): 60

**Strategies/Errors**

Count Sequence Partially Omitted

Stated number before for number after

Stated number after for number before

Inability to Cross Decade

Other

**Notes**

Add note

**earlyMath Number Sequence KG - Screening Form I**

Item	Questions	Answer	Correct	Incorrect
<i>Please START the timer.</i>				
<i>Read: I will start counting, and when I stop I want you to keep going. Ready?</i>				
1.	1, 2, 3	4 5 6 7 8 9 10	<input type="radio"/>	<input type="radio"/>
2.	7, 8, 9	10 11 12 13 14 15	<input type="radio"/>	<input type="radio"/>
3.	(student continues to count)	16 17 18 19 20	<input type="radio"/>	<input type="radio"/>
4.	(student continues to count)	21 22 23 24 25 26 27 28 29 30 31	<input type="radio"/>	<input type="radio"/>
<i>Read: This time, I am going to start counting but I will count backward. When I stop I want you to keep going. Ready?</i>				
5.	6 5 4	3 2 1	<input type="radio"/>	<input type="radio"/>



## Number Sequence NS-K

## Directions

## Preparation

**Prep** ► Sit facing the student. There are no student materials for this test.

## Begin Test

**Read** ► **I will start counting, and when I stop, I want you to keep going. Ready?** Do not give feedback about the student's response.

## Timing, Discontinue, and Scoring

**Timing** ► This is an open-ended test. Begin timer after stating the first prompt, "... 1, 2, 3" and stop the timer right after the student responds to the last item. If the student pauses for five seconds without responding to an item, count the item as incorrect and continue with the next item.

**Discontinue Rule** ► If the student incorrectly responds to all items 1-5, discontinue the task.

**Scoring** ► (Correct)

- Items 1 through 6:
  - The student must say the next 3 numbers in the correct sequence. For example, if the examiner says "1, 2, 3" the student must say "4, 5, 6" to earn credit for the item.
  - If a student says 1 or 2 of the correct sequence of numbers for items 1 through 6, say, "Can you tell me more?" Then mark any additional correct numbers that the student says. This prompt can be used once.
- Items 7-13:
  - The student says the correct number.

► **(Incorrect)** The student does not say the correct number sequence or number.

## Scoring Details

**Types of Errors** ►

1. **Incorrect Number:** The student incorrectly responds to the question.
2. **5-second hesitation rule:** If the student hesitates/pauses for five seconds, mark as incorrect and say, "Let's try the next one."

**Non-Errors** ►

1. **Self-correction:** If the student says the wrong number but then corrects self before moving on to the next item, the item is NOT an error and is marked as correct.
1. **Speech differences:** Errors consistent with a student's speech impairment or dialect differences are not counted as incorrect. For example, if the number is three and a student says, "free" that response is correct.

**Other Considerations** ►

1. **Student says he or she does not know a number:** Say, "Try the next one."
2. **Student asks examiner for the number (e.g., "What number is this?"):** Say, "Try the next one."



# RESOURCES

**FAST Reading**

**earlyReading**  
earlyReading (assessment for early primary grades)  
Download resources  
Learn more about earlyReading

**CBMreading**  
Curriculum Based Measurement of Reading  
Download resources  
Learn more about CBMReading

**AUTOreading LAB**  
Reading & Automaticity  
No Resources to Download

**aReading**  
Adaptive Assessment of Reading  
Learn more about aReading

**FAST Math**

**earlyMath**  
earlyMath (assessment for early primary grades)  
Download resources

**CBMmath Pro**  
CBMMath Process  
Download resources

**CBMmath Aut**  
CBMMath Automaticity  
No Resources to Download

**aMath**  
Adaptive Assessment of Math  
Learn more about aMath

Downloads

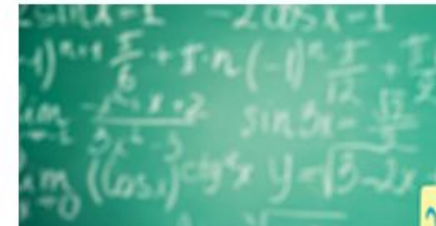
Benchmark - aReading

Grade	Metric	Risk Level	Fall	Winter
KG	Scaled Score	College Pathway	$\geq 404.0$	$\geq 43$
		Some Risk	$< 387.0$	$< 41$
		High Risk	$< 373.0$	$< 39$
ONE	Scaled Score	College Pathway	$\geq 447.0$	$\geq 47$
		Some Risk	$< 435.0$	$< 45$
		High Risk	$< 416.0$	$< 44$
TWO	Scaled Score	College Pathway	$\geq 483.0$	$\geq 49$
		Some Risk	$< 469.0$	$< 48$
		High Risk	$< 450.0$	$< 47$
THREE	Scaled Score	College Pathway	$\geq 501.0$	$\geq 50$
		Some Risk	$< 487.0$	$< 49$
		High Risk	$< 475.0$	$< 48$
FOUR	Scaled Score	College Pathway	$\geq 513.0$	$\geq 52$
		Some Risk	$< 500.0$	$< 50$
		High Risk	$< 488.0$	$< 49$
FIVE	Scaled Score	College Pathway	$\geq 523.0$	$\geq 53$
		Some Risk	$< 509.0$	$< 51$

Benchmarks & Norms

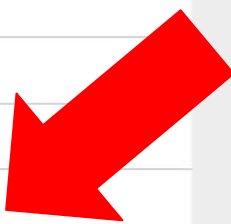
# FASTBRIDGE ASSESSMENTS

## Reading





- earlyMath
- earlyMath Composite
- Numeral Identification - (NI-K)
- Numeral Identification - (NI-1)
- Subitizing
- Match Quantity
- Quantity Discrimination Most
- Quantity Discrimination Least
- Number Sequence (NS-K)
  - 1. Introduction
  - 2. Demonstration
  - 3. Standardization
  - 4. Screening
  - 5. Progress Monitoring
  - 6. Practice
  - 7. Certification
  - 8. Resources



## earlyMath - Number Sequence NS-K

### RESOURCES

An observer (e.g., fellow teacher, school or district supervisor) may have an opportunity to directly observe your performance administering earlyMath - Number Sequence NS-K and give you feedback.

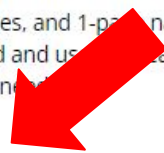
This observer can use the ORAA form (OBSERVING & RATING ADMINISTRATOR ACCURACY) to review your performance and record your final score.

[EM\\_Number\\_Sequence\\_K\\_ORAA.pdf](#)

Quick Sheets are copies of directions, examples, and 1-page navigation and report interpretation sheets that can be downloaded and used by teachers and trainers. Review the PDF and download to use with the system as needed.

[Quick\\_Sheet\\_Number\\_Sequence\\_NS-K.pdf](#)

[← Previous](#)



- earlyMath
- earlyMath Composite
- Numeral Identification - (NI-K)
- Numeral Identification - (NI-1)
- Subitizing
- Match Quantity
- Quantity Discrimination Most
- Quantity Discrimination Least
- Number Sequence (NS-K)
  - 1. Introduction
  - 2. Demonstration
  - 3. Standardization
  - 4. Screening
  - 5. Progress Monitoring
  - 6. Practice
  - 7. Certification
  - 8. Resources

## earlyMath - Number Sequence NS-K

### RESOURCES

An observer (e.g., fellow teacher, school or district supervisor) may have an opportunity to directly observe your performance administering earlyMath - Number Sequence NS-K and give you feedback.

This observer can use the ORAA form (OBSERVING AND RATING ADMINISTRATOR ACCURACY) to review your performance and record your score.

[EM\\_Number\\_Sequence\\_K\\_ORAA.pdf](#)

Quick Sheets are copies of directions, examples, and 1-page navigation and report interpretation sheets that can be downloaded and used by teachers and trainers. Review the PDF and download to use with the system as needed.

[Quick\\_Sheet\\_Number\\_Sequence\\_NS-K.pdf](#)

[← Previous](#)

## earlyMath Open-Ended Measures

### OBSERVING & RATING ADMINISTRATOR ACCURACY (ORAA)

This tool is used for training and coaching for standardized administration of earlyMath measures with open-ended timing. The observer indicates whether the procedure was completed accurately.

Examiner: \_\_\_\_\_ Site: \_\_\_\_\_

Observer: \_\_\_\_\_ Observation Period: FALL WINTER SPRING \_\_\_\_\_

**1** = Completed Accurately    **0** = Completed Inaccurately

Testing Procedure	Subitizing	Number Sequence	Composing	Decomposing	Counting Objects	Equal Partitioning	Story Problems
	K	K + 1	K	K (only)	K	K	1
Date Observed							
Places practice item(s) in front of student							
Places copy of material(s) in front of student							
Places student materials face down in sequenced stack next to examiner							
Places examiner copy (or digital device)							
Seated appropriate distance from student							
Follows standardized directions; reads oral directions to student verbatim							
Completes practice items correctly							
Starts timer immediately when child provides first response							
Starts timer immediately upon finishing reading directions to student	Start timer when first card is flashed.						
Examiner marks items as correct or incorrect as student responds							
Applies appropriate discontinue rule							

Begin Test

Timing, Discontinue, and Scoring

Scoring Details

### earlyMath Number Sequence KG - Screening Form I

Item	Questions	Answer	Correct	Incorrect
------	-----------	--------	---------	-----------

Please START the timer.

Read: I will start counting, and when I stop I want you to keep going. Ready?

1.	1, 2, 3	4 5 6 7 8 9 10	<input checked="" type="radio"/>	<input type="radio"/>
2.	7, 8, 9	10 11 12 13 14 15	<input checked="" type="radio"/>	<input type="radio"/>
3.	(student continues to count)	16 17 18 19 20	<input checked="" type="radio"/>	<input type="radio"/>
4.	(student continues to count)	21 22 23 24 25 26 27 28 29 30 31	<input checked="" type="radio"/>	<input type="radio"/>

Read: This time, I am going to start counting but I will count backward. When I stop I want you to keep going. Ready?

5.	6, 5, 4	3 2 1	<input checked="" type="radio"/>	<input type="radio"/>
----	---------	-------	----------------------------------	-----------------------

Discontinue Rule: Discontinue the test if all items 1-5 are incorrect.

6.	11, 10, 9	8 7 6 5 4	<input type="radio"/>	<input checked="" type="radio"/>
----	-----------	-----------	-----------------------	----------------------------------

Read: Now, I want to know the number that comes **after** the number I say. I'll do the first one, the number that comes **after** 3 is 4. Listen carefully, and tell me the number that comes **after** the number I say.

7.	What number comes <b>after</b> 8?	(9) <input type="text" value="Answer"/>	<input checked="" type="radio"/>	<input type="radio"/>
----	-----------------------------------	---	----------------------------------	-----------------------

8.	What is one more than 15?	(16) <input type="text" value="Answer"/>	<input type="radio"/>	<input checked="" type="radio"/>
----	---------------------------	--	-----------------------	----------------------------------

9.	What is two more than 7?	(9) <input type="text" value="Answer"/>	<input type="radio"/>	<input checked="" type="radio"/>
----	--------------------------	---	-----------------------	----------------------------------

Read: Now, I want to know the number that comes **before** the number I say. I'll do the first one, the number that comes **before** 2 is 1. Listen carefully, and tell me the number that comes **before** the number I say.

10.	What number comes <b>before</b> 9?	(8) <input type="text" value="Answer"/>	<input checked="" type="radio"/>	<input type="radio"/>
-----	------------------------------------	---	----------------------------------	-----------------------

11.	What is one less than 13?	(12) <input type="text" value="Answer"/>	<input checked="" type="radio"/>	<input type="radio"/>
-----	---------------------------	--	----------------------------------	-----------------------

12.	What is two less than 7?	(5) <input type="text" value="Answer"/>	<input type="radio"/>	<input checked="" type="radio"/>
-----	--------------------------	---	-----------------------	----------------------------------

Timing (optional)

Administration Type

Real-Time  Paper-Pencil

Test duration:

Time Elapsed: **77** Seconds

### Strategies/Errors

Count Sequence Partially

On

Sta

nu

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Ina

Ot

### Notes

Add no

#### Special note for this test

2000 characters left.

FASTtrack

FASTtrack Reading

KG FASTtrack Reading

FASTtrack Math

ALL ASSESSMENTS

aReading

AUTOreading

earlyReading

aMath

CBMmath Automaticity

CBMmath Process

CBMmath CAP

earlyMath

KG-EarlyMath-2019

devMilestones

SAEBRS

mySAEBRS

513 KG-EarlyMath-2019



Detailed Group Report

Individual Skills Report

Group Screening Report

Individual Benchmark Report

	Student Name	Composite	NI-K	NS-K	DC-K	SU-K	MQ-K	QM
<input type="checkbox"/>	Baldwin, Zachary		32	8			6	
<input type="checkbox"/>	Bowen, Anita						15	
<input type="checkbox"/>	Callens, Jordy	52	32	7	3		12	
<input type="checkbox"/>	Carroll, Darterrius	32	15	3	4		7	
<input type="checkbox"/>	Cuevas, Miley	25	27	0	2	7	135	
<input type="checkbox"/>	Delbeke, Yannis	45	34	5	3		0	
<input type="checkbox"/>	Foley, Benedict	41	25	6	2		0	
<input type="checkbox"/>	Green, Terris	1031	1920	10	8		15	
<input type="checkbox"/>	Helnwein, Joel	48	11	12	1		1	
<input type="checkbox"/>	Jacks, Jackson			2	0			
<input type="checkbox"/>	Kane, Samuel		5	4				





# Individual Skills Report

## Number Sequence KG Report

8

items correct  
out of 13

62% accuracy



Some Risk

The subtest assesses the student's understanding of the mental number line.

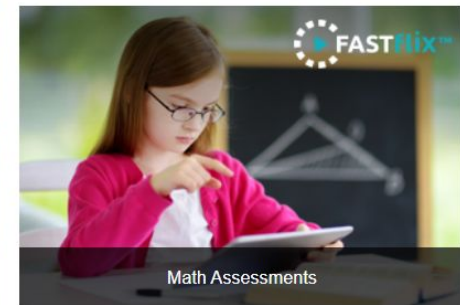
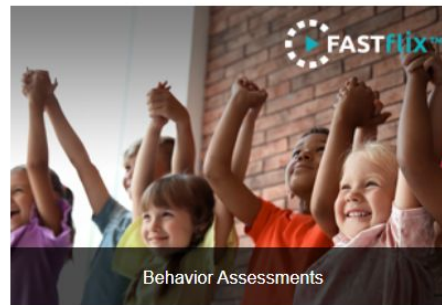
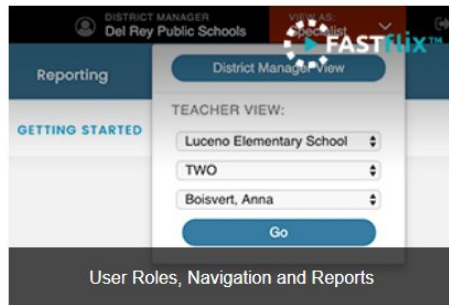
Items And Student's Responses:

4 to 10 ✓	10 to 15 ✓	16 to 20 ✓	21 to 31 ✓	3 to 1 ✓	8 to 4 ×	9 ✓	16 ×	9 ×	8 ✓	12 ✓	5 ×	12 ×
--------------	---------------	---------------	---------------	-------------	-------------	--------	---------	--------	--------	---------	--------	---------

# Additional Training

## *Under the Training & Resources Tab*

FASTFLIX



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# Sandbox Account

Sandbox account: <https://trial.fastbridge.org/>

Username: explore\_fast

Password: explore\_fast



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# Want more information?



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[www.ksdetasn.org/mtss](http://www.ksdetasn.org/mtss)

