
earlyMath Screening Assessments

Winter of First Grade

Number Sequence, Decomposing & Place Value



FASTBRIDGE

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Kansas Multi-Tier
System of Supports

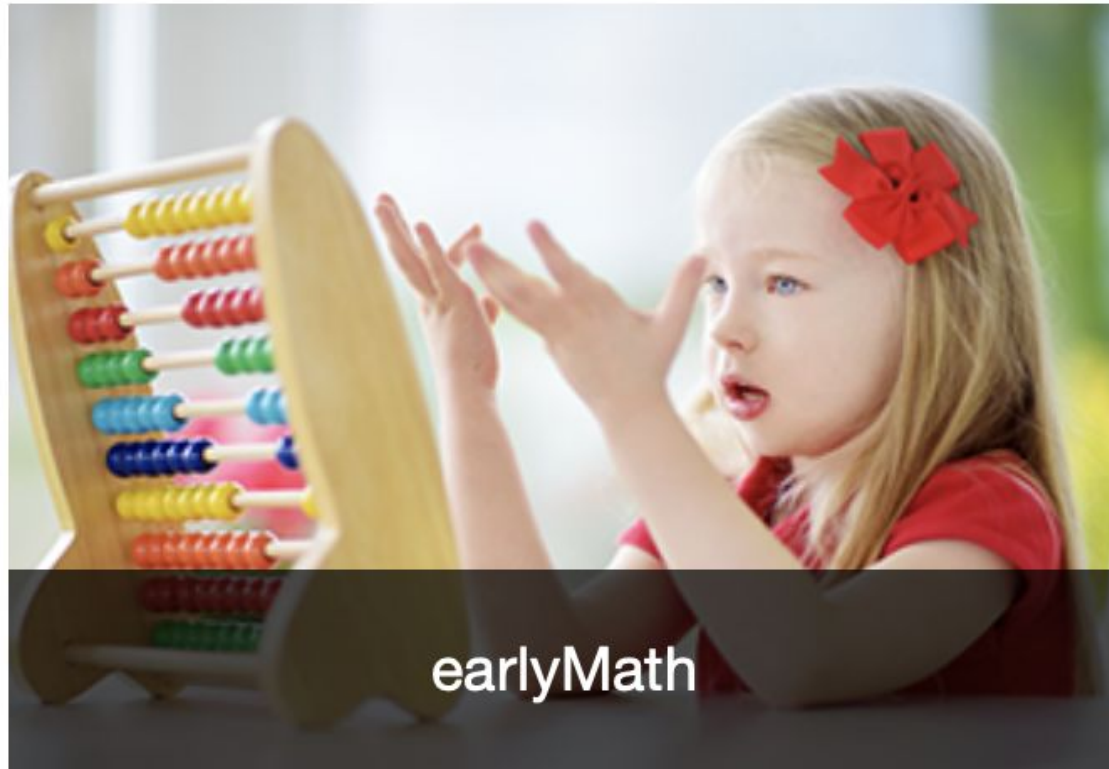
FastBridge Universal Screening Assessment Grid - Mathematics

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
CBMmath Automaticity 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
CBMmath Process (optional)						X	X	X						
CBMmath CAP (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

Standardization



Standardization

Includes:

- Directions on administration
- What can be said and what should not be said
- Materials that are allowed
- Expectations for taking the test
- Timing guidelines
- Scoring guidelines



More questions?

Special Accommodations



Peter Paige

Updated 19 hours ago

Follow

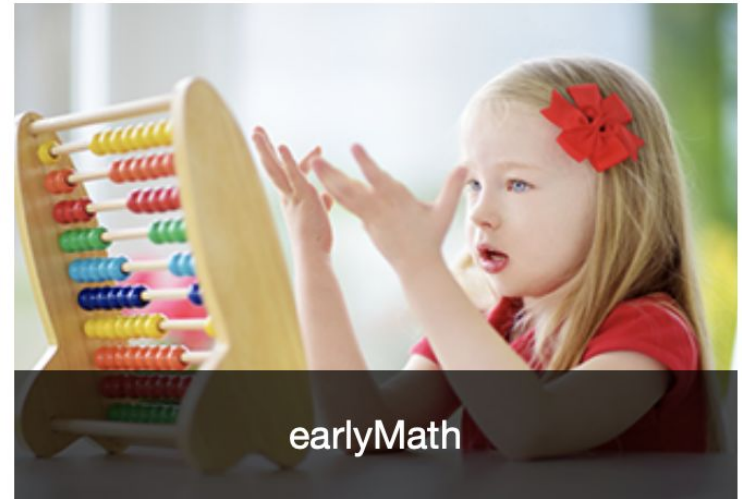
FastBridge™ does not provide them but we do allow certain special accommodations, which may be helpful for students with disabilities or for students on Individual Education Plans (IEPs). These accommodations are allowed for either screening or progress monitoring. Any other accommodations should be listed on the student's IEP.

- CBM assessments, available via paper and pencil, can be taken as needed for any reason.
- Text Magnification
- Sound Amplification
- Extra Breaks
- Preferential Seating and Use of Quiet Space
- Proxy Responses
- Extended Time (for aReading, aMath, and the untimed portions of CBMmath, earlyReading and earlyMath only)
- Students with different needs or abilities may take the computer-based assessments on a tablet-type device to facilitate screen optimization.

Calculators are not allowed unless the student is on an IEP that allows calculators.

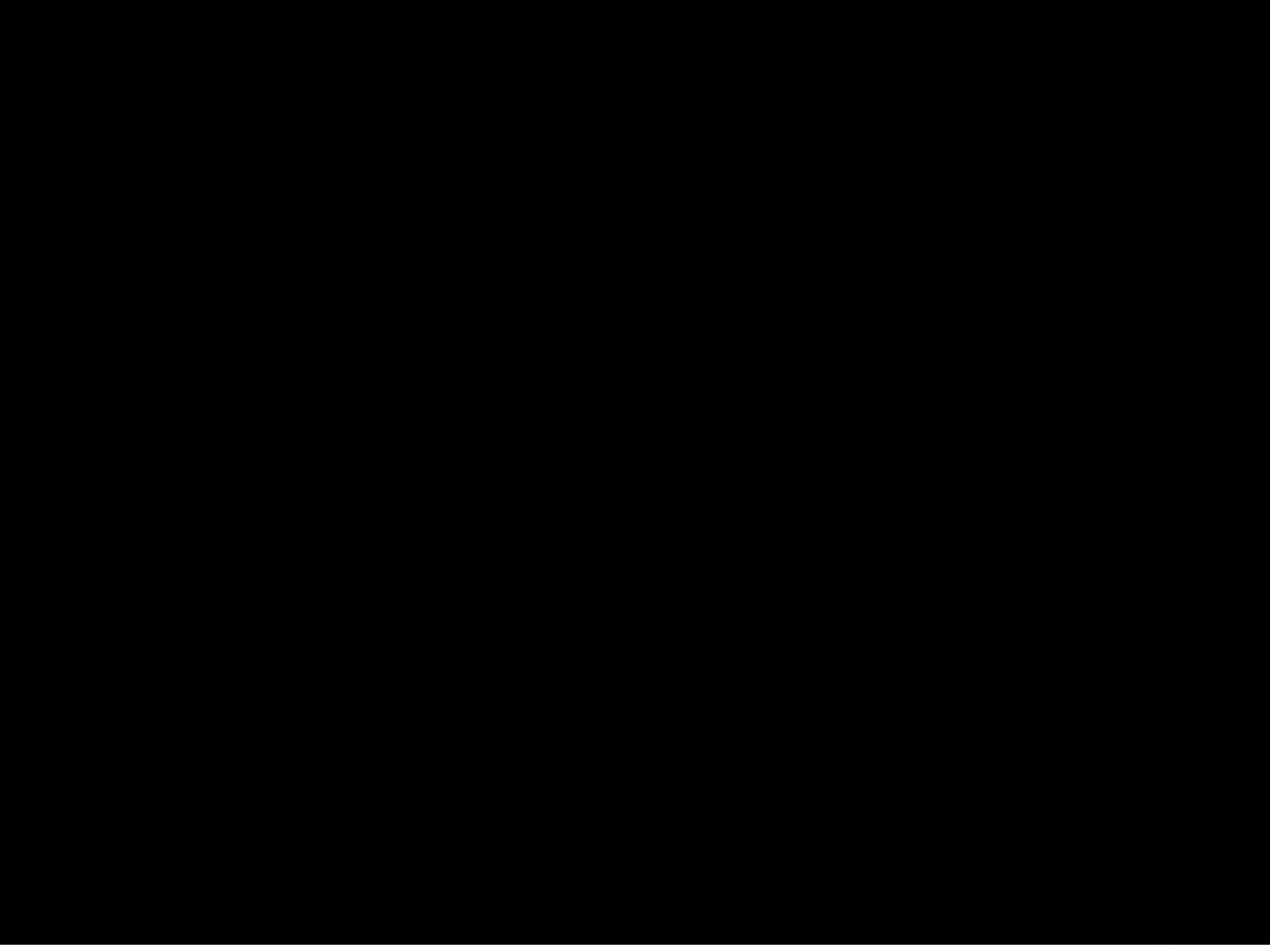
Pencil & Paper can be used to help work out the problems (This does not apply to CBMmath Automaticity.)

The tests were normed without accommodations. Anything in the student's IEP is allowed, however, bear in mind that the student's score will be compared to norms and benchmarks that do not take the accommodation into account.



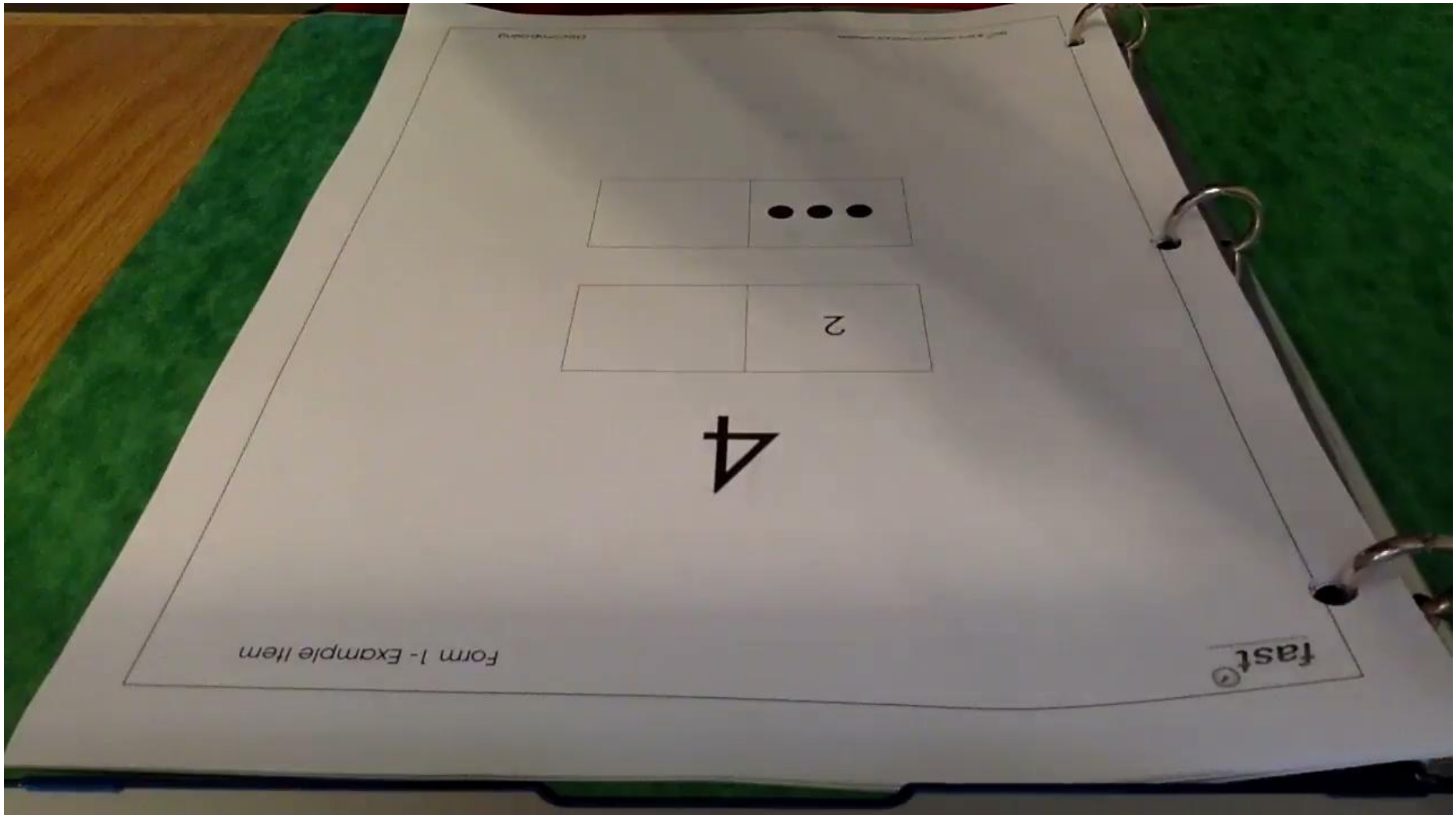
Number Sequence

- 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 Winter of 1st grade.



Decomposing

- One of 17 subtests for earlyMath
- Assesses a student's ability to put together and take apart numbers by using "parts" and a "whole."
- Part of the composite score for Winter of 1st grade
- Also available for progress monitoring



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Place Value

- One of 17 subtests for earlyMath
- Assesses a student's ability to correctly produce the numeral that corresponds with the drawings of a set of base-10 blocks and his/her ability to select the correct grouping of base-10 blocks when presented with a numeral
- Part of the composite score for Winter of 1st grade
- Also available for progress monitoring



Grouping and Place Value





One simple solution.
Delivered in half the time, for half the cost.



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SPECIALIST
FastBridge Training District

VIEW AS:
McKenzie, Catherine



Teacher

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Progress Monitoring

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RESOURCES

FASTBRIDGE ASSESSMENTS

INSTRUCTION & INTERVENTION

FASTFLIX

GETTING STARTED

RESOURCES

The screenshot shows two columns of resource cards. The left column is for 'FAST Reading' and includes 'earlyReading' (assessment for early primary grades), 'CBMreading' (Curriculum Based Measurement of Reading), 'AUTOREADING' (Reading Automaticity), and 'aReading'. The right column is for 'FAST Math' and includes 'earlyMath' (assessment for early primary grades), 'CBMmath Pro' (CBM Math - Process), 'CBMmath Aut' (CBM Math - Automaticity), and 'aMath' (Analytical Assessment of Math). A 'Downloads' button is visible at the bottom of the left column.

The screenshot shows a table titled 'Benchmark - aReading'. The table has columns for 'Grade', 'Metric', 'Risk Level', 'Fall', and 'Win'. The data is as follows:

Grade	Metric	Risk Level	Fall	Win
K-1	Scaled Score	College Pathway	≥ 404.0	≥ 43
		Some Risk	< 387.0	< 417
		High Risk	< 373.0	< 381
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	< 460.0	< 471
THREE	Scaled Score	College Pathway	≥ 501.0	≥ 50
		Some Risk	< 487.0	< 48
		High Risk	< 475.0	< 46
FOUR	Scaled Score	College Pathway	≥ 513.0	≥ 50
		Some Risk	< 499.0	< 49
		High Risk	< 489.0	< 48
FIVE	Scaled Score	College Pathway	≥ 523.0	≥ 50
		Some Risk	< 509.0	< 49
		High Risk	< 499.0	< 48

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

01 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	
		earlyReading English	CBMreading English
Ahmad, Baran	In Progress	Resume	
Batukayev, Khunkar-Pasha	In Progress	Resume	
Beckman, Lucas	In Progress	Resume	
Brooks, Anber	Completed	28	3
Brown, Hailey	In Progress	Resume	

Getting Ready to Screen

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

FASTtrack FASTtrack Reading 01 FASTtrack Reading FASTtrack Math

ALL ASSESSMENTS aReading AUTOREading CBMreading earlyReading aMath CBMmath Automaticity CBMmath Process CBMmath CAP earlyMath 01-EarlyMath-2019 devMilestones SAEBRS mvSAEBRS

S6 01-EarlyMath-2019

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

Student Name	Composite	DC-1	SP-1	PV-1	NI-1	NS-1	VA-1
<input type="checkbox"/> Batukayeva, Zargan	4	0	0	0	82	8	
<input type="checkbox"/> Bosmans, Madisson		60	0		15	9	
<input type="checkbox"/> Castañón, Dimo	55	8	2	8	37	0	
<input type="checkbox"/> Cruz, Romeu		13	0		15	0	
<input type="checkbox"/> De Meyer, Delphine		9			29	12	
<input type="checkbox"/> Deming, Loekmantoro		5	5		9	9	
<input type="checkbox"/> Dumortier, Nikki		5			35	7	
<input type="checkbox"/> Goring, Sindony		14			88	11	
<input type="checkbox"/> Khushk, Sarvad		6			21	11	
<input type="checkbox"/> Kidd, Armaan		3			25	10	
<input type="checkbox"/> Kivanc, Ozel		5			31	1	

Getting Ready to Screen



Teacher

Training & Resources

Screening

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Reporting



Place Value

Name: **Nikki Dumortier**

« Cancel

Clear All

Hide Directions

Submit »

Directions

Materials, Overview and Test Procedure

Preparation

Student Practice

Scoring and Guidelines

Timing (optional)

Administration Type

Real-Time Paper-Pencil

Test date: 11/02/2023

Time taken(secs): 120

Getting Ready to Screen



Teacher

Training & Resources

Screening

Progress Monitoring

Reporting



Place Value

Name: Nikki Dumortier

« Cancel

Clear All

Hide Directions

Submit »

Directions

Materials, Overview and Test Procedure

Materials

- Student Materials (stimulus), Timer, Pencil, Clipboard, Scoring Sheet, Pencil for each student.

Overview and Test Procedure

- This is a 2-minute timed assessment of a student's accuracy and cognitive efficiency with using place value and grouping concepts. In this test, students are (a) given ten frames and asked to produce the numeral, and (b) given numerals and asked to identify the correct group of ten frames.
- This test can be administered both individually and in small groups of no more than 5 children.
- Provide student(s) with a pencil and one copy of the student materials.

Preparation

Student Practice

Scoring and Guidelines

Timing (optional)

Administration Type

Real-Time Paper-Pencil

Test date: 11/02/2023

Time taken(secs): 120

Strategies/Errors

Notes

Add note

Getting Ready to Screen



Teacher

Training & Resources

Screening

Progress Monitoring

Reporting



Place Value

Name: Nikki Dumortier

« Cancel

Clear All

Hide Directions

Submit »

Directions

Materials, Overview and Test Procedure

Preparation

Prep ► Give each student a copy of the Place Value Screening packet, and a pencil.

Student Practice

Scoring and Guidelines

Timing (optional)

Administration Type

Real-Time Paper-Pencil

Test date: 11/02/2023

Time taken(secs): 120

Strategies/Errors

Getting Ready to Screen

« Cancel

Clear All

Hide Directions

Submit »

Directions

Materials, Overview and Test Procedure

Preparation

Student Practice

Read ► We will practice writing numbers using base-10 blocks. These small blocks (point) are equal to 1, and these tall blocks (point) have 10 small blocks, so they are equal to 10. The largest block (point) is equal to 100. If these are tens (point to the row of 10s), and these are ones (point to the row of 1s) what number is this? (Point to the collection of blocks.) Let's count together (point to each 10-frame and block and say) 10, 20, 30, 40, 41, 42, 43, 44, 45, 46, and 47. There are 47 blocks. Write the number 47 in the box.

Read ► The next type of item asks you to circle the correct number of blocks. This is the number 53 (point), so that means that we will count 53 blocks. Let's count together (point as you count). 10, 20, 30, 40, 50, 51, 52, 53. Now put a circle around the 53 blocks.

Read ► (Ask students to turn the page). Do not start working until I tell you to do so, I have more instructions. When you see items like this (point to the first page), you will count the base-10 blocks and then write that number inside the box. (Turn the page, making it obvious that you have to flip over the packet). When you see items like this, you need to count to the number of blocks that match these numbers (point to the numbers), and then circle the blocks. Remember these are tens (point to the rows of 10), and these are ones (point to the 1s). Work quickly and try not to skip any. If you get stuck, move on to the next item. When I tell you to stop, put your pencil down. Are you

Timing (optional)

Administration Type

Real-Time Paper-Pencil

Test date: 11/02/2023

Time taken(secs): 120

Strategies/Errors

Notes

Add note

Getting Ready to Screen

« Cancel

Clear All

Hide Directions

Submit »

Directions

Materials, Overview and Test Procedure

Preparation

Student Practice

Scoring and Guidelines

Types of Errors ▶

- **Incorrect Answer:** If the student writes/circles the wrong answer, mark the response incorrect.

Non-Errors ▶

- **Numbers written backward:** Numbers that are written backward are considered correct.

Other Considerations ▶

- **Student says that he or she does not know the answer:** Say, "That's okay, let's try the next one" and then point to the next item.
- **Student asks examiner for assistance:** Say, "Try the next one."

Group Administration ▶

- During a group administration some students might need help turning the pages of the student materials. Administrators may help students turn the page when necessary. Administrators should remain with the students during group testing, however do not provide any additional feedback on student responses.

Timing (optional)

Administration Type

Real-Time Paper-Pencil

Test date: 11/02/2023

Time taken(secs): 120

Strategies/Errors

Notes

Add note

Place Value

Directions

Materials, Overview and Test Procedure

Materials

- Student materials (stimulus), timer, pencil, clipboard, scoring sheet, pencil for each student.

Overview and Test Procedure

- This is a 2-minute timed assessment of a student's accuracy and cognitive efficiency with using place value and grouping concepts. In this test, students are (a) given ten frames and asked to produce the numeral, and (b) given numerals and asked to identify the correct group of ten frames.
- This test can be administered both individually and in small groups of no more than five children.
- Provide student(s) with a pencil and one copy of the student materials.

Preparation

Prep ► Give each student a copy of the Place Value Screening packet, and a pencil.

Student Practice

Read ► We will practice writing numbers using base-10 blocks. These small blocks (point) are equal to 1, and these tall blocks (point) have 10 small blocks, so they are equal to 10. The largest block (point) is equal to 100. If these are tens (point to the row of 10s), and these are ones (point to the row of 1s) what number is this? (Point to the collection of blocks.) Let's count together. (Point to each 10-frame and block and say) 10, 20, 30, 40, 41, 42, 43, 44, 45, 46, and 47. There are 47 blocks. Write the number 47 in the box.

Read ► The next type of item asks you to circle the correct number of blocks. This is the number 53 (point), so that means that we will count 53 blocks. Let's count together. Point to each 10-frame and block and say) 10, 20, 30, 40, 50, 51, 52, 53. Now put a circle around the 53 blocks.

Read ► Please turn the page. (Pause for student to turn page). Do not start working until I tell you to do so because I have more instructions. When you see items like this (point to the first page), you will count the base-10 blocks and then write that number inside the box. (Turn the page, making it obvious that you have to flip over the packet.) When you see items like this (point to the first item for circling the correct number of blocks), you need to count to the number of blocks that match these numbers (point to the numbers), and then circle the blocks. Remember these are tens (point to the rows of 10), and these are ones (point to the 1s). Work quickly and try not to skip any. If you get stuck, move on to the next item. When I tell you to stop, put your pencil down. Are you ready? Start. Start timer. Stop timer after 2 minutes.

Quick Sheet

Scoring, and Guidelines

Types of Potential Errors ►

1. **Incorrect Answer:** If the student writes/circles the wrong answer, mark the response incorrect.

Non-Errors ►

1. **Numbers written backward:** Numbers that are written backward are considered correct.

Other Testing Considerations ►

1. **Student says that he or she does not know the answer:** Say, "That's okay. Let's try the next one." and then point to the next item.
2. **Student asks examiner for assistance:** Say, "Try the next one."

Group Administration ►

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RESOURCES

FASTBRIDGE ASSESSMENTS

INSTRUCTION & INTERVENTION

FASTFLIX

GETTING STARTED



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
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 Aut.
Curriculum-Based Measurement
No Resources to Download

aMath
Adaptive Assessment of Math
Download resources

Downloads

Benchmark - aReading

Grade	Meas.	Risk Level	Full	With
KG	Scaled Score	College Pathway	>= 454.0	>= 43
		Some Risk	< 387.0	< 411
		High Risk	< 373.0	< 351
ONE	Scaled Score	College Pathway	>= 447.0	>= 47
		Some Risk	< 435.0	< 454
		High Risk	< 416.0	< 441
TWO	Scaled Score	College Pathway	>= 453.0	>= 49
		Some Risk	< 469.0	< 481
		High Risk	< 450.0	< 471
THREE	Scaled Score	College Pathway	>= 501.0	>= 50
		Some Risk	< 487.0	< 48
		High Risk	< 473.0	< 46
FOUR	Scaled Score	College Pathway	>= 513.0	>= 51
		Some Risk	< 499.0	< 49
		High Risk	< 485.0	< 47
FIVE	Scaled Score	College Pathway	>= 525.0	>= 51
		Some Risk	< 509.0	< 49
		High Risk	< 495.0	< 47

Benchmarks & Norms

FASTBRIDGE ASSESSMENTS

earlyMath

earlyMath Composite

Numeral Identification - (NI-K)

Numeral Identification - (NI-1)

Subitizing

Match Quantity

Quantity Discrimination Most

Quantity Discrimination Least

Number Sequence (NS-K)

Number Sequence (NS-1)

Composing

Decomposing - (DC-K)

Decomposing - (DC-1)

Counting Objects

Equal Partitioning

Verbal Addition

Verbal Subtraction

Story Problems

Place Value

earlyMath - Place Value

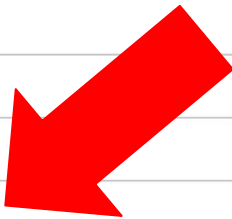
LESSON 1: INTRODUCTION

Place Value is one of the 17 subtests that make up the earlyMath assessment suite.

The Place Value assessment assesses the student's ability to correctly produce the numeral that corresponds with drawings of a set of base-10 blocks, and his/her ability to select the correct grouping of base-10 blocks when presented with a numeral. This test is conducted on an individual or small group basis, and the examiner scores the student's work after the test is complete.

Place Value is part of the Composite in the winter and spring of first grade and is also available for progress monitoring.

After completing lessons 1 through 6, take the certification quiz to document your preparation to administer earlyMath - Place Value.

[Next >](#)

earlyMath Composite

Numeral Identification - (NI-K)

Numeral Identification - (NI-1)

Subitizing

Match Quantity

Quantity Discrimination Most

Quantity Discrimination Least

Number Sequence (NS-K)

Number Sequence (NS-1)

Composing

Decomposing - (DC-K)

Decomposing - (DC-1)

Counting Objects

Equal Partitioning

Verbal Addition

Verbal Subtraction

Story Problems

Place Value

1. Introduction

2. Demonstration

3. Standardization

4. Screening

5. Progress Monitoring

6. Practice

7. Certification

8. Resources



earlyMath - Place Value

LESSON 1: INTRODUCTION

Place Value is one of the 17 subtests that make up the earlyMath assessment suite.

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Next >

earlyMath

earlyMath Composite

Numeral Identification - (NI-K)

Numeral Identification - (NI-1)

Subitizing

Match Quantity

Quantity Discrimination Most

Quantity Discrimination Least

Number Sequence (NS-K)

Number Sequence (NS-1)

Composing

Decomposing - (DC-K)

Decomposing - (DC-1)

Counting Objects

earlyMath - Place Value

RESOURCES

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

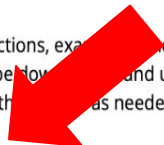
This observer can use the ORAA form (OBSERVING & RATING ADMINISTRATOR ACCURACY) to review your performance and record your final score.

[EM_Place_Value_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 materials as needed.

[Quick_Sheet_Place_Value.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)

Number Sequence (NS-1)

Composing

Decomposing - (DC-K)

Decomposing - (DC-1)

Counting Objects

earlyMath - Place Value

RESOURCES

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

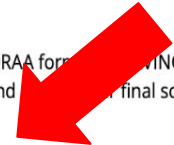
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[EM_Place_Value_ORAA.pdf](#)

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_Place_Value.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
TOTAL	/11

Getting Ready to Screen



Teacher

Training & Resources

Screening

Progress Monitoring

Reporting



Place Value

Name: **Nikki Dumortier**

« Cancel

Clear All

Hide Directions

Submit »

Directions

Materials, Overview and Test Procedure

Preparation

Student Practice

Scoring and Guidelines



Timing (optional)

Administration Type

Real-Time Paper-Pencil

Test date: 11/02/2023

Time taken(secs): 120

Getting Ready to Screen



Teacher

Training & Resources

Screening

Progress Monitoring

Reporting



Place Value

Name: **Nikki Dumortier**

« Cancel

Clear All

Hide Directions

Submit »

Directions

Materials, Overview and Test Procedure

Preparation

Student Practice

Scoring and Guidelines



Timing (optional)

Administration Type

Real-Time Paper-Pencil

Test date: 11/02/2023

Time taken(secs): 120

Input scores, Add note (optional)

« Cancel Clear All Hide Directions Submit »

Directions

Materials, Overview and Test Procedure

Preparation

Student Practice

Scoring and Guidelines

Timing (optional)

Administration Type

Real-Time Paper-Pencil

Test date: 11/02/2023

Time taken(secs): 120

earlyMath Place Value - Screening Form I

Item	Questions	Answer	Correct	Incorrect
<i>Please START the timer.</i>				
1.	What number is this?	(56) <input type="text" value="34"/>	<input type="radio"/>	<input checked="" type="radio"/>
2.	What number is this?	(62) <input type="text" value="62"/>	<input checked="" type="radio"/>	<input type="radio"/>
3.	What number is this?	(39) <input type="text" value="39"/>	<input checked="" type="radio"/>	<input type="radio"/>
4.	What number is this?	(36) <input type="text" value="63"/>	<input type="radio"/>	<input checked="" type="radio"/>
5.	Circle 77.	(77) <input type="text" value="Answer"/>	<input type="radio"/>	<input type="radio"/>
6.	Circle 94.	(94) <input type="text" value="Answer"/>	<input type="radio"/>	<input type="radio"/>
7.	Circle 10.	(10) <input type="text" value="Answer"/>	<input type="radio"/>	<input type="radio"/>
8.	Circle 51.	(51) <input type="text" value="Answer"/>	<input type="radio"/>	<input type="radio"/>
9.	What number is this?	(75) <input type="text" value="Answer"/>	<input type="radio"/>	<input type="radio"/>
10.	What number is this?	(45) <input type="text" value="Answer"/>	<input type="radio"/>	<input type="radio"/>
<i>Discontinue Rule: If the student has responded incorrectly to all of the first 10 items, stop the timer and click submit to discontinue the assessment</i>				
11.	What number is this?	(21) <input type="text" value="Answer"/>	<input type="radio"/>	<input type="radio"/>

Strategies/Errors

Notes

Add note



Add Note

Directions

Materials, Overview and Test Procedure

Preparation

Student Practice

Scoring and Guidelines

Timing (optional)

Administration Type

Real-Time Paper-Pencil

Test date: 11/02/2023

Time taken(secs): 120

Strategies/Errors

Notes

Add note

earlyMath Place Value - Screening Form I

Item	Questions	Answer	Correct	Incorrect
<i>Please START the timer.</i>				
1.	What number is this?	(56) <input type="text" value="34"/>	<input type="radio"/>	<input checked="" type="radio"/>
2.	What number is this?	(62) <input type="text" value="62"/>	<input checked="" type="radio"/>	<input type="radio"/>
3.	What number is this?	(39) <input type="text" value="39"/>	<input checked="" type="radio"/>	<input type="radio"/>
4.	What number is this?	(36) <input type="text" value="63"/>	<input type="radio"/>	<input checked="" type="radio"/>
5.	Circle 77.	(77) <input type="text" value="Answer"/>	<input type="radio"/>	<input type="radio"/>
6.	Circle 94.	(94) <input type="text" value="Answer"/>	<input type="radio"/>	<input type="radio"/>
7.	Circle 10.	(10) <input type="text" value="Answer"/>	<input type="radio"/>	<input type="radio"/>
8.	Circle 51.	(51) <input type="text" value="Answer"/>	<input type="radio"/>	<input type="radio"/>
9.	What number is this?	(75) <input type="text" value="Answer"/>	<input type="radio"/>	<input type="radio"/>
10.	What number is this?	(45) <input type="text" value="Answer"/>	<input type="radio"/>	<input type="radio"/>

Special note for this test

2000 characters left.

Save

Cancel

Scoring

Please START the timer.

1.	What number is this?	(56)	<input type="text" value="34"/>	<input type="radio"/>	<input checked="" type="radio"/>
2.	What number is this?	(62)	<input type="text" value="62"/>	<input checked="" type="radio"/>	<input type="radio"/>
3.	What number is this?	(39)	<input type="text" value="39"/>	<input checked="" type="radio"/>	<input type="radio"/>
4.	What number is this?	(36)	<input type="text" value="63"/>	<input type="radio"/>	<input checked="" type="radio"/>
5.	Circle 77.	(77)	<input type="text" value="77"/>	<input checked="" type="radio"/>	<input type="radio"/>
6.	Circle 94.	(94)	<input type="text" value="94"/>	<input checked="" type="radio"/>	<input type="radio"/>
7.	Circle 10.	(10)	<input type="text" value="10"/>	<input checked="" type="radio"/>	<input type="radio"/>
8.	Circle 51.	(51)	<input type="text" value="41"/>	<input type="radio"/>	<input checked="" type="radio"/>
9.	What number is this?	(75)	<input type="text" value="75"/>	<input checked="" type="radio"/>	<input type="radio"/>
10.	What number is this?	(45)	<input type="text" value="45"/>	<input checked="" type="radio"/>	<input type="radio"/>

Discontinue Rule: If the student has responded incorrectly to all of the first 10 items, stop the timer and click submit to discontinue the assessment

11.	What number is this?	(21)	<input type="text" value="21"/>	<input checked="" type="radio"/>	<input type="radio"/>
12.	What number is this?	(114)	<input type="text" value="114"/>	<input checked="" type="radio"/>	<input type="radio"/>
13.	Circle 38.	(38)	<input type="text" value="38"/>	<input checked="" type="radio"/>	<input type="radio"/>
14.	Circle 85.	(85)	<input type="text" value="85"/>	<input checked="" type="radio"/>	<input type="radio"/>
15.	Circle 46.	(46)	<input type="text" value="46"/>	<input checked="" type="radio"/>	<input type="radio"/>
16.	Circle 42.	(42)	<input type="text" value="42"/>	<input checked="" type="radio"/>	<input type="radio"/>

Please STOP the timer.

Total Attempted	Total Correct	Correct per Min	Accuracy	Discontinued
16	13	6.5	81%	No

Timing (optional)

Administration Type

Real-Time Paper-Pencil

Test date: 11/02/2023

Time taken(secs): 120

Strategies/Errors

Notes

Add note

Submit

10. What number is this? (45)

Discontinue Rule: If the student has responded incorrectly to all of the first 10 items, stop the timer and click submit to discontinue the assessment

11. What number is this? (21)

12. What number is this? (114)

13. Circle 38. (38)

14. Circle 85. (85)

15. Circle 46. (46)

16. Circle 42. (42)

Please STOP the timer.

Total Attempted	Total Correct	Correct per Min	Accuracy	Discontinued
16	13	6.5	81%	No

« Cancel

Clear All

Submit test »



See score under PV-1

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

S6 01-EarlyMath-2019

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

Student Name	Composite	DC-1	SP-1	PV-1	NI-1	NS-1
<input type="checkbox"/> Batukayeva, Zargan	4	0	0	0	82	8
<input type="checkbox"/> Bosmans, Madisson		60	0		15	9
<input type="checkbox"/> Castañón, Dimo	55	8	2	8	37	0
<input type="checkbox"/> Cruz, Romeu		13	0		15	0
<input type="checkbox"/> De Meyer, Delphine		9			29	12
<input type="checkbox"/> Deming, Loekmantoro		5	5		49	9
<input type="checkbox"/> Dumortier, Nikki		5		7	88	11
<input type="checkbox"/> Goring, Sindony		14			21	11
<input type="checkbox"/> Khushk, Sarvad		6			25	10
<input type="checkbox"/> Kidd, Armaan		3			31	1
<input type="checkbox"/> Kivanc, Ozel		5			26	1
<input type="checkbox"/> Michonski, Marian		5				

Individual Skills Report

Place Value Report

13 items correct out of 16 81% accuracy 7 correct per min. Low Risk

The subtest assesses a student's ability to correctly produce the numeral that corresponds with a set of base-10 blocks, and his/her ability to select the correct grouping of base-10 blocks when presented with a numeral.

Items And Student's Responses:

56 x	62 ✓	39 ✓	36 x	77 ✓	94 ✓	10 ✓	51 x	75 ✓	45 ✓	21 ✓	114 ✓	38 ✓	85 ✓	46 ✓	42 ✓
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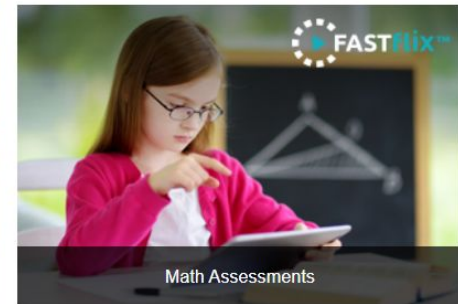
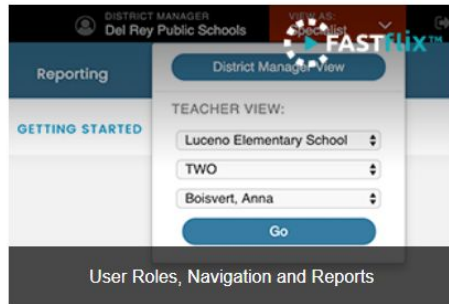
College Pathway Low Risk Some Risk High Risk No Risk Value Calculated



Additional Training

Under the Training & Resources Tab

FASTFLIX



Sandbox Account

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

Username: explore_fast

Password: explore_fast



Want more information?



www.ksdetasn.org/mtss

