Forefront
BY Forefront Education

Forefront's K-2 Early Numeracy Screener

Let’s Start with a Math Interview

As you watch, think about what is being communicated between the teacher and the student.

Let’s watch...

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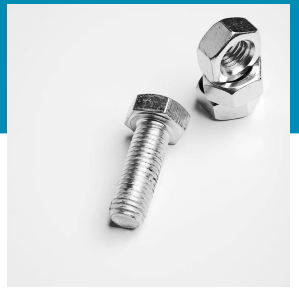
Overview

- Three assessments per year
  - Fall screeners are entirely interview-based
  - Midyear and Spring screeners have interview and written portions
- Each assessment includes:
  - English and Spanish versions
  - Note catcher, “Quick Script,” and detailed rubric
  - The assessment guide is available on the USNS Project page

Nuts and Bolts



- Interviews are done individually with students (3 - 6 min. each)
- Written sections can be administered in small group or whole class
- Materials needed:
  - Photo copies of assessment and note catchers if desired
  - Cards - copied and cut
  - Simple counters and covers
- Set up time: approximately 10 minutes

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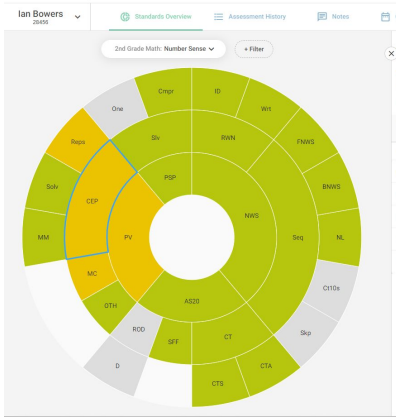
Looking at Data, Family Letters & Instructional Suggestions



USNS
Universal Screeners for Number Sense

Dear Family,

We recently completed our Fall Number Sense interviews. These interviews are an opportunity for us to sit with each child as they count, read numbers, and solve addition and subtraction problems. During each interview, we listen carefully to learn more about how the child makes sense of mathematics. This helps us consider how we can best support all children's learning.

The skills and concepts below are key elements of what we call "number sense." Number sense refers to a person's understanding of and intuition regarding the meaning of—and relationships among—numbers. Number sense is critical for students' long-term success in mathematics. People with a strong number sense can make reasonable estimates, solve problems in different ways, and use relationships among numbers to work with both creativity and precision. We look forward to working together with you this year to support your child's growth in mathematics.

During the assessment your student demonstrated the ability to:

- Count from 1 to 22 by ones
- Count starting from any number under 100 ("Count up starting at 38")
- Count by 10s to 100.
- Read numbers to 20 with confidence.
- Count a set of up to 15 objects.

Your student could benefit from additional support with:

- Subtracting one or two from a set of things under 10 without counting all the objects.
- Identifying pairs of numbers that add to make 5 or fewer. Example: "We have 2. We need 5. How many more do we need?"
- Adding a 10 with some ones without counting.

Activities to practice these skills at home include:

- Set out a few objects, for example, 6 pennies. Then cover them all with your hand and remove 2. Invite your child to determine how many pennies remain under your hand. Then reveal the pennies to confirm. Take turns setting out the pennies and removing some. When it's your turn to determine how many remain under your child's hand, explain your thinking: "There were 5. I see the 2 you took out. If you took one, that would be 4, so it must be 3."
- Take turns setting out fewer than 5 objects. Then the other person states how many more objects would make 5 in all. If needed, set out more objects to make a total of 5, count to confirm that the total is 5, and verbalize, for example: "Three yellows plus two blues makes five in all."

Fall Universal Screener for Number Sense: Grade 2

Next Steps for Instruction, Question #1

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Activity	Time	Instructional Mode (whole group, small group, 1:1, or independent)	Notes (e.g., materials needed, free apps, other resources)
That Number Square! Students determine an efficient strategy to organize number tiles from 0-99 or 1-100 and place them onto an empty number grid.	5-10 minutes	Small group or 1:1	Printable grid and number tiles
Counting Collections Counting collections are collections of small objects that students can organize and count. When students begin counting these collections, they might count one-by-one. As their number sense develops, they might group the objects into groups of 2, 5, 10, or other friendly numbers to skip-count. Collections with 50-120 objects are recommended to support students' work with two-digit numbers and crossing the century.	10-20 minutes	Whole or small group	Prepackaged sets of various objects to count
Counting One by One Display a 1-120 chart. Invite a student leader to choose a number to begin with and then have the group count aloud while the student leader points on the chart to the numbers	5 minutes	Whole or small group	1-120 chart S

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*Plans include software training. Two add-on PD modules – **USNS Essentials** and **USNS Results** – help educators with administering assessments and interpreting results.*

The USNS provide
helpful, actionable information
for teachers and families.

In Their Words

"The past two years, we have used the number sense screeners and the Forefront platform to gather the data and generate informative reports. This year, I have utilized the reports to set grade level goals and created progress monitoring tasks to measure growth in specific areas. I have also started 3 coaching cycles based on the data from the fall screeners. It has had profound impact on our teaching and student learning."

- *Fadra Rogers, K-2 Math Coach, Alexander City Schools*

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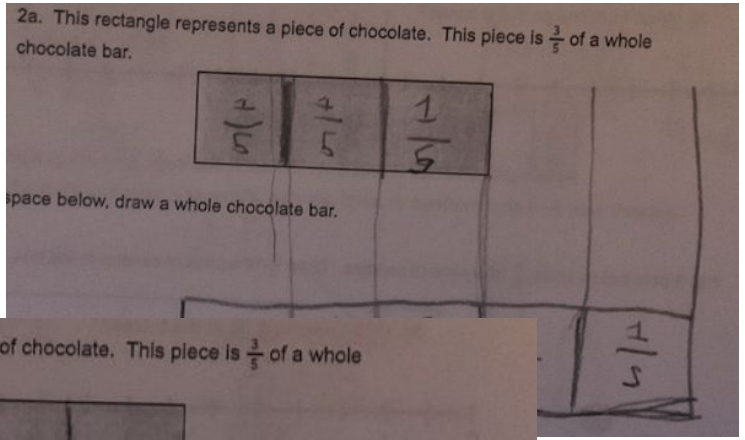
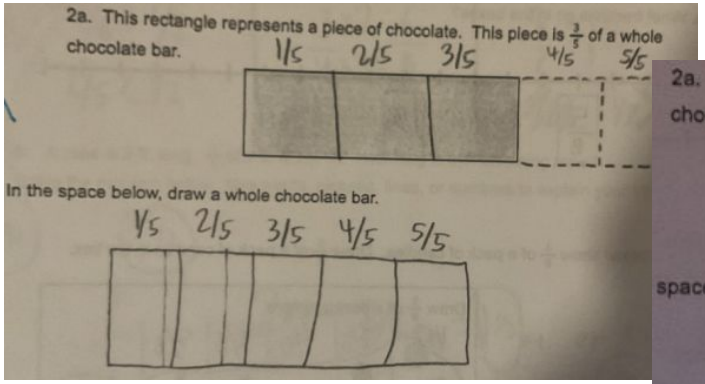
Fractional Reasoning Screener

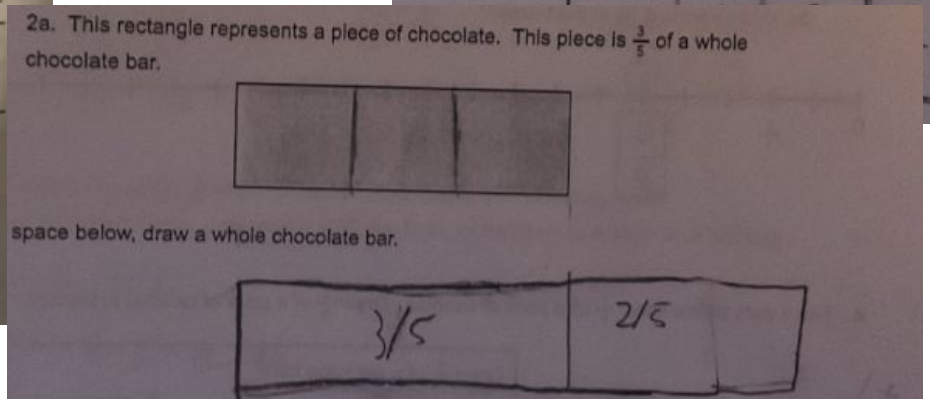
Let's Start with Sample Tasks

2a. This rectangle represents a piece of chocolate. This piece is $\frac{3}{5}$ of the whole chocolate bar.

In the space below, draw the whole chocolate bar.







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Let's Start with Tasks

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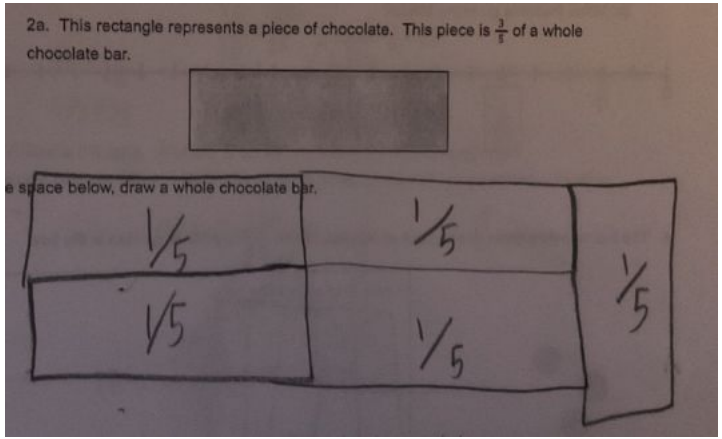

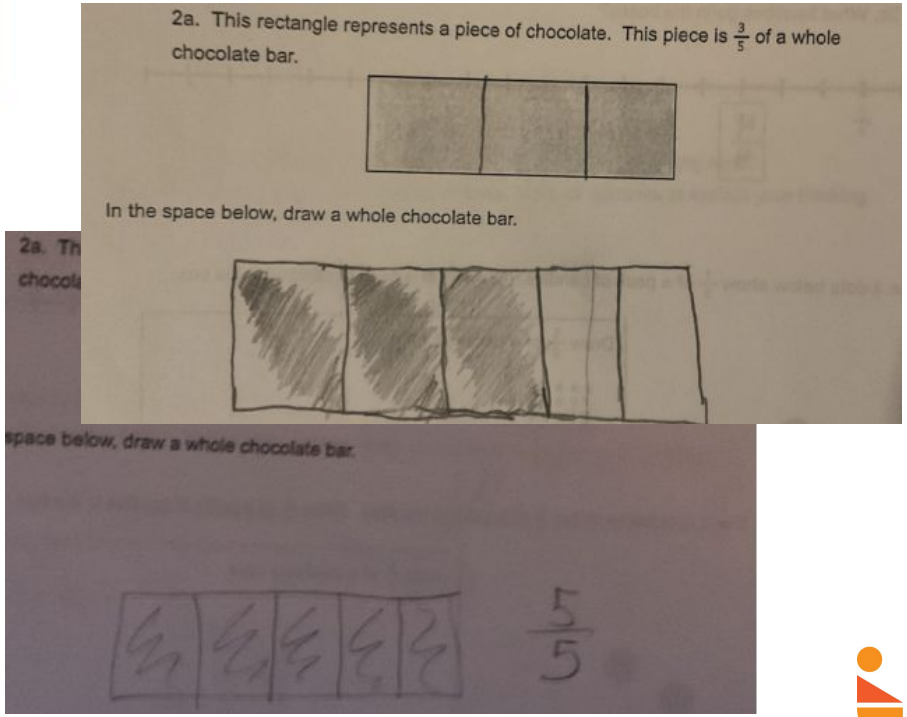

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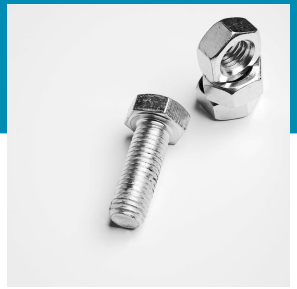
Overview

- Two assessments per year
  - Fourth grade: 3/4 assessment BOY & 4/5 assessment EOY
  - Fifth grade: 4/5 assessment BOY & 5/6 assessment EOY
- Each assessment includes:
  - Detailed rubric and sample student responses
  - English versions currently available; Spanish versions will be available for the 2025-26 school year
  - The assessment guide is available on the USNS Project page

Nuts and Bolts



- Pencil and paper administration
- Not timed, but provide students with 45 minutes to complete the 3/4 and 4/5 assessments. Provide fifth graders with 60 minutes for the 5/6 assessment
- Anticipate 1-2 hours per class for scoring and entering scores into Forefront
- Materials needed:
    - Photo copies of assessment

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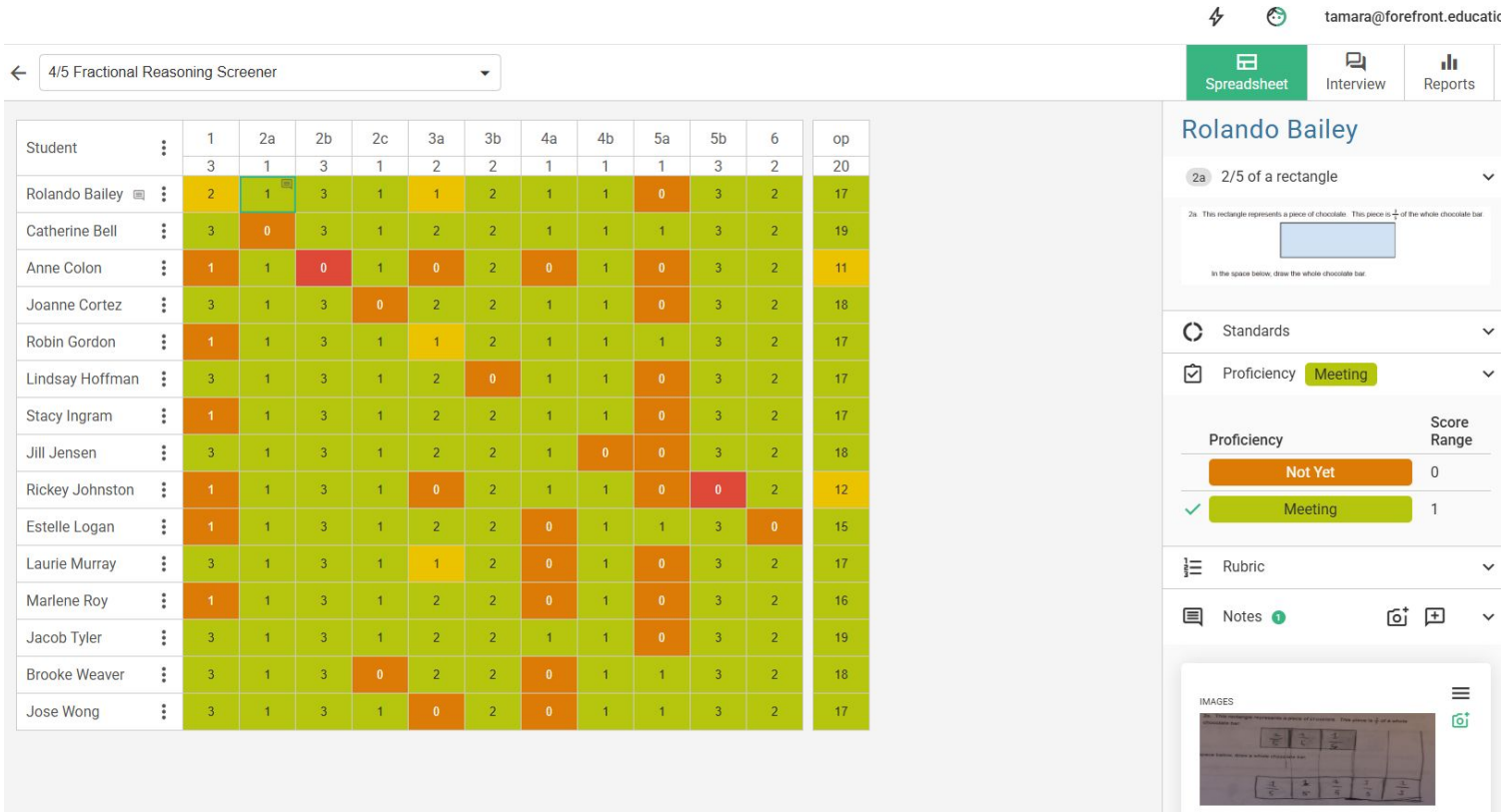
Make it Easy to Collect Data



Student	1	2a	2b	2c	3a	3b	4a	4b	5a	5b	6	op
	3	1	3	1	2	2	1	1	1	3	2	20
Rolando Bailey	2	1	3	1	1	2	1	1	0	3	2	17
Catherine Bell	3	0	3	1	2	2	1	1	1	3	2	19
Anne Colon	1	1	0	1	0	2	0	1	0	3	2	11
Joanne Cortez	3	1	3	0	2	2	1	1	0	3	2	18
Robin Gordon	1	1	3	1	1	2	1	1	1	3	2	17
Lindsay Hoffman	3	1	3	1	2	0	1	1	0	3	2	17
Stacy Ingram	1	1	3	1	2	2	1	1	0	3	2	17
Jill Jensen	3	1	3	1	2	2	1	0	0	3	2	18
Rickey Johnston	1	1	3	1	0	2	1	1	0	0	2	12
Estelle Logan	1	1	3	1	2	2	0	1	1	3	0	15
Laurie Murray	3	1	3	1	1	2	0	1	0	3	2	17
Marlene Roy	1	1	3	1	2	2	0	1	0	3	2	16
Jacob Tyler	3	1	3	1	2	2	1	1	0	3	2	19
Brooke Weaver	3	1	3	0	2	2	0	1	1	3	2	18
Jose Wong	3	1	3	1	0	2	0	1	1	3	2	17

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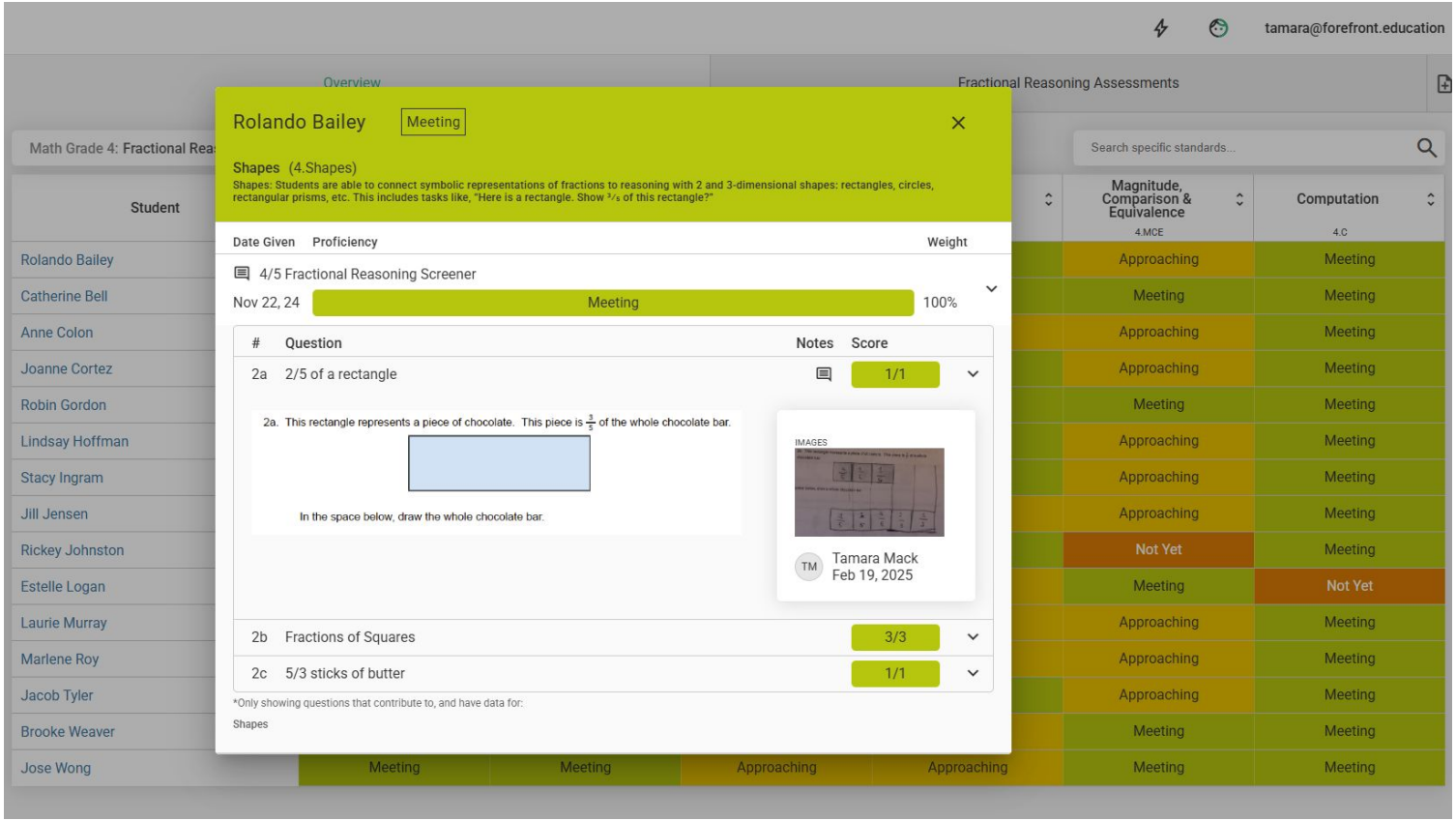
Make it Easy to Analyze Data



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Identify Next Steps

FRS Grades 4/5 Next Steps Question 1 - Reading and Writing Fractions and Mixed Numbers

1. Students will write the following fractions $1\frac{1}{2}$, $\frac{4}{7}$, $\frac{6}{3}$

Assess for Assets: Before targeted instruction begins, find the starting points. Many students have not been directly assessed for their ability to read numerals, ever. Reduce the size of the numbers to find where students can reliably, accurately read numbers. Once starting points have been established, provide instruction that targets the numbers that need attention.

Activity		Notes
Speaking and Hearing	Small group, 1:1	Help students accurately pronounce and recognize numbers, particularly fractions and decimals (e.g., "eight" vs. "eighths" or "hundreds" vs. "hundredths"). ***Instructions:*** 1. Present the Numbers: Show a fraction/decimal (e.g., 5/10, 67/100) and say it slowly and clearly (e.g., "Five-tenths," "Sixty-seven hundredths"). 2. Student Response: Have students repeat the number aloud, then provide corrective feedback if needed. 3. Repetition: Repeat this process to help students hear and say the differences clearly. Focus on tricky areas like "eighths" vs. "eight" or "hundreds" vs. "hundredths." 4. Model Pronunciation: Speak slowly and clearly, emphasizing tongue position to help students articulate the sounds properly.
Use Direct Instruction Method	Whole group, small group, 1:1	For certain concepts, it's best to teach in a clear, step-by-step manner, modeling the process and having students repeat after you. ***Example for Reading Numbers:*** Show a number, like 4 ⅕. • Explain: "This number has a whole part and a fraction. We call this a mixed number. You read it as 'whole number **and** fraction,' so in this case, it's 'four **and** one-third.'" • Repeat the process with other numbers (e.g., 7/3, 2/8) and guide students to break them down the same way. • Modeling, explaining, and repetition will help students master reading numbers.
Fraction Bingo	Whole group, small group	In this bingo game, the teacher calls out fractions, and students listen carefully to write the fractions on their cards, aiming to complete a row or the entire card.
Fraction Flash and Relay Games	Whole group, small group	In these two games, students practice listening, writing, and accurately recognizing fractions by either dictation or racing to write them on the board in a team relay format. Materials: Fraction Cards

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Improve Family Engagement

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In Their Words

"The fractional screener was a great tool to use to find out what students know. I liked how the questions from the screener assessed different levels of understanding of fractions, so I can see who needs certain skills."

- *4th Grade Teacher, Englewood Public Schools*

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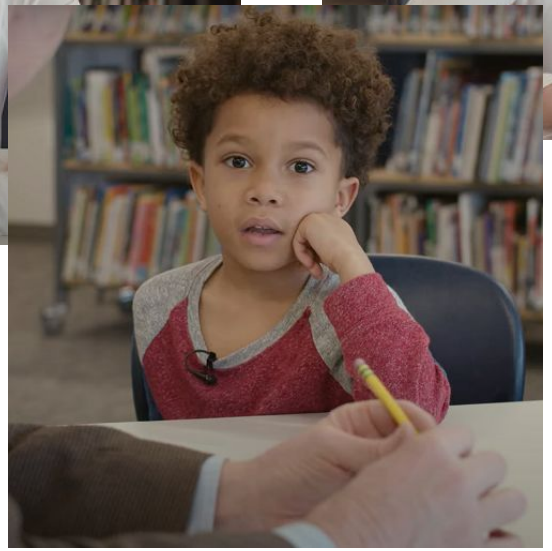
Beyond the Math



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Thank you!

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https://forefront.education/solutions/usns-project/