Universal Screeners for Number Sense: Midyear Progress Monitoring Tasks

Kindergarten Interview: Midyear

Alternative/Parallel Prompts for Progress Monitoring

Directions

Each original Midyear USNS prompt and scoring guidance is enclosed in the box. Below each boxed original prompt, you will find several options for alternative/parallel prompts which you can use for progress monitoring/ retesting in Forefront. Use the same directions and scoring criteria as found in the original prompt. You will also find accompanying visuals, if a visual is referenced in the original prompt. You may choose to note which alternative/parallel prompt you used in the "notes" section of each prompt in the retest in Forefront.

1. Verbal Counting

"Let me hear you start counting from ____, and I'll tell you when to stop." Allow student to count to at least 30. (If unsuccessful, see directions in original prompt.)

Start with numbers...
14, 13, 16, 15, 18, or 12

Verbal Counting CCSS - K.CC.A.1 — Number Sense: Forward Number Word Sequences

1. **"Let me hear you start counting from 17."** Allow student to count to at least 30.
   If student is unsuccessful say, **"Start counting from 8 and I'll tell you when to stop."** Allow student to count to at least 30.
   If student is not successful starting from 8, have the student start from 1.

3	2	1	0
Able to count fluently to 30 starting from 17.	Student counts to 30 starting from 17, but might have longer pauses, or self-corrections. Or Student counts to 30 but needs to start from 8. (Student is not able to consistently start count from any number in the sequence.)	Student counts to 20 starting from 8 or from 1 but is unable to count to 30.	Student is unable to count to 20 starting from 1. Errors might include confusion of teen numbers with –ty numbers (e.g. 13 versus 30), or skipping numbers.

Commentary: Students should be able to count to 30 by the end of the first trimester starting from any number in the sequence, and can count by tens to at least 50. This ability to start the count from any number is foundational for learning to use a count on method.

2. Numeral Reading

You can either use the 7 original cards for retesting #2 OR use the parallel set of 7 numbers below.

Note: If using the set below and if student stumbles on "9", you may want to hand-write that number to see how the student does, as that particular numeral appears differently in typed form.)

Numeral Reading CCSS - K.CC.A.3 — Number Sense: Numeral Identification

2. Numeral Identification Cards: Place cards in front of child one at a time (not in numerical order). Say, **"Read this card to me."** (check if correct; record incorrect answers)

7 18 12 6 20 15 10

3	2	1
Fluently and correctly reads all numbers.	Correctly identifies all numbers 10 and under, but is unable to identify the teen numbers and/or 20 or does so with self-corrections, delays, or counting up to recall.	Misidentifies one or more of the numbers 10 or less.

9	17	11	5
20	14	10	**(extra)**

Kindergarten

3. Counting, Cardinality

Put ___ counters in front of the student without them overlapping (and without them arranged in rows or groups). Follow directions in the original prompt.

Counting, Cardinality: K.CC.B.4 Number Sense: One to One Correspondence

3. Put 12 counters in front of the student without them overlapping. **"How many counters are here?"** Allow the student to count. When finished, ask **"How many are there?"**
*If the student is unsuccessful say, **"Count them again carefully, and touch each one as you count."** Once the count is complete, ask again, **"How many are there?"**

3	2	1
Student demonstrates 1-to-1 correspondence to 12 and cardinality. (i.e. Student does not recount when asked, "How many?" after initial count.)	Student is inconsistent in their demonstration of 1-to-1 correspondence. AND/OR Cardinality Check: When, after the initial count, the student is again asked, "How many?" the student recounts to respond.	Student is unable to demonstrate 1-to-1 correspondence to 12.
Commentary: Most students will have demonstrated proficiency with 1-to-1 correspondence to 12 by mid-kindergarten. For students who do not score a 3 on this task, notice to which number they are successful. It is an issue with coordinating actions, (counting and touching) or perhaps it is an issue with the number word sequence. Notice carefully, so that the issue(s) can be targeted specifically with direct, corrective instruction.		

Use 11, 10 or 12 (original quantity) counters.

4. Addition and Subtraction

Addition and Subtraction: K.OA.A.2 Number Sense: Covered Tasks – Addition

4. Prepare 6 counters and a cover. Say, **"I am taking 6 counters now. Count with me. '1, 2, 3, 4, 5, 6."** Put the counters neatly in a line as you count them. Cover them with something. **"How many counters are under here?"** The student should confirm that there are 6. If not, recount them with the student and ask again.
After they are covered, get two more counters, show them to the student and say, **"Now I am putting 2 more counters under here with the other 6. How many are under here now?"** Put the 2 new counters with the other 6.

- If the student is not successful, attempt the same problem again starting with only 4 counters and adding 2.

3	2	1
Student is able to solve the problem 6 + 2	Student is unable to solve 6 + 2, but is successful with 4 + 2.	Student is unsuccessful with both problems.

Start with…**7 counters, 8 counters, or 6 counters (original quality).**

Follow directions in the original prompt.

"Now I am putting 2 more counters under here with the other ___. How many are under here now?" (Note: do not use the word "add"!)
If student is not successful, see directions in the original prompt.

5. Addition and Subtraction

Use same starting number of counters used in prompt #4. If you did not retest prompt #4, **you can start with either 7, 8, or 6 counters.**

(Note: do not use the word "subtract"!) If student is not successful, see directions in the original prompt.

Addition and Subtraction: K.OA.A.2 Number Sense: Covered Tasks - Subtraction

5. **"I am going to get 6 counters. Count with me."** Have the student count with you as you take 6 and then place them under a cover. **"Now I have 6 counters."** Remove 2 from under the cover and leave them visible on the table. **"I am taking 2 out from under the cover. How many do I still have under here?"**

- If the student is unsuccessful, reestablish that you have six. **"I have 6 again. Count them with me. 1, 2, 3, 4, 5, 6."** Cover them. Remove 1 counter. **"I am taking 1 out."** Leave the one counter on the table in front of the student. **"Now how many are still under the cover?"**

3	2	1
Student answers 6 – 2 correctly.	Student solves second problem (6 – 1) but not the initial problem.	Student is unable to answer correctly.

6. Addition and Subtraction

Use a card from below, which show:

- **2 + 4**
- **3 + 3**
- **1 + 6**
- **5 + 2**
- **3 + 2**
- **3 + 4**

Addition and Subtraction K.OA.4

Number Sense: Use Objects to Model Addition and Subtraction Under 20

6. Show the 2 + 3 card to the student. Say, **"Read this card."** (Ensure that the student reads accurately and correct them if they do not.) **"Show me how you could solve the problem using these counters."** Provide the student with more than enough counters.

3	2	1
Student uses the counters to show a group of 2 and a group of 3 and solves the problem accurately.	With additional questioning, the student is able to represent and solve the problem with the counters.	Student is unable to create a situation that matches the problem.

2 + 4	3 + 3
1 + 6	5 + 2
3 + 2	3 + 4

First Grade Interview: Midyear

Alternative/Parallel Prompts for Progress Monitoring

Directions

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1. Number Word Sequences

"Start counting at ___ and I will tell you when to stop." (Stop at 105.)

Start with numbers...
94, 97, 93, 99, 92, 95

Note: If student is not successful, use original back-up prompts (start at 66, and then start at 12).

Number Word Sequences: 1.NBT.A.1 Number Sense: Forward Number Word Sequence

1. **"Start counting at 96 and I will tell you when to stop."** (Stop at 103) If student counts fluently for this task score as a 3 and proceed to the next task.
   - If student is not fluent with the first task, say, **"Start counting at 66 and I will tell you when to stop."** (stop at 72). If student counts fluently, continue to the next task.
   - If the student does not count fluently from 66 – 72, say, **"Start counting from 12."** Allow the student to count through 31.

3	2	1	0
Student is able to count from 96 – 103 on the first attempt without long pauses or significant self-corrections	Student is less than fully fluent with a count from 96 – 103. Student counts fluently from 66 – 72.	Student is less than fluent with the counts from 96 – 103 and 66 – 72. Student counts fluently from 12 – 32.	Student is less than fluent with each of the tasks.
Commentary: Proficient students are able to fluently count forward crossing 100 (but not necessarily to 120) starting from any number. Fluency that was developed in kindergarten needs to be practiced and further developed in first grade. Reciting the number word sequence is a skill that underlies conceptual development, and like any skill without regular usage it will be lost. Even students who at one time might have demonstrated fluency with these sequences can lose them without regular opportunities to practice.			

2. Number Word Sequences

"...Start counting back from ____, and I will tell you when to stop." (Stop at 8.)

Start with numbers...
19, 17, 16, 18

Number Word Sequences: 1.NBT.A.1 Number Sense: Backward Number Word Sequence

2. **"Now we are going to count backward, like 3, 2, 1. Start counting back from 18 and I will tell you when to stop."** If student is unsuccessful, say, **"Count back from 12."**

3	2	1
Student is able to fluently count down from 18.	Student can count back from 12, but makes mistakes or lacks fluency when counting back from 18 (pauses, or makes self-corrections).	Student is unable to count back from 12.
Commentary: The ability to count back is not only one that helps develop fluency and flexibility with the number sequence but is a basic skill that is necessary for developing fluency with subtraction. Students should be provided with ample opportunities to develop this skill which will support their developing fluency with subtraction under 20.		

If student is not successful, use original back-up prompt: start at 12.

Note: This task is targeting counting back through the teen numbers, so there are a limited number of options. It is okay to reuse numbers during progress monitoring.

3. Numeral Identification

You can either use the 6 original cards for retesting #3 **or use the parallel set of 6 numbers below.**

Numeral Identification: 1.NBT.A.1 Number Sense: Numeral Identification

3. "**Read these numbers.**" Show cards one at a time in the order shown here. (13, 100, 31, 70, 30, 12)

3	2	1
Student reads all of the number cards with fluency and certainty.	Student reads all numbers correctly, but without fluency or with uncertainty. Might include self-corrections or pauses or seeking support.	Student makes mistakes with one or more numbers when reading. Includes issues with reversals (reads 31 for 13) and trouble with "teen" versus "ty" (e.g. confuses pronunciation of 13 and 30)

Commentary : Proficient students read numbers to 100. Content of the second half of 1st grade begins to work extensively with larger numbers, so this skill becomes important for accessing the instruction and instructional materials.
Working with students to learn to read numbers is best done in short one-on-one or small group sessions. This is a great place to ask for parent support.
Language considerations: For students who speak more than one language, whenever possible assess the student in both their home language as well as the language of instruction. Many students who come to English as a second language, or who have speech and/or hearing issues have troubles not only pronouncing the difference between 13 and 30 (and other similar numerals), but sometimes cannot *hear* the difference either. This is best remedied with targeted instruction.

Note: This is merely a sample of numbers under 100. It is okay to choose numbers at random for sampling this, and to include more than 6 numerals in the assessment, in order to gather more reliable information. The goal is to be confident that the student is able to accurately and fluently identify any number under 100 - that is what defines a level 3 response.

Note: If using the set below and if student stumbles on "9" or numbers with "4", you may want to hand-write those numbers to see how the student does, as those particular numerals appear differently in typed form.)

14	100	41
60	70	18

4. Problem Solving: Addition and Subtraction

Be sure to use exact same script as in original (note: do not use the word "add"!), but use one of the variations of quantities below.

Problem Solving: Addition and Subtraction 1.OA.A.1 — Number Sense: Covered Tasks - Addition

4. Take 8 counters of one color. **"I have 8 counters here."** (Allow student to see counters, but do not allow the student to count the counters.) **"I am going to cover these up."** Cover them so that they are not visible, but still in front of the student. Take 4 more counters. **"Now I am going to put 4 more counters under here."** Allow student to see the 4 counters, but not count them. Put the 4 counters under the cover with the 8. **"How many counters are there altogether?"**
   - If the student answers incorrectly, present the task again. **"Let's take another look. I have 8 here. How many are there?"** (Student should confirm that there are 8 counters under the cover.) **"Now I am putting 4 more. How many are there altogether?"**

3	2	1
Student is able to solve the problem on a first attempt.	Student is able to solve the problem on a second attempt. Or makes a self-correction when prompted to explain their thinking. If the student solves incorrectly, but then, without any prompting from the teacher, attempts the problem again and arrives at the correct answer, score as a level 3.	Student is unable to solve the problem.

- **Start with 7 counters —› 4 more**
- **Start with 9 counters —› 5 more**
- **Start with 9 counters —› 4 more**
- **Start with 6 counters —› 5 more**
- **Start with 8 counters —› 5 more**
- **Start with 7 counters —› 5 more**

5. Foundations of Place Value

Use exact same script as in original prompt, but choose a variation of stick quantities below (and make sure you are offering students more bundles than they would need, but not enough individual sticks to build the entire multiple of ten).

Foundations of Place Value: 1.NBT.B.2 — Number Sense: Place Value – Tens and Ones

5. Place about 100 sticks, some bundled together in set of 10s, about 20 of loose ones. Show the student a bundle of 10 sticks grouped together with a rubber band. **"Each of these bundles has 10 sticks."** Put the bundle back onto the table. "**Please give me 30 of the sticks**."
   - If student is unable to create a set of 30 sticks, score at level 0 and end this part of the assessment.
   - If the student solves the task by using a combination of 10s and individual sticks to get to 30 take note and demonstrate that the problem can be solved with 3 tens (either by bundling or replacing the loose sticks) and continue with the next part of this task.

   Leave the 3 bundles of ten sticks in front of the student. From the remaining sticks, place another bundle of ten and 4 loose sticks in front of the student. Leave all the sticks visible in front of the student. **"I am putting 10 here."** (slide a bundle of ten next to the 30) **Now I am putting 4 more.** (slide 4 loose sticks next to the others) **"How many sticks are there now?"** Leave the sticks on the table (all uncovered) in front of the student.

3	2	1	0
Student adds 10 and 4 ones to the 30 without needing to recount the 30. (e.g. "30, 40, 41, 42, 43, 44") or other more efficient strategy.	Student recounts original 30 and counts tens and ones to solve the task (e.g. 10, 20, 30, 40, 41, 42, 43, 44).	Student makes the set of 30 but is unable to arrive at 44.	Student is unable to make a set of 30.

"Please give me…"

- **20 of the sticks." (If successful, then put 10 and 7 more with the 20.)**
- **40 of the sticks." (If successful, then put 10 and 5 more with the 40.)**
- **30 of the sticks." (If successful, then put 10 and 6 more with the 30.)**
- **50 of the sticks." (If successful, then put 10 and 3 more with the 50.)**
- **40 of the sticks." (If successful, then put 10 and 6 more with the 40.)**
- **20 of the sticks." (If successful, then put 10 and 8 more with the 20.)**

Second Grade Interview: Midyear

Alternative/Parallel Prompts for Progress Monitoring

Directions

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1. Number Word Sequences

"Start counting at ___ and I will tell you when to stop."

Start with numbers…

- **196 (stop student at 203)**
- **297 (stop student at 302)**
- **397 (stop student at 403)**
- **193 (stop student at 203)**
- **294 (stop student at 303)**
- **398 (stop student at 402)**

Number Word Sequences: 2.NBT.A.2 Number Sense: Forward Number Word Sequences

1. **"Count forward starting at 198 and I will tell you when to stop."** (Stop at 202)
   - If student is less than fully fluent with count to 202, say, **"Thanks. This time start counting at 97 and I will tell you when to stop."** (stop at 112)

3	2	1	0
Student is able to count from 198 – 202 with a reasonable degree of fluency and confidence.	Student is able to count from 198 – 202, but has pauses or self-corrections, and student is able to count fluently from 97 – 112.	Student does not count correctly from 198 – 202, but is able to correctly count from 97 – 112 (can be less than fluent and have self-corrections)	Student does not accurately complete either count.

Commentary: Proficient students count forward by ones from any number under 1000. Counting is foundational for developing understanding of the place value system and for addition and subtraction. When students score zero on this task, the assessor should do more diagnostic assessment to ascertain what the student can do. In particular, checking to ensure that a student can fluently count through the teen numbers and up to thirty is absolutely critical. For students who are still struggling with their number word sequences under 100, interventions should be put into place.

Note: If student is not successful, use original back-up prompt (start at 97).

2. Numeral Identification

"Read these numbers."

(Use a set of 3 numbers from the next page.)

Numeral Identification: 2.NBT.A.3 Number Sense: Numeral Identification

2. **"Read these numbers."** Present cards to student one at a time.

550 **111** **212**

If the student says something like, "five-fifty" ask the student if they have another way to say this. Correct answers are: five hundred fifty, one hundred eleven (accept "a-hundred eleven") and two hundred twelve."

3	2	1
Student read the numbers accurately on first attempt.	Student reads the numbers, but makes self-corrections or reads them correctly on a second attempt.	Student reads at least one number incorrectly.

Commentary: This task samples this skill using only three numbers. For students who score at a level 1 on this task further assessments should be done to determine which numbers (or range of numbers) still need to be learned and/or practiced.

Note: Many students will insert an "and" after the hundreds (e.g. five hundred *and* twelve). Although some math educators will insist that the word "and " should be reserved for reading decimal numbers, colloquially many people insert an "and" in this way. For this assessment, do not count the response as incorrect if a student inserts an "and" after the hundred.

Language Considerations: It is important that students are able to read numbers in the language of instruction. However, when students have the ability to read numbers in another language this is a significant asset that should be recognized. Learning to read numbers in a second language should be approached differently, by helping the student to make connections to the other language. For this reason, for students who are bilingual, it is helpful to assess in both languages. For students who are bilingual it is also important not to assume that they are able to read these numbers in their first language.

Note: The intention of this task is to quickly sample students' ability to read numbers between 101 and 999. For progress monitoring, the teacher may choose numbers at random, and may sample more than 3 numbers in order to gather enough evidence to be confident. A level 3 response should be used to indicate reasonable confidence that students are able to read any number between 1 and 999.

Second Grade

220	444	515
330	222	818
990	333	313
880	777	414
770	111	919
110	888	616

3. Mental Subtraction

"Read this card." (Correct student if they didn't read it correctly.) "Solve this problem."

- **72 - 3**
- **71 - 2**
- **52 - 4**
- **81 - 3**
- **91 - 3**
- **61 - 3**

Mental Subtraction - Subtracting Ones: 2.NBT.B.5 Number Sense: Place Value-Mental Math

3. **Present the card 81 - 2. Read this card.** (Make sure that the student has read it accurately. Correct the student if they do not.) **"Solve this problem."** If it is not obvious, ask, **"How did you work it out?"** (Teacher may prompt student to make a second attempt)

3	2	1
Student solves the problem accurately on first attempt.	Student solves problem, but makes self-corrections in the process. (Teacher might ask student to solve again if there is a minor counting error.)	Student is unable to solve problem.
Commentary: This problem is constructed to prompt a count back. If a student attempts to use an algorithm (often drawn with a finger on the table), it should be noted, and if the student is able to use that method and arrive at a correct answer, score the response as a three, but ask if they have another way to solve this problem. A count back or "jump back" method is the preferable method for solving this problem, and students who are truly making sense of this problem will normally choose, apply that strategy rather than to do the tedious regrouping necessary for applying a traditional algorithm.		

72 - 3	71 - 2
52 - 4	81 - 3
91 - 3	61 - 3

4. Contextualized Addition

Important: Be sure to follow the exact script to the right (as there are many parts to it, and they should be done in order for scores to be valid).

See note in rubric to score response as "1" (and move onto Question #5) if student persists in counting the teen number of dots by ones (recounting the strip of ten), after you remind them it was a strip of ten.

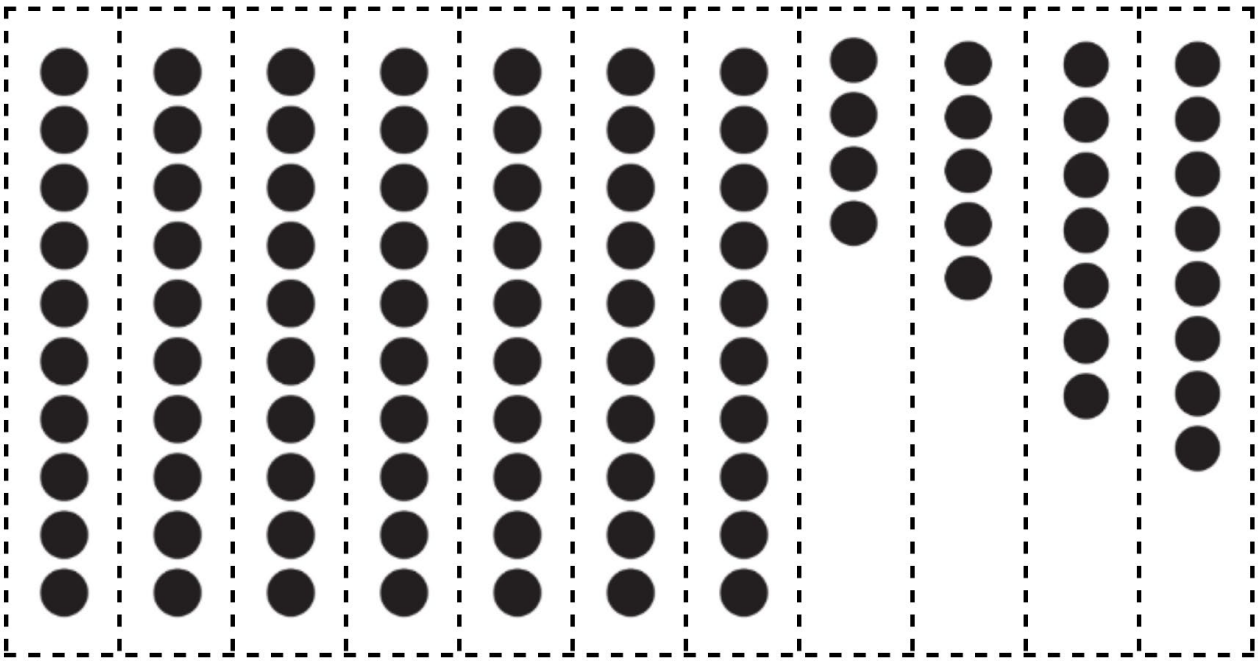
Contextualized Addition: CCSS: 2.NBT.5 Number Sense: Place Value – Tens and Ones

4. Place a strip of 10 on the table. **"How many dots do you think are here?"** If student does not answer 10, tell them that there are 10. Allow the student to count the 10 dots. Place a set of 4 dots next to the 10. **"How many are there now?"** (student should automatically answer 14 without needing to count.)
   - If the student starts to count the ten interrupt them and remind them that there are 10 in each strip. If the student persists in counting the 10 to solve the 10 + 4 problem, see rubric for a score of 1 and proceed to problem 5.

   Cover the 14 dots. Put 5 strips of 10 next to the cover. **"I have 50 dots here. I am going to put these with the 14."** Slide the 5 ten strips under the cover. **"How many dots are there under here now?"**
   - If student is unsuccessful, remove the 50 from under the cover and leave them on the table (with the 14 still under the cover) and prompt the student to solve the problem again.

3	2	1
Student is able to solve the problem with all the materials covered.	Student is able to solve the problem with the 5 strips of 10 visible using a count by 10 method, but unable to solve while they are covered.	Student is unable to respond correctly or the student attempts to count all dots by ones. If the student counts all to determine the original 14 dots the response should be scored as 1 and attention needs to be given to help the student understand 10 as a unit.
Commentary: Proficient students mentally solve problems which involve adding any number of 10s to a non-ten number under 100. This ability to use 10s and ones mentally to solve problems is both an indicator of preparedness for the more complex work with larger numbers that comes in the second half of the school year.		

- **strip of ten —› 5 dots —› cover —› 4 more strips of ten**
- **strip of ten —› 7 dots —› cover —› 3 more strips of ten**
- **strip of ten —› 4 dots —› cover —› 4 more strips of ten**
- **strip of ten —› 5 dots —› cover —› 5 more strips of ten**
- **strip of ten —› 4 dots —› cover —› 4 more strips of ten**
- **strip of ten —› 8 dots —› cover —› 5 more strips of ten**



5. Comparison

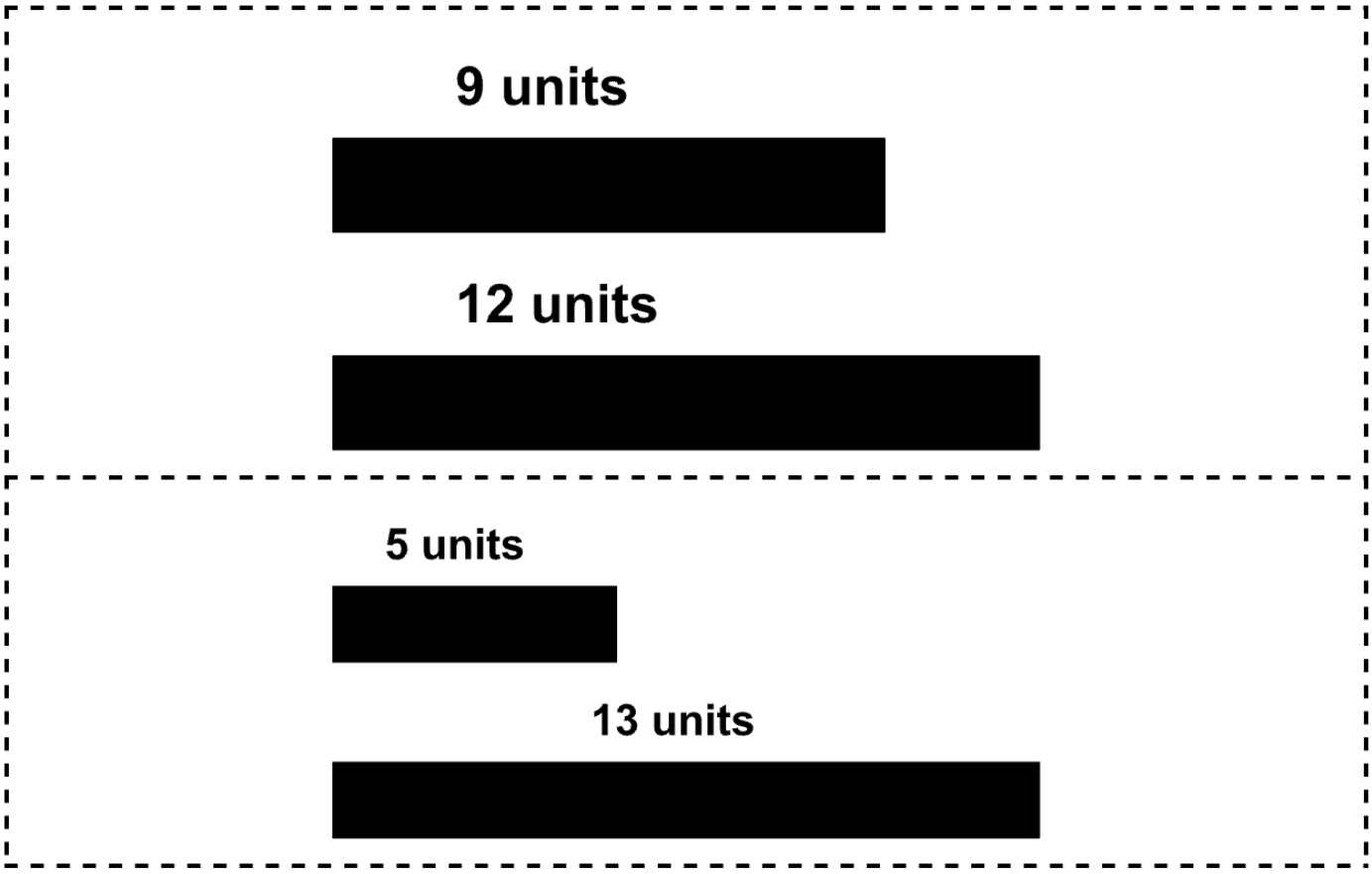
Use the same script in original prompt, adjusting lengths to the variation below that you're using.

Comparison: 2.MD.B.5 Number Sense: Problem Solve - Comparisons

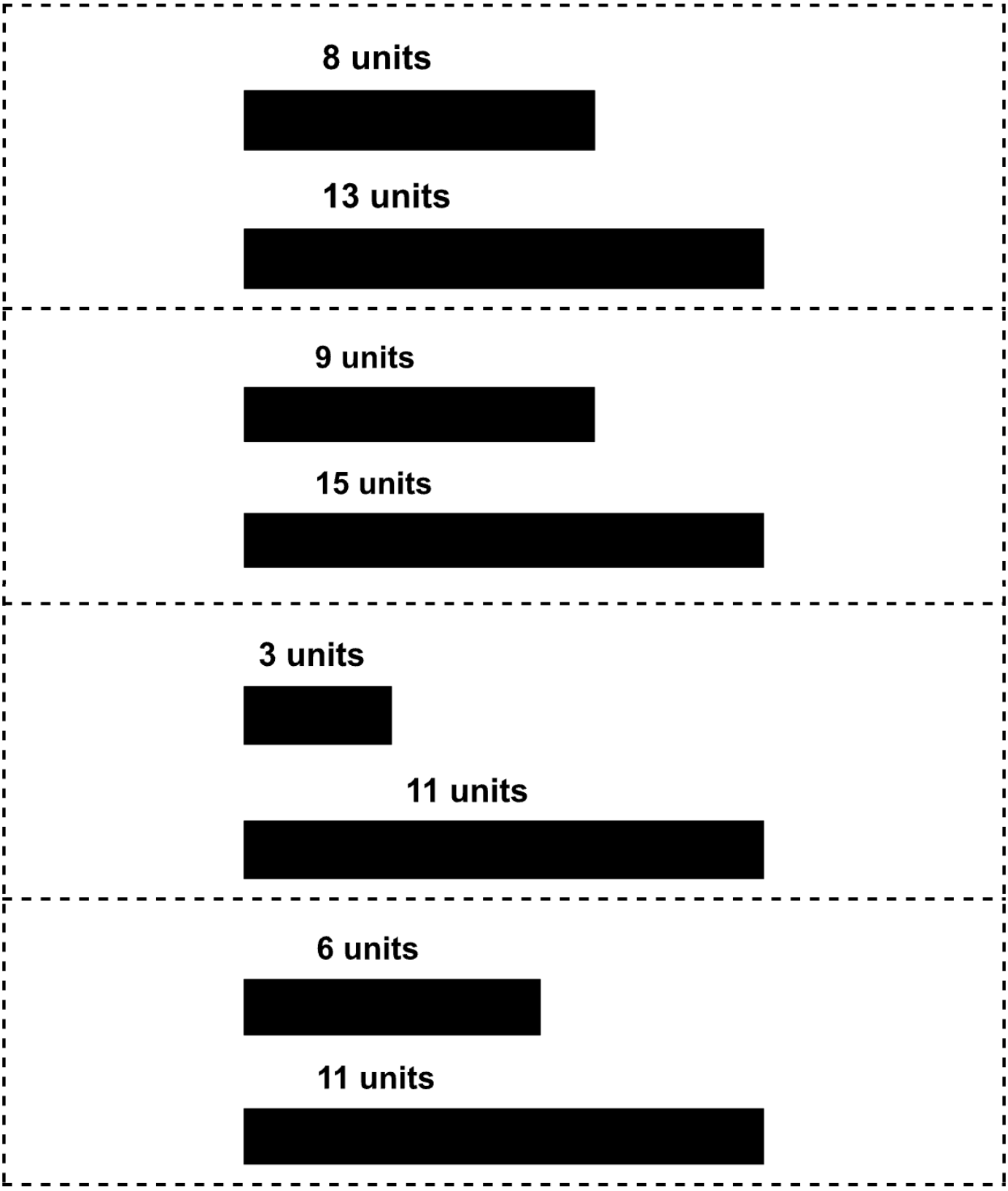
5. **"The top rectangle here is 7 units long. The rectangle on the bottom is 11 units. How much longer is the bottom rectangle than the top rectangle?"**

Possible alternative phrasings:
Ask they student, **"Which rectangle is longer?"** after they answer that the bottom one is longer say, **"That's right. How much longer?"**
"What is the difference in the length of the top rectangle and the bottom one?"

3	2	1
Student recognizes the problem as a comparison problem and solves using the numbers. Score as a 3 even if there is a slight calculation error (off by not more than 1.)	A variety of behaviors will be scored as a 2. - Student needs a rephrasing of the problem in order to conceptualize that this is a comparison problem and solve. - Student sees this as a comparison problem, but does not "numerize" the situation and attempts to count the difference without paying attention to the numbers. These students will often be seen using a finger to attempt to count the space between the two rectangles. Please note that even if the student happens to accurately answer 4, but has not shown that they are attending to the numbers given, a score of 2 should be given. - Student subtracts (or attempts to add up), but miscalculates. (e.g. "11 – 7; that is 5.")	Student is unable to conceptualize the idea of the comparison. They might answer something like, "This one goes to 11."



Second Grade



Third Grade Interview: Midyear

Alternative/Parallel Prompts for Progress Monitoring

Directions

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1. Number Word Sequence/Place Value

Note: Do not show the student the written form of the starting number — instead, just verbally state the starting number, ex: "Start at the number four hundred five…")

Number Word Sequence/Place Value 3.NBT.A.2 Number Sense: Backward Number Word Sequences

1. "**Let's do some counting. Start at the number three hundred two and count backward. I will tell you when to stop.**" Stop at 298. If the student makes a minor mistake that you think might be corrected on a second attempt ask the student. **"Let me hear that one more time."**
   - If still incorrect, **"Count forward starting at 98"** (stop at 112)

3	2	1	0
Student counts accurately on first attempt. (minor self-corrections allowed)	Student counts accurately but with uncertainties; correct on second attempt, or on first attempt with significant pauses or self-corrections	Counts from 98 -112. Student does not accurately count from 302-298.	Does not accurately count from 98 - 112

Commentary: Backward counts across decade numbers is a skill that is not a "memorization" of the number sequence but reveals an understanding of the number system. It is for that reason that this task aligns with Number in Base Ten.

"…Start at the number___ and count backward. I will tell you when to stop."

Start with numbers…

- **405 (stop student at 396)**
- **503 (stop student at 496)**
- **304 (stop student at 296)**
- **403 (stop student at 396)**
- **605 (stop student at 596)**
- **307 (stop student at 296)**

Note: If student is not successful after second attempt, use original back-up prompt ("Count forward starting at 98," stopping student at 112).

2. Represent Multiplication

"Read this." **(Show student one of the variations below.** Correct the student if they misread.) "How could you use these (counters) to show _____?"

Note: Be sure to have more counters available than are needed.

Represent Multiplication: 3.OA.A.1 — Number Sense: Model Multiplication with Materials

2. Have counters available for the student (more than 12). Present the expression 3 x 4. **"Read this."** Correct the student if they misread. **"How could you use these to show 3 times 4?"** Probe the student briefly to ensure that they understand that they have created groups.

3	2	1
Student creates a 3 by 4 array or 3 groups of 4, or 4 groups of 3 and explains clearly.	Student does show three groups of four or four groups of three but only after additional prompting. **Or** student rotely creates an array or some other accurate configuration, but cannot explain repetitions of equal groupings.	Student does not show *either* 3 groups of 4 or 4 groups of three.

Commentary: The ability to create a model that matches multiplication (and division) problems is an excellent indicator of a conceptual understanding. This learning is essential to the work of third grade. Any students who are unsuccessful should be given ample opportunities to learn and practice this idea. Note that the rote skill of building groups and/or arrays is a stepping stone in the correct direction. Continued work with visual models, along with opportunities to discuss these visual models, supports the conceptual development.

A common thing is for students to create a group of three and a group of 4, then to attempt to somehow put an x. Usually, the explanation falls apart at this point, yet it isn't unusual that the student has memorized the answer of 12. Score as level 1 if the student is unable to create a multiplicative model.

This problem is not assessing whether the student knows the answer 12. It is about whether the student creates a concrete representation of *why* 3 x 4 is 12. For that reason, if a student says the answer is 12, yet has not created a configuration that reflects 12, it is OK to probe. **"I see three here, and four here. You say the answer is 12. I don't see 12 anywhere. Can you show me how this makes 12?"** (See score of 2.)

5 x 2	6 x 2
3 x 6	3 x 5
4 x 4	3 x 3

3. Subtraction with Addition Scaffold

Note: Follow script carefully. Note that students should not be given a writing utensil to solve this problem.

- **300 - 297 (if unsuccessful, present student with 297 + 3)**
- **200 - 195 (if unsuccessful, present student with 195 + 5)**
- **400 - 398 (if unsuccessful, present student with 398 + 2)**
- **200 - 197 (if unsuccessful, present student with 197 + 3)**
- **300 - 298 (if unsuccessful, present student with 298 + 2)**
- **400 - 396 (if unsuccessful, present student with 396 + 4)**

Subtraction with Addition Scaffold: 3.NBT.A.2 Number Sense: Subtraction - Mental Math

3. Present the card 200 – 198 and say, **"Read this."** Check to ensure that the student has read the problem accurately. **"How much is 200 minus 198?"**
   - If the student begins to attempt the use of a traditional algorithm (usually evident when the student starts to draw the problem with their finger on the table.) Say, **"It looks like you are trying to solve the problem the paper and pencil way. Do you have another way you might use to solve this problem?"**
   - If the student is unable to solve 200 – 198, present the expression, 198 + 2. **"Could you use this to help you?"**

3	2	1
Student solves without need for additional prompt.	Student can solve 200 – 198 after presented with 198 + 2	Student cannot solve even when supported with 198 + 2
Commentary: The continued conceptualization of differences and place value are the targets of this task. Students who understand this problem well will choose to count up from 198 to 200 to find the difference, or count back 199, 198 or will simply know that the 8 + 2 is 10 and so therefore the answer is two.		

297 + 3	195 + 5	398 + 2	197 + 3	298 + 2	396 + 4
300 - 297	200 - 195	400 - 398	200 - 197	300 - 298	400 - 396

4. Addition with Scaffold

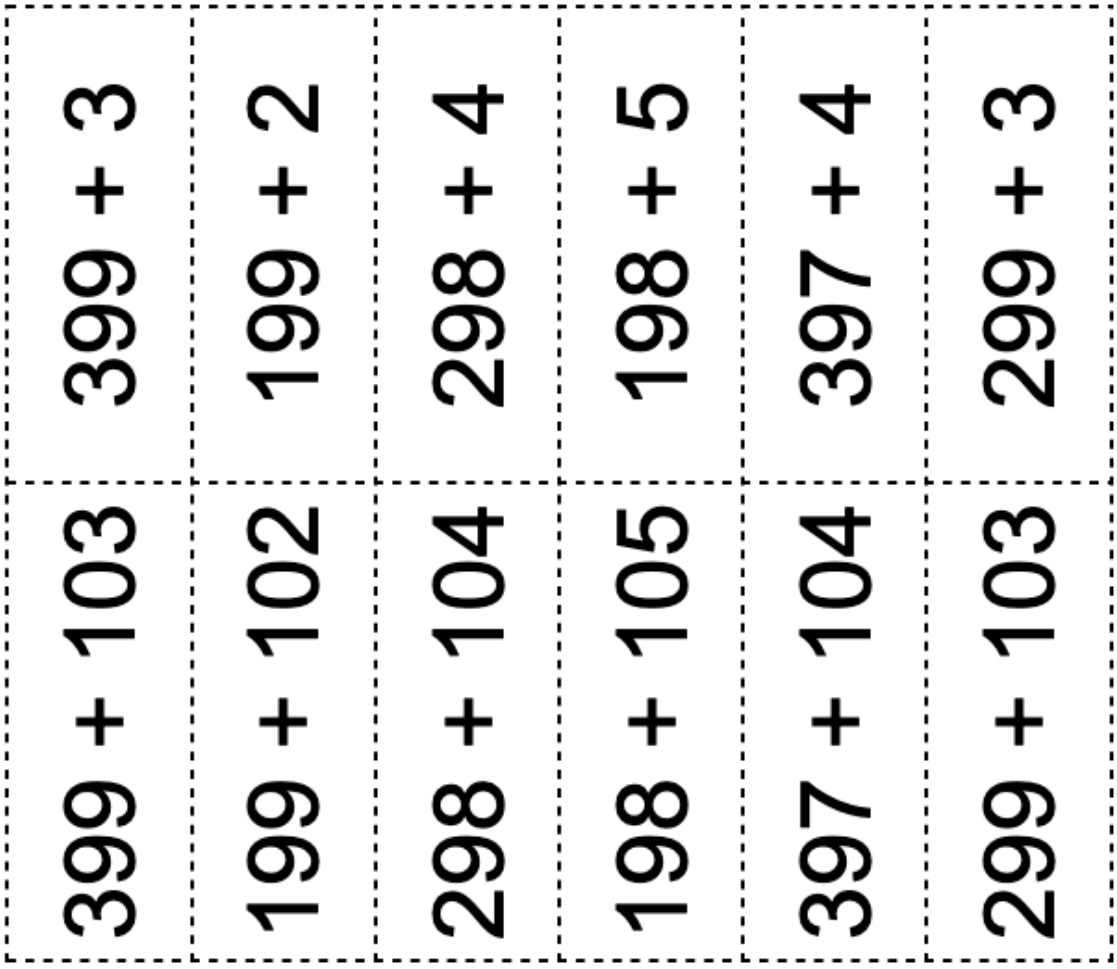
Note: Follow script carefully. Note that students should not be given a writing utensil to solve this problem.

Addition with Scaffold: 3.NBT.A.2 — Number Sense: Addition – Mental Math

4. Present the expression 299 + 102. **"Read this card."** Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. **"How much is 299 plus 102?"**
   - If the student begins to attempt the use of a traditional algorithm (usually evident when the student starts to draw the problem with their finger on the table.) Say, **"It looks like you are trying to solve the problem the paper and pencil way. Do you have another way you might use to solve this problem?"**
   - If student is unable to solve, present the card 299 + 2 with the first card. **"Could you use this to help you?"**

3	2	1
Student answers 401 without need for additional prompt.	Student can solve after presented with 299 + 2.	Student cannot solve even when supported with 299 + 2.
Commentary: The ability of students to coordinate hundreds, tens, and ones represents an important developmental milestone for students. Providing anchor problems for students to develop mental anchors can support students who are developing this ability.		

- **399 + 103 (if unsuccessful, present student with 399 + 3)**
- **199 + 102 (if unsuccessful, present student with 199 + 2)**
- **298 + 104 (if unsuccessful, present student with 298 + 4)**
- **198 + 105 (if unsuccessful, present student with 198 + 5)**
- **397 + 104 (if unsuccessful, present student with 397 + 4)**
- **299 + 103 (if unsuccessful, present student with 299 + 3)**



Fourth Grade Interview: Midyear

Alternative/Parallel Prompts for Progress Monitoring

Directions

Each original Midyear USNS prompt and scoring guidance is enclosed in the box. Below each boxed original prompt, you will find several options for alternative/parallel prompts which you can use for progress monitoring/ retesting in Forefront. Use the same directions and scoring criteria as found in the original prompt. You will also find accompanying visuals, if a visual is referenced in the original prompt. You may choose to note which alternative/parallel prompt you used in the "notes" section of each prompt in the retest in Forefront.

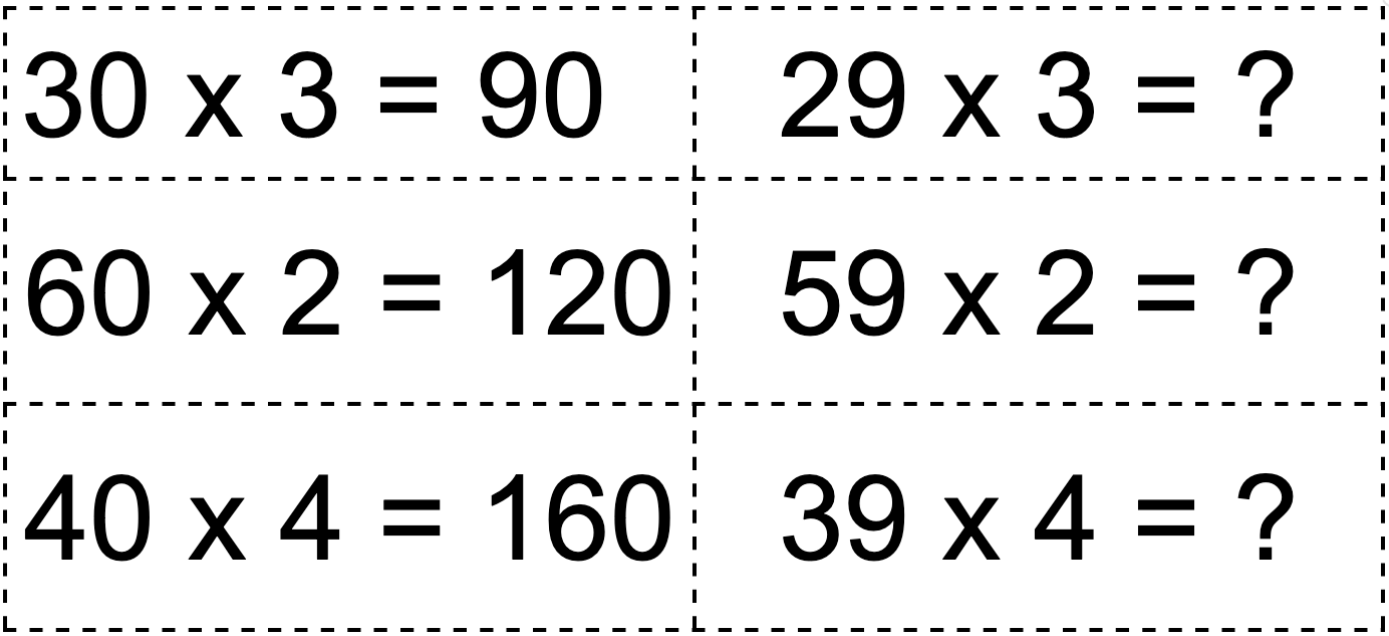
1. Multiplication

Multiplication - 4.OA.A.1 Number Sense: Multiplication – Mental Math

1. Show the student the card 20 x 4 = 80. **"Read this card."** Ensure that the student has read the card correctly. **"If you know that 20 x 4 = 80, how can you use that to solve 19 x 4?"**

3	2	1
Student uses 80 – 4 to solve the problem.	Student solves 19 x 4 independently without using 20 x 4.	Incorrect (e.g. 80 – 1 = 79)
Commentary: Students who do not see the connection between the two problems, and who resolve 19 x 4 from scratch need opportunities to continue developing their understanding of multiplication.		

- **Show card for 30x3 = 90, ask if that could be used to solve 29x3.**
- **Show card for 60x2 = 120, ask if that could be used to solve 59x2.**
- **Show card for 40x4 = 160, ask if that could be used to solve 39x4.**
- **Show card for 20x7 = 140, ask if that could be used to solve 19x7.**
- **Show card for 50x3 = 150, ask if that could be used to solve 49x3.**
- **Show card for 30x4 = 120, ask if that could be used to solve 29x4.**



20 x 7 = 140	19 x 7 = ?
50 x 3 = 150	49 x 3 = ?
30 x 4 = 120	29 x 4 = ?

2. Place Value/Subtraction

Place Value/Subtraction – 4.NBT.A.1 Number Sense: Subtraction – Mental Math

2. Show the card 2,000 – 10. **"Read this card. "** (Ensure that the student reads correctly; correct them if necessary.) **"How much is 2,000 – 10?"** If student is successful score as a 3. If not, remove the card and present 2,000 – 1, and have the student read and solve that problem.

3	2	1
Solves 2,000 – 10 correctly	Solves 2,000 – 1, but not 2,000 – 10	Unable to solve either problem.
Commentary: Students should have a working understanding of the place value system as it relates to larger numbers that can be applied to mentally solve reasonable addition and subtraction problems into and beyond the thousands.		

- **3,000-10 (if student is unsuccessful, present student with 3,000-1)**
- **1,000-10 (if student is unsuccessful, present student with 1,000-1)**
- **5,000-10 (if student is unsuccessful, present student with 5,000-1)**
- **4,000-10 (if student is unsuccessful, present student with 4,000-1)**
- **8,000-10 (if student is unsuccessful, present student with 8,000-1)**
- **7,000-10 (if student is unsuccessful, present student with 7,000-1)**

Fourth Grade

3,000 - 10	3,000 - 1
1,000 - 10	1,000 - 1
5,000 - 10	5,000 - 1
4,000 - 10	4,000 - 1
8,000 - 10	8,000 - 1
7,000 - 10	7,000 - 1

3. Division/Place Value

- **"Here is an array with 280 squares…**
- **"Here is an array with 270 squares…**
- **"Here is an array with 230 squares…**
- **"Here is an array with 190 squares…**
- **"Here is an array with 170 squares…**
- **"Here is an array with 260 squares…**

Division/Place Value – 4.NBT.A.1 & 4.NBT.B.6

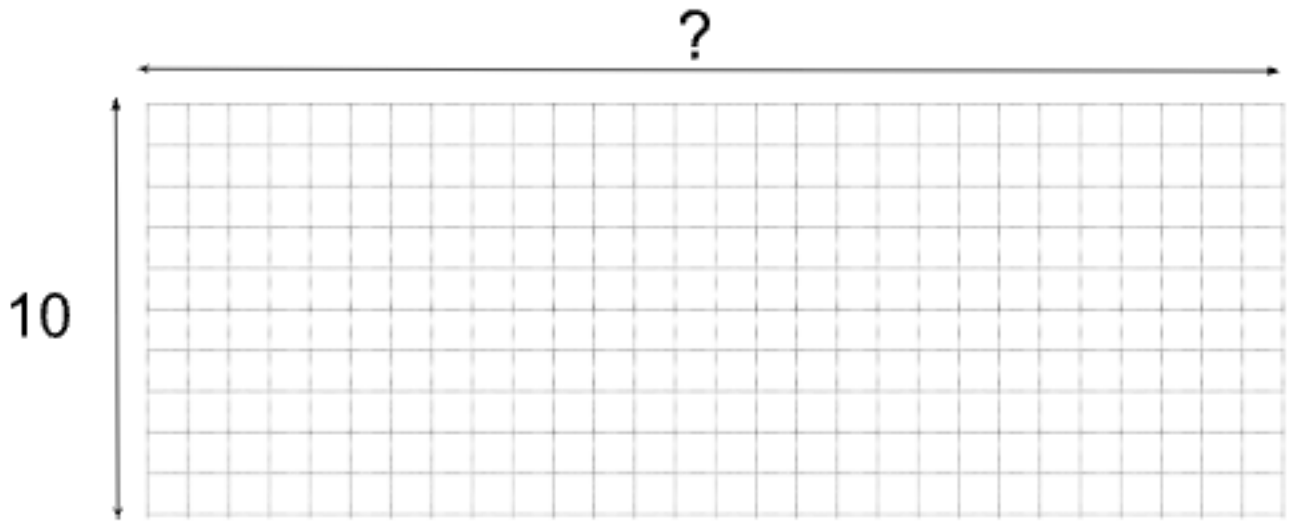
Number Sense: Multiplication Mental Math & Decimal Place Value

3. Place the large array of 320 squares in front of the student. **"Here is an array with 320 squares. It has 10 rows. How many squares are in each row?"** If it helps the student to understand the task, restate the problem as, **"How many columns does it have?"**. Watch the student's eyes. If the student begins to attempt to count the squares, ask, **"How can you solve this problem without counting the squares? You know there are 320 altogether, and there are exactly 10 rows."** If the student solves inaccurately ask them to explain their thinking to see if they correct their answer.

3	2	1
Student is able to solve the problem on the first attempt.	Student solves the problem on 2nd attempt	Inaccurate or unable.

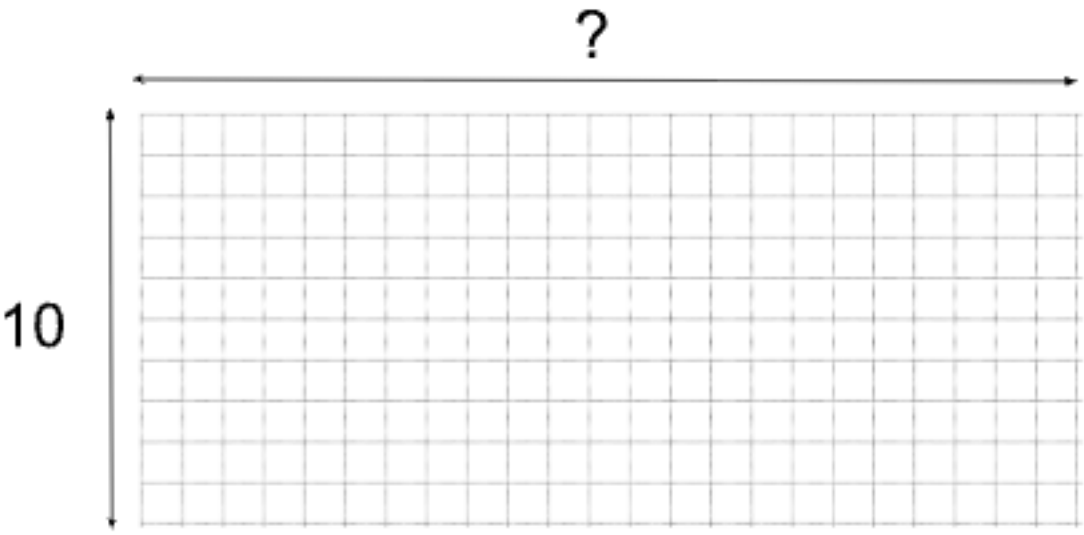
Commentary: This problem, which is essentially a division/place value problem, helps shine light in a variety of ways. Arrays are a powerful tool for understanding both multiplication and division, and students who develop a functional understanding of arrays will have a solid foundation for multiplying and dividing multi-digit numbers.
Students who cannot solve this problem conceptually (i.e. without counting) probably do not have a working knowledge of arrays such that they will be able to use arrays as a tool to build further understanding.

… It has 10 rows. How many squares are in each row?" (See original prompt for additional prompts/supports for students.)



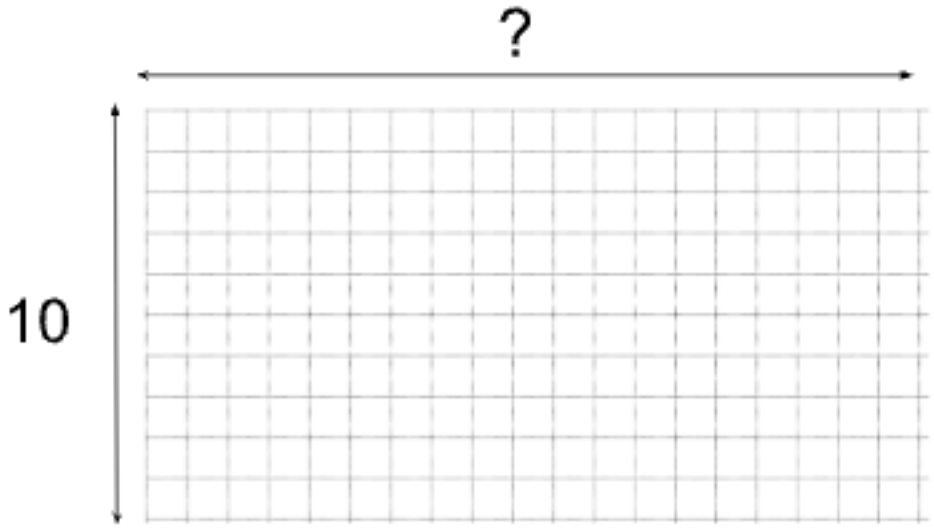
(280 squares)

(270 squares)

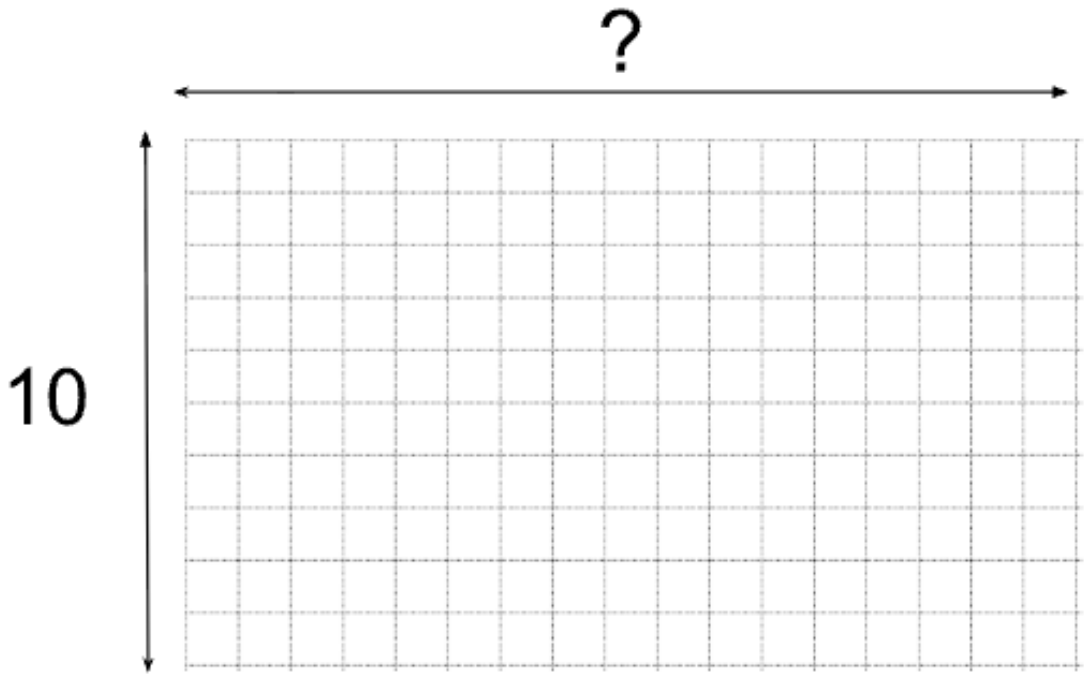


(230 squares)

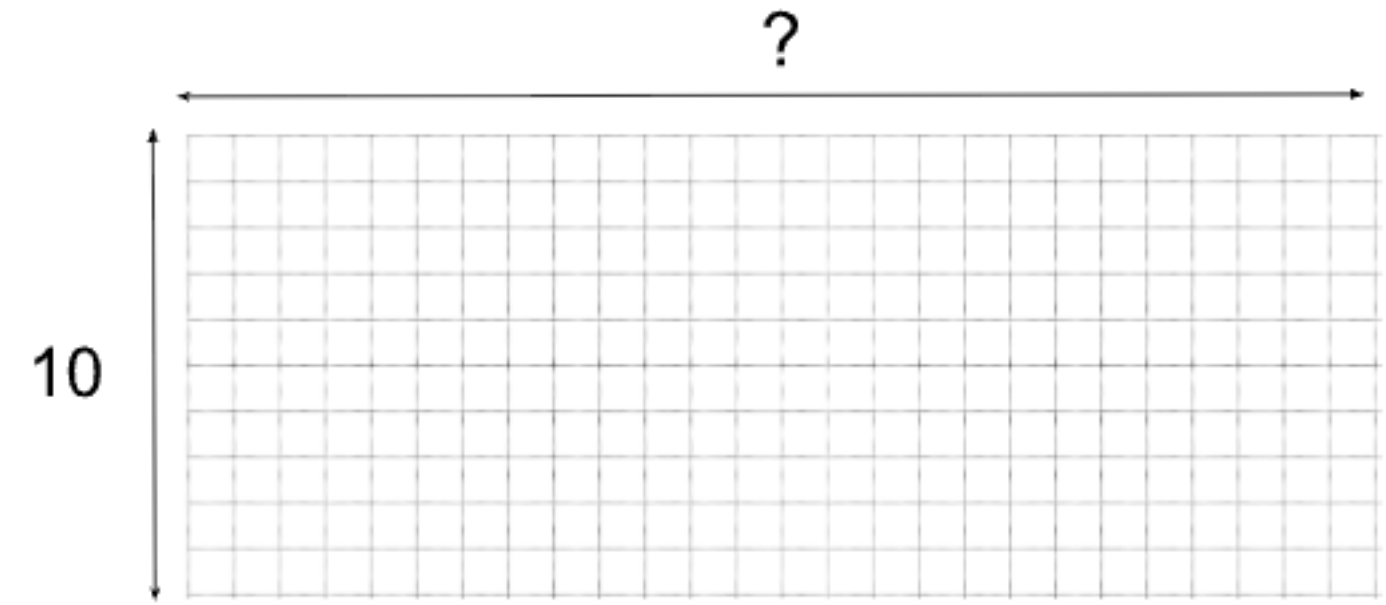
Fourth Grade



(190 squares)



(170 squares)



(260 squares)

Fifth Grade Interview: Midyear

Alternative/Parallel Prompts for Progress Monitoring

Directions

Each original Midyear USNS prompt and scoring guidance is enclosed in the box. Below each boxed original prompt, you will find several options for alternative/parallel prompts which you can use for progress monitoring/ retesting in Forefront. Use the same directions and scoring criteria as found in the original prompt. You will also find accompanying visuals, if a visual is referenced in the original prompt. You may choose to note which alternative/parallel prompt you used in the "notes" section of each prompt in the retest in Forefront.

1. Numeral ID

"Read these numbers." (Use a set of 4)

- **4 2/3; 104,056; 50.6; 0.185 (answers: four and two thirds, one hundred four thousand fifty-six, fifty and six tenths, one hundred eighty-five thousandths)**
- **2 1/3; 210,005; 200.02; 0.005 (answers: two and one third, two hundred ten thousand five, two hundred and two hundredths, five thousandths)**
- **3 2/7; 149,006; 100.5; 0.042 (answers: three and two sevenths, one hundred forty-nine thousand six, one hundred and five tenths, forty-two thousandths)**
- **1 3/4; 275,040; 1.04; 0.558 (answers: one and three-fourths, two hundred seventy-five thousand forty, one and four hundredths, five hundred fifty-eight thousandths)**
- **5 7/8; 308,700; 100.9; 0.634 (answers: five and seven eighths, three hundred eight thousand seven hundred, one hundred and nine tenths, six hundred thirty-four thousandths)**
- **6 9/10; 100,002; 300.03; 0.071 (answers: six and nine tenths, one hundred thousand two, three hundred and three hundredths, seventy-one thousandths)**

Numeral ID: 5.NBT.A.3 Number Sense: Numeral Identification

1. "Read these numbers." Present numeral cards one at a time.

$3\frac{3}{5}$ 206,012 100.01 0.213

Answers should be: "three and three fifths" "two hundred six thousand, twelve" "one hundred and one hundredth" and "two hundred thirteen thousandths" or "zero and two hundred thirteen thousandths."

- If a student reads 100.01 as "one hundred point zero one" ask them if they have another way to read it. Sometimes students will think of this as "the school way." The same is true of 0.213. Attempt to push the student to see if they can use formal mathematical language to read the numbers.

3	2	1
Student reads all numbers using the correct terminology (Score as a three if this is on a second attempt, if you need to push for the student to read the decimal numbers using place value terminology.)	Student reads the fraction and whole number accurately, but is unable to use place value language to read the decimal numbers.	Student is unable to read both the mixed number and the whole number accurately.

Note: If student reads decimal as (for example) if it were money (ex: "one dollar and four cents") or "one hundred point zero one" or "zero point two hundred thirteen", ask them if they have another mathematical way to read it.

Fifth Grade

$4\frac{2}{3}$	104,056
50.6	0.185

$2\frac{1}{3}$	210,005
200.02	0.005

$3\frac{2}{7}$	149,006
100.5	0.042

Fifth Grade

$1\frac{3}{4}$	275,040
1.04	0.558

$5\frac{7}{8}$	308,700
100.9	0.634

$6\frac{9}{10}$	100,002
300.03	0.071

2. Fractions

Note: NO paper or writing utensils.

Fractions: 5.NF.A.1 Number Sense: Fractions Computation Add/Subtract

2. Present the card 2 – ¼. **"Read this card."** Ensure that the student has read the card accurately, and if not correct them. **"How much is 2 – ¼?"**

If it is not obvious, or if the student is incorrect, ask, **"How did you solve that?"**

3	2	1
Student solves accurately on first attempt.	Student corrects answer when explaining their thinking.	Incorrect
Commentary: Students should be able to solve basic operations problems with fractions without the need for resorting to an algorithm.		

"Read this card." (If student doesn't read the card accurately, correct them.) "How much is…" (See original prompt re: how to respond if student is incorrect or if it's not obvious how the student solved it.)

- **1 - 3/8**
- **5 - 1/3**
- **3 - 1/5**
- **2 - 3/4**
- **4 - 1/3**
- **3 - 1/4**

$1 - \frac{3}{8}$	$5 - \frac{1}{3}$
$3 - \frac{1}{5}$	$2 - \frac{3}{4}$
$4 - \frac{1}{3}$	$3 - \frac{1}{4}$

3. Subtraction/ Place Value

Note: NO paper or writing utensils.

Subtraction/Place Value – 5.NBT.B.7 Number Sense: Place Value – Decimals & Mental Math

3. Place the card 10 – 0.4 in front of the student. **"Read this card."** Ensure that the student has read the card accurately. (For the purpose of this assessment it doesn't matter whether the student reads 0.4 as "zero point four" or "four tenths"). If the student reads the problem incorrectly, correct them. **"How much is that."**

- If the student is unsuccessful, ask the student, **"Solve it one more time and tell me, step by step what you did to figure it out."**

3	2	1
Student is able to solve the problem on the first attempt.	Student solves the problem on 2nd attempt	Inaccurate or unable.
Commentary: Students should be able to solve simple problems related to the addition and subtraction of decimal numbers without needing to apply algorithmic procedures.		

"Read this card." (If student doesn't read the card accurately, correct them.) "How much is that?" (See original prompt re: how to respond if student is unsuccessful.)

- **9 - 0.2 (read as "nine minus two tenths")**
- **5 - 0.3 (read as "five minus three tenths")**
- **8 - 0.9 (read as "eight minus nine tenths")**
- **6 - 0.1 (read as "six minus one tenth")**
- **3 - 0.4 (read as "three minus four tenths")**
- **7 - 0.5 (read as "seven minus five tenths")**

9 - 0.2	5 - 0.3
8 - 0.9	6 - 0.1
3 - 0.4	7 - 0.5

4. Subtraction/Place Value

Note: NO paper or writing utensils.

Subtraction/Place Value: 4.NBT.B.4 Number Sense: Place Value – Mental Math

4. Show the student the card that reads 9,000 – 10. **"Read this card for me."** Ensure that the student reads the card accurately and correct them if not. **"Solve the problem."** If the student answers incorrectly, ask, **"How did you solve that? Explain your thinking."**

3	2	1
Student is able to solve the problem on the first attempt.	Student solves the problem when asked to explain their thinking.	Inaccurate or unable.

Commentary: Strictly thinking, this problem aligns with 4th grade mathematics in terms of the numbers involved, however solving this problem mentally increases the demands of the problem while also revealing more about the student's understanding of place value. Students who are unable to solve this problem mentally are most likely still developing their understanding of the base-ten number system and will need opportunities to continue developing this very important, foundational understanding.

"Read this card for me." (If student doesn't read the card accurately, correct them.) "Solve the problem." (If student answers incorrectly, ask "How did you solve that? Explain your thinking.")

- **5,000 - 10**
- **8,000 - 10**
- **3,000 - 10**
- **4,000 - 10**
- **6,000 - 10**
- **2,000 - 10**

5,000 - 10	8,000 - 10
3,000 - 10	4,000 - 10
6,000 - 10	2,000 - 10

4. Fraction Bar Comparison

"There are two roads represented by the bars below. The top bar shows a road that is ____ mile(s) long. The bottom bar shows a road that is ____ mile(s) long. How much longer is the bottom road than the top?"

Fraction Bar Comparison: 5.NF.A.1 Number Sense: Problem Solving – Comparisons

5. Present the two bars to the student. Say, **"There are two roads represented by the bars below. The top bar shows a road that is $\frac{1}{2}$ mile long. The bottom bar shows a road that is $1\frac{1}{4}$ mile long. How much longer is the bottom road than the top?"**

$\frac{1}{2}$ mile

$1\frac{1}{4}$ mile

3	2	1	0
Student is able solve the problem and answers $\frac{3}{4}$.	Student is able to conceptualize the comparison, and might say something like, "one half and another quarter".	Student gestures or demonstrates in some way that they understand that this is a difference problem but is unable to give a fractional answer that is equivalent to $\frac{3}{4}$.	Student shows no indication that they have conceptualized the problem as a comparison problem. Student attempts to add the two values, or simply expresses that they don't get it.

Commentary: This problem is intended to reveal conceptual understanding of fractions, while also extending ideas related to comparison. Some 5th grade students still struggle with conceptualizing comparison problems. As you listen to students solving this problem\ listen for the language of comparison. Watch the gestures that some students make. Some will attempt to measure the difference with their fingers and might even say something like "this much longer," without giving a numeric value. If this happens, push the student with a question like, "How much longer is that?"

⅔ mile

1 ⅓ mile

¾ mile

2 ½ mile

½ mile

1 ¾ mile