

## Grade 1 Math Fluency Expectations & Assessment Directions

*The goal of fluency instruction in Woodridge 68 is for students to learn effective fluency strategies to meet grade level standards and have daily time to practice these strategies.*

**1.OA.C.6** Add and subtract within 20, demonstrating fluency for addition and subtractions within 10.

At the end of each trimester, teachers will administer a two part common assessment, and use it to report to stakeholders the student's proficiency level towards **end of the year expectations**. Each part should be administered separately. Review the assessment with students and explain they should show what they know.

**Part 1 - Addition within 10 & Part 2 - Subtraction within 10:** Students will initially have 2 minutes per part to complete addition or subtraction problems. Initial times do not include the problem set marked with an apple (above grade level expectations). After 2 minutes, give students a calm and quiet signal to stop and ask them to change the color of the writing tool so teachers can see how many problems the student finished in the initial time.

Provide a stretch and wiggle break. Following the break, give students another 2+ minutes to complete any remaining problems. Students who complete the first set of problems before the rest of the class should be invited to tackle the problems at the bottom of the sheet if appropriate to their skill level. Reassure students that if they didn't finish all the problems in 2 minutes or found some of the problems difficult, there will be many opportunities this year to learn strategies and develop fluency in calculating. Preferably on a different day, repeat the procedure described above for the second part of the assessment .

### ***How to enter grades in Skyward***

Teachers can set up events for formative assessments and mark them as NO COUNT. In order to eliminate a factor of math anxiety, do not focus on speed and administer numerous timed tests.

**Part 1 - Addition within 10** *(Any problem not completed is considered an error.)*

**EXT** = 0 errors within 2 minutes and at least one problem answered correctly on extending section

**MTG** = 0 or 1 error within 4+ minutes; score on extending section does not count

**DEV** = 2-4 errors within 4+ minutes; score on extending section does not count

**BEG** = more than 4 errors; score on extending section does not count

**Part 2 - Subtraction within 10:** *(Any problem not completed is considered an error.)*

**EXT** = 0 errors within 2 minutes and at least one problem answered correctly on extending section

**MTG** = 0 or 1 error within 4+ minutes; score on extending section does not count

**DEV** = 2-4 errors within 4+ minutes; score on extending section does not count

**BEG** = more than 4 errors; score on extending section does not count

## Grade 1 Suggested Pacing for Fluency

Each trimester, students will be assessed on their ability to meet end of the year expectations

When	Possible Pacing	How Assessed	How Scored
End of Trimester 1	+/- Facts to 5 +0/-0 Facts to 10 +1/-1 Facts to 10 +2/-2 Facts to 10	Observation in classroom performance Individual Assessments Fact Fluency Summative	<b>20 Addition Facts within 10</b> <b>EXT</b> = 0 errors and some problems answered correctly on extending section <b>MTG</b> = 0 or 1 error; score on extending section does not count <b>DEV</b> = 2-4 errors; score on extending section does not count <b>BEG</b> = more than 4 errors; score on extending section does not count  <b>20 Subtraction Facts within 10:</b> <b>EXT</b> = 0 errors within 2 minutes and at least one problem answered correctly on extending section <b>MTG</b> = 0 or 1 error within 4+ minutes; score on extending section does not count <b>DEV</b> = 2-4 errors within 4+ minutes; score on extending section does not count <b>BEG</b> = more than 4 errors; score on extending section does not count
End of Trimester 2	+/- Doubles to 10 +/- Make a 10	Observation in classroom performance Individual Assessments Fact Fluency Summative	
End of Trimester 3	+/- Using Near Doubles Leftover: 3+6, 6+3	Observation in classroom performance Individual Assessments Fact Fluency Summative	

[Fluency Resources on the web](http://www.gcamath.com/fact-fluency.html) (<http://www.gcamath.com/fact-fluency.html>)

[Other Fluency Resources on the web](http://www.jmathpage.com/) (<http://www.jmathpage.com/>)