

## 2017 Math Fluency Assessment Directions Grade 2

At the end of each quarter, you will administer a two part assessment. Each part should be administered separately. Review the assessment with students and explain that this assessment is to show what they know.

**Section One: Addition and Subtraction within 20:** Students will have 3 minutes to complete addition and subtraction problems. Initial times do not include the set marked with an apple (above grade level expectations). After 3 minutes, give students a calm and quiet signal to stop and ask them to draw a vertical line on their paper directly after the last fact they completed so you can see how many problems the student finished in the initial time. Another option is to change the color of the writing tool in order to distinguish which was completed during the initial 3 minutes.

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 within the allotted time frame with a high level of accuracy can attempt the extending section problems on the third page of the assessment. Not all students need to see this third page. Reassure students that if they didn't finish all the problems in 3 minutes or found some of the problems difficult, there will be many opportunities this year to develop proficiency and fluency in calculating.

**Section Two: Multi-digit Addition and Subtraction:** Unlike fluency with single digit operations, we are looking for students to show proficiency at arriving at an accurate answer in a timely fashion. Time is not as essential in these longer operations. The students should be able to complete the multi-digit assessment in about 10 minutes, but if students need more time to complete the assessment accurately, at your discretion, please allow them the time that they need. Fluency does have a time aspect to it, but it is not the sole aspect.

**Accuracy is paramount for this assessment.**

The Math Fluency Grade is a snapshot in time. We will use one three-part quarterly common assessment to report to stakeholders the student's proficiency level towards **end of the year expectations** at the end of each quarter.

### *How to enter grades in Skyward*

*You can set up events for formative assessments if you choose.*

In your math gradebook:

- Scroll over to the far right and find the columns to input fluency grades.

*When determining a reporting descriptor, consider each assessment part separately.*

#### **ADDITION/SUBTRACTION**(within 20):

(Any problem not completed within the initial time allotment is considered an error.)

**EXT** = 0 errors on addition/subtraction problems and some problems answered correctly on the extending section

**MTG** = 0 or 1 error on addition/subtraction problems; score on extending section does not count

**DEV** = 2-4 errors on addition/subtraction problems; score on apple extending does not count

**BEG** = more than 4 errors on addition/subtraction problems; score on extending section does not count

#### **ADDITION/SUBTRACTION**(within 100):

**EXT** = 0 errors on problems and some problems answered correctly on the extending section

**MTG** = 0 or 1 error on problems; score on extending section does not count

**DEV** = 2-4 errors on problems; score on extending section does not count

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

The fluency section of the report card will look like this:

Math Fluency				
Adds & Subtracts Fluently within 20	BEG	BEG	BEG	BEG
Adds & Subtracts Fluently within 100				

Example: A student misses 1 question on the addition/subtraction within 20 assessment

**MATH FLUENCY:**

Adds & Subtracts Fluently within 20 – MTG