

Teacher Resource 4.6: Assessment Toolbox #4

During this milestone, students will be mastering a lot of different facts. There are multiple checklists that will be available during this milestone.

Milestone #2 Big Picture Checklist: This checklist includes all the facts taught in this milestone to give a birds' eye view. This is a master list of all the concepts and will be used during each objective's assessment. Use the following print or digital versions of this checklist to record student progress through observations. You can [find the digital version here](#) and force a copy of your own.

Adding and Subtracting 0, 1 and 2 Checklist: This checklist specifically addresses the objective of adding and subtracting 0, 1 and 2. This will allow you to narrow in on the specific set of facts for each student. Use the following print or digital versions of this checklist to record student progress through observations. You can [find the digital version here](#) and force a copy of your own.

Observe students during games, activities or small group lessons. Use the following key to quickly record student progress:

* Students rely heavily on physical manipulatives or drawings

1 Students are counting from 1 each time

2 Students count on from a given number to find the total

3 Students use a strategy

4 Students know the fact through automatic recall

Adapted from Jennifer Bay-Williams & Gina Kling Fact Fluency.

Remember that students should be working on the facts in their area of need during fact fluency practice time. This chart will help you keep track of the activities students should be doing and the small groups you may wish to lead. See the Putting It Into Practice section from the beginning of this manual and the Developing Number Sense for Fact Fluency course for more options of what this might look like in your daily practice.



Student Name												
Adds 0												
Adds 1												
Adds 2												
Subtracts 0												
Subtracts 1												
Subtracts 2												

Interview or Journal Options for Assessment

The following prompts can be used to find more information from students as an interview or journal option. If using as an interview, pull students into a small group and ask them the following questions. Encourage students to draw pictures or act out the prompts using math manipulatives.

If using as a journal prompt, encourage students to use words, pictures and examples to explain their thinking. This can be completed in a math journal or on a small piece of paper, such as a sticky note, to serve as documentation of student progress.

Regardless of whether using this as an interview or journal, the meaning to addition and subtraction should be included whenever working on facts. Refer back to the chart from the Objective introduction that highlights the different problem types. Encourage students to use them whenever possible.

- How would you show $7 + 1$?
- What story could you tell for $6 + 2$?
- How would you show $5 - 2$?
- What story could you tell for $8 - 1$? Could you tell a different story? How is it different?
- Give me an example of a time you would add zero. What happened?
- Show me how to subtract 0 from 8. What happens?

Fact Fluency Written Practice

Copy these practices for each student and encourage students to reflect on which facts they already know. Ask students to only answer the ones they know quickly. This is not a timed test that causes anxiety but a reflective activity for students to consider which facts are automatic.

Once finished, record how many were known automatically by circling them. Challenge students to then use counters to find the ones not answered. These will now be the facts students will work on in the next week.

Name: _____ Date: _____

Adding and Subtracting 0

Answer the facts you know quickly.

$1 + 0 = \underline{\quad}$

$4 - 0 = \underline{\quad}$

$0 + 0 = \underline{\quad}$

$0 + 3 = \underline{\quad}$

$0 + 8 = \underline{\quad}$

$0 + 9 = \underline{\quad}$

$7 - 0 = \underline{\quad}$

$6 - 0 = \underline{\quad}$

$4 + 0 = \underline{\quad}$

$0 - 0 = \underline{\quad}$

$0 + 5 = \underline{\quad}$

$0 + 6 = \underline{\quad}$

$9 - 0 = \underline{\quad}$

$10 - 0 = \underline{\quad}$

$10 + 0 = \underline{\quad}$

$0 + 2 = \underline{\quad}$

$7 + 0 = \underline{\quad}$

$1 - 0 = \underline{\quad}$

$3 - 0 = \underline{\quad}$

$5 - 0 = \underline{\quad}$

$8 - 0 = \underline{\quad}$

Name: _____ Date: _____

Adding and Subtracting 1

Answer the facts you know quickly.

$1 + 4 = \underline{\quad}$

$2 + 1 = \underline{\quad}$

$1 - 1 = \underline{\quad}$

$5 - 1 = \underline{\quad}$

$8 - 1 = \underline{\quad}$

$2 - 1 = \underline{\quad}$

$3 + 1 = \underline{\quad}$

$9 - 1 = \underline{\quad}$

$4 - 1 = \underline{\quad}$

$9 + 1 = \underline{\quad}$

$1 + 1 = \underline{\quad}$

$7 - 1 = \underline{\quad}$

$10 - 1 = \underline{\quad}$

$4 + 1 = \underline{\quad}$

$8 + 1 = \underline{\quad}$

$1 + 6 = \underline{\quad}$

$1 + 5 = \underline{\quad}$

$0 + 1 = \underline{\quad}$

$1 + 7 = \underline{\quad}$

$6 - 1 = \underline{\quad}$

$3 - 1 = \underline{\quad}$

Name: _____ Date: _____

Adding and Subtracting 2

Answer the facts you know quickly.

$8 + 2 = \underline{\quad}$

$7 - 2 = \underline{\quad}$

$5 - 2 = \underline{\quad}$

$2 - 2 = \underline{\quad}$

$9 - 2 = \underline{\quad}$

$6 - 2 = \underline{\quad}$

$4 - 2 = \underline{\quad}$

$0 + 2 = \underline{\quad}$

$2 + 6 = \underline{\quad}$

$2 + 7 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

$1 + 2 = \underline{\quad}$

$8 - 2 = \underline{\quad}$

$10 - 2 = \underline{\quad}$

$2 + 4 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$5 + 2 = \underline{\quad}$