**Benchmark Period 3 Notes and Observations:**

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**Kindergarten Benchmark Assessments**

Given To: ____________________________________________

School: ______________________________________________

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<tr>
<td>Spring Date</td>
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Oral Counting Standard Directions for 1-Minute Administration

1. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.

2. Say these specific directions to the student:
   "When I say start I want you to start counting aloud from 1 like this 1, 2, 3 until I tell you to stop. If you come to a number you don't know, I'll tell it to you. Be sure to do your best counting. Are there any questions? Ready, start.

3. Start your stopwatch. If the student fails to say "1" after 3 seconds, say "1" and continue.

4. Follow along on the examiner copy. Score according to scoring rules. After one minute has expired, place a bracket after the last number said and say "Stop."
### Benchmark Period 1 Notes and Observations:

- [Blank lines]

### Benchmark Period #1 – Fall

#### Kindergarten AIMSweb Oral Counting

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Total Corrects: _________
AIMSweb Number Identification

Directions

Number Identification Standard Directions for 1-Minute Administration

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
3. Say these exact directions to the student:  “Look at the paper in front of you. It has a number on it (demonstrate by pointing). What number is this?”

Example 1
Correct Response:  “Good. The number is 8. Look at the number next to 8 (demonstrate by pointing). What number is this?”

Incorrect Response:  “This number is 8 (point to 8). What number is this? Good. Let’s try another one. Look at the number next to 8 (demonstrate by pointing). What number is this?”

Example 2
Correct Response:  “Good. The number is 4.” (Turn the page.)

Incorrect Response:  “This number is 4 (point to 4). What number is this? Good. (Turn the page.) The paper in front of you has numbers on it. When I say ‘start’, I want you to tell me what the number is this.”

4. Say these exact directions to the student: “You have a number in front of you. If I tell you what to do, you will follow my directions. Put your finger on the first one. Ready, start.”

5. Start your stopwatch. If the student fails to answer the first problem after 3 seconds, tell the student to “try the next one.”

6. Follow along on the examiner copy. Put a slash (/) through any incorrects.

7. The maximum time for each item is 3 seconds. If a student does not provide an answer within 3 seconds, tell the student to “try the next one.”

8. At the end of 1 minute, place a bracket [ ] around the last item completed and say “Stop.”

9. Record a score of zero if the student does not get any correct within the first 5 items. Discontinue the task and record a score of zero.

10. If the student does not get any correct within the first 5 items, discontinue the task and record a score of zero.

11. The maximum time for each item is 3 seconds. If a student does not provide an answer within 3 seconds, tell the student to “try the next one.”

12. At the end of 1 minute, place a bracket [ ] around the last item completed and say “Stop.”

Total Corrects: ____________
AIMSweb Missing Number

Directions

Missing Number Standard Directions for 1-Minute Administration

1. Place the student copy in front of the student.

2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.

3. Say these exact directions to the student:

   “The box in front of you has two numbers in it (point to first box). I want you to tell me the number that goes in the blank. What number goes in the blank?”

Example 1

Correct Response:
“Good. 1 is the number that goes in the blank. Let’s try another one (point to second box). What number goes in the blank?”

Incorrect response:
“The number that goes in the box is 1. See 1, 2, 3 (demonstrate by pointing). 1 goes in the blank. Let’s try another one (point to second box). What number goes in the blank?”

Example 2

Correct Response:
“Good. 7 is the number that goes in the blank.” (Turn the page.)

Incorrect Response:
The number that goes in the blank is 7. See 5, 6, 7 (demonstrate by pointing). 7 goes in the blank.” (Turn the page.)

“The piece of paper in front of you has boxes with numbers in them. When I say start you are going to tell me the number that goes in the blank for each box. Start with the first box and go across the row (demonstrate by pointing). Then go to the next row. If you come to one you don’t know, I’ll tell you what to do. Are there any questions? Put your finger on the first one. Ready, start.”

4. Start your stopwatch. If the student fails to answer the first problem after 3 seconds, tell the student to “try the next one.”

5. If the student does not get any correct within the first 5 items discontinue the task and record a score of zero.

6. Follow along on the examiner copy. Put a slash (/) through any incorrects.

7. The maximum time for each item is 3 seconds. If a student does not provide an answer within 3 seconds, tell the student to “try the next one.”

8. At the end of 1 minute, place a bracket (]) around the last item completed and say “Stop.”

Benchmark Period #1 – Fall
Kindergarten AIMSweb Number Identification

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Total Corrects: _______________
Quantity Discrimination Standard Directions for 1-Minute Administration

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
3. Say these exact directions to the student:
   "Look at the paper in front of you. It has two numbers in it (demonstrate by pointing). I want you to tell me the number that is bigger."

   **Example 1**
   Correct Response:
   "Good. The bigger number is 7. Look at this box (demonstrate by pointing). It has two numbers in it. Tell me the number that is bigger."
   Incorrect Response:
   "The bigger number is 7. You should have said 7 because 7 is bigger than 4. Now look at this box (demonstrate by pointing). It has two numbers in it. Tell me the number that is bigger."

   **Example 2**
   Correct Response:
   "Good. The bigger number is 4." (Turn the page.)
   Incorrect Response:
   "The bigger number is 4. You should have said 4 because 4 is bigger than 1." (Turn the page.)
4. The paper in front of you has boxes on it. In the boxes are two numbers. When I say 'start', I want you to tell me the number that is bigger. Start here and go across the page. If you come to a box and you don't know which number is bigger, I'll tell you what to do. Are there any questions? Put your finger on the first one. Ready, start.
5. Start your stopwatch. If the student fails to answer the first problem after 3 seconds, tell the student to "try the next one."
6. If the student does not get any correct within the first 5 items, discontinue the task and record a score of zero.
7. Follow along on the examiner copy. Put a slash (/) through any incorrects.
8. The maximum time for each item is 3 seconds. If a student does not provide an answer within 3 seconds, tell the student to "try the next one."
9. At the end of 1 minute, place a bracket ([ ]) around the last item completed and say "Stop."
AIMSweb Quantity Discrimination

Directions

Quantity Discrimination Standard Directions for 1-Minute Administration

1. Place the student copy in front of the student.

2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.

3. Say these exact directions to the student:
   “Look at the paper in front of you. It has two numbers in it (demonstrate by pointing). I want you to tell me the number that is bigger."

Example 1

**Correct Response:**
“Good. The bigger number is 7. Look at this box (demonstrate by pointing). It has two numbers in it. Tell me the number that is bigger.”

**Incorrect response:**
“The bigger number is 7. You should have said 7 because 7 is bigger than 4. Now look at this box (demonstrate by pointing). It has two numbers in it. Tell me the number that is bigger.”

Example 2

**Correct Response:**
“Good. The bigger number is 4.” (Turn the page.)

**Incorrect Response:**
“The bigger number is 4. You should have said 4 because 4 is bigger than 1.” (Turn the page.)

“The paper in front of you has boxes on it. In the boxes are two numbers. When I say start, I want you to tell me the number in the box that is bigger. Start here and go across the page (demonstrate by pointing). If you come to a box and you don’t know which number is bigger, I’ll tell you what to do. Are there any questions? Put your finger on the first one. Ready, start.”

4. Start your stopwatch. If the student fails to answer the first problem after 3 seconds, tell the student to “try the next one.”

5. If the student does not get any correct within the first 5 items discontinue the task and record a score of zero.

6. Follow along on the examiner copy. Put a slash (/) through any incorrects.

7. The maximum time for each item is 3 seconds. If a student does not provide an answer within 3 seconds, tell the student to “try the next one.”

8. At the end of 1 minute, place a bracket (]) around the last item completed and say “Stop.”

Benchmark Period #1 – Fall
Kindergarten AIMSweb Quantity Discrimination

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</tbody>
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Total Corrects: _______________
Directions

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
3. Say these exact directions to the student:
   “The box in front of you has two numbers in it (point to first box). I want you to tell me the number that goes in the blank. What number goes in the blank?”
   Example 1
   Correct Response:
   “Good. 1 is the number that goes in the blank. Let’s try another one (point to second box). What number goes in the blank?”
   Incorrect response:
   “The number that goes in the box is 1. See 1, 2, 3 (demonstrate by pointing). 1 goes in the blank. Let’s try another one (point to second box). What number goes in the blank?”

4. Start your stopwatch. If the student fails to answer the first problem after 3 seconds, tell the student to “try the next one.”
5. If the student does not get a correct within the first 5 items discontinue the task and record a score of zero.
6. Follow along on the examiner copy. Put a slash (/) through any incorrects.
7. The examiner time the first item is 3 seconds. If a student does not provide an answer within 3 seconds, discontinue the task and record a score of zero.

4. Your timer is on the first one. Ready? Start.
5. Your timer is on the first one. Ready? Start.

The piece of paper in front of you has boxes with numbers in them. When I say start, you are going to tell me the number that goes in the blank for each box. Start with the first box and go across the row (demonstrate by pointing). Then go to the next row. If you come to a number that is not correct, I’ll tell you what to do. Are there any questions? Put your finger on the first one. Ready, start.”

4. Place the examiner copy in front of the student. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
5. Begin with the first box and go across the row (demonstrate by pointing). Then go to the next row. If you come to a number that is not correct, I’ll tell you what to do. Are there any questions? Put your finger on the first one. Ready, start.”

Total Corrects: _________________
**Number Identification Standard Directions for 1-Minute Administration**

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
3. Say these exact directions to the student:
   
   “Look at the paper in front of you. It has a number on it (demonstrate by pointing). What number is this?”

**Example 1**

**Correct Response:**
“Good. The number is 8. Look at the number next to 8 (demonstrate by pointing). What number is this?”

**Incorrect response:**
“This number is 8 (point to 8). What number is this? Good. Let’s try another one. Look at the number next to 8 (demonstrate by pointing). What number is this?”

**Example 2**

**Correct Response:**
“Good. The number is 4.” (Turn the page.)

**Incorrect Response:**
“This number is 4 (point to 4). What number is this? Good. (Turn the page.)

“The paper in front of you has numbers on it. When I say start, I want you to tell me what the numbers are. Start here and go across the page (demonstrate by pointing). If you come to a number you don’t know, I’ll tell you what to do. Are there any questions? Put your finger on the first one. Ready, start.”

4. Start your stopwatch. If the student fails to answer the first problem after 3 seconds, tell the student to “try the next one.”
5. If the student does not get any correct within the first 5 items discontinue the task and record a score of zero.
6. Follow along on the examiner copy. Put a slash (/) through any incorrects.
7. The maximum time for each item is 3 seconds. If a student does not provide an answer within 3 seconds, tell the student to “try the next one.”
8. At the end of 1 minute, place a bracket (]) around the last item completed and say “Stop.”

**Benchmark Period #1 – Fall**

**Kindergarten AIMSweb Missing Number**

| 5 6 _ | 4 5 _ | 6 7 | / 3 (3) |
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| _ 5 6 _ | 3 4 _ | 2 3 | / 3 (6) |
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| _ 8 9 | 4 _ 6 _ | 9 10 | / 3 (15) |
| _ 7 8 | 7 _ 9 _ | 4 5 | / 3 (18) |
| 8 9 _ | 8 _ 10 | 3 _ 5 | / 3 (21) |

**Total Corrects:** ____________
AIMSweb Oral Counting Fluency

Oral Counting Standard Directions for 1-Minute Administration

1. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.

2. Say these specific directions to the student:
   "When I say start I want you to start counting aloud from 1 like this: 1, 2, 3 until I tell you to stop. If you come to a number you don't know, I'll tell it to you. Be sure to do your best counting. Are there any questions? Ready, start."

3. Start your stopwatch. If the student fails to say "1" after 3 seconds, say "1" and continue.

4. Follow along on the examiner copy. Score according to scoring rules. After one minute has expired, place a bracket after the last number said and say "Stop."

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Total Corrects: ____________
**AIMSweb Oral Counting Fluency**

*Directions*

**Oral Counting Standard Directions for 1-Minute Administration**

1. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.

2. Say these specific directions to the student:
   
   "When I say start I want you to start counting aloud from 1 like this 1, 2, 3 until I tell you to stop. If you come to a number you don’t know, I’ll tell it to you. Be sure to do your best counting. Are there any questions? Ready, start."

3. Start your stopwatch. If the student fails to say “1” after 3 seconds, say “1” and continue.

4. Follow along on the examiner copy. Score according to scoring rules. After one minute has expired, place a bracket after the last number said and say “Stop.”

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**Total Corrects: _____________**
Number Identification Standard Directions for 1-Minute Administration

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
3. Say these exact directions to the student:

"Look at the paper in front of you. It has a number on it (demonstrate by pointing). What number is this?"

Example 1

Correct Response:
"Good. The number is 8. Look at the number next to 8 (demonstrate by pointing). What number is this?"

Incorrect response:
"This number is 8 (point to 8). What number is this? Good. Let's try another one. Look at the number next to 8 (demonstrate by pointing). What number is this?"

Example 2

Correct Response:
"Good. The number is 4." (Turn the page.)

Incorrect Response:
"This number is 4 (point to 4). What number is this? Good. (Turn the page.) "The paper in front of you has numbers on it. When I say start, I want you to tell me what number is this?" (point to the number)"

4. Tell your stopwatch. If the student fails to answer the first 5 items, discontinue the task and record a score of zero.
5. If the student does not get any correct within the first 5 items, discontinue the task and record a score of zero.
6. Follow along on the examiner copy. Put a slash (/) through any incorrects.
7. The maximum time for each item is 3 seconds. If a student does not provide an answer within 3 seconds, tell the student to "try the next one." If the student does not get any correct within the first 5 items, discontinue the task and record a score of zero.
8. At the end of 1 minute, place a bracket [ ] around the last item completed and say "Stop."

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AIMSweb Missing Number

Directions

Missing Number Standard Directions for 1-Minute Administration

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
3. Say these exact directions to the student:
   “The box in front of you has two numbers in it (point to first box). I want you to tell me the number that goes in the blank. What number goes in the blank?”

   **Example 1**
   **Correct Response:**
   “Good. 1 is the number that goes in the blank. Let’s try another one (point to second box). What number goes in the blank?”
   **Incorrect response:**
   “The number that goes in the box is 1. See 1, 2, 3 (demonstrate by pointing). 1 goes in the blank. Let’s try another one (point to second box). What number goes in the blank?”

   **Example 2**
   **Correct Response:**
   “Good. 7 is the number that goes in the blank.” (Turn the page.)
   **Incorrect Response:**
   “The number that goes in the blank is 7. See 5, 6, 7 (demonstrate by pointing). 7 goes in the blank.” (Turn the page.)

   “The piece of paper in front of you has boxes with numbers in them. When I say start you are going to tell me the number that goes in the blank for each box. Start with the first box and go across the row (demonstrate by pointing). Then go to the next row. If you come to one you don’t know, I’ll tell you what to do. Are there any questions? Put your finger on the first one. Ready, start.”

4. Start your stopwatch. If the student fails to answer the first problem after 3 seconds, tell the student to “try the next one.”
5. If the student does not get any correct within the first 5 items discontinue the task and record a score of zero.
6. Follow along on the examiner copy. Put a slash (/) through any incorrects.
7. The maximum time for each item is 3 seconds. If a student does not provide an answer within 3 seconds, tell the student to “try the next one.”
8. At the end of 1 minute, place a bracket ([]) around the last item completed and say “Stop.”
Quantity Discrimination Standard Directions for 1-Minute Administration

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
3. Say these exact directions to the student:
   "Look at the paper in front of you. It has two numbers in it (demonstrate by pointing). I want you to tell me the number that is bigger."

Example 1
Correct Response:
"Good. The bigger number is 7. Look at this box (demonstrate by pointing). It has two numbers in it. Tell me the number that is bigger."

Incorrect Response:
"The bigger number is 7. You should have said 7 because 7 is bigger than 4. Now look at this box (demonstrate by pointing). It has two numbers in it. Tell me the number that is bigger."

Example 2
Correct Response:
"Good. The bigger number is 4." (Turn the page.)

Incorrect Response:
"The bigger number is 4. You should have said 4 because 4 is bigger than 1." (Turn the page.)

4. The paper in front of you has boxes on it. In the boxes are two numbers. When I say start, I want you to look at the box in the first box that is bigger. Then turn to the next box and go across the page (demonstrate by pointing). If you come to a box that has a question and you don't know what to do, you can skip it. "Ready. Start."

5. If the student does not get any correct within the first 5 items discontinue the task and record a score of zero.

6. Follow along on the examiner copy. Put a slash (/) through any incorrects.

7. The maximum time for each item is 3 seconds. If a student does not provide an answer within 3 seconds, tell the student to "try the next one."

8. At the end of 1 minute, place a bracket ([ ]) around the last item completed and say "Stop."

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