

Early Learning Targeted Interventions Approved Numeracy Evaluation Methodology Tools



Early Numeracy Skills assessed prior to the year/grade level listed:

Skill Area	4-Year-Old	K	1 st Grade	2 nd Grade	3 rd Grade
Number Naming	X	X			
One-to-One Correspondence	X	X			
Oral Counting	X	X	X		
Quantity Comparison	X	X	X		
Cardinality		X	X		
Subitizing			X	X	
Number Order				X	
Strategic Counting				X	
Numerical Identification			X	X	X
Number Comparison				X	X
Addition and Subtraction				X	X
Problems in Context					X
Math Composite			X	X	X

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Skill Area	Prior to Grade Level	Definition
Number Naming	PK, K	The process of expressing numerical quantities using words (e.g., "one," "two," "twenty-three") instead of numerals (e.g., 1, 2, 23).
One-to-One Correspondence	PK, K	Pairing each item in one group with exactly one item in another group, ensuring every item is used once, with none left over, demonstrating the sets are equal in size, a crucial early math skill for counting and understanding quantity.
Oral Counting	PK, K, 1	The ability to recite a sequence of number words in the correct order (e.g., "one, two, three").
Quantity Comparison	PK, K, 1	The process of determining the relationship between two or more amounts or values (e.g., greater than, less than, equal to).
Cardinality	1, 2	This term refers to how many items are in a group. <ul style="list-style-type: none"> The group {apple, banana, cherry} has 3 items, so its cardinality is 3. The group {1, 2, 3, 4, 5} has 5 items, so its cardinality is 5.
Subitizing	1,2	The ability to instantly recognize the number of items in a small group without counting them, like seeing four dots on a die and knowing it's four without counting.
Number Order	2	Ordering multi-digit numbers either from the smallest to the largest (ascending order) or from the largest to the smallest (descending order).
Strategic Counting	2	Using efficient mental math techniques beyond simply counting every single item, like " <u>counting on</u> " (starting with the larger number and counting up) or skip counting by 2s, 5s, 10s, and 100s.
Numeral Identification	1,2,3	Foundational math skill of recognizing and naming written numbers (like '7' as "seven"), connecting the symbol to its corresponding quantity and word. 2 nd graders should be able to read/write numbers to 1,000. 3 rd graders can read and interpret whole numbers, fractions, and decimals.
Number Comparison	2,3	The mathematical process of determining the relationship between two or more numbers to see if one is greater than (>), less than (<), or equal to (=) another, using symbols to show these differences in quantity or value. 2 nd grade students compare up to three-digit numbers. 3 rd grade students compare whole numbers and fractions using <, =, > symbols and understanding equivalence.
Addition and Subtraction	2,3	Addition is combining numbers to get a larger total (sum), using the '+' sign (e.g., 3 + 4 = 7), while subtraction is taking one number away from another to find the remaining amount (difference), using the '-' sign (e.g., 7 - 4 = 3). They are inverse operations, meaning you can use subtraction to find a missing addend in an addition problem, and vice-versa, forming the foundation of arithmetic.
Problems in Context	3	Word problems that embed abstract mathematical concepts within realistic, relatable scenarios, helping students see the real-world relevance and meaning behind the numbers and operations, rather than just solving isolated equations.
Math Composite	1,2,3	The math composite score is a single overall score that combines results from several math-related subtests. By bringing these scores together using careful statistical methods, it provides a clear and reliable picture of a student's overall math proficiency and allows results to be compared consistently over time.

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Approved Tools for 4-year-olds and prior to Kindergarten:

Name of Tool	Screens for	Contact Information
aimswEBPlus	Number naming, quantity comparison, cardinality	<u>aimswEBPlus</u>
FastBridge	Number naming, one-to-one correspondence, quantity comparison, cardinality	<u>FastBridge</u>
myIGDis	Oral counting, number naming, one-to-one correspondence, quantity comparison, cardinality	<u>myIGDis</u>
PENS: Preschool Early Numeracy Screener	Oral counting, number naming, one-to-one correspondence, quantity comparison, cardinality	<u>PENS</u>

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Approved Tools for prior to first, second, and third grade:

Name of Tool	Screens for	Contact Information
Acadience Math (formerly DIBELS NEXT)	Quantity comparison, cardinality, number order, strategic counting, numeral identification, subitizing, number comparison, addition & subtraction, problems in context, math composite	<u>Acadience Math</u>
aimswebPlus	Quantity comparison, cardinality, number order, strategic counting, numeral identification, subitizing, number comparison, addition & subtraction, problems in context, math composite	<u>aimswebPlus</u>
easyCBM	Cardinality, number order, strategic counting, addition & subtraction, problems in context, math composite	<u>easyCBM</u>
FastBridge	Quantity comparison, cardinality, strategic counting, numeral identification, subitizing, problems in context, math composite	<u>FastBridge</u>
Forefront Numeracy Screener (K-5)	Quantity comparison, cardinality, number order, strategic counting, numeral identification, subitizing, number comparison, addition & subtraction	<u>Forefront Numeracy Screener</u>
IXL Level UP	Quantity comparison, cardinality, number order, strategic counting, numeral identification, subitizing, number comparison, addition & subtraction, math composite	<u>IXL Level UP</u>
MAP Growth	Quantity comparison, cardinality, number order, strategic counting, numeral identification, number comparison, addition & subtraction, problems in context, math composite	<u>MAP Growth</u>
Renaissance STAR	Quantity comparison, cardinality, number order, strategic counting, numeral identification, subitizing, number comparison, addition & subtraction, math composite	<u>Renaissance STAR</u>