

FASTfact: earlyMath™

earlyMath™ is a suite of 17 subtests designed for the assessment of foundational math skills in preschool, kindergarten, and first grade. Validated for screening and progress monitoring, *earlyMath™* allows educators to accurately and efficiently identify students at-risk for math difficulties. The information gathered from the *earlyMath™* assessments can be used to directly inform instructional needs on a grade-wide, class-wide, small group, or individual basis. Educators can spend more time instructing and less time with unnecessary testing when they use the *earlyMath™* Composite for screening. The Composite includes three *earlyMath™* subtests for each screening period.

earlyMath™ Composite subtests: FAST provides recommendations for specific combinations of three subtests to be given each screening period. These recommendations are based on typical development of foundational math skills to be the most reliable assessment of performance.

Grade	Fall	Winter	Spring
PK	Numeral Identification-K Match Quantity Number Sequence-K	Numeral Identification-K Match Quantity Number Sequence-K	Numeral Identification-K Match Quantity Number Sequence-K
K	Numeral Identification-K Match Quantity Number Sequence-K	Numeral Identification-K Number Sequence-K Decomposing-K	Numeral Identification-K Number Sequence-K Decomposing-K
1	Numeral Identification-1 Number Sequence-1 Decomposing-1	Numeral Identification-1 Decomposing-1 Place Value	Decomposing-1 Place Value Story Problems

Progress monitoring can be conducted with a select set of *earlyMath™* assessments, to help educators determine if their instructional efforts are effective.

The *earlyMath™* subtests: Below are descriptions of the *earlyMath™* subtests. Note that some subtests have both PK-K and grade 1 versions.

Numeral Identification (PK-K and 1): Assesses students’ ability to accurately identify the names of numbers. Considered to be a component of number sense and a strong short- and long-term predictor of math achievement. Designed for screening and progress monitoring in pre-kindergarten, kindergarten and first grade.

Subitizing (PK-K): Assesses students’ ability to recognize the correct quantity of dots when flashed for less than one second, as well as ability to mentally count arrays of dots. Designed for screening in pre-kindergarten and kindergarten.

Match Quantity (PK-K): Assesses students’ ability to correctly identify the number that matches a given set of objects. Performance on match quantity tasks is strongly correlated with students’ spring curricular mastery and performance on standardized assessments of early math skills. Designed for screening and progress monitoring in pre-kindergarten and kindergarten.

Quantity Discrimination (Most and Least): Assesses students' ability to select the largest (Quantity Discrimination-Most) or least (Quantity Discrimination-Least) of four visually presented numerals between one and ten. Designed for screening and progress monitoring in kindergarten and grade 1.

Number Sequence (PK-K and 1): Assesses students' understanding of the number line. Student finishes counting sequences and identifies numbers that come after, before, and between numbers. Designed for screening in pre-kindergarten, kindergarten, and grade 1.

Composing: Assesses students' ability to identify how many more dots are needed to make 5 or 10, after shown a given number of dots. Designed for screening pre-kindergarten and kindergarten.

Decomposing (PK-K and 1): Assesses students' ability to put together and take apart numbers by using "parts" and a "whole." Designed for screening in pre-kindergarten, kindergarten and grade 1, and progress monitoring in grade 1.

Counting Objects: Assesses students' ability to count dots with one-to-one correspondence and to recognize that the last number in a sequence represents the overall quantity. Linked to the development of mathematical difficulties, as counting is related to number sense skills. Designed for screening in pre-kindergarten and kindergarten.

Equal Partitioning: Assesses students' ability to recognize if two groups have equal quantities and to manipulate a set of manipulatives into two equal groups. Designed for screening in grade 1.

Verbal Addition: Assesses students' accuracy and automaticity in answering verbally presented basic addition facts. Designed for screening in grade 1.

Verbal Subtraction: Assesses students' accuracy and automaticity in answering verbally presented basic subtraction facts. Designed for screening in grade 1.

Story Problems: Assesses students' ability to correctly identify a number expression that matches a story problem read to the student. Available for screening in grade 1.

Place Value: Assesses students' ability to correctly produce the numeral that corresponds with a set of base-10 blocks and to select the correct grouping of base-10 blocks when presented with a numeral. Can be administered in an individual or group setting. Designed for screening and progress monitoring in grade 1.

earlyMath™ Reports: To make the most of the time spent administering *earlyMath™* subtests, educators can utilize the *Group Screening*, *Detailed Group*, and *Screening to Intervention™* (s2i) reports to determine class needs and individual student needs. Educators can also analyze *Progress Monitoring* reports from the students who participated in progress monitoring to determine the effectiveness of their interventions.