

Session 13



ASSESSMENT

Addition Fluency Checkup 1

Overview

Students are given up to 3 minutes to take a 30-problem addition facts test, working with sums to 20. Students will spend the rest of the session at Work Places.

Actions

- 1 The teacher introduces timed fluency checkups and students identify facts on the checkup that could be solved with specific strategies.
- 2 Students complete a timed fluency checkup of addition facts in 3 minutes.
- 3 Students spend the rest of the session at Work Places.

Skills & Concepts

- ★ fluency with addition facts to 20
- ★ recognizing and using the commutative property for addition

You'll need

- ★ Addition Fluency Checkup 1 (Blackline A 1.1, class set)
- ★ Addition Facts Class Checklist (Blackline A 1.2, 1 copy, optional)
- ★ Work Place Student Books or Work Place folders
- ★ clock or watch with a second hand

Advance Preparation Before Session 14, you may find it helpful to make a copy of the Subtraction Table (Blackline 1.47) and follow the instructions in Sessions 14, 16, 17, and 18 to fill it in for your own reference.

Work Places you'll need

- 1A Make the Sum
- 1B Growing Patterns
- 1C Addition Facts Challenge
- 1D Calculator Patterns

Some Thoughts on Timed Testing *We don't advocate the practice of timed testing for instructional purposes. Daily timed practice with random collections of problems is not productive to the development of computational fluency. Students typically continue to reinforce bad habits (e.g., counting on their fingers) when they are under pressure, and many develop a negative disposition towards mathematics because they cannot compete with their peers or can't work fast enough.*

You'll use information from timed tests to guide your instruction, not to generate grades. To meet your students' needs, you'll need information about which facts each child knows and which strategies need to be developed conceptually with explicit practice, number relationship experiences, and word problems. As their number sense and use of strategies are developed, students will become more accurate, flexible, and efficient. When you make time to share the results with students, they will see evidence of their own growth.

Session 13 Addition Fluency Checkup 1 (cont.)**Introducing Fluency Checkups**

You'll be administering quick checkups of 30 basic addition (and eventually subtraction) facts every two weeks throughout Units One and Two as students develop computational fluency. A student is considered to be fluent if he or she can complete 30 problems in a minute and a half: about 3 seconds per problem. A few students may be able to complete 30 problems in less than 1 minute.

Best Practice Tip Setting goals and providing timely, specific feedback increases student achievement. Set reasonable goals with students during the course of this unit, and review their progress.

Give each student a copy of Addition Fluency Checkup 1. Take a moment to preview the types of problems on the page. Ask volunteers to point out an example of a zero fact, a counting on fact (plus-1, -2, -3), a doubles fact, and a neighbors (doubles plus-1) fact. This preview is very important, because we always want our students to be aware of the strategies they can use to determine the sums they do not automatically recall.

Ask students to write their names and the date at the top of the page. Explain that they'll have 3 minutes to complete as much of the page as possible. Let them know that they'll have to work quickly and that they may want to skip around to facts they know and then come back to the ones that are challenging. Remind them that when they've finished, they should wait quietly until everyone else has finished too.

<small>Worksheet A 13 For use in Unit One, Session 13.</small> NAME <u>Rosa</u> DATE <u>September 19</u> TIME _____					
Addition Fluency Checkup 1					
$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$
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