



AIMSweb
CHARTING THE PATH TO LITERACY

Administration and Scoring of Early Numeracy

Curriculum-Based Measurement (CBM) for use in General Outcome Measurement

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Overview of TEN-CBM Assessment Training Session

Part of a training series developed to accompany the *AIMSweb Improvement System*.

Purpose is to provide the background information and data collection procedures necessary to administer and score the Tests of Early Numeracy (TEN).

Designed to accompany:

- *Test of Early Numeracy (TEN): Administration and Scoring of AIMSweb Early Numeracy Measures for Use with AIMSweb Training Workbook*
- Standard Early Numeracy Measures
- AIMSweb Web-based Software
- Training Video

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Training Session Goals

Learn how to administer and score through applied practice.

- Oral Counting
- Number Identification
- Quantity Discrimination
- Missing Number

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Early Numeracy General Outcome Measures (EN-GOMs)

Measure	Timing	Test Arrangements	What is Scored
Oral Counting (OC)	1 minute	Individual	Correct Oral Counts
Number Identification (NI)	1 minute	Individual	Correct Number Identifications
Quantity Discrimination (QD)	1 minute	Individual	Correct Quantity Discriminations
Missing Number (MN)	1 minute	Individual	Correct Missing Numbers

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Listen and follow along—Oral Counting

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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Number Identification: Listen and follow along

8	18	11	12	19	9	7	4
16	13	0	9	17	3	6	15
1	14	9	0	6	15	11	19
20	13	10	0	2	8	6	11
1	11	15	9	4	17	6	5
10	4	11	5	1	9	20	8
16	7	20	0	5	17	19	13
12	13	1	18	9	17	11	20
11	16	8	0	5	4	19	6
17	16	7	15	13	12	8	5

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Quantity Discrimination: Listen and follow along

9	18	19	15	12	15	13	7
2	1	19	7	19	14	0	7
8	10	9	19	5	18	17	11
17	10	14	19	1	4	0	10
18	10	17	0	4	1	7	11
16	18	10	14	15	14	0	11
1	16	7	2	16	2	15	2
12	20	2	14	3	0	14	11
14	20	11	19	1	15	20	8
14	15	9	7	11	8	6	9

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Missing Number: Listen and follow along

8	9	___	13	14	___	___	19	20
___	6	7	14	___	16	13	___	15
___	10	11	6	7	___	3	___	5
10	11	___	10	___	12	___	7	8
___	12	13	9	10	___	11	12	___
18	19	___	5	6	___	1	2	___
___	14	15	___	9	10	___	11	12
6	___	8	0	___	2	___	2	3
14	15	___	17	___	19	___	8	9
___	17	18	16	17	___	9	___	11

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Things You Need BEFORE Testing

Three Major Tasks for efficient and accurate assessment:

1. Understanding the typical timeframe for administering specific tests.
2. Getting the necessary testing materials; and
3. Arranging the test environment.

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Page 13 in your manual!

Recommended AIMSweb Early Numeracy Assessment Schedule

Kindergarten			First Grade		
Fall	Winter	Spring	Fall	Winter	Spring
Oral Counting	Oral Counting	Oral Counting	Oral Counting	Oral Counting	Oral Counting
Number Identification	Number Identification	Number Identification	Number Identification	Number Identification	Number Identification
Quantity Discrimination	Quantity Discrimination	Quantity Discrimination	Quantity Discrimination	Quantity Discrimination	Quantity Discrimination
Missing Number	Missing Number	Missing Number	Missing Number	Missing Number	Missing Number

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Things to Do BEFORE Testing — Oral Counting

Specific Materials Arranged

- Examiner copy for scoring
- Clipboard or other hard surface for recording student answers.
- Stopwatch.
- Tape recorder (optional) to aid in any scoring questions or for qualitative analysis.

The student does **not** need any materials.

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DURING Testing — Oral Counting

Place examiner copy on clipboard so student cannot see.

Say 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.”

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

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.”

Reported as Correct Oral Counts/errors [COC/errors]

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Things to do AFTER Testing — Oral Counting

Score Immediately!

Determine COC.

Put a slash (/) through incorrectly counted numbers.

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What is a Correct Oral Count?

- Any number named that comes next in a sequence.
- Repetitions.
- Self-Corrections.

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What is an Error?

- **Hesitations** of three seconds or more
Provide the correct number — once only!
- **Omissions** of a number in a sequence.

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Practice Exercise 1 — Oral Counting

“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.”

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Practice Exercise 1: Listen and score—Oral Counting

Practice Exercise 1: Oral Counting

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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Practice Exercise 1 — Compare your results: Oral Counting

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- Count the total number of Oral Counts ____
- Count the total number of errors ____
- Subtract errors from total number. Correct Oral Counts ____

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Practice Exercise 2 — Listen and Score: Oral Counting

Practice Exercise 2: Oral Counting

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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Practice Exercise 2 — Compare your results: Oral Counting

Practice Exercise 2: Oral Counting ANSWER KEY:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- Count the total number of Oral Counts ____
- Count the total number of errors ____
- Subtract errors from total number. Correct Oral Counts ____

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Number Identification — Standard Directions

- Student copy in front of student
- Examiner copy on clipboard so student does not see
- Say these specific 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?"

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?"

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Number Identification — Standard Directions, continued

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).

Continue with these specific directions to the student:

"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."

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Number Identification — Standard Directions, continued

- Start your stopwatch. If the student fails to answer the first problem after 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.
- Follow along on the examiner copy. Put a slash (/) through any incorrect responses.
- 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."
- At the end of 1 minute, place a bracket () around the last item completed and say "Stop."

Reported as Correct Number Identifications/errors [CND/errors]

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What is a Correct Number Identification?

- Any number the student correctly identifies.

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What is an Error?—Number Identification

- Substitutions:** if the child states any number other than the item number
- Hesitations** of three seconds or more
Tell the student to try the next one
- Omissions** or skips (if student skips entire row, count all as errors)

If a student misses five items consecutively, discontinue testing.

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Practice Exercise 2 —Number Identification

"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."

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Practice Exercise 3: Listen and Score—Number Identification

Practice Exercise 3: Number Identification

8	18	11	12	19	9	7	4
16	13	0	9	17	3	6	15
1	14	9	0	6	15	11	19
20	13	10	0	2	8	6	11
1	11	15	9	4	17	6	5
10	4	11	5	1	9	20	8
16	7	20	0	5	17	19	13
12	13	1	18	9	17	11	20
11	16	8	0	5	4	19	6
17	16	7	15	13	12	8	5

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Practice Exercise 3 — Number Identification

8	18	11	12	19	9	7	4
16	13	0	9	17	3	6	15
1	14	9	0	6	15	11	19
20	13	10	0	2	8	6	11
1	11	15	9	4	17	6	5
10	4	11	5	1	9	20	8
16	7	20	0	5	17	19	13
12	13	1	18	9	17	11	20
11	16	8	0	5	4	19	6
17	16	7	15	13	12	8	5

- Count the total number of Number Identifications ____
- Count the total number of errors ____
- Subtract errors from total number. Correct Number Identifications ____

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Practice Exercise 4 — Listen and Score: Number Identification

Practice Exercise 4: Number Identification

8	18	11	12	19	9	7	4
16	13	0	9	17	3	6	15
1	14	9	0	6	15	11	19
20	13	10	0	2	8	6	11
1	11	15	9	4	17	6	5
10	4	11	5	1	9	20	8
16	7	20	0	5	17	19	13
12	13	1	18	9	17	11	20
11	16	8	0	5	4	19	6
17	16	7	15	13	12	8	5

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Practice Exercise 4 — Compare your results: Number Identification

Practice Exercise 4: Number Identification ANSWER KEY

8	18	11	12	10	9	7	4
16	15	0	9	17	3	6	15
1	14	9	0	6	18	11	19
20	13	10	0	2	8	6	11
1	11	15	9	4	17	6	5
10	4	11	5	1	9	20	8
16	7	20	0	5	17	19	13
12	13	1	18	9	17	11	20
11	16	8	0	5	4	19	6
17	16	7	15	13	12	8	5

- Count the total number of Number Identifications ____
- Count the total number of errors ____
- Subtract errors from total number. Correct Number Identifications ____

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Quantity Discrimination — Standard Instructions

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

CORRECT RESPONSE:
"Good. The bigger number is 7. Now 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."

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Quantity Discrimination — Standard Instructions, continued

CORRECT RESPONSE:
"Good. The bigger number is 4." (Turn the page.)

INCORRECT RESPONSE:
"The bigger number is 4. You should have said 4 because is bigger than 2." (Turn the page.)

- Continue with the following:
"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."
- Start your stopwatch. If the student fails to answer the first problem after 3 seconds, tell the student to **"Try the next one."**

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Quantity Discrimination — Standard Instructions, continued

- If the student does not get any correct within the first 5 items, discontinue the task and record a score of zero.
- Follow along on the examiner copy. Put a slash (/) through any incorrect responses.
- 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."**
- At the end of 1 minute, place a bracket () around the last item completed and say **"Stop."**
Reported as Quantity Discriminations/errors [QD/errors]

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Scoring Rules

Rule 1: If a student states the bigger number, score the item as correct.

Rule 2: If the student states both numbers, score the item as incorrect.

Rule 3: If the student states any number other than the bigger number, score the item as incorrect.

Rule 4: If a student hesitates or struggles with an item for 3 seconds, tell the student to "try the next one." Score the item as incorrect.

Rule 5: If a student skips an item, score the item as incorrect.

Rule 6: If a student skips an entire row, mark each item in the row as incorrect by drawing a line through the row on the examiner score sheet.

Rule 7: If a student misses 5 items consecutively, discontinue testing.

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Practice Exercise 5 — Let's Score!

Practice Exercise 5: Quantity Discrimination

9	18	19	15	12	15	13	7
2	1	19	7	19	14	0	7
8	10	9	19	5	18	17	11
17	10	14	19	1	4	0	10
18	10	17	0	4	1	7	11
16	18	10	14	15	14	0	11
1	16	7	2	16	2	15	2
12	20	2	14	3	0	14	11
14	20	11	19	1	15	20	8
14	15	9	7	11	8	6	9

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Practice Exercise 5 — Compare your results

9	1	1 15	12	1	1 7
1	1	19	7	19	14
8	10	9	19	5	18
17	10	14	19	1	4
18	10	17	0	4	1
16	18	10	14	15	14
1	16	7	2	16	2
12	20	2	14	3	0
14	20	11	19	1	15
14	15	9	7	11	8
				6	

- Count the total number of Quantity Discriminations ____
- Count the total number of errors ____
- Subtract errors from total number. Correct Quantity Discriminations ____

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Practice Exercise 6 — Let's Score!

Practice Exercise 6: Quantity Discrimination

7	1	6	5	10	2	10	0
1	0	0	5	7	9	9	3
4	0	3	2	4	5	9	1
0	7	3	8	7	2	10	1
2	4	5	9	0	6	2	6
2	5	10	9	8	9	1	3
0	3	9	7	10	3	1	5

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Practice Exercise 6 — Let's Score!

Practice Exercise 6: Quantity Discrimination ANSWER KEY

7	1	6	5	10	2	10	0
1	0	0	5	7	9	9	3
4	0	3	2	4	5	9	1
0	7	3	8	7	2	10	1
2	4	5	9	0	6	2	6
2	5	10	9	8	9	1	3
0	3	9	7	10	3	1	5

- Count the total number of Quantity Discriminations ____
- Count the total number of errors ____
- Subtract errors from total number. Correct Quantity Discriminations ____

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Missing Number — Standard Instructions

- Place the student copy in front of the student.
- Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
- Say these specific 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?"

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?"

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Missing Number — Standard Instructions, continued

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.)

- Continue with the following:
"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."
- Start your stopwatch. If the student fails to answer the first problem after 3 seconds, tell the student to **"try the next one."**

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Missing Number — Standard Instructions, continued

- If the student does not get any correct within the first 5 items, discontinue the task and record a score of zero.
- Follow along on the examiner copy. Put a slash (/) through any incorrect responses.
- 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."**
- At the end of 1 minute, place a bracket () around the last item completed and say **"Stop."**

Reported as Missing Numbers/errors [MN/errors]

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Scoring Rules

Rule 1: If a student correctly states the missing number, score the item as correct.

Rule 2: If a student incorrectly states the missing number next, score the item as incorrect by placing a slash through the number on the examiner score sheet.

Rule 3: If a student hesitates or struggles with an item for 3 seconds, tell the student to "try the next one" (demonstrate by pointing). Score the item as incorrect.

Rule 4: If a student skips an item, score the item as incorrect.

Rule 5: If a student skips an entire row, mark each item in the row as incorrect by drawing a line through the row on the examiner score sheet.

Rule 6: If a student misses 5 items consecutively, discontinue testing.

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Practice Exercise 7 — Let's Score!

Practice Exercise 6: Quantity Discrimination

7 1	6 5	10 2	10 0
1 0	0 5	7 9	9 3
4 0	3 2	4 5	9 1
0 7	3 8	7 2	10 1
2 4	5 9	0 6	2 6
2 5	10 9	8 9	1 3
0 3	9 7	10 3	1 5

- Count the total number of Quantity Discriminations ____
- Count the total number of errors ____
- Subtract errors from total number. Correct Quantity Discriminations ____

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Practice Exercise 7 — Compare your results

8 9	13 14	19 20
6 7	14 16	13 15
10 11	6 7	3 5
10 11	10 12	7 8
12 13	9 10	11 12
18 19	5 6	1 2
14 15	9 10	11 12
6 8	0 2	2 3
14 15	17 19	8 9
17 18	16 17	9 11

- Count the total number of Missing Numbers ____
- Count the total number of errors ____
- Subtract errors from total number. Correct Missing Numbers ____

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Practice Exercise 8 — Missing Number

The student looks at strings of numbers arranged in 7 rows of 3 strings. The examiner follows along on an identical set of materials. An example student Missing Number measure is found below. The copy is reduced to save size and space.

8 9	13 14	19 20
6 7	14 16	13 15
10 11	6 7	3 5
10 11	10 12	7 8
12 13	9 10	11 12
18 19	5 6	1 2
14 15	9 10	11 12
6 8	0 2	2 3
14 15	17 19	8 9
17 18	16 17	9 11

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Practice Exercise 8 — Compare your results: Missing Number

5 6	4 5	6 7
5 6	3 4	2 3
6 8	7 8	2 4
1 3	2 3	1 2
8 9	4 6	9 10
7 8	7 9	4 5
8 9	8 10	3 5

- Count the total number of Missing Numbers ____
- Count the total number of errors ____
- Subtract errors from total number. Correct Missing Numbers ____

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Quantitative Features Checklist

After the student completes the EN-GOM measures, judge the degree to which the student exhibits the early numeracy skills listed opposite.

Oral Counting	_____ Understands rote structure of 1-10
	_____ Understands rote structure of 1-20
	_____ Demonstrates decade transitions (e.g. 20, 30, 40...)
	_____ Demonstrates rote 1-9 structure after decade transitions
Number Identification	_____ Correctly identifies numbers below 10
	_____ Correctly identifies numbers between 10 and 20 (1st grade only)
	_____ Note numbers frequently missed
Quantity Discrimination	_____ Correctly identifies bigger numbers from pairs below 10
	_____ Correctly identifies bigger numbers from pairs above 10 (1st grade only)
Missing Number	_____ Correctly identifies missing numbers in the last position (e.g. 5 6 _)
	_____ Correctly identifies missing numbers in the middle position (e.g. 5 _ 7)
	_____ Correctly identifies missing numbers in the first position (e.g. _ 6 7)
	_____ Correctly identifies missing numbers below 10
	_____ Correctly identifies missing numbers between 10 and 20 (1st grade only)

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Number Identification Accuracy in Implementation Rating Scale (AIRS)

Number Identification Accuracy in Implementation Rating Scale (AIRS)

Examiner: _____ Date: Observation 1 _____
 Observer: _____ Observation 2 _____
 Observation 3 _____

X = completed accurately O = incorrect

Accuracy of Implementation (AIRS)

One for each type of early numeracy probe.

Find them in the Appendix of the administration and scoring manual.

Step	Observation 1	Observation 2	Observation 3
Seated appropriate distance from child			
Places practice item in front of child			
Places student copy in front of child			
Places examiner copy out of view of child			
Says standardized directions			
Turns tape recorder on (optional)			
Says "Start"			
Starts stopwatch at correct time. <i>(after student says...</i>			

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Summary

You now have the building blocks to begin TEN assessment.

- **Practice to Automaticity** — You'll become more proficient.
- **Get Checked Out** with AIRS for accuracy/efficiency by a colleague.
- **Stay in Tune** by periodically checking AIRS.

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The End
