

K- 2 ATLAS BOY Math Screener Guidance

October 2024



Arkansas Teaching, Learning
& Assessment System

Beginning of the Year Protocol for Administering Math Testlets 2024-25

Guidance for Middle and End of Year Assessments Coming Soon



Purpose of the Screener

The purpose of the K-2 ATLAS Beginning-of-Year Math screener is to assess basic foundational skills in math, guide instructional decisions, and provide support for students who do not meet grade-level foundational skills.

The screener shall determine students who demonstrate readiness or potential risk in basic foundational math skills.

This assessment focuses on a subset of Arkansas math standards to help teachers determine if a student may struggle with basic foundational math skills, including counting, place value, comparison, and addition/subtraction across the following math strands: Number & Place Value and Computation & Algebraic Reasoning.



What is the difference between a screener and standardized assessment?

The purpose of the K-2 Math Screener is to...

1. Determine **readiness to receive grade-level instruction**.
2. Signal need for any **further diagnostic testing** that may be needed.

The K-2 math screener...

✓ **DOES** identify students that are behind

✓ **DOES** help differentiate between students that need interventions or additional support and those that do not

✓ **DOES** provide information about the students to guide instruction

✗ **DOES NOT** serve the same purpose as a summative end of year state assessment

✗ **DOES NOT** act as a substitute for a formal evaluation as part of the eligibility process for special education placement



How to Assign Testlets

Testlet Administration

Testlets can be administered at **various points throughout the day**. These short assessments may fit well into the following parts of the day. The following example illustrates potential times during the school day a teacher could administer a testlet.

Important: Grade-level core instruction should occur every day.

Time	Activity	Testlet Administration
8:00 AM - 8:15 AM	Morning Meeting & Attendance	✓
8:15 AM - 9:45 AM	Math Small Groups	✓ <i>Small Groups</i>
9:45 - 10:00 AM	Recess	
10:00 - 11:00 AM	Math	
11:00 - 11:30 AM	Science	
11:30 - 12:00 PM	Lunch	
12:00-12:30 PM	Intervention Block	✓
12:30 - 1:00 PM	Social Studies	
1:00 - 2:00 PM	Literacy	
2:00 - 2:45 PM	Centers/Small Groups	✓
2:45 - 3:00 PM	Read Aloud	

How to Administer a Testlet

The screenshot shows the ATLAS Teachers and Test Administrators dashboard. At the top, there is a navigation bar with links for Home, Students and Families, Teachers and Test Administrators, Technology Coordinators, ATLAS Assessments, and Resources. Below the navigation bar is the ATLAS logo and the text "Arkansas Teaching & Learning Assessment System". The main heading is "Teachers and Test Administrators" with a sub-heading "Educator resources and system access for ATLAS grades 3-10 and K-12 English language proficiency assessments." There is an "Announcements" section with a "GENERAL" announcement titled "Upcoming iPadOS 18.0 Release" dated "Sep 8, 2024". The announcement text states: "In anticipation of iPadOS 18.0's upcoming release on Monday, September 16, CAI recommends disabling iPadOS automatic updates." Below the announcement is a "Find More" button. At the bottom of the dashboard, there are three main sections: "Preparing for Testing", "Administering Tests", and "After Testing". The "Administering Tests" section is highlighted with a green box and contains a card for "Operational Test Administration" with a description: "Create and manage operational test sessions from any web browser."

The screenshot shows the ATLAS Test Administration interface. At the top, there is the ATLAS logo and the text "Arkansas Teaching & Learning Assessment System". The main heading is "Test Administration". Below the heading are three buttons: "Select Tests", "Student Lookup", and "Approvals". There is a text input field for "Operational Session ID". Below the input field is a blue bar with the text "Operational Test Selection". Below the bar is the heading "Choose a testing category" and the text "Then select one or more tests. You can switch categories by using the button in". Below the text are two yellow buttons with arrows: "ATLAS Screener" and "ATLAS Testlets". The "ATLAS Testlets" button is highlighted with a green box.

Testlet Components

Operational Test Selection

Filter By: ⌵ Add Filter

+ Rapid Naming (RAN)

- ATLAS Math Testlets

- Number & Place Value

- Counting Sequence (CS)

Count by 1s within 10 Form A

Count by 1s within 10 Form B

Count by 1s within 20 Form A

Count by 1s and 10s within 50 Form A

Count by 1s and 10s within 50 Form B

Count by 1s, 10s within 100 Form A

Count by 1s, 5s, 10s within 120 Form A

Count by 1s, 5s, 10s within 120 Form B

One Component Expanded

Operational Test Selection

Filter By: [Add Filter](#)

– Place Value

Identify Numbers within 10 Form A

Identify Numbers within 20 Form A

Place Value within 20 Form A

Place Value within 50 Form A

Place Value within 100 Form A

Place Value within 120 Form A

Place Value within 500 Form A

Place Value within 1,000 Form A

– Compare Numbers

Compare Numbers within 5 Form A

Compare Numbers within 10 Form A

Back

Testlets Selected

Operational Test Selection



Filter By: ⚙️ Add Filter

- Place Value
 - Identify Numbers within 10 Form A
 - Identify Numbers within 20 Form A
 - Place Value within 20 Form A
 - Place Value within 50 Form A
 - Place Value within 100 Form A
 - Place Value within 120 Form A
 - Place Value within 500 Form A
 - Place Value within 1,000 Form A
- Compare Numbers
 - Compare Numbers within 5 Form A
 - Compare Numbers within 10 Form A

Back

3 Tests Selected

Clear All

- ATLAS Testlets
- Identify Numbers within 10 Form A
 - Identify Numbers within 20 Form A
 - Place Value within 20 Form A

Session Settings

Select Test Reason

Start Operational Session





Chose a Test Reason and Start Session


3 Tests Selected Clear All

ATLAS Testlets

- Identify Numbers within 10 Form A
- Identify Numbers within 20 Form A
- Place Value within 20 Form A

Pretest
Posttest
Test 1
Test 2
Test 3
Unassigned

 **Start Operational Session**

Testlet Guidance by Grade Level

What Math Components Are Measured and When

	Kindergarten			First Grade			Second Grade		
Strands	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Number and Place Value	X	X	X	X	X	X	X	X	X
Computation & Algebraic Reasoning	X	X	X	X	X	X	X	X	X
Geometry & Measurement		X	X		X	X		X	X
Data Analysis		X	X		X	X		X	X

Kindergarten Number and Place Value

Students who flag as potential risk, the school will begin administering the targeted testlets for the grade level concepts in the following order:

- Counting Sequence and Objects → There are three (3) testlets for this concept.
- Place Value → There is one (1) testlet for this concept.
- Comparison → There is one (1) testlet for this concept.

Kindergarten - BOY Screener Testlet Guidance				
Reporting Category/Component	Concept	Testlet Name/Skill	Standard	Readiness Score
Number & Place Value	Counting Sequence and Objects	Count by 1s within 10	K.NPV.1	10/10
		Count Objects within 10	K.NPV.2	10/10
		Count by 1s within 20	K.NPV.1	10/10
	Place Value	Identify Numbers within 10	K.NPV.5	10/10
	Compare	Compare Numbers within 5	K.NPV.7 K.NPV.8	8/10



Kindergarten Computation and Algebraic Reasoning

Students who flag as potential risk, the school will begin administering the targeted testlets for the grade level concepts in the following order:

- Addition and Subtraction → There are two testlets for this concept.

Kindergarten - BOY Screener Testlet Guidance				
Computation & Algebraic Reasoning	Add & Subtract	Decompose Numbers within 5	K.CAR.2	8/10
		Add & Subtract with Strategies within 5	K.CAR.1 K.CAR.3	8/10

Scoring of Kindergarten Number and Place Value

For the **Counting Sequence and Objects** testlets,

- If a student scores below 10 out of 10 on Counting Sequence & Object testlets, discontinue administering any further testlets and begin interventions based on the testlet results.
 - Focus on addressing the identified deficits in whole group and small group instruction.
- If a student meets the readiness score, then proceed to administer the Place Value testlet.

For the **Place Value** testlet,

- If a student scores below 10 out of 10 on the place value testlet, discontinue administering any further testlets and begin interventions based on the testlet results.
 - Focus on addressing the identified deficits in whole group and small group instruction.
- If a student meets the readiness score, then proceed to administer the Comparison testlets.

For the **Comparison** testlet,

- If a student scores below 8 out of 10 on the comparison testlet, discontinue administering any further testlets and begin interventions based on the testlet results.
 - Focus on addressing the identified deficits in whole group and small group instruction.
- If a student meets the readiness score, then proceed to administer the Computation and Reasoning testlets.

Scoring of Kindergarten Computation and Algebraic Reasoning

For the **Addition/Subtraction** testlet,

- If a student scores below 8 out of 10 on addition/subtraction testlets, discontinue administering any further testlets and begin interventions based on the testlet results.
 - Focus on addressing the identified deficits in whole group and small group instruction.
- If a student meets the readiness score, no intervention is required, but the teacher should monitor student progress during core instruction to address any gaps as needed.



First Grade Number and Place Value

Students who flag as potential risk, the school will begin administering the targeted testlets for the grade level concepts in the following order:

- Counting Sequence and Objects → There is one (1) testlet for this concept.
- Place Value → There is one testlet (1) for this concept.
- Comparison → There are two testlets (2) for this concept.

First Grade - BOY Screener Testlet Guidance				
Reporting Category/ Component	Concept	Testlet Name/Skill	Standard	Passing Score
Number & Place Value	Counting Sequence	Count by 1s, 10s within 100	K.NPV.1	10/10
	Place Value	Place Value within 50	1.NPV.3	8/10
	Compare	Compare Numbers within 10	K.NPV.7 K.NPV.8	8/10
		Compare Numbers within 50	1.NPV.7	8/10

First Grade Computation and Algebraic Reasoning

Students who flag as potential risk, the school will begin administering the targeted testlets for the grade level concepts in the following order:

- Addition and Subtraction → There is one testlet for this concept.

First Grade - BOY Screener Testlet Guidance				
Reporting Category/ Component	Concept	Testlet Name/Skill	Standard	Passing Score
Computation & Algebraic Reasoning	Add & Subtract	Add & Subtract with Strategies within 10	K.CAR.1 K.CAR.3 1.CAR.1	8/10

Scoring of First Grade Number and Place Value

For the **Counting Sequence** testlet,

- If a student scores below 10 out of 10 on Counting Sequence & Object testlets, discontinue administering any further testlets and begin interventions based on the testlet results.
 - Focus on addressing the identified deficits in whole group and small group instruction.
- If a student meets the readiness score, then proceed to administer the Place Value testlet.

For the **Place Value** testlet,

- If a student scores below 8 out of 10 on the place value testlet, discontinue administering any further testlets and begin interventions based on the testlet results.
 - Focus on addressing the identified deficits in whole group and small group instruction.
- If a student meets the readiness score, then proceed to administer the Comparison testlets.

For **Comparison** testlet,

- If a student scores below 8 out of 10 on the comparison testlet, discontinue administering any further testlets and begin interventions based on the testlet results.
 - Focus on addressing the identified deficits in whole group and small group instruction.
- If a student meets the readiness score, then proceed to administer the Computation and Reasoning testlets.



Scoring of First Grade Computation and Algebraic Reasoning

For the **Addition/Subtraction** testlet,

- If a student scores below 8 out of 10 on addition/subtraction testlets, discontinue administering any further testlets and begin interventions based on the testlet results.
 - Focus on addressing the identified deficits in whole group and small group instruction.
- If a student meets the readiness score, no intervention is required, but the teacher should monitor student progress during core instruction to address any gaps as needed.



Second Grade Number and Place Value

Students who flag as potential risk, the school will begin administering the targeted testlets for the grade level concepts in the following order:

- Counting Sequence and Objects → There is one (1) testlet for this concept.
- Place Value → There is one (1) testlet for this concept.
- Comparison → There is one (1) testlets for this concept.

Second Grade - BOY Screener Testlet Guidance				
Reporting Category/ Component	Concept	Testlet Name/Skill	Standard	Passing Score
Number & Place Value	Counting Sequence	Count by 1s, 5s, 10s within 120	1.NPV.1	10/10
	Place Value	Place Value within 120	1.NPV.3 1.NPV.4	8/10
	Compare	Compare Numbers within 100	1.NPV.7	8/10

Second Grade Computation and Algebraic Reasoning

Students who flag as potential risk, the school will begin administering the targeted testlets for the grade level concepts in the following order:

- Addition and Subtraction → There is one testlet for this concept.

Second Grade - BOY Screener Testlet Guidance				
Reporting Category/ Component	Concept	Testlet Name/Skill	Standard	Passing Score
Computation & Algebraic Reasoning	Add & Subtract	Add & Subtract with Strategies within 20	1.CAR.2 1.CAR.3 2.CAR.1	8/10

Scoring of Second Grade Number and Place Value

For the **Counting Sequence** testlet,

- If a student scores below 10 out of 10 on Counting Sequence & Object testlets, discontinue administering any further testlets and begin interventions based on the testlet results.
 - Focus on addressing the identified deficits in whole group and small group instruction.
- If a student meets the readiness score, then proceed to administer the Place Value testlet.

For the **Place Value** testlet,

- If a student scores below 8 out of 10 on the place value testlet, discontinue administering any further testlets and begin interventions based on the testlet results.
 - Focus on addressing the identified deficits in whole group and small group instruction.
- If a student meets the readiness score, then proceed to administer the Comparison testlets.

For **Comparison** testlet,

- If a student scores below 8 out of 10 on the comparison testlet, discontinue administering any further testlets and begin interventions based on the testlet results.
 - Focus on addressing the identified deficits in whole group and small group instruction.
- If a student meets the readiness score, then proceed to administer the Computation and Reasoning testlets.



Scoring of Second Grade Computation and Algebraic Reasoning

For the **Addition/Subtraction** testlet,

- If a student scores below 8 out of 10 on addition/subtraction testlets, discontinue administering any further testlets and begin interventions based on the testlet results.
 - Focus on addressing the identified deficits in whole group and small group instruction.
- If a student meets the readiness score, no intervention is required, but the teacher should monitor student progress during core instruction to address any gaps as needed.



How do RTI Teams assess the need for Interventions

Kindergarten

- Use a **variety of data points** (progress monitoring, CBMs, and testlets) to identify math deficits in **subitizing, number identification, comparing, and object counting.**
- Consider **vocabulary and place value understanding** deficits as they can lead to operation understanding and computation issues.
- Early identification ensures **targeted intervention** before more intensive services are needed.
- **RTI Team's Role:** The RTI team should assess the need for **intense intervention.**

First Grade

- Use a **variety of data points** to identify deficits in **comparing, counting strategies/skills, and composing numbers** to predict future math success.
- Consider **vocabulary and place value understanding** deficits as they can lead to operation understanding and computation issues.
- Early identification ensures **targeted intervention** before more intensive services are needed.
- **RTI Team's Role:** The RTI team should assess the need for **intense intervention.**

Second Grade

- Use a **variety of data points** to identify deficits in **counting strategies/skills, and composing numbers** to predict future math success.
- Consider **vocabulary and place value,** as deficits can lead to long-term math difficulties.
- **Intensive intervention** helps address weaknesses before they escalate.
- **RTI Team's Role:** The RTI team should assess the need for **intense intervention.**

Survey for Questions

<https://bit.ly/K-3Exit>

