Fall 2024 Beginning of the Year (BOY) Math Guidance: Kindergarten

Why is screening important in early grades?

The purpose of the Beginning-of-Year (BOY) K-2 ATLAS 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.

Note: The K-2 ATLAS assessment blueprints are available in Appendix A.

What are my next steps after administering the BOY ATLAS Screener?

Teams should review the Beginning-of-Year (BOY) screener results for any student flagged as potential risk in basic foundational math skills. For these students, administer the targeted testlets focused on the strands of Number & Place Value and Computation & Algebraic Reasoning. This will help identify specific areas where the student requires core instruction and tier 2 intervention.

Note: The screener results are reported as an overall total score rather than being broken down by individual components.

Individual Testlets: Kindergarten, administer testlets aligned to grade-level standards.

All math testlets will be administered through the ATLAS System. At this time, there is no option for testlets to be hand-scored outside of the ATLAS System.

Which testlet should be administered for reporting categories:

For 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.

For 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.

Note: The sequence of testlets in Chart 1 are organized by the components represented in the ATLAS Blueprint.

How to administer the testlets for reporting categories:

The targeted testlet sequence, corresponding math standard, and readiness score can be found in Chart 1.

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.

For the **Addition/Subtraction** testlets,
- 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.

Chart 1: Kindergarten BOY Screener Testlet Guidance

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
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

Fall 2024 Beginning of the Year (BOY) Math Guidance: First Grade

Why is screening important in early grades?

The purpose of the Beginning-of-Year (BOY) K-2 ATLAS 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.

Note: The K-2 ATLAS assessment blueprints are available in Appendix A.

What are my next steps after administering the BOY ATLAS Screener?

Teams should review the Beginning-of-Year (BOY) screener results for any student flagged as potential risk in basic foundational math skills. For these students, administer the targeted testlets focused on the strands of Number & Place Value and Computation & Algebraic Reasoning. This will help identify specific areas where the student requires core instruction and tier 2 intervention.

Note: The screener results are reported as an overall total score rather than being broken down by individual components.

Individual Testlets: First Grade, administer testlets aligned to kindergarten and first grade-level standards.

All math testlets will be administered through the ATLAS System. At this time, there is no option for testlets to be hand-scored outside of the ATLAS System.

Which testlet should be administered for reporting categories:

For 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.

For 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 (1) testlet for this concept.

Note: The sequence of testlets in Chart 2 are organized by the components represented in the ATLAS Blueprint.

How to administer the testlets for reporting categories:

The targeted testlet sequence, corresponding math standard, and readiness score can be found in

Chart 2.

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 the **Comparison** testlets,
- If a student scores below 8 out of 10 on the comparison 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 Computation and Reasoning testlets.

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.

Chart 2: First Grade BOY Screener Testlet Guidance

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
Computation & Algebraic Reasoning	Add & Subtract	Add & Subtract with Strategies within 10	K.CAR.1 K.CAR.3 1.CAR.1	8/10

Fall 2024 Beginning of the Year (BOY) Math Guidance: Second Grade

Why is screening important in early grades?

The purpose of the Beginning-of-Year (BOY) K-2 ATLAS 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.

Note: The K-2 ATLAS assessment blueprints are available in Appendix A.

What are my next steps after administering the BOY ATLAS Screener?

Teams should review the Beginning-of-Year (BOY) screener results for any student flagged as potential risk in basic foundational math skills. For these students, administer the targeted testlets focused on the strands of Number & Place Value and Computation & Algebraic Reasoning. This will help identify specific areas where the student requires core instruction and tier 2 intervention.

Note: The screener results are reported as an overall total score rather than being broken down by individual components.

Individual Testlets: Second Grade, administer testlets aligned to first and second grade-level standards.

All math testlets will be administered through the ATLAS System. At this time, there is no option for testlets to be hand-scored outside of the ATLAS System.

Which testlets should be administered for reporting categories:

For 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.

For 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 (1) testlet for this concept.

Note: The sequence of testlets, found in Chart 3, are organized by the components represented in the ATLAS Blueprint.

How to administer the testlets for reporting categories:

The targeted testlet sequence, corresponding math standard, and readiness score can be found in

Chart 3.

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.

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.

Chart 3: Second Grade BOY Screener Testlet Guidance

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
Computation & Algebraic Reasoning	Add & Subtract	Add & Subtract with Strategies within 20	1.CAR.2 1.CAR.3 2.CAR.1	8/10

APPENDIX A

Kindergarten

When Administered		Screener Beginning of Year First 30 Days	Interim Middle of Year	Summative End of Year
Total Number of Items		**20**	**32**	**32**
Reporting Category/Component	**Standards**			
Number & Place Value	K.NPV.1* K.NPV.2* K.NPV.3 K.NPV.4* K.NPV.5* K.NPV.6 K.NPV.7* K.NPV.8	20	10-12	10-12
Computation & Algebraic Reasoning	K.CAR.1* K.CAR.2* K.CAR.3 K.CAR.4 K.CAR.5		10-12	10-12
Geometry & Measurement and Data Analysis	K.GM.1 K.GM.2 K.GM.3 K.GM.4 K.GM.5 K.GM.6 K.GM.7 K.GM.8 K.DA.1		10-12	10-12
Additional Information				

*Screener includes only these standards.
Testlets will be available for students needing additional screening or progress monitoring based on their scores and are available for the following concepts:
- Counting Sequence
- Counting Objects
- Decompose Numbers
- Place Value
- Add and Subtract
- Problem-Solving
- Comparing Numbers
- Shapes
- Data
- Time
- Measurement
- Foundations of Multiplication
- Foundations of Fractions
- Money

First grade

When Administered		Screener Beginning of Year First 30 Days	Interim Middle of Year	Summative End of Year
Total Number of Items		**20**	**32**	**32**
Reporting Category/Component	**Standards**			
Number & Place Value	1.NPV.1* 1.NPV.2 1.NPV.3* 1.NPV.4* 1.NPV.5 1.NPV.6 1.NPV.7* 1.NPV.8	20	10-12	10-12
Computation & Algebraic Reasoning	1.CAR.1* 1.CAR.2 1.CAR.3 1.CAR.4 1.CAR.5 1.CAR.6 1.CAR.7 1.CAR.8 1.CAR.9		10-12	10-12
Geometry & Measurement and Data Analysis	1.GM.1 1.GM.2 1.GM.3 1.GM.4 1.GM.5 1.GM.6 1.GM.7 1.DA.1 1.DA.2		10-12	10-12
Additional Information				

*Screener includes only these standards.
Testlets will be available for students needing additional screening or progress monitoring based on their scores and are available for the following concepts:
- Counting Sequence
- Counting Objects
- Decompose Numbers
- Place Value
- Add and Subtract
- Problem-Solving
- Comparing Numbers
- Shapes
- Data
- Time
- Measurement
- Foundations of Multiplication
- Foundations of Fractions
- Money

Second grade

When Administered		Screener Beginning of Year First 30 Days	Interim Middle of Year	Summative End of Year
Total Number of Items		**20**	**35**	**35**
Reporting Category/Component	Standards			
Number & Place Value	2.NPV.1* 2.NPV.2* 2.NPV.3* 2.NPV.4 2.NPV.5* 2.NPV.6 2.NPV.7	20	10-12	10-12
Computation & Algebraic Reasoning	2.CAR.1* 2.CAR.2 2.CAR.3 2.CAR.4 2.CAR.5 2.CAR.6 2.CAR.7 2.CAR.8		10-12	10-12
Geometry & Measurement and Data Analysis	2.GM.1 2.GM.2 2.GM.3 2.GM.4 2.GM.5 2.GM.6 2.GM.7 2.GM.8 2 .GM.9 2.GM.10 2.GM.11 2.GM.12 2.DA.1 2.DA.2		11-13	11-13
Additional Information				

*Screener includes only these standards.
Testlets will be available for students needing additional screening or progress monitoring based on their scores and are available for the following concepts:
- Counting Sequence
- Counting Objects
- Decompose Numbers
- Place Value
- Add and Subtract
- Problem-Solving
- Comparing Numbers
- Shapes
- Data
- Time
- Measurement
- Foundations of Multiplication
- Foundations of Fractions
- Money

Diagnostic Testlets Progression 2024-2025
Testlets are available for students that flag on initial screener or interim assessments.

Reporting Category/ Component	Concepts	Testlet Name/Skills	Standards	Items per form	# of forms
Number & Place Value	Counting Sequence (CS)	Count by 1s within 10	K.NPV.1	10	3
		Count by 1s within 20	K.NPV.1	10	3
		Count by 1s and 10s within 50	K.NPV.1	10	3
		Count by 1s, 10s within 100	K.NPV.1	10	3
		Count by 1s, 5s, 10s within 120	1.NPV.1 1.NPV.2	10	3
		Count by 1s, 5s, 10s within 500	2.NPV.1	10	3
		Count by 1s, 5s, 10s, 100s within 1,000	2.NPV.1	10	3
	Counting Objects	Count Objects within 10	K.NPV.2	10	3
		Count Objects within 20	K.NPV.2	10	3
	Decompose Numbers	Decompose Numbers within 5	K.CAR.2	10	3

		Decompose Numbers within 10	K.CAR.2	10	3
	Place Value	Identify Numbers within 10	K.NPV.5	10	3
		Identify Numbers within 20	K.NPV.5	10	3
		Place Value within 20	K.NPV.6	10	3
		Place Value within 50	1.NPV.3	10	3
		Place Value within 100	1.NPV.3	10	3
		Place Value within 120	1.NPV.3 1.NPV.4	10	3
		Place Value within 500	2.NPV.2	10	3
		Place Value within 1,000	2.NPV.2	10	3
	Compare Numbers	Compare Numbers within 5	K.NPV.7 K.NPV.8	10	3
		Compare Numbers within 10	K.NPV.7 K.NPV.8	10	3
		Compare Numbers within 50	1.NPV.7	10	3
		Compare Numbers within 100	1.NPV.7	10	3
		Compare Numbers within 1,000	2.NPV.5	10	3
	Foundations of Fractions	Halves, Fourths & Thirds	1.NPV.8 2.NPV.6	10	3
Computation & Algebraic Reasoning	Add & Subtract	Add & Subtract Fluently within 5	K.CAR.4	10	3
		Add & Subtract Fluently within 10	K.CAR.4 1.CAR.1	10	3
		Add & Subtract Fluently with 20	2.CAR.1	10	3
		Add & Subtract Fluently within 100	2.CAR.2	10	3
		Add & Subtract with Strategies within 5	K.CAR.1 K.CAR.3	10	3
		Add & Subtract with Strategies within 10	K.CAR.1 K.CAR.3	10	3
		Add & Subtract with Strategies within 20	1.CAR.2 1.CAR.3	10	3

Reporting Category/ Component	Concepts	Testlet Name/Skills	Standards	Items per form	# of forms
		Add & Subtract with Strategies within 100	2.CAR.2 2.CAR.3 2.CAR.4	10	3
		Add & Subtract with Strategies within 1,000	2.CAR.6 3.CAR.1	10	3
	Problem Solving	Problem Solving within 10	K.CAR.5	10	3
		Problem Solving within 20	1.CAR.6 1.CAR.7	10	3
		Problem Solving within 100	2.CAR.7	10	3
	Foundations of Multiplication	Work with Arrays	2.CAR.5	10	3
		Determine Even & Odd Numbers	2.CAR.8	10	3
Geometry & Measurement and Data Analysis	Shapes	Identify 2D Shapes	K.GM.2 2.GM.1	10	1
		Identify 3D Shapes	K.GM.2 2.GM.2	10	1
		Attributes of Shapes	1.GM.1	10	3
	Data	Classify & Organize Objects	K.DA.1	10	3
		Create and Analyze Bar Graphs and Picture Graphs	1.DA.1 1.DA.2 2.DA.1 2.DA.2	10	3
		Create and Analyze Bar Graphs and Line Plots	2.DA.1 2.DA.2	10	3
	Time	Tell Time to Hour and Half-hour	1.GM.5	10	3
		Tell Time to the Nearest 5 Minutes	2.GM.9	10	3
	Measurement	Attributes & Comparing Length of 2 Objects	1.GM.3 1.GM.4	10	3

		Comparing Length of 3 objects & using nonstandard units to measure length	1.GM.3 1.GM.4	10	3
		Measure & Estimate Length using standard units of measure	2.GM.3 2.GM.5	10	3
	Money	Count collections of Coins and Bills & Solve Problems Involving Money	K.GM.8 1.GM.6 1.GM.7 2.GM.12	10	3

Additional Information

☐ Testlet forms will be added to on or before September 4, November 15, and February 17. As a result, by the end of the year the number of forms reflected in the chart above will be available in the system.

☐ Though testlets are intended to be administered after the screener, they may also be administered at the discretion of the teacher throughout the year to inform instruction, monitor progress, or for a student who lacks historical data.