

Kindergarten Benchmark Goals and Cut Points for Risk

Acadience Math Measure	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Math Composite Score	Above Benchmark	Likely to Need Core Support ^a	33 +	89 +	110 +
	At Benchmark	Likely to Need Core Support^b	24 – 32	72 – 88	92 – 109
	Below Benchmark	Likely to Need Strategic Support	<i>13 – 23</i>	<i>49 – 71</i>	<i>67 – 91</i>
	Well Below Benchmark	Likely to Need Intensive Support	<i>0 – 12</i>	<i>0 – 48</i>	<i>0 – 66</i>
Beginning Quantity Discrimination (BQD)	Above Benchmark	Likely to Need Core Support ^a	6 +	10 +	16 +
	At Benchmark	Likely to Need Core Support^b	5	7 – 9	13 – 15
	Below Benchmark	Likely to Need Strategic Support	<i>2 – 4</i>	<i>4 – 6</i>	<i>9 – 12</i>
	Well Below Benchmark	Likely to Need Intensive Support	<i>0 – 1</i>	<i>0 – 3</i>	<i>0 – 8</i>
Number Identification Fluency (NIF)	Above Benchmark	Likely to Need Core Support ^a	9 +	21 +	34 +
	At Benchmark	Likely to Need Core Support^b	6 – 8	14 – 20	25 – 33
	Below Benchmark	Likely to Need Strategic Support	<i>4 – 5</i>	<i>8 – 13</i>	<i>14 – 24</i>
	Well Below Benchmark	Likely to Need Intensive Support	<i>0 – 3</i>	<i>0 – 7</i>	<i>0 – 13</i>
Next Number Fluency (NNF)	Above Benchmark	Likely to Need Core Support ^a	7 +	13 +	16 +
	At Benchmark	Likely to Need Core Support^b	5 – 6	11 – 12	14 – 15
	Below Benchmark	Likely to Need Strategic Support	<i>2 – 4</i>	<i>7 – 10</i>	<i>10 – 13</i>
	Well Below Benchmark	Likely to Need Intensive Support	<i>0 – 1</i>	<i>0 – 6</i>	<i>0 – 9</i>

The benchmark goal is the number that is **bold**. The cut point for risk is the number that is *italicized*.

^a Some students may benefit from instruction on more advanced skills.

^b Some students may require monitoring and strategic support on component skills.

First Grade Benchmark Goals and Cut Points for Risk

Acadience Math Measure	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Math Composite Score	Above Benchmark	Likely to Need Core Support ^a	148 +	53 +	68 +
	At Benchmark	Likely to Need Core Support^b	124 – 147	46 – 52	59 – 67
	Below Benchmark	Likely to Need Strategic Support	<i>81 – 123</i>	<i>33 – 45</i>	<i>44 – 58</i>
	Well Below Benchmark	Likely to Need Intensive Support	<i>0 – 80</i>	<i>0 – 32</i>	<i>0 – 43</i>
Number Identification Fluency (NIF)	Above Benchmark	Likely to Need Core Support ^a	33 +	–	–
	At Benchmark	Likely to Need Core Support^b	27 – 32	–	–
	Below Benchmark	Likely to Need Strategic Support	<i>16 – 26</i>	–	–
	Well Below Benchmark	Likely to Need Intensive Support	<i>0 – 15</i>	–	–
Next Number Fluency (NNF)	Above Benchmark	Likely to Need Core Support ^a	14 +	–	–
	At Benchmark	Likely to Need Core Support^b	12 – 13	–	–
	Below Benchmark	Likely to Need Strategic Support	<i>9 – 11</i>	–	–
	Well Below Benchmark	Likely to Need Intensive Support	<i>0 – 8</i>	–	–
Advanced Quantity Discrimination (AQD)	Above Benchmark	Likely to Need Core Support ^a	13 +	22 +	25 +
	At Benchmark	Likely to Need Core Support^b	10 – 12	19 – 21	22 – 24
	Below Benchmark	Likely to Need Strategic Support	<i>6 – 9</i>	<i>14 – 18</i>	<i>17 – 21</i>
	Well Below Benchmark	Likely to Need Intensive Support	<i>0 – 5</i>	<i>0 – 13</i>	<i>0 – 16</i>
Missing Number Fluency (MNF)	Above Benchmark	Likely to Need Core Support ^a	6 +	9 +	12 +
	At Benchmark	Likely to Need Core Support^b	4 – 5	8	10 – 11
	Below Benchmark	Likely to Need Strategic Support	<i>2 – 3</i>	<i>6 – 7</i>	<i>8 – 9</i>
	Well Below Benchmark	Likely to Need Intensive Support	<i>0 – 1</i>	<i>0 – 5</i>	<i>0 – 7</i>
Computation (Comp)	Above Benchmark	Likely to Need Core Support ^a	6 +	14 +	20 +
	At Benchmark	Likely to Need Core Support^b	5	11 – 13	17 – 19
	Below Benchmark	Likely to Need Strategic Support	<i>3 – 4</i>	<i>7 – 10</i>	<i>11 – 16</i>
	Well Below Benchmark	Likely to Need Intensive Support	<i>0 – 2</i>	<i>0 – 6</i>	<i>0 – 10</i>

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^b Some students may require monitoring and strategic support on component skills.

Second Grade Benchmark Goals and Cut Points for Risk

Acadience Math Measure	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Math Composite Score	Above Benchmark	Likely to Need Core Support ^a	32 +	57 +	86 +
	At Benchmark	Likely to Need Core Support^b	24 – 31	46 – 56	66 – 85
	Below Benchmark	Likely to Need Strategic Support	16 – 23	30 – 45	48 – 65
	Well Below Benchmark	Likely to Need Intensive Support	0 – 15	0 – 29	0 – 47
Computation (Comp)	Above Benchmark	Likely to Need Core Support ^a	8 +	14 +	19 +
	At Benchmark	Likely to Need Core Support^b	6 – 7	11 – 13	15 – 18
	Below Benchmark	Likely to Need Strategic Support	3 – 5	8 – 10	10 – 14
	Well Below Benchmark	Likely to Need Intensive Support	0 – 2	0 – 7	0 – 9
Concepts and Applications (C&A)	Above Benchmark	Likely to Need Core Support ^a	18 +	31 +	47 +
	At Benchmark	Likely to Need Core Support^b	14 – 17	24 – 30	35 – 46
	Below Benchmark	Likely to Need Strategic Support	8 – 13	15 – 23	23 – 34
	Well Below Benchmark	Likely to Need Intensive Support	0 – 7	0 – 14	0 – 22

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Third Grade Benchmark Goals and Cut Points for Risk

Acadience Math Measure	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Math Composite Score	Above Benchmark	Likely to Need Core Support ^a	56 +	99 +	126 +
	At Benchmark	Likely to Need Core Support^b	49 – 55	83 – 98	101 – 125
	Below Benchmark	Likely to Need Strategic Support	33 – 48	57 – 82	74 – 100
	Well Below Benchmark	Likely to Need Intensive Support	0 – 32	0 – 56	0 – 73
Computation (Comp)	Above Benchmark	Likely to Need Core Support ^a	15 +	25 +	35 +
	At Benchmark	Likely to Need Core Support^b	13 – 14	22 – 24	29 – 34
	Below Benchmark	Likely to Need Strategic Support	9 – 12	16 – 21	21 – 28
	Well Below Benchmark	Likely to Need Intensive Support	0 – 8	0 – 15	0 – 20
Concepts and Applications (C&A)	Above Benchmark	Likely to Need Core Support ^a	28 +	50 +	59 +
	At Benchmark	Likely to Need Core Support^b	23 – 27	40 – 49	47 – 58
	Below Benchmark	Likely to Need Strategic Support	13 – 22	24 – 39	32 – 46
	Well Below Benchmark	Likely to Need Intensive Support	0 – 12	0 – 23	0 – 31

The benchmark goal is the number that is **bold**. The cut point for risk is the number that is *italicized*.

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^b Some students may require monitoring and strategic support on component skills.