

Reflex Readiness Quiz -Administrator Instructions

Step 1: Administer Test A

- Print Fact Fluency Readiness [Test A](#)
- Ask your students to answer the five questions and turn in the paper to you

Step 2: Score Test A

- Score your students tests and place them in two piles
 1. Students who score 4 or 5 – these students are ready to begin building addition and subtraction math fact fluency with Reflex
 2. Students who score 3 or below – these students are at risk of struggling in Reflex and should receive intervention work on the connections among addition and subtraction, cardinality, and counting.

Step 3: Intervene With Students Who Score 3 or Below

- Use the instructions in the Addition & Subtraction Concepts document to work with these students to develop the abilities to count up and count down instead of counting all when they add and subtract.

Step 4: Reassess Students

- You can use your own professional judgement based on your one-on-one interviews with the student to determine if they have the appropriate conceptual understanding of the operations to begin building automaticity, or
- You can use [Test B](#) or [Test C](#) to retest your students

If a student misses more than 1 question on the fact fluency readiness assessment, please use the following guidance as you work with the student to prepare him/her for developing automaticity.

Addition Concepts

Prior to developing automaticity with addition facts, students should acquire basic connections among addition, cardinality, and counting.

One way to determine a student's comprehension of addition as it relates to the cardinal meaning of whole numbers is to ask a question such as *Julie has 13 stickers on her left shoe and 2 stickers on her right shoe. How many total stickers are on Julie's shoes?*

Prior to using Reflex, students should be able to answer addition questions using a *counting on* rather than a *counting all* strategy. For example, a Reflex-ready student should be able to answer $24 + 3 = ?$ by beginning at 24 and counting up 3: 24, 25, 26, 27.

Simple skip counting questions, such as asking a student to provide the next number in the sequence 21, 23, 25, 27 ..., also provide insight into a student's comprehension of addition and counting.

The best way to assess a student's conceptual understanding is through 1-1 dialogue. A short [video on assessing student's readiness](#) illustrates this technique.

Subtraction Concepts

Prior to developing automaticity with subtraction facts, students should acquire basic connections among subtraction, cardinality, and counting.

One way to determine a student's comprehension of subtraction as it relates to the cardinal meaning of whole numbers is to ask a question such as *Francisco has 16 books. He gives 3 books to his younger sister. How many books does he have now?*

Prior to beginning Reflex, students should be able to answer subtraction questions using a *counting down* strategy. For example, a Reflex-ready student should be able to answer $36 - 2 = ?$ by beginning at 36 and counting down 2: 36, 35, 34.

Simple skip counting questions, such as asking a student to provide the next number in the sequence 29, 26, 23 ..., also provide insight into a student's comprehension of subtraction and counting.

The best way to assess a student's conceptual understanding is through 1-1 dialogue. A short [video on assessing student's readiness](#) illustrates this technique.