Early Math Fluency Probes: To Measure Student 'Number Sense': Grades K-1			
Number Identification (1 minute probe)			
Grade/Percentile	Fall	Winter	Spring
Kindergarten/50th percentile	31	48	55
Grade 1/50th percentile	43	57	62
Quantity Discrimination (1 minute probe)			
Grade/Percentile	Fall	Winter	Spring
Kindergarten/50th percentile	10	19	27
Grade 1/50th percentile	22	31	34
Missing Number (1 minute probe)			
Grade/Percentile	Fall	Winter	Spring
Kindergarten/50th percentile	04	11	15
Grade 1/50th percentile	12	17	19
Source: AIMSweb. (2006). *Growth table multi-year aggregate 2006-2007 school year*. Retrieved on September 23, 2011, from http://www.miu4.k12.pa.us/textfiles/datatools/IU%20norms.pdf. NOTE: The original growth table from AIMSweb has percentile rankings for 10-90%iles.			

Curriculum-Based Measurement: Math Computation (Adapted from Deno & Mirkin, 1977)		
Grade	Digits Correct in 2 Minutes	Digits Incorrect in 2 Minutes
1-3	20-38	6-14
4 & Up	40-78	6-14
Comments: These math computation norms are still widely referenced. However, the norms were collected nearly 30 years ago and may not be widely representative because they were drawn from a relatively small sample of students. Additionally, the norms make no distinction between easy and more challenging math computation problem types. Because of these limitations, these norms are best regarded as a rough indicator of 'typical' student math computation skills.		

Curriculum-Based Measurement: Math Computation Fluency Norms (Fuchs & Fuchs, n.d.)		
Grade	Time Limit	End-of-Year Benchmark/Digits Correct
1	2 minutes	20 Digits
2	2 minutes	20 Digits
3	3 minutes	30 Digits
4	3 minutes	40 Digits
5	5 minutes	30 Digits
6	6 minutes	35 Digits
Sources: Fuchs, L. S., & Fuchs, D. (n.d.). *Using curriculum-based measurements in Response to Intervention framework: Introduction to using CBM for progress-monitoring in math.* Retrieved on September 23, 2011, from http://old.rti4success.org/images/stories/cbmModules/cbmmathmanual_6-5-09.doc		