Acadience® Math: Summary of Benchmark Goals and Cut Points for Risk

Each cell is shown as **above benchmark / benchmark goal / cut point for risk**.

Measure	K Beg	K Mid	K End	G1 Beg	G1 Mid	G1 End	G2 Beg	G2 Mid	G2 End	G3 Beg	G3 Mid	G3 End	G4 Beg	G4 Mid	G4 End	G5 Beg	G5 Mid	G5 End	G6 Beg	G6 Mid	G6 End
Math Composite Score	33/24/13	89/72/49	110/92/67	148/124/81	53/46/33	68/59/44	32/24/16	57/46/30	86/66/48	56/49/33	99/83/57	126/101/74	84/70/47	101/83/55	150/117/81	65/53/35	118/93/63	149/116/79	85/73/46	125/104/72	159/132/94
Beginning Quantity Discrimination (BQD)	6/5/2	10/7/4	16/13/9																		
Number Identification Fluency (NIF)	9/6/4	21/14/8	34/25/14	33/27/16																	
Next Number Fluency (NNF)	7/5/2	13/11/7	16/14/10	14/12/9																	
Advanced Quantity Discrimination (AQD)					13/10/6	22/19/14	25/22/17														
Missing Number Fluency (MNF)					6/4/2	9/8/6	12/10/8														
Computation (Comp)				6/5/3	14/11/7	20/17/11	8/6/3	14/11/8	19/15/10	15/13/9	25/22/16	35/29/21	21/17/12	39/31/21	58/46/33	32/27/18	66/52/31	70/56/38	46/39/28	66/54/37	77/66/47
Concepts and Applications (C&A)							18/14/8	31/24/15	47/35/23	28/23/13	50/40/24	59/47/32	44/34/21	63/49/30	93/71/46	33/25/15	53/42/26	81/62/40	38/30/18	60/46/30	82/67/49

Grade groupings (each with Beg / Mid / End): Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade.

Math Composite Score: A combination of multiple Acadience Math scores, which provides the best overall estimate of the student's math proficiency. For information on how to calculate the composite score, see the *Acadience Math Benchmark Goals Document*.

ABOVE BENCHMARK (small blue number in each box): Students scoring above the benchmark are highly likely to achieve important math outcomes (approximately 90% to 99% overall). These scores are identified as *Above Benchmark*. While students scoring Above Benchmark are likely to need *Core Support*, some may benefit from instruction on more advanced skills.

BENCHMARK GOAL (large bold number in the middle of the box): Students scoring at or above the benchmark goal have the odds in their favor (approximately 80% to 90% overall) of achieving later important math outcomes. These scores are identified as *At or Above Benchmark* and the students are likely to need *Core Support*.

CUT POINT FOR RISK (small red number in each box): Students scoring below the cut point for risk are unlikely (approximately 10%–20% overall) to achieve subsequent goals without receiving additional, targeted instructional support. These scores are identified as *Well Below Benchmark* and the students are likely to need *Intensive Support*.

Scores below the benchmark goal and at or above the cut point for risk are identified as *Below Benchmark*. In this range, a student's future performance is harder to predict, and these students are likely to need *Strategic Support*.