







# AIMSweb Number Identification

## Directions

### Number Identification Standard Directions for 1-Minute Administration

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
3. Say these exact directions to the student:

"Look at the paper in front of you. It has a number on it (demonstrate by pointing). What number is this?"

#### Example 1

**Correct Response:**

"Good. The number is 8. Look at the number next to 8 (demonstrate by pointing). What number is this?"

**Incorrect response:**

"This number is 8 (point to 8). What number is this? Good. Let's try another one. Look at the number next to 8 (demonstrate by pointing). What number is this?"

#### Example 2

**Correct Response:**

"Good. The number is 4." (Turn the page.)

**Incorrect Response:**

"This number is 4 (point to 4). What number is this? Good. (Turn the page.)

"The paper in front of you has numbers on it. When I say start, I want you to tell me what the numbers are. Start here and go across the page (demonstrate by pointing). If you come to a number you don't know, I'll tell you what to do. Are there any questions? Put your finger on the first one. Ready, start."

4. Start your stopwatch. If the student fails to answer the first problem after 3 seconds, tell the student to "try the next one."
5. If the student does not get any correct within the first 5 items discontinue the task and record a score of zero.
6. Follow along on the examiner copy. Put a slash (/) through any incorrects.
7. The maximum time for each item is 3 seconds. If a student does not provide an answer within 3 seconds, tell the student to "try the next one."
8. At the end of 1 minute, place a bracket (]) around the last item completed and say "Stop."

## Benchmark Period #3 – Spring Kindergarten AIMSweb Missing Number

_ 2 3	3 4 _	2 _ 4	/ 3 (3)
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_ 9 10	3 _ 5	7 _ 9	/ 3 (6)
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_ 7 8	4 5 _	_ 8 9	/ 3 (9)
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_ 4 5	4 _ 6	2 3 _	/ 3 (12)
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8 9 _	5 _ 7	6 _ 8	/ 3 (15)
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1 2 _	1 _ 3	8 _ 10	/ 3 (18)
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6 7 _	_ 6 7	5 6 _	/ 3 (21)
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Total Corrects: \_\_\_\_\_

## AIMSweb Missing Number Directions

### Missing Number Standard Directions for 1-Minute Administration

- Place the student copy in front of the student.
- Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
- Say these exact directions to the student:  
 "The box in front of you has two numbers in it (point to first box). I want you to tell me the number that goes in the blank. What number goes in the blank?"

<b>Correct Response:</b> "Good. 1 is the number that goes in the blank. Let's try another one (point to second box). What number goes in the blank?" See 1, 2, 3 (demonstrate by pointing). 1 goes in the blank. Let's try another one (point to second box). What number goes in the blank?"	<b>Incorrect response:</b> "The number that goes in the box is 1. See 1, 2, 3 (demonstrate by pointing). 1 goes in the blank. Let's try another one (point to second box). What number goes in the blank?"
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<b>Correct Response:</b> "Good. 7 is the number that goes in the blank." (Turn the page.) <b>Incorrect Response:</b> "The number that goes in the blank is 7. See 5, 6, 7 (demonstrate by pointing). 7 goes in the blank." (Turn the page.)	<b>Correct Response:</b> "Good. 7 is the number that goes in the blank." (Turn the page.) <b>Incorrect Response:</b> "The number that goes in the blank is 7. See 5, 6, 7 (demonstrate by pointing). 7 goes in the blank." (Turn the page.)
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- The piece of paper in front of you has boxes with numbers in them. When I say start you are going to tell me the number that goes in the blank for each box. Start with the first box and go across the row (demonstrate by pointing). Then go to the next row. If you come to one you don't know, I'll tell you what to do. Are there any questions? Put your finger on the first one. Ready, start."
- Start your stopwatch. If the student fails to answer the first problem after 3 seconds, tell the student to "try the next one."
- If the student does not get any correct within the first 5 items discontinue the task and record a score of zero.
- Follow along on the examiner copy. Put a slash (/) through any incorrects.
- The maximum time for each item is 3 seconds. If a student does not provide an answer within 3 seconds, tell the student to "try the next one."
- At the end of 1 minute, place a bracket (]) around the last item completed and say "Stop."

## Benchmark Period #1 – Fall Kindergarten AIMSweb Number Identification

17 (7)	6	5	1	0	9	7	8
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17 (14)	3	2	8	9	6	1	7
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17 (21)	10	1	5	9	8	0	7
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17 (28)	6	3	8	9	2	5	4
---------	---	---	---	---	---	---	---

17 (35)	6	7	9	0	10	2	1
---------	---	---	---	---	----	---	---

17 (42)	8	9	2	6	1	10	0
---------	---	---	---	---	---	----	---

17 (49)	10	8	4	2	1	9	6
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17 (56)	3	1	7	5	4	6	0
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Total Corrects: \_\_\_\_\_

AIMSweb Quantity Discrimination  
**Directions**

**Quantity Discrimination Standard Directions for 1-Minute Administration**

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
3. Say these exact directions to the student:

“Look at the paper in front of you. It has two numbers in it (demonstrate by pointing). I want you to tell me the number that is bigger.”

**Example 1**

<p><b>Correct Response:</b>          “Good. The bigger number is 7. Look at this box (demonstrate by pointing). It has two numbers in it. Tell me the number that is bigger.”</p>	<p><b>Incorrect response:</b>          “The bigger number is 7. You should have said 7 because 7 is bigger than 4. Now look at this box (demonstrate by pointing). It has two numbers in it. Tell me the number that is bigger.”</p>
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**Example 2**

<p><b>Correct Response:</b>          “Good. The bigger number is 4.” (Turn the page.)</p>	<p><b>Incorrect Response:</b>          “The bigger number is 4. You should have said 4 because 4 is bigger than 2.” (Turn the page.)</p>
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“The paper in front of you has boxes on it. In the boxes are two numbers. When I say start, I want you to tell me the number in the box that is bigger. Start here and go across the page (demonstrate by pointing). If you come to a box and you don’t know which number is bigger, I’ll tell you what to do. Are there any questions? Put your finger on the first one. Ready, start.”

4. Start your stopwatch. If the student fails to answer the first problem after 3 seconds, tell the student to “try the next one.”
5. If the student does not get any correct within the first 5 items discontinue the task and record a score of zero.
6. Follow along on the examiner copy. Put a slash (/) through any incorrects.
7. The maximum time for each item is 3 seconds. If a student does not provide an answer within 3 seconds, tell the student to “try the next one.”
8. At the end of 1 minute, place a bracket (]) around the last item completed and say “Stop.”

**Benchmark Period #3 – Spring**  
**Kindergarten AIMSweb Quantity Discrimination**

3 8	6 2	8 6	10 1	/ 4 (4)
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8 9	0 6	6 4	7 8	/ 4 (8)
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5 4	3 0	9 6	2 9	/ 4 (12)
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2 7	1 7	10 9	7 4	/ 4 (16)
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6 10	2 10	7 10	10 2	/ 4 (20)
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3 10	5 8	4 8	4 0	/ 4 (24)
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0 5	5 1	3 9	1 9	/ 4 (28)
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Total Corrects: \_\_\_\_\_

## AIMSweb Quantity Discrimination

### Directions

#### Quantity Discrimination Standard Directions for 1-Minute Administration

- Place the student copy in front of the student.
- Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
- Say these exact directions to the student:  
 "Look at the paper in front of you. It has two numbers in it (demonstrate by pointing). I want you to tell me the number that is bigger."

#### Example 1

<p><b>Correct Response:</b>          "Good. The bigger number is 7. Look at this box (demonstrate by pointing). It has two numbers in it. Tell me the number that is bigger."          Now look at this box (demonstrate by pointing). It has two numbers in it. Tell me the number that is bigger.</p>	<p><b>Incorrect response:</b>          "The bigger number is 7. You should have said 7 because 7 is bigger than 4."          Now look at this box (demonstrate by pointing). It has two numbers in it. Tell me the number that is bigger.</p>
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#### Example 2

<p><b>Correct Response:</b>          "Good. The bigger number is 4." (Turn the page.)</p>	<p><b>Incorrect Response:</b>          "The bigger number is 4. You should have said 4 because 4 is bigger than 2." (Turn the page.)</p>
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- The paper in front of you has boxes on it. In the boxes are two numbers. When I say start, I want you to tell me the number in the box that is bigger. Start here and go across the page (demonstrate by pointing). If you come to a box and you don't know which number is bigger, I'll tell you what to do. Are there any questions? Put your finger on the first one. Ready, start!"
- Start your stopwatch. If the student fails to answer the first problem after 3 seconds, tell the student to "try the next one."
- If the student does not get any correct within the first 5 items discontinue the task and record a score of zero.
- Follow along on the examiner copy. Put a slash (/) through any incorrects.
- The maximum time for each item is 3 seconds. If a student does not provide an answer within 3 seconds, tell the student to "try the next one."
- At the end of 1 minute, place a bracket (]) around the last item completed and say "Stop."

## Benchmark Period #1 – Fall

### Kindergarten AIMSweb Quantity Discrimination

7 1	6 5	10 2	10 0
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/ 4 (4)

1 0	0 5	7 9	9 3
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/ 4 (8)

4 0	3 2	4 5	9 1
-----	-----	-----	-----

/ 4 (12)

0 7	3 8	7 2	10 1
-----	-----	-----	------

/ 4 (16)

2 4	5 9	0 6	2 6
-----	-----	-----	-----

/ 4 (20)

2 5	10 9	8 9	1 3
-----	------	-----	-----

/ 4 (24)

0 3	9 7	10 3	1 5
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/ 4 (28)

Total Corrects: \_\_\_\_\_

## AIMSweb Missing Number Directions

### Missing Number Standard Directions for 1-Minute Administration

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
3. Say these exact directions to the student:

“The box in front of you has two numbers in it (point to first box). I want you to tell me the number that goes in the blank. What number goes in the blank?”

#### Example 1

**Correct Response:**

“Good. 1 is the number that goes in the blank. Let’s try another one (point to second box). What number goes in the blank?”

**Incorrect response:**

“The number that goes in the box is 1. See 1, 2, 3 (demonstrate by pointing). 1 goes in the blank. Let’s try another one (point to second box). What number goes in the blank?”

#### Example 2

**Correct Response:**

“Good. 7 is the number that goes in the blank.” (Turn the page.)

**Incorrect Response:**

“The number that goes in the blank is 7. See 5, 6, 7 (demonstrate by pointing). 7 goes in the blank.” (Turn the page.)

“The piece of paper in front of you has boxes with numbers in them. When I say start you are going to tell me the number that goes in the blank for each box. Start with the first box and go across the row (demonstrate by pointing). Then go to the next row. If you come to one you don’t know, I’ll tell you what to do. Are there any questions? Put your finger on the first one. Ready, start.”

4. Start your stopwatch. If the student fails to answer the first problem after 3 seconds, tell the student to “try the next one.”
5. If the student does not get any correct within the first 5 items discontinue the task and record a score of zero.
6. Follow along on the examiner copy. Put a slash (/) through any incorrects.
7. The maximum time for each item is 3 seconds. If a student does not provide an answer within 3 seconds, tell the student to “try the next one.”
8. At the end of 1 minute, place a bracket (]) around the last item completed and say “Stop.”

## Benchmark Period #3 – Spring Kindergarten AIMSweb Number Identification

0	8	3	7	1	4	2	/ 7 (7)
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8	3	1	4	5	10	2	/ 7 (14)
---	---	---	---	---	----	---	----------

3	2	4	5	1	8	7	/ 7 (21)
---	---	---	---	---	---	---	----------

5	7	1	10	4	8	3	/ 7 (28)
---	---	---	----	---	---	---	----------

4	3	0	9	8	7	5	/ 7 (35)
---	---	---	---	---	---	---	----------

1	2	10	0	4	6	9	/ 7 (42)
---	---	----	---	---	---	---	----------

6	10	5	0	2	8	1	/ 7 (49)
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10	8	0	1	5	2	4	/ 7 (56)
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Total Corrects: \_\_\_\_\_

## AIMSweb Number Identification

### Directions

#### Number Identification Standard Directions for 1-Minute Administration

- Place the student copy in front of the student.
- Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
- Say these exact directions to the student:  
 "Look at the paper in front of you. It has a number on it (demonstrate by pointing). What number is this?"

<b>Correct Response:</b> "Good. The number is 8. Look at the number next to 8 (demonstrate by pointing). What number is this?"	<b>Incorrect response:</b> "This number is 8 (point to 8). What number is this? Good. Let's try another one. Look at the number next to 8 (demonstrate by pointing). What number is this?"
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<b>Correct Response:</b> "Good. The number is 4." (Turn the page.)	<b>Incorrect Response:</b> "This number is 4 (point to 4). What number is this? Good. (Turn the page.)"
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- "The paper in front of you has numbers on it. When I say start, I want you to tell me what the numbers are. Start here and go across the page (demonstrate by pointing). If you come to a number you don't know, I'll tell you what to do. Are there any questions? Put your finger on the first one. Ready, start."
- Start your stopwatch. If the student fails to answer the first problem after 3 seconds, tell the student to "try the next one."
  - If the student does not get any correct within the first 5 items discontinue the task and record a score of zero.
  - Follow along on the examiner copy. Put a slash (/) through any incorrects.
  - The maximum time for each item is 3 seconds. If a student does not provide an answer within 3 seconds, tell the student to "try the next one."
  - At the end of 1 minute, place a bracket (]) around the last item completed and say "Stop."

## Benchmark Period #1 – Fall Kindergarten AIMSweb Missing Number

/ 3 (3)	5 6	_	4 5	_	6 7
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/ 3 (6)	_ 5 6	_	3 4	_	2 3
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/ 3 (9)	6	_	8 7 8	_	2	_	4
---------	---	---	-------	---	---	---	---

/ 3 (12)	1	_	3 2 3	_	1 2	_
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/ 3 (15)	_ 8 9	_	4	_	6	_	9 10
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/ 3 (18)	_ 7 8	_	7 9	_	4 5
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/ 3 (21)	8 9	_	8	_	10 3	_	5
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Total Corrects: \_\_\_\_\_

## AIMSweb Oral Counting Fluency

*Directions*

## Benchmark Period #3 – Spring

*Kindergarten AIMSweb Oral Counting*

### Oral Counting Standard Directions for 1-Minute Administration

1. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
2. Say these specific directions to the student:  

“When I say start I want you to start counting aloud from 1 like this 1, 2, 3 until I tell you to stop. If you come to a number you don’t know, I’ll tell it to you. Be sure to do your best counting. Are there any questions? Ready, start.”
3. Start your stopwatch. If the student fails to say “1” after 3 seconds, say “1” and continue.
4. Follow along on the examiner copy. Score according to scoring rules. After one minute has expired, place a bracket after the last number said and say “Stop.”

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Total Corrects: \_\_\_\_\_

## AIMSweb Oral Counting Fluency

### Directions

#### Oral Counting Standard Directions for 1-Minute Administration

1. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.

2. Say these specific directions to the student:

"When I say start I want you to start counting aloud from 1 like this 1, 2, 3 until I tell you to stop. If you come to a number you don't know, I'll tell it to you. Be sure to do your best counting. Are there any questions? Ready, start."

3. Start your stopwatch. If the student fails to say "1" after 3 seconds, say "1" and continue.

4. Follow along on the examiner copy. Score according to scoring rules. After one minute has expired, place a bracket after the last number said and say "Stop."

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

#### Benchmark Period #2 – Winter Kindergarten AIMSweb Oral Counting

Total Corrects: \_\_\_\_\_

AIMSweb Number Identification  
**Directions**

**Number Identification Standard Directions for 1-Minute Administration**

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
3. Say these exact directions to the student:

"Look at the paper in front of you. It has a number on it (demonstrate by pointing). What number is this?"

**Example 1**

<p><b>Correct Response:</b>  <i>"Good. The number is 8. Look at the number next to 8 (demonstrate by pointing). What number is this?"</i></p>	<p><b>Incorrect response:</b>  <i>"This number is 8 (point to 8). What number is this? Good. Let's try another one. Look at the number next to 8 (demonstrate by pointing). What number is this?"</i></p>
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**Example 2**

<p><b>Correct Response:</b>  <i>"Good. The number is 4." (Turn the page.)</i></p>	<p><b>Incorrect Response:</b>  <i>"This number is 4 (point to 4). What number is this? Good. (Turn the page.)"</i></p>
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"The paper in front of you has numbers on it. When I say start, I want you to tell me what the numbers are. Start here and go across the page (demonstrate by pointing). If you come to a number you don't know, I'll tell you what to do. Are there any questions? Put your finger on the first one. Ready, start."

4. Start your stopwatch. If the student fails to answer the first problem after 3 seconds, tell the student to "try the next one."
5. If the student does not get any correct within the first 5 items discontinue the task and record a score of zero.
6. Follow along on the examiner copy. Put a slash (/) through any incorrects.
7. The maximum time for each item is 3 seconds. If a student does not provide an answer within 3 seconds, tell the student to "try the next one."
8. At the end of 1 minute, place a bracket (]) around the last item completed and say "Stop."

**Benchmark Period #2 – Winter**  
**Kindergarten AIMSweb Missing Number**

3 _ 5	4 _ 6	_ 6 7	/ 3 (3)
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8 _ 10	8 9 _	4 5 _	/ 3 (6)
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_ 8 9	_ 2 3	3 4 _	/ 3 (9)
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_ 9 10	_ 3 4	5 6 _	/ 3 (12)
--------	-------	-------	----------

7 8 _	2 3 _	_ 5 6	/ 3 (15)
-------	-------	-------	----------

1 2 _	5 _ 7	_ 4 5	/ 3 (18)
-------	-------	-------	----------

7 _ 9	1 _ 3	_ 7 8	/ 3 (21)
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Total Corrects: \_\_\_\_\_

## AIMSweb Missing Number Directions

### Missing Number Standard Directions for 1-Minute Administration

- Place the student copy in front of the student.
- Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
- Say these exact directions to the student:  
 "The box in front of you has two numbers in it (point to first box). I want you to tell me the number that goes in the blank. What number goes in the blank?"

#### Example 1

<p><b>Correct Response:</b>          "Good. 1 is the number that goes in the blank. Let's try another one (point to second box). What number goes in the blank?"</p>	<p><b>Correct Response:</b>          "The number that goes in the box is 1. See 1, 2, 3 (demonstrate by pointing). 1 goes in the blank. Let's try another one (point to second box). What number goes in the blank?"</p>
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<p><b>Correct Response:</b>          "Good. 7 is the number that goes in the blank." (Turn the page.)</p>	<p><b>Incorrect Response:</b>          "The number that goes in the blank is 7. See 5, 6, 7 (demonstrate by pointing). 7 goes in the blank." (Turn the page.)</p>
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- "The piece of paper in front of you has boxes with numbers in them. When I say start you are going to tell me the number that goes in the blank for each box. Start with the first box and go across the row (demonstrate by pointing). Then go to the next row. If you come to one you don't know, I'll tell you what to do. Are there any questions? Put your finger on the first one. Ready, start."
- Start your stopwatch. If the student fails to answer the first problem after 3 seconds, tell the student to "try the next one."
  - If the student does not get any correct within the first 5 items discontinue the task and record a score of zero.
  - Follow along on the examiner copy. Put a slash (/) through any incorrects.
  - The maximum time for each item is 3 seconds. If a student does not provide an answer within 3 seconds, tell the student to "try the next one."
  - At the end of 1 minute, place a bracket (]) around the last item completed and say "Stop."

## Benchmark Period #2 – Winter Kindergarten AIMSweb Number Identification

17 (7)	7	2	3	5	4	6	0
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17 (14)	9	7	8	1	0	4	5
---------	---	---	---	---	---	---	---

17 (21)	1	6	7	9	2	0	10
---------	---	---	---	---	---	---	----

17 (28)	3	8	7	9	4	2	10
---------	---	---	---	---	---	---	----

17 (35)	0	10	9	6	5	4	1
---------	---	----	---	---	---	---	---

17 (42)	3	2	9	0	1	6	7
---------	---	---	---	---	---	---	---

17 (49)	9	10	1	6	7	5	2
---------	---	----	---	---	---	---	---

17 (56)	9	1	3	5	7	4	0
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Total Corrects: \_\_\_\_\_

AIMSweb Quantity Discrimination  
**Directions**

**Quantity Discrimination Standard Directions for 1-Minute Administration**

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
3. Say these exact directions to the student:

"Look at the paper in front of you. It has two numbers in it (demonstrate by pointing). I want you to tell me the number that is bigger."

**Example 1**

**Correct Response:**

"Good. The bigger number is 7. Look at this box (demonstrate by pointing). It has two numbers in it. Tell me the number that is bigger."

**Incorrect response:**

"The bigger number is 7. You should have said 7 because 7 is bigger than 4. Now look at this box (demonstrate by pointing). It has two numbers in it. Tell me the number that is bigger."

**Example 2**

**Correct Response:**

"Good. The bigger number is 4." (Turn the page.)

**Incorrect Response:**

"The bigger number is 4. You should have said 4 because 4 is bigger than 2." (Turn the page.)

"The paper in front of you has boxes on it. In the boxes are two numbers. When I say start, I want you to tell me the number in the box that is bigger. Start here and go across the page (demonstrate by pointing). If you come to a box and you don't know which number is bigger, I'll tell you what to do. Are there any questions? Put your finger on the first one. Ready, start."

4. Start your stopwatch. If the student fails to answer the first problem after 3 seconds, tell the student to "try the next one."
5. If the student does not get any correct within the first 5 items discontinue the task and record a score of zero.
6. Follow along on the examiner copy. Put a slash (/) through any incorrects.
7. The maximum time for each item is 3 seconds. If a student does not provide an answer within 3 seconds, tell the student to "try the next one."
8. At the end of 1 minute, place a bracket (]) around the last item completed and say "Stop."

**Benchmark Period #2 – Winter**  
**Kindergarten AIMSweb Quantity Discrimination**

8 9	6 8	5 3	0 1	/ 4 (4)
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10 9	2 3	9 3	8 5	/ 4 (8)
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8 4	0 5	5 0	9 10	/ 4 (12)
-----	-----	-----	------	----------

5 7	5 9	8 10	0 7	/ 4 (16)
-----	-----	------	-----	----------

1 3	3 8	4 8	8 6	/ 4 (20)
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4 3	7 3	9 6	9 1	/ 4 (24)
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9 5	7 0	0 3	10 5	/ 4 (28)
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Total Corrects: \_\_\_\_\_