

Verbal Assessments

Verbal Checkups are designed to gauge a student's mental math skills with basic arithmetic. There are two verbal assessments:

Numerical Fluency: Addition and Subtraction	Numerical Fluency: Multiplication and Division
This verbal checkup covers basic addition and subtraction facts like $3+5$, $13-8$, and $2+9$.	This verbal checkup covers basic multiplication and division facts like 2×5 , 12×3 , and $12 \div 3$

When to Administer a Verbal Checkup

If you are an instructor with more than two students at your table, try to look for "floating instructors" or a Lead Instructor to administer the verbal checkup. The administering instructor **should not answer any other student questions** during the testing period.

How to Administer a Verbal Checkup

Note: Verbal Checkups should only be administered by trained instructors who have completed the Radius training.

1. With every verbal checkup, there will be a set of "Student Pages" and a rubric. Place the "Student Pages" directly in front of the student

1) Adding On to the Larger Number

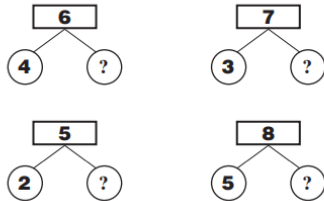
$8 + 1$ $3 + 2$ $1 + 7$ $2 + 5$

2) 10 Plus a Single-Digit Number

$10 + 3$ $6 + 10$

$10 + \underline{\quad} = 19$ $10 + \underline{\quad} = 17$

3) Decomposing Single-Digit Numbers



1) Adding On to the Larger Number

N A C M

	8 + 1	3 + 2	1 + 7	2 + 5
Correct (Y or N) <i>Circle S if the student takes longer than 5 to 5 seconds to answer correctly.</i>	Y S N	Y S N	Y S N	Y S N
Started at the Larger Number				
Started at the Smaller Number				
Other Method				
No Method Stated				

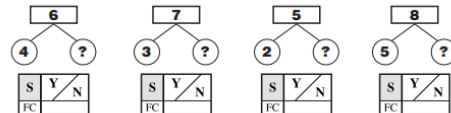
2) 10 Plus a Single-Digit Number

N A C M

$10 + 3$ $6 + 10$ $10 + \underline{\quad} = 19$ $10 + \underline{\quad} = 17$

3) Decomposing Single-Digit Numbers

N A C M



2. Start at the beginning of the section. Point to the question you would like the student to answer and read it out loud.

3. Grading

- **Y** - The student correctly answered the question in the allotted time frame
- **N** - The student incorrectly answered the question

- **S** - The student answered the question correctly but took longer than five seconds to answer.
- **FC** - Check this box if the student utilized finger counting.
- **SC** - Check this box if the student utilized skip counting.

At the end of each section, there will be a place to mark a student's total mastery with a section.

N	A	C	M
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- **No Knowledge** - The student demonstrates **zero** conceptual understanding with the questions asked. In essence, they did not get a single question in that section correct
- **Awareness** - The student demonstrates awareness of the concepts present. **Less than half of the answers are correct**
- **Competency** - The student demonstrates competency with the concepts present. **More than half of the answers are correct, but one/some of the answers were marked as S, FC, SC, or N.**
- **Mastery** - The student demonstrates complete mastery with the concepts present. **All of the questions are correct (with no S, FC, or SC markings).**

4. After completing the verbal checkup, please **initial and date the bottom of the first rubric sheet.**

Tips

- When the Numerical Fluency results are entered into Radius, the only scores that will be entered are the N/A/C/M scores. Therefore, if a student is demonstrating "No Knowledge" on the first half of a section, you may let the student skip the rest of the questions in the section
- The student may be insistent on taking more time to answer each question. Keep the student within a reasonable time frame, for the assessment shouldn't take any longer than five minutes.
- If you are struggling to categorize a N/A/C/M for a specific section, feel free to leave it blank. The person entering the results will extrapolate based on the Y/N results.
- Try to hide the grading rubric from the student. They may be a bit timid if they can actively see that you are grading them on their performance.
- Be mindful of a student's remaining session time. If they have fewer than ten minutes remaining, I would not recommend starting the verbal checkup.

Revision #11

Created 21 June 2024 01:45:36 by edisonsun

Updated 23 June 2024 16:10:05 by edisonsun