Kindergarten Benchmarks and Cut Points for Risk

Acadience Math Measure	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Math Composite Score	Above Benchmark	Likely to Need Core Support[a]	33 +	89 +	110 +
	At Benchmark	**Likely to Need Core Support**[b]	**24** – 32	**72** – 88	**92** – 109
	Below Benchmark	Likely to Need Strategic Support	*13* – 23	*49* – 71	*67* – 91
	Well Below Benchmark	Likely to Need Intensive Support	0 – 12	0 – 48	0 – 66
Beginning Quantity Discrimination (BQD)	Above Benchmark	Likely to Need Core Support[a]	6 +	10 +	16 +
	At Benchmark	**Likely to Need Core Support**[b]	**5**	**7** – 9	**13** – 15
	Below Benchmark	Likely to Need Strategic Support	*2* – 4	*4* – 6	*9* – 12
	Well Below Benchmark	Likely to Need Intensive Support	0 – 1	0 – 3	0 – 8
Number Identification Fluency (NIF)	Above Benchmark	Likely to Need Core Support[a]	9 +	21 +	34 +
	At Benchmark	**Likely to Need Core Support**[b]	**6** – 8	**14** – 20	**25** – 33
	Below Benchmark	Likely to Need Strategic Support	*4* – 5	*8* – 13	*14* – 24
	Well Below Benchmark	Likely to Need Intensive Support	0 – 3	0 – 7	0 – 13
Next Number Fluency (NNF)	Above Benchmark	Likely to Need Core Support[a]	7 +	13 +	16 +
	At Benchmark	**Likely to Need Core Support**[b]	**5** – 6	**11** – 12	**14** – 15
	Below Benchmark	Likely to Need Strategic Support	*2* – 4	*7* – 10	*10* – 13
	Well Below Benchmark	Likely to Need Intensive Support	0 – 1	0 – 6	0 – 9

The benchmark is the number that is **bold**. The cut point for risk is the number that is *italicized*.

[a] Some students may benefit from instruction on more advanced skills.

[b] Some students may require monitoring and strategic support on component skills.