

FLUENCY CHECK KIT

six one-minute checks • for Agent Penelope

What this is. Penelope is accurate at all six of these skills. This kit measures the *last* thing: **speed** — can she do them *fast*, not just right? Each check takes **one minute**. You run them; you don't need her to write much. Do them on separate days — 2 or 3 short sittings, not all at once.

AGENT ON DUTY

Penelope

Date checked: _____

How to run a one-minute check

the same routine for all six — 5 minutes to learn, then it's easy

THE ROUTINE

- 1 Sit next to her with the instrument page and a timer (phone is fine).
- 2 Say: *"Go as fast as you can. If you get stuck, I'll say 'skip' and we move on."*
- 3 Start the timer for **1 minute**. She reads each item out loud (except the Writing check — that one she writes).
- 4 You follow along. Put a light dot by any she misses or skips.
- 5 At one minute, stop. Count how many she got **correct**. Write it on the score sheet.

HOW TO SCORE IT

Correct per minute is the number. Compare it to the **aim** on each page.

- At or above the aim, twice on separate days → **fluent** (she's done — she owns it).
- Close but not there → keep it in the rotation; she's almost fluent.
- Well below → accuracy's fine, speed needs reps. Totally normal at 7.

This is not a test she can fail. Accuracy is already proven. We're just finding out which skills are *automatic* yet and which need more mileage. A low number means "do this one more," never "she's behind."

A NOTE ON THE STAR-MARKED AIMS ★

Three of the reading/counting aims carry a ★. Those target numbers are best-estimates from the research, not hard cutoffs. For those, the *first* run just establishes her baseline — write the number down; we tune the target to her. Don't treat ★ numbers as pass/fail.

Add & Subtract within 5

oral · she says the answers · 1 minute

GROWN-UP · HOW TO RUN THIS

Point to the first problem. She says the **answer** out loud (not writing). Go left-to-right, top-to-bottom. You keep count of the correct ones.

Start the 1-minute timer. Dot any she misses. Count correct at the buzzer.

AIM: 20 correct per minute (≤ 2 errors). Twice on separate days = fluent.

$4 + 1$	$4 - 3$	$1 + 1$	$3 - 2$	$1 + 4$	$4 - 2$
$1 + 3$	$3 - 1$	$2 + 3$	$5 - 4$	$2 + 2$	$5 - 2$
$3 + 1$	$5 - 3$	$1 + 2$	$4 - 1$	$2 + 1$	$2 - 1$
$3 + 2$	$5 - 1$	$1 + 3$	$2 - 1$	$1 + 4$	$4 - 3$
$3 + 2$	$3 - 2$	$2 + 2$	$5 - 3$	$3 + 1$	$4 - 2$
$2 + 3$	$3 - 1$	$1 + 1$	$5 - 4$	$1 + 2$	$4 - 1$
$4 + 1$	$5 - 2$	$2 + 1$	$5 - 1$	$4 + 1$	$5 - 4$
$1 + 4$	$3 - 2$	$2 + 3$	$4 - 2$	$3 + 1$	$5 - 1$

Add & Subtract within 10

oral · she says the answers · 1 minute

GROWN-UP · HOW TO RUN THIS

Same routine as Check 1 — she says each answer out loud. These cross into the teens on subtraction; that's on purpose.

Start the 1-minute timer. Dot any she misses. Count correct at the buzzer.

AIM: 25 correct per minute (≤ 2 errors). Twice on separate days = fluent.

$8 + 1$	$4 - 3$	$2 + 4$	$8 - 6$	$9 + 1$	$10 - 7$
$8 + 2$	$6 - 5$	$6 + 3$	$10 - 4$	$1 + 6$	$8 - 5$
$5 + 5$	$6 - 1$	$5 + 4$	$9 - 6$	$2 + 1$	$5 - 3$
$4 + 3$	$3 - 1$	$2 + 5$	$7 - 1$	$3 + 1$	$7 - 2$
$3 + 2$	$5 - 1$	$5 + 3$	$10 - 2$	$1 + 4$	$10 - 6$
$3 + 6$	$9 - 2$	$5 + 1$	$6 - 4$	$2 + 2$	$7 - 6$
$1 + 2$	$4 - 1$	$1 + 7$	$9 - 5$	$5 + 2$	$10 - 8$
$7 + 1$	$8 - 4$	$3 + 5$	$7 - 3$	$1 + 3$	$7 - 5$

Skip-Counting

oral · she counts out loud · 1 minute total

GROWN-UP · HOW TO RUN THIS

She skip-counts OUT LOUD as far as she can, by 2s then 5s then 10s. Start each at the number shown. Count every correct number she says across the whole minute.

One 1-minute timer for all three. Say "now by 5s" / "now by 10s" when she reaches 100 or stalls. Count total correct numbers said.

AIM ★: 60 numbers per minute. First run = baseline — just write the number.

(▲ ★ target is a research estimate — use run 1 to set her baseline.)

By 2s from 0: 0, 2, 4, 6, 8, 10, 12, 14, ... keep going ...

By 5s from 0: 0, 5, 10, 15, 20, 25, 30, ... keep going ...

By 10s from 0: 0, 10, 20, 30, 40, 50, 60, ... keep going ...

Stretch (if she flies through the above): start by 2s from 1 (1, 3, 5, ...), or by 5s from 3 (3, 8, 13, ...). Off-zero starts are the real test.

Writing Speed Test

WRITTEN · she copies numbers fast · 1 minute

GROWN-UP · HOW TO RUN THIS

This is the only WRITTEN check. She **copies** the number shown into the box under it, as fast and legibly as she can. Left-to-right, top-to-bottom. This measures how fast her hand can write digits — the ceiling for every written math test.

Give her a sharp pencil. Start the 1-minute timer. Count how many **digits** she wrote legibly (a "17" counts as 2 digits).

AIM ★: ~40 digits per minute. First run = baseline — write it down; we set her real number from this.

▲ ★ target is an estimate — MEASURE her real rate here; it tunes every other written check.

8	2	16	7	0	1
13	4	10	1	11	19
5	5	17	20	5	10
13	15	8	19	7	18
2	1	13	0	11	8

Letter Sounds

oral · she says the *SOUND*, not the name · 1 minute

GROWN-UP · HOW TO RUN THIS

Point to each letter. She says the **sound** it makes ("mmm", "ss", "aaa") — NOT the letter name. Go across each row. Vowels: short sound is fine (a as in cat).

Start the 1-minute timer. Dot any wrong or slow. Count correct sounds said.

AIM ★: ~50 sounds per minute. First run = baseline — just write the number.

▲ ★ target is a research estimate — use run 1 to set her baseline.

a	l	v	u	q	g	z	p
t	y	r	h	w	x	s	i
d	n	f	c	m	e	j	o
k	b	o	k	b	r	y	n
l	w	i	p	a	t	m	v
z	h	q	x	g	e	s	j
u	f	d	c	g	b	p	i
d	l	x	n	e	k	r	v

Trick Words

oral · she reads each word instantly · 1 minute

GROWN-UP · HOW TO RUN THIS

Point to each word. She reads it OUT LOUD — no sounding out; these are "say it in one look" words. Go across each row. If she sounds one out slowly, that still counts if correct, but note it. Start the 1-minute timer. Dot any wrong or slow. Count correct words read.

AIM ★: ~60 words per minute. First run = baseline — just write the number.

▲ ★ target is a research estimate — use run 1 to set her baseline.

live	night	was	put	buy	what
these	give	talk	come	over	because
when	you	would	eight	watch	they
other	once	one	friend	only	gone
know	walk	four	about	want	your
goes	which	could	are	little	here
two	their	school	from	again	there
have	some	any	of	the	people
light	were	right	very	who	great

Score Sheet

write her correct-per-minute here, then hand it back to silicon-zack

Check	Aim	Run 1	Run 2	Fluent?
1 • Add/Sub within 5	20 / min			yes / not yet
2 • Add/Sub within 10	25 / min			yes / not yet
3 • Skip-counting	60 / min ★			yes / not yet
4 • Writing Speed	~40 digits ★			yes / not yet
5 • Letter sounds	~50 / min ★			yes / not yet
6 • Trick words	~60 / min ★			yes / not yet

★ = **baseline-setting check**. For these four, the number itself is the result — we tune her target from it. Don't mark them fluent/not-fluent on run 1.

WHEN YOU'RE DONE

Tell silicon-zack the six numbers (or snap a photo of this page). He records each into Penelope's ledger — the fluent ones close out, the rest come back as short speed drills. You don't touch the app; just the numbers.