



Texas Early Mathematics Inventories

Progress Monitoring

FORM B


Student Name

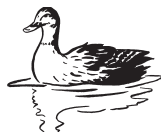


Magnitude Comparisons

Demonstrations

5	9	3	1	4	4	14	10
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Practice

3

7

8

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29

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16

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17

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5

16

STOP



10	4
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15	4
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14	3
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1	13
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10	9
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9	9
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1	6
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2	12
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5	15
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4	11
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11	3
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4	3
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3	1
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2	5
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1	1
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8	12
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9	8
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19	3
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20	3
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16	4
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16	17
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16	18
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19	17
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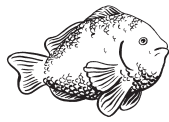


Number Identification

Demonstrations

	1	2	3	4
	3	4	5	6





Practice

■ ■	1	2	3	4
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■	1	2	3	4
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■ ■ ■ ■	1	2	3	4
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■ ■ ■	1	2	3	4
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■ ■	1	2	3	4
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■	1	2	3	4
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■ ■ ■	1	2	3	4
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■ ■ ■ ■	1	2	3	4
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■ ■ ■	2	3	4	5
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■ ■	1	2	3	4
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■ ■ ■	1	2	3	4
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■ ■	1	2	3	4
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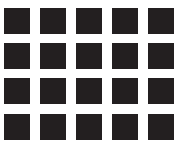


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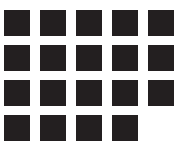


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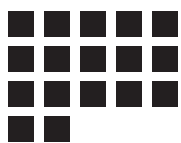


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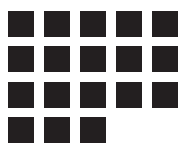


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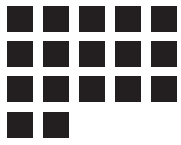
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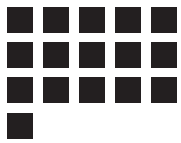


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14

15

16

17

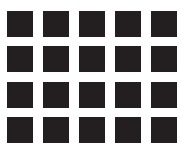


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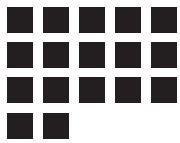


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14

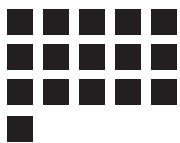


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16

17

18



13

14

15

16



13

14

15

16








Number Sequences

Demonstrations

2	3	—
1	3	
5	4	

9	—	11
10	9	
7	11	

—	4	5
3	2	
5	1	



Practice



3	4	—
1	6	
4	5	

—	2	3
2	5	
1	6	

4	—	6
1	3	
0	5	

6	—	8
7	5	
3	10	

—	1	2
3	4	
0	11	

3	4	—
11	2	
5	6	

—	8	9
1	4	
7	0	

1	2	—
5	0	
3	13	

13	14	—
14	15	
2	1	





3 4 _		
2	6	
8	5	

3 _ 5		
1	2	
4	6	

1 _ 3		
2	4	
0	20	

1 2 _		
14	5	
0	3	

3 4 _		
1	2	
5	6	

_ 7 8		
16	9	
10	6	

0 1 _		
5	2	
3	15	

4 5 _		
3	6	
9	10	

_ 4 5		
2	7	
3	6	



5	6	—
4	17	
7	18	

8	—	10
7	6	
9	11	

—	12	13
9	11	
14	1	

—	8	9
1	7	
5	10	

—	11	12
13	9	
10	20	

6	7	—
19	10	
5	8	

9	—	11
19	10	
12	8	

7	8	—
6	3	
14	9	

5	—	7
4	8	
6	10	



7 _ 9	
14	10
6	8

_ 1 2	
3	4
0	11

12 _ 14	
13	11
15	9

10 11 _	
9	13
12	2

_ 13 14	
15	11
12	2

10 _ 12	
14	13
11	9

_ 14 15	
16	10
13	17

_ 13 14	
15	12
11	2

13 14 _	
5	12
15	20



___ 15 16		
10	11	
17	14	

9	10	___
11	15	
13	8	

12	13	___
11	14	
15	19	

15	___	17
18	14	
16	9	

18	___	20
17	19	
16	9	

17	18	___
9	19	
20	16	

16	___	18
14	15	
20	17	

18	19	___
7	16	
20	17	

___	19	20
17	16	
14	18	



18	19	—
15	16	
17	20	

—	20	21
18	19	
17	12	

17	—	19
19	18	
15	13	

15	—	17
20	16	
6	18	

15	16	—
8	7	
18	17	

—	21	22
19	20	
15	11	







Quantity Recognition

Demonstrations

The diagram illustrates two examples of quantity recognition. Each example is contained within a light gray rectangular frame. Inside each frame, there is a white square box at the top containing black dots, and a 2x3 grid of white boxes at the bottom containing black numbers. In the first example, the top box contains 4 dots and the bottom grid contains the numbers 1, 2, 3 in the top row and 4, 5, 6 in the bottom row. In the second example, the top box contains 2 dots and the bottom grid contains the numbers 1, 2, 3 in the top row and 4, 5, 6 in the bottom row. A black octagonal STOP sign with the word STOP in white is located at the bottom right of the diagram.

Practice

