

## Number Fact Fluency

### Communicating with Parents

#### What is number fact fluency?

Number fact fluency refers to a student's ability to think **efficiently, accurately** and **flexibly** towards mastery using numbers. A number fact is defined as addition and subtraction expressions up to 20 and multiplication and division expressions up to 100.

#### Why do we focus on number fact fluency?

Students with strong number sense are able to manipulate numbers and understand how to use various strategies to solve problems. Students develop their number fluency along a continuum of learning that starts with basic counting skills that leads to efficient strategies that may include recall. Recall is the ability to effortlessly know the answer as a result of developing strategies and number relationships (Lawson, 2016).

#### How do teachers assess number fact fluency?

It is important to gather a body of evidence about each student's number fact fluency. A balanced body of evidence includes observations of process, collections of products and conversations (Davis, 2011). Evidence gathered might include the following:

- Observations of students playing games or participating in number talks
- Math Running Records Assessment
- Computation student work samples

#### Communicating number fact fluency with parents

Each student's progress in mathematics learning needs to be evident to them, their teachers and their families. In order to communicate a student's number fact fluency a document has been created called "[My Child's Path to Number Fact Fluency](#)" which outlines the learning progression that students move through as they develop mastery using numbers. Once a teacher has gathered a body of evidence they can then indicate the student's current understanding using the arrow. The intention of this document is to help parents understand their child's learning as well as next steps in order to move them along the continuum. A supporting document that defines the number fact strategies with examples is available [here](#).

#### References

Davies, A., & Herbst, S. (2017). *Making classroom assessment work*. Courtenay, British Columbia: Connect21learning.

Lawson, A. (2016). *What to look for: understanding and developing student thinking in early numeracy*. Don Mills, ON: Pearson Canada.