|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Quick Assessment** | | | | |  | **Quick Assessment** | | | | |
| **Inventory of Strategies** | **Counting** Strategy | **Addition** Strategy | | **Multiplication** Strategy |  | **Inventory of Strategies** | **Counting** Strategy | **Addition** Strategy | | **Multiplication** Strategy |
| * Counting * Counting on/back | * Known Facts * Using doubles  (3+3) * Skip Counting / Repeated Addition * Making 10 * Compensation * Partitioning by Place Value * Open Number Line * Associative Property * Commutative Property * Traditional Algorithm | | * Known Facts * Using Doubles  (3x2) * Arrays * Associative Property * Commutative Property * Distributive Property * Traditional Algorithm |  | * Counting * Counting on/back | * Known Facts * Using doubles  (3+3) * Skip Counting / Repeated Addition * Making 10 * Compensation * Partitioning by Place Value * Open Number Line * Associative Property * Commutative Property * Traditional Algorithm | | * Known Facts * Using Doubles  (3x2) * Arrays * Associative Property * Commutative Property * Distributive Property * Traditional Algorithm |
| * **Other Strategies Used** | | | |  | * **Other Strategies Used** | | | |
| **Answer** | Communication | | Mathematics | |  | **Answer** | Communication | | Mathematics | |
| * Obvious * Inferred a little * Inferred a lot | | * Is correct * Has a minor mistake * Has a misunderstanding | |  | * Obvious * Inferred a little * Inferred a lot | | * Is correct * Has a minor mistake * Has a misunderstanding | |
| **Notes/Next Steps** | **Follow up Questions to Ask the Student**   * Explain what you did. * Why did you choose this strategy? * Will this always work?   **The Relationships and Connections this student made:**  **Follow up Steps for Student** | | | |  | **Notes/Next Steps** | **Follow up Questions to Ask the Student**   * Explain what you did. * Why did you choose this strategy? * Will this always work?   **The Relationships and Connections this student made:**  **Follow up Steps for Student** | | | |

|  |  |  |
| --- | --- | --- |
| **This Quick Assessment Tool**  **Formative Assessment**  This tool is not meant to be used as a summative assessment tool. Instead, it is merely one tool in your formative assessment toolbox that could be used to record students’ thinking on a single assessment item. This will provide a snapshot in time.  **“I can use a strategy” compared to “I understand a strategy”**  Using a strategy accurately does not reflect students’ understanding of the strategy. When interviewing students, using probing questions to determine if they are merely following a procedure or if they truly understand the strategy.  **The answer**  A correct answer does not necessarily indicate understanding. Students may be able to follow procedures without understanding the strategy or the final answer. Focus more on mathematical understanding.  An incorrect answer does not necessarily indicate misunderstanding of mathematical concepts. Don’t judge students’ work based on minor mathematical mistakes. Focus more on mathematical understanding.  **Follow-up Questions**  Use follow-up questions to probe students’ more deeply about their thinking. We often infer when interpretting students’ work. Instead, ask them to explain what they’ve done and why they’ve chosen to use a particular strategy.  *“The mathematics instruction we provide children should emphasize meaning, relationships, and connections, and we should be mindful of what our students understand, not merely what they can do.”*  *~Marilyn Burns~* |  | **This Quick Assessment Tool**  **Formative Assessment**  This tool is not meant to be used as a summative assessment tool. Instead, it is merely one tool in your formative assessment toolbox that could be used to record students’ thinking on a single assessment item. This will provide a snapshot in time.  **“I can use a strategy” compared to “I understand a strategy”**  Using a strategy accurately does not reflect students’ understanding of the strategy. When interviewing students, using probing questions to determine if they are merely following a procedure or if they truly understand the strategy.  **The answer**  A correct answer does not necessarily indicate understanding. Students may be able to follow procedures without understanding the strategy or the final answer. Focus more on mathematical understanding.  An incorrect answer does not necessarily indicate misunderstanding of mathematical concepts. Don’t judge students’ work based on minor mathematical mistakes. Focus more on mathematical understanding.  **Follow-up Questions**  Use follow-up questions to probe students’ more deeply about their thinking. We often infer when interpretting students’ work. Instead, ask them to explain what they’ve done and why they’ve chosen to use a particular strategy.  *“The mathematics instruction we provide children should emphasize meaning, relationships, and connections, and we should be mindful of what our students understand, not merely what they can do.”*  *~Marilyn Burns~* |