Quick Assessment							
	Counting Strategy	Addition Strategy	Multiplication Strategy				
Inventory of Strategies	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 		Inventory of Strategies		
		jice eccu					
er	Communicati	on	Mathematics		er		
Answ	 Obvious Inferred a little Inferred a lot 	9	 Is correct Has a minor mistake Has a misunderstanding 		Answ		
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						

Quick Assessment								
Counting Strategy	Addition Strate	egy	Multiplication Strategy					
 Counting Counting Counting Using doubles (3+3) Skip Counting Repeated Addi Making 10 Compensation Partitioning by Value Open Number Associative Pro Commutative F Traditional Algorithm 		on Place ine perty operty rithm	 Known Facts Using Doubles (3x2) Arrays Associative Property Commutative Property Distributive Property Traditional Algorithm 					
Other Strategies Used								
 Obvious Inferred a little Inferred a lot 		 Is correct Has a minor mistake Has a misunderstanding 						
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								
	Counting Strategy Counting Counting on/back Other Strategie Communicatio Obvious Inferred a little Inferred a little Inferred a lot Follow up Quest Explain w Why did Will this a The Relationship Follow up Steps	Quick Assess Counting Addition Strate Strategy Strategy Counting Known Facts Counting Using doubles on/back (3+3) Skip Counting / Repeated Additi Making 10 Compensation Partitioning by F Value Open Number L Associative Prop Communication Commutative Prop Other Strategies Used Communication Obvious Inferred a little Inferred a little Inferred a little Will this always work? Will this always work?	Quick Assessment Counting Addition Strategy Counting Known Facts Counting Using doubles on/back (3+3) Skip Counting / Repeated Addition Making 10 Compensation Partitioning by Place Value Open Number Line Associative Property Communication Mather Obvious Is corr Inferred a little Has a Follow up Questions to Ask the Student Has a Why did you choose this strategy? Will this always work? The Relationships and Connections this strategy? 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~