

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

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### 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 interpreting 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~*

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