

Name _____

Regional School District 6: Flexibility and Efficiency Interview-January/February

Doubles/Near Doubles Subtraction

Show the child 18 - 9	Student Response	M	D	B
UNDERSTANDING Ask: Read this card to me. (If child can't read it, you can read it to the child.) What does 18 - 9 mean? <i>*If child says 18 minus 9, ask, "What does that mean?"</i> <i>**If child says 9, point to the expression, and ask, "What does this part mean?"</i>		Child knows the answer (18 take away 9, take 9 from 18, find the difference between 18 and 9, etc.)	Child says 18 - 9 and cannot elaborate. Child tells story to match expression.	Child does not show understanding of what the minus sign means. He or she may give the difference, but not explain the expression.
ACCURACY Ask: What is the answer to 18 - 9?		Child knows the answer or self corrects during interview.		Child does not know the answer.
EFFICIENCY: Ask: How did you find the answer to 18 - 9?		Uses a strategy such as: -think addition ($9 + \underline{\quad} = 18$) -Partitions a number and adds up ($9 + 1 = 10$, $10 + 8 = 18$) -Partition a number and count back ($18 - 8 = 10$, $10 - 1 = 9$) -Student just knows it.	Uses a strategy such as: -Counts back all with or without fingers (18, 17, 16, 15, 14, 13, 12, 11, 10, 9)	Child has no strategy.
FLEXIBILITY: Ask: If your friend was having trouble remembering this fact, what other strategy might you suggest to him or her?		Child has <i>different</i> strategy (must use two bullets from list above).	Child only has one strategy from "meets benchmark."	Child has no strategy or counts all.

(M) Meets Benchmark: 4 Ms

(D) Developing: any combination of Ms and Ds

(B) Below Benchmark: 1 or more Bs

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Doubles/Near Doubles Subtraction

Show the child 15 - 7	Student Response	M	D	B
UNDERSTANDING Ask: Read this card to me. (If child can't read it, you can read it to the child.) What does 15 - 7 mean? <i>*If child says 15 - 7, ask, "What does that mean?"</i> <i>**If child says 8, point to the expression, and ask, "What does this part mean?"</i>		Child knows the answer (15 take away 7, take 7 from 15, find the difference between 15 and 7, etc.)	Child says 15 - 7 and cannot elaborate. Child tells story to match expression.	Child does not show understanding of what the minus sign means. He or she may give the difference, but not explain the expression.
ACCURACY Ask: What is the answer to 15 - 7?		Child knows the answer or self corrects during interview.		Child does not know the answer.
EFFICIENCY: Ask: How did you find the answer to 15 - 7?		Uses a strategy such as: -uses near doubles (7+7=14, 14+1=15) -think addition (7+__=15) -Partitions a number and counts up (7+3=10, 10+5=15) -Partitions a number and counts back (15-5=10, 10-2=8) -Student just knows it.	Uses a strategy such as: -Counts back all in head with or without fingers (15, 14, 13, 12, 11, 10, 9, 8) -Counts up in head (7, 8, 9, 10, 11, 12, 13, 14, 15)	Child does not have a strategy.
FLEXIBILITY: Ask: If your friend was having trouble remembering this fact, what other strategy might you suggest to him or her?		Child has <i>different</i> strategy (must use two bullets from list above).	Child only has one strategy from "meets benchmark."	Child has no strategy or counts all.

(M) Meets Benchmark: 4 Ms

(D) Developing: any combination of Ms and Ds

(B) Below Benchmark: 1 or more Bs