Planning: Interview Tool

|  |  |  |  |
| --- | --- | --- | --- |
| **Mathematics Goal(s):** | | | |
| **Assessing** | **Student Response** | **Feedback to**  **Student(s)** | **Teacher Comments/ Observations** |
| **Conceptual Understanding** |  |  |  |
| **Procedural Fluency** |  |  |  |
| **Strategies Used** |  |  |  |
| **Student Prerequisites and Misconceptions** |  |  |  |
| **Disposition** |  |  |  |
| **General Comments:** | | | |

*Source:* Adapted from Larson, M. R., Fennell, F., Adams, T. L., Dixon, J. K., Kobett, B. M., & Wray, J. A. (2012). *Common core mathematics in a PLC at work: Grades 3–5* (pp. 145, 146). Bloomington, IN. Adapted version published in C. Suurtamm (Ed.) & A. McDuffie (Series Ed.), *Annual perspectives in mathematics education: Assessment to enhance teaching and learning*. Reston, VA: National Council of Teachers of Mathematics. Republished with permission of the National Council of Teachers of Mathematics; permission conveyed through Copyright Clearance Center, Inc.

Retrieved from the companion website for *The Formative 5: Everyday Assessment Techniques for Every Math Classroom* by Francis (Skip) Fennell, Beth McCord Kobett, and Jonathan A. Wray. Thousand Oaks, CA: Corwin, [www.corwin.com.](http://www.corwin.com/) Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.