

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. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.