

Name _____ Age _____ Date _____

School _____ Teacher _____ Grade _____

Question	Abilities	Challenges
1 Forward/Backward off a Non-Zero #	<input type="checkbox"/> Counts by 10's from 7. 17 27 37 47 57 67 77 <input type="checkbox"/> Counts by 100's from 406. 506 606 706 806 906 1006 <input type="checkbox"/> Counts back by 10's from 89. 79 69 59 49 39 29 19	
2 Ordering Numbers	Correctly reads... <input type="checkbox"/> 598 <input type="checkbox"/> 4,378 <input type="checkbox"/> 4,738 <input type="checkbox"/> 4,837 <input type="checkbox"/> Orders #'s least to greatest. <input type="checkbox"/> Identifies 598 as the lowest. <input type="checkbox"/> Reason: _____ _____	Reads... <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> Unable to order #'s. <input type="checkbox"/> Identifies _____ as the lowest.
3 Using Tens	<input type="checkbox"/> Identifies 4 dots. <input type="checkbox"/> Identifies 14 dots. <input type="checkbox"/> Identifies 34 dots. <input type="checkbox"/> Identifies 57 dots. How do you know? <input type="checkbox"/> Uses known fact. <input type="checkbox"/> Adds 10.	<input type="checkbox"/> Identifies _____ dots. <input type="checkbox"/> Identifies _____ dots. <input type="checkbox"/> Identifies _____ dots. <input type="checkbox"/> Identifies _____ dots. How do you know? <input type="checkbox"/> Counts up. <input type="checkbox"/> Counts all.
4 Addition Strategies	<input type="checkbox"/> _____ + _____ = 19 <input type="checkbox"/> _____ + _____ = 19 <div style="text-align: right;">Strategy...</div> <input type="checkbox"/> $13 - 9 = 4$ _____ <input type="checkbox"/> $38 + 10 = 48$ _____ <input type="checkbox"/> $47 + 9 = 56$ _____ <input type="checkbox"/> $19 - 15 = 4$ _____ Known fact; Add 10; Make a 10; Use a related problem; Friendly number; Inverse Operations	<input type="checkbox"/> _____ + _____ = 19 <input type="checkbox"/> _____ + _____ = 19 <input type="checkbox"/> $13 - 9 =$ _____ <input type="checkbox"/> $38 + 10 =$ _____ <input type="checkbox"/> $47 + 9 =$ _____ <input type="checkbox"/> $19 - 15 =$ _____ Counts up; Counts back; Other...

5 Estimation	<input type="checkbox"/> More than 600. <input type="checkbox"/> Reason: _____ _____ <input type="checkbox"/> Less than 1000. <input type="checkbox"/> Reason: _____ _____	<input type="checkbox"/> Less than 600. <input type="checkbox"/> Reason: _____ _____ <input type="checkbox"/> More than 1000. <input type="checkbox"/> Reason: _____ _____
6 Unitizing	<input type="checkbox"/> Makes groups of 4. <input type="checkbox"/> 16 in all. Strategy: Known fact; skip count; doubles; _____ <input type="checkbox"/> 20 in all. Strategy: Known fact; skip count; doubles; _____ <input type="checkbox"/> 12 in all. Strategy: Known fact; skip count; doubles; _____	<input type="checkbox"/> Makes groups of _____. <input type="checkbox"/> Makes unequal groups. <input type="checkbox"/> _____ in all. Strategy: Counts all; _____ <input type="checkbox"/> _____ in all. Strategy: Counts all; _____ <input type="checkbox"/> _____ in all. Strategy: Counts all; _____
7 Array	<input type="checkbox"/> 35 dots Known Fact; Skip counts; Derived Fact; Other _____	<input type="checkbox"/> _____ dots <input type="checkbox"/> Counted only the dots showing. <input type="checkbox"/> Tried counting all (imagining the hidden dots). <input type="checkbox"/> Other:
8 Time: Calendar	<input type="checkbox"/> Correctly names months of the year. <input type="checkbox"/> Correctly names current month. <input type="checkbox"/> Activity in January: _____ <input type="checkbox"/> Activity in June: _____ <input type="checkbox"/> Identifies May 10 th as Thursday. <input type="checkbox"/> Identifies June 1 st as a Friday.	<input type="checkbox"/> Cannot name months of the year. <input type="checkbox"/> Unable to name current month. <input type="checkbox"/> Activity in January: _____ <input type="checkbox"/> Activity in June: _____
9 Time: Clocks	<input type="checkbox"/> Correctly identifies 2:30. Reason: _____ _____ <input type="checkbox"/> Shows 9:30. <input type="checkbox"/> Shows 4:45. <input type="checkbox"/> Shows 8:20.	<input type="checkbox"/> Identifies _____ as 2:30. Reason: _____ _____ <input type="checkbox"/> Shows _____. <input type="checkbox"/> Shows _____. <input type="checkbox"/> Shows _____.

<p>10 Length</p>	<p><input type="checkbox"/> Width = ____ craft sticks. <input type="checkbox"/> Width = ____ paper clips. <input type="checkbox"/> Units are placed end-to-end without spaces or overlaps.</p> <p><input type="checkbox"/> The number of units is different. Provides logical reason: _____ _____</p>	<p><input type="checkbox"/> Measurement is not made accurately. Explain.</p> <p><input type="checkbox"/> Unable to explain why the number or units is different.</p>
<p>11 Length</p>	<p><input type="checkbox"/> Pencil is about ____ in. long. Reason: _____ _____</p> <p><input type="checkbox"/> Measures pencil accurately.</p>	<p><input type="checkbox"/> Pencil is about ____ in. long. <input type="checkbox"/> Estimate is outside of sensible range.</p> <p><input type="checkbox"/> Unable to measure pencil accurately. [Note what the student did.]</p>

NOTES:

Counting (Q1)

Place Value (Q2-3)

Addition and Subtraction (Q4-5)

Gr.3 Screening

Multiplication and Division (Q6-7)

Measurement (Q8-11)