



Individual Report











The Individual Report displays the reasoning strategies and understandings that the student did and did not demonstrate during the Interview. It also displays the results from the Written Computation section.

Look in this column for the strategies and understandings David demonstrated for the problems listed.

Look in this column for appropriate strategies and understandings that David did not demonstrate

Strategies and understandings marked with a plus icon  are appropriate for the problems listed. Minus icons  indicate strategies not appropriate for the numbers at hand.

Each problem is displayed in the Demonstrated column if answered correctly and in the Not Demonstrated column if answered incorrectly or not attempted.

Individual Report: Whole Numbers		
R, David		Legend
Interview		 Appropriate for the numbers at hand
Date Completed: 13-Jan-2012		 Not appropriate for the numbers at hand
Category	Strategies or Understandings Demonstrated	Appropriate Strategies or Understandings Not Demonstrated
Adding and Subtracting Mentally	<ul style="list-style-type: none">  Breaks numbers apart to add or subtract 99 + 17  Uses addition to solve subtraction problems 1000 - 998  Uses standard algorithm to add or subtract 100 - 18 15 + ___ = 200 	<ul style="list-style-type: none"> • Uses benchmark numbers to add or subtract
Multiplying and Dividing Mentally	<ul style="list-style-type: none">  Uses known facts and place value to multiply or divide 60 x 40  Uses benchmark numbers to make estimates Estimate 18 x 21  Uses standard algorithm to multiply or divide 7000 ÷ 70 	<ul style="list-style-type: none"> • Breaks numbers apart to multiply or divide
Applying Understanding	<ul style="list-style-type: none">  Uses inverse relationship of addition and subtraction 1000 - 998 15 + ___ = 200  Models with mathematics to solve problems in context 295 students, 25 on each bus 	<ul style="list-style-type: none"> • Uses distributive property
Written Computation		
Date Completed: 13-Jan-2012		
Category	Demonstrated	Not Demonstrated
Computing Accurately with Paper and Pencil	5000 - 328 842 x 35 275 ÷ 22	3423 ÷ 6