

# Differentiation made EASY!

Concept/Skills: 3 digit addition w/ regrouping  
 Assignment: Pg. 216 # 1-10 in textbook Date: 9/24/12

	Mastered	Progressing	Emerging		
			Needs Concept Instruction	Needs Basic Skills Practice	
1	Jasmine ✓	Sarah ✓	NS	Janae - regrouping	Nally - addition facts
2	Alante ✓	Jase ✓	✓	Chavise - regrouping	John - addition facts
3	Keanna ✓	Diana ✓	✓	Justice - regrouping (2 digit)	
4	Martin ✓	NS	✓	Cara - regrouping	
5	Carven ✓	Leo ✓	✓		
6	Traci ✓	Mary Beth ✓	✓		
7	Kevin ✓	Wesley ✓	✓		
8		Adina ✓	✓		
9		Carl ✓	✓		
10		Edward ✓	✓		
11					
12					
Enrichment:		Follow Up:		Follow Up:	
Partner games for 4 digit addition ✓		Practice 3 problems together in a small group lesson (2 problems)		Use manipulatives in small group lesson 9/25 10/7 10/13 10/16	
				Extra 20 min. on computer for math fact practice games Daily in October	
Whole-Class Follow Up: <u>9/25: more direct instruction + practice assignment ✓</u>					
Absent: <u>Jessica (P) Isaiah (P) Clara (S) Peter (S) (stopped about 4 days)</u>					

# QUICK SKILL ASSESSMENT FORM

by Angela Watson

Concept/Skill: \_\_\_\_\_

Assignment: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Mastered	Progressing	Emerging	
		Needs Concept Instruction	Needs Basic Skills Practice
1			
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12			
<b>Enrichment:</b>	<b>Follow Up:</b>	<b>Follow Up:</b>	

Whole-Class Follow Up: \_\_\_\_\_

Absent: \_\_\_\_\_

Concept/Skill: \_\_\_\_\_

Assignment: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Mastered	Progressing	Emerging	
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12			
<b>Enrichment:</b>	<b>Follow Up:</b>	<b>Follow Up:</b>	

Whole-Class Follow Up: \_\_\_\_\_

Absent: \_\_\_\_\_

Concept/Skill: \_\_\_\_\_

Assignment: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Mastered	Progressing	Emerging	
		Needs Concept Instruction	Needs Basic Skills Practice
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<i>Enrichment:</i>	<i>Follow up:</i>	<i>Follow up:</i>	

Whole-Class Follow Up:

Absent:

# The Quick Skill Assessment Form

## Why use the form?

Maybe you can relate to the problems I had with assessing my students. I found that grading student work took up a lot of time and often wasn't fair to the kids: I didn't want to give them grades on concepts I'd just introduced, but I needed to see how well they understood and I wanted some sort of documentation of their learning so far. I also found that I'd grade a whole stack of student worksheets and realize I didn't have a strong grasp on how well the class was doing as a whole: did most kids "get it" or not? I'd rarely take the time to think about it because I needed to move on to the next stack of papers to grade.

I wanted an easy system for tracking and documenting individual student progress along with the class' progress as a whole. So, I developed the quick skill assessment form. I used it a few times a week to assess the work students did independently, usually for workbook or textbook assignments. I'd give the kids a small amount of problems to complete (it's rarely necessary for kids to do an entire page of problems to show what they know) and have them bring the work to me when they were done. I'd glance over it quickly, write their name in the appropriate column in the form, and send them off to an enrichment or follow-up activity (differentiated centers, projects, computer-based work, etc.) while the rest of the class finished the assignment.

This informal assessment method allows you to:

- Give students immediate feedback on their work
- Correct any student misconceptions right away
- Reduce the number of papers that need to be graded
- Get clear insight into how effective your lessons have been
- Plan the rest of your unit lessons based on how well the class understands the current skill
- Determine interventions, accommodations and differentiated follow-up tasks for every student
- Keep detailed, professional records of student progress with very little time and effort

## When to use the form

The quick skill assessment form can be used with any assignment, but it's especially useful for:

- New skills you just introduced to the class that day so you can decide how to pace the rest of your unit
- Mid-unit assessments for ongoing skill instruction (for example, on day 5 of a multiplication unit)
- Concepts you teach only briefly or in one lesson (and therefore don't want a formal assessment)
- Common core or other key skills for which you are required to document progress and/or interventions
- Any skills or concepts you'd like to evaluate without testing your students or giving a formal grade

## How to use the form

Print the first page of this PDF, make photocopies, and hole punch to keep them in a binder.

As students finish an assignment, have them bring it over for you to check. Record a score in your grade book if needed. Then write the student's name in the appropriate column in the form to document their learning. (You could also collect all assignments once the class is finished and check them later on, but that method doesn't allow for immediate feedback for students.)

Here is a fictional example of a completed quick assessment form. I used blue ink to show what I would write after checking each student's work. The red ink shows what I would write in the proceeding days as follow-up.

Mastered		Progressing		Emerging	
				Needs Concept Instruction	Needs Basic Skills Practice
1	Jasmine ✓	Sarah	AB	Jana - regrouping	John - addition facts
2	Monte ✓	Jose ✓		Olimpia - regrouping	John - addition facts
3	Keanna ✓	Dishna ✓		Jana - regrouping (2 digit)	
4	Martin AB	Laura ✓		Jose - regrouping	
5	Carmen ✓	Leo ✓			
6	Traci ✓	Mary Beth ✓			
7	Kevin ✓	Wesley ✓			
8		Adrian ✓			
9		Carl ✓			
10		Edgar ✓			
11					
12					
<b>Enrichment:</b>		<b>Follow Up:</b>		<b>Follow Up:</b>	
Partner games for 4 digit addition ✓		Practice 3 problems together in small group lessons (problems)		Use manips in small group lesson 9/25 10/7 10/13 10/16	
				Extra 20 min. on computer for math fact practice games Daily in October	
Whole-Class on 9/25: direct instruction + practice assignment ✓					
Absent: Jesse (P) Isabella (P) Clara (A) Peter (Skipped: absent 4 days)					

### Mastered

In this example, 7 kids showed mastery of the concept, getting all or almost all of the problems correct. I provided enrichment by allowing them to play a game that allowed them to practice a more challenging skill. I put a check mark next to each student's name when they participated in that enrichment, and an AB next to Martin's name to indicate he was absent during it. You could also add the date the enrichment was provided if you prefer. Usually my students who demonstrated mastery participated in the enrichment immediately after finishing the assignment while I worked with struggling students, so I didn't indicate a date on my form.

### **Progressing**

10 kids showed that they were progressing with this particular skill: they got the majority of problems right but still need a bit more practice. For their follow up, I worked with them in a small group (while the kids who had mastered the skill were playing the partner game) and modeled how to solve additional problems. My plan was to practice 3 problems, but as you can see, I wrote in red that we only had time for 2 problems. I checked off the names of all the students who were present for the small group and wrote AB next to Sarah's name since she left school early that day. Sometimes I simply wrote "on the spot follow up" for my kids who were progressing, meaning that I went over the problems they missed individually as I checked their work.

### **Emerging: Needs Concept Instruction**

There were 4 students who needed a lot more concept instruction (they missed the majority of the problems in the assignment.) Most got confused with 3 digit regrouping but one (Justice) was not able to regroup even with 2 digits. I indicated that on the form and followed up by practicing regrouping in small group settings. Each time I conducted one of those small groups, I wrote the date in the follow up boxes documentation.

### **Emerging: Needs Basic Skills Practice**

2 students missed the majority of problems in the assignment because they needed basic skills practice. In this case, they were not able to add numbers correctly and therefore weren't ready for regrouping. As follow-up, I planned to put those students who were still learning basic addition facts on the computer to play a game through the school's math software program. Later I went back and added that this occurred daily throughout the month of October.

### **Whole-Class Follow Up**

Since only 7 kids in the class demonstrated mastery in 3 digit addition with regrouping, I chose to revisit the concept again in the following day's lesson. Once more kids have mastered the concept, I might choose to write "N/A" in the whole-class follow up section, or put "review/enforce throughout the year."

### **Absent**

Here I wrote the names of all the students who weren't in the classroom when the assignment was given. Later on, I had the absent students make up the work, and I wrote the results in red. Jerome and Isaiah have a circled "P" next to their names as they showed they were Progressing, and Clara has a circled "M" next to her name as she demonstrated Mastery. I indicated that I skipped this assignment with Peter, as he was absent for 4 days and I determined this particular assignment didn't need to be made up.



## BUT WAIT! THERE'S MORE...

I'm **Angela Watson**, the creator of this resource. I'm a National Board Certified Teacher with a masters degree in Curriculum and Instruction, and have 11 years of classroom teaching experience and over a decade of experience as an instructional coach. I currently work as a Productivity and Mindset Specialist in the area of educational consulting. In practical terms, this means I author books, design curriculum, and provide professional development services. Everything I do is centered on sharing more effective, efficient, and enjoyable ways of teaching and learning!

I founded my website ([TruthforTeachers.com](https://www.truthforteachers.com)) in 2003 to connect with other educators. You can now find thousands of ad-free articles and resources there from me and our K-12 teacher-writer's collective.

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