



# Strong Learning<sup>®</sup> MATH ASSESSMENT Student Form

# SL-MA

Student \_\_\_\_\_ Examiner \_\_\_\_\_ Date \_\_\_\_\_

**PURPOSE** To identify math skills and knowledge students need to learn and to recommend appropriate resources for purposeful, playful practice. Look for in the Examiner box on each level for suggestions.



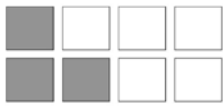



















**DIRECTIONS** 1) Provide the student with an assessment form, a pencil and scrap paper. 2) Begin assessing at an appropriate level for that student. 3) Follow the instructions in each Examiner Box. Proceed in sequential order saying aloud the words within quotation marks. On items requiring computation, say, "It's okay to use paper and pencil." 4) Students missing two or more items on any level may need additional instruction on that topic. For example, if a student misses two items on step 8, the teacher provides instruction using the suggested resource (available at StrongLearning.com) or other suitable resources for subtraction. Note: occasionally we used "number" instead of "numeral" for simplicity.

**Visit** StrongLearning.com to see all of our research-based resources, including those referred to in the examiner boxes. All 12 decks are available individually or in the money-saving *Math SuperDeck 12-Pack (A613s)*.

## Examiner

## Student

<b>1. Reciting Numbers in Order</b> Say, "Please say the numbers from one to ten in order."  use <i>Understanding Numbers 1-10</i> deck C059 (using only cards with numbers, not pictures of objects) or other resources.										
<b>2. Number Recognition 1-10</b> Point to each number and say, "Tell me the number as I point to it."  use <i>Understanding Numbers 1-10</i> deck C059 (using only cards with numbers, not pictures of objects) or other resources.	6	1	10	9	2	5	3	8	4	7
<b>3. Counting Numbers 1-5</b> Point to the stars and say, "Tell me how many stars there are."  use <i>Understanding Numbers 1-10</i> deck C059 (using only cards with pictures of objects, not numbers) or other resources.										
<b>4. Counting Numbers 6-10</b> Point to the shells and say, "Tell me how many shells there are."  use <i>Understanding Numbers 1-10</i> deck C059 (using only cards with pictures of objects, not numbers) or other resources.										
<b>5. Understanding Numbers 1-10</b> Point to the boxes and say, "Which boxes are the same or equal to the number two?"  Use <i>Understanding Numbers 1-10</i> deck C059 or other resources.			2							
<b>6. Understanding Numbers 1-10</b> Point to the boxes and say, "Which ones are the same or equal to the number six?"  Use <i>Understanding Numbers 1-10</i> deck C059 or other resources.										
<b>7. Addition</b> Point to each box in turn and say, "What is [four and two, three and four, etc.]" <i>Addition Facts</i> deck C061 or other resources.	<b>4+2</b>	<b>3+4</b>	<b>5+3</b>	<b>7+3</b>						
<b>8. Subtraction</b> Point to each box in turn and say, "What is [four take-away two, five take-away two, etc.]" <i>Subtraction Facts</i> deck C062 or other resources.	<b>4-2</b>	<b>5-2</b>	<b>6-3</b>	<b>9-4</b>						
<b>9. Reciting Numbers 11-20 in Order</b> Say, "Please say the numbers from eleven to twenty in order."  Use <i>Understanding Numbers 11-20</i> deck C060 (using only cards with numbers, not pictures of objects) or other resources.										
<b>10. Number Recognition 11-20</b> Point to each number and say, "Tell me the number as I point to it."  Use <i>Understanding Numbers 11-20</i> deck C060 (using only cards with numbers, not pictures of objects) or other resources.	16	14	19	11	18	20	13	12	17	15
<b>11. Understanding Numbers: Counting by 5's</b> Say, "Please count to 25 by fives."  Use <i>Understanding Numbers 11-20</i> deck C060 or other resources.										

<p><b>12. Understanding Numbers: Counting by 10's Say,</b> "Please count to 50 by tens." Use <i>Understanding Numbers 11–20</i> deck C060 or other resources.</p>							
<p><b>13. Addition Without Regrouping (2, 3 &amp; 4 digits)</b> Point to each box in turn and say, "What is the sum of: [    ]." Use <i>Addition Facts</i> deck C061 or other resources.</p>	<p><b>14 + 12</b></p>		<p><b>126 + 53</b></p>		<p><b>5,172 + 604</b></p>		
<p><b>14. Subtraction Without Regrouping (2, 3 &amp; 4 digits)</b> Point to each box in turn and say, "What is the difference of: [    ]." Use <i>Subtraction Facts</i> deck C062 or other resources.</p>	<p><b>88–43</b></p>		<p><b>369–45</b></p>		<p><b>6,817–702</b></p>		
<p><b>15. Place Value</b> Point to the number and say, "Which number is in the hundred's place? Which number is in the ten's place? Which number is in the thousand's place? Which number is in the one's place?" Use <i>Place Value</i> deck C069 or other resources.</p>	<p><b>4,683</b></p>						
<p><b>16. Addition With Regrouping (2, 3 &amp; 4 digits)</b> Point to each box in turn and say, "What is the sum of: [    ]." Use <i>Addition Facts</i> deck C061 or other resources.</p>	<p><b>19+14</b></p>		<p><b>128+73</b></p>		<p><b>6,478+956</b></p>		
<p><b>17. Subtraction With Regrouping (2, 3 &amp; 4 digits)</b> Point to each box in turn and say, "What is the difference of: [    ]." Use <i>Subtraction Facts</i> deck C062 or other resources.</p>	<p><b>68–49</b></p>		<p><b>220–25</b></p>		<p><b>9,317–748</b></p>		
<p><b>18. Multiplication</b> Point to each box in turn and say, "What is the product of: [    ]." Use <i>Multiplication Facts</i> deck C063 or other resources.</p>	<p><b>4X3</b></p>	<p><b>6X4</b></p>	<p><b>5X5</b></p>	<p><b>7X4</b></p>	<p><b>8X7</b></p>	<p><b>9X6</b></p>	
<p><b>19. Division</b> Point to each box in turn and say, "What is the quotient of: [    ]." Use <i>Division Facts</i> deck C064 or other resources.</p>	<p><b>16÷4</b></p>	<p><b>12÷3</b></p>	<p><b>30÷5</b></p>	<p><b>32÷4</b></p>	<p><b>49÷7</b></p>		
<p><b>20. Beginning Fractions</b> Point to each box in turn and say, "Please say what fraction is shaded." Use <i>Beginning Fractions</i> deck C070 or other resources.</p>							
<p><b>21. Geometric Shapes</b> Point to each box in turn and say, "Tell me the name of each shape when I point to it." Use <i>Geometric Shapes</i> deck C068.</p>							
<p><b>22. Geometric Shapes</b> Point to each box in turn and say, "Tell me the name of each shape when I point to it." Use <i>Geometric Shapes</i> deck C068.</p>							
<p><b>23. Telling Time</b> Point to each box in turn and say, "What time does this clock say?" Use <i>Telling Time</i> deck C066.</p>							
<p><b>24. Learning About Money</b> Point to each box in turn and say, "Tell me what this is and how much it is worth." Note: It's okay to use real money instead of the images in this example. Use <i>Learning About Money</i> deck C065.</p>							
<p><b>25. Learning About Money</b> Point to each box in turn and say, "How much money is this?" Use <i>Learning About Money</i> deck C065.</p>	<p><b>\$0.08</b></p>	<p><b>\$2.35</b></p>	<p><b>\$7.05</b></p>	<p><b>\$50.42</b></p>	<p><b>\$200.79</b></p>		
<p><b>26. Intro to Measurement</b> Point to each box and say, "What is the best answer?" after you read each aloud. Use <i>Intro to Measurement</i> deck C067.</p>	<p><b>The length of a watermelon seed is about:</b> A. 1 foot B. 1 yard C. 1 centimeter</p>			<p><b>The weight of a can of baked beans is about:</b> A. 1 ounce B. 1 pound C. 1 ton</p>			



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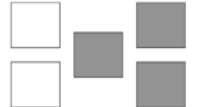




















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<b>5. Understanding Numbers 1-10</b> Point to the boxes and say, "Which boxes are the same or equal to the number two?"  Use <i>Understanding Numbers 1-10</i> deck C059 or other resources.			2			all three boxes				
<b>6. Understanding Numbers 1-10</b> Point to the boxes and say, "Which ones are the same or equal to the number six?"  Use <i>Understanding Numbers 1-10</i> deck C059 or other resources.				6		this box				
<b>7. Addition</b> Point to each box in turn and say, "What is [four and two, three and four, etc.]" <i>Addition Facts</i> deck C061 or other resources.	4+2	3+4	5+3	7+3	26	7	8	10		
<b>8. Subtraction</b> Point to each box in turn and say, "What is [four take-away two, five take-away two, etc.]" <i>Subtraction Facts</i> deck C062 or other resources.	4-2	5-2	6-3	9-4	2	3	3	5		
<b>9. Reciting Numbers 11-20 in Order</b> Say, "Please say the numbers from eleven to twenty in order."  Use <i>Understanding Numbers 11-20</i> deck C060 (using only cards with numbers, not pictures of objects) or other resources.										
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<b>11. Understanding Numbers: Counting by 5's</b> Say, "Please count to 25 by fives."  Use <i>Understanding Numbers 11-20</i> deck C060 or other resources.					five, ten, fifteen, twenty, twenty-five					

<p><b>12. Understanding Numbers: Counting by 10's Say,</b> "Please count to 50 by tens." Use <i>Understanding Numbers 11–20</i> deck C060 or other resources.</p>	ten, twenty, thirty, forty, fifty					
<p><b>13. Addition Without Regrouping (2, 3 &amp; 4 digits)</b> Point to each box in turn and say, "What is the sum of: [     ]." Use <i>Addition Facts</i> deck C061 or other resources.</p>	$14 + 12$ 26	$126 + 53$ 179	$5,172 + 604$ 5,776			
<p><b>14. Subtraction Without Regrouping (2, 3 &amp; 4 digits)</b> Point to each box in turn and say, "What is the difference of: [     ]." Use <i>Subtraction Facts</i> deck C062 or other resources.</p>	$88 - 43$ 45	$369 - 45$ 324	$6,817 - 702$ 6,115			
<p><b>15. Place Value</b> Point to the number and say, "Which number is in the hundred's place? Which number is in the ten's place? Which number is in the thousand's place? Which number is in the one's place?" Use <i>Place Value</i> deck C069 or other resources.</p>	$4,683$ hundred's–6, ten's–8, thousand's–4, one's–3					
<p><b>16. Addition With Regrouping (2, 3 &amp; 4 digits)</b> Point to each box in turn and say, "What is the sum of: [     ]." Use <i>Addition Facts</i> deck C061 or other resources.</p>	$19 + 14$ 33	$128 + 73$ 201	$6,478 + 956$ 7,434			
<p><b>17. Subtraction With Regrouping (2, 3 &amp; 4 digits)</b> Point to each box in turn and say, "What is the difference of: [     ]." Use <i>Subtraction Facts</i> deck C062 or other resources.</p>	$68 - 49$ 19	$220 - 25$ 195	$9,317 - 748$ 8,569			
<p><b>18. Multiplication</b> Point to each box in turn and say, "What is the product of: [     ]." Use <i>Multiplication Facts</i> deck C063 or other resources.</p>	$4 \times 3$ 12	$6 \times 4$ 24	$5 \times 5$ 25	$7 \times 4$ 28	$8 \times 7$ 56	$9 \times 6$ 54
<p><b>19. Division</b> Point to each box in turn and say, "What is the quotient of: [     ]." Use <i>Division Facts</i> deck C064 or other resources.</p>	$16 \div 4$ 4	$12 \div 3$ 4	$30 \div 5$ 6	$32 \div 4$ 8	$49 \div 7$ 7	
<p><b>20. Beginning Fractions</b> Point to each box in turn and say, "Please say what fraction is shaded." Use <i>Beginning Fractions</i> deck C070 or other resources.</p>	 2/3		 3/5		 3/8	
<p><b>21. Geometric Shapes</b> Point to each box in turn and say, "Tell me the name of each shape when I point to it." Use <i>Geometric Shapes</i> deck C068.</p>	 square	 circle	 triangle	 rectangle	 octagon	
<p><b>22. Geometric Shapes</b> Point to each box in turn and say, "Tell me the name of each shape when I point to it." Use <i>Geometric Shapes</i> deck C068.</p>	 hexagon	 parallelogram	 trapezoid	 pentagon	 cube	
<p><b>23. Telling Time</b> Point to each box in turn and say, "What time does this clock say?" Use <i>Telling Time</i> deck C066.</p>	 two o'clock	 ten thirty or equivalent	 four forty-five or equivalent	 quarter to five or equivalent		
<p><b>24. Learning About Money</b> Point to each box in turn and say, "Tell me what this is and how much it is worth." Note: It's okay to use real money instead of the images in this example. Use <i>Learning About Money</i> deck C065.</p>	 quarter or 25 cents	 nickel or 5 cents	 one dollar	 dime or 10 cents	 penny or 1 cent	
<p><b>25. Learning About Money</b> Point to each box in turn and say, "How much money is this?" Use <i>Learning About Money</i> deck C065.</p>	$\$0.08$ 8 cents	$\$2.35$ 2 dollars & 35 cents	$\$7.05$ 7 dollars & 5 cents	$\$50.42$ 50 dollars & 42 cents	$\$200.79$ 200 dollars & 79 cents	
<p><b>26. Intro to Measurement</b> Point to each box and say, "What is the best answer?" after you read each aloud. Use <i>Intro to Measurement</i> deck C067.</p>	<p><b>The length of a watermelon seed is about:</b> A. 1 foot B. 1 yard <b>C. 1 centimeter</b></p>			<p><b>The weight of a can of baked beans is about:</b> A. 1 ounce <b>B. 1 pound</b> C. 1 ton</p>		