### CRA Assessment Template

**Big Idea/ Focus:**
Doubles +1 with Unknown *** (February)

**High Leverage Concept:** Doubles +1 (Total unknown)

### Planning
What standards will the assessment address?

### Expectations
What do you think students already know about this topic?

What kind of models do you expect the students to use?

Where might they have difficulty?

### Administering the Assessment
How will you administer the assessment? (Student choice or teacher choice for starting station? Moving individually? Rotating groups? Whole class?)

### Concrete Station

**Problem**
I have 6 scarves. Sam has 7 scarves. How many scarves do they have in all?

**Materials**
- Base Ten Blocks
- Unfix Cubes
- Rek-en-Rek
- Ten Frames
- Counters

**How will you record student work?**
They will record their work using manipulatives on their paper. Teacher will take a picture of student model and also take notes on their assessment document.

### Representational Station

**Problem**
There are 8 chocolate cupcakes and 9 vanilla cupcakes. How many cupcakes are there in all?

**Materials**
- Pencil
- Paper/Assessment Document

**How will you record student work?**
Students will draw their representation onto their assessment document in the representation box.
### Abstract Station

**Problem**
I have 12 erasers and 13 glue sticks. How many total supplies are there in all?

**Materials**
- Paper/assessment document
- Pencil

**How will you record student work?**
Students will record their work in the Abstract box on the assessment document.

### Analyzing the Assessment

**Sorting categories**
When sorting the student work by models, strategies, or algorithms, what patterns do you find?

<table>
<thead>
<tr>
<th>Sort Pile 1</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Sort Pile 2</td>
<td></td>
</tr>
<tr>
<td>Sort Pile 3</td>
<td></td>
</tr>
<tr>
<td>Question Pile</td>
<td></td>
</tr>
</tbody>
</table>

**What questions did you have about samples that were difficult to understand?**

**What if any common misconceptions appeared in the work?**

**Did students show any indicators of cognitive difficulties such as memory difficulties, attention challenges or anxiety?**
If so, who and what were the indicators?

**Anything else discovered with this assessment?**